# WCC College in the High School Handbook for High School Partners

(2024-25)

WHATCOM COMMUNITY COLLEGE

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# Program Information

## College in the High School

Recognizing instructional excellence in our local high school teachers, Whatcom Community College (WCC) has partnered with local area high schools to offer College in the High School (CiHS). High school students complete college coursework to satisfy high school requirements while earning Whatcom Community College credit.

CiHS provides students the opportunity to receive credit through participating high school teachers, trained and approved to teach college courses. Students earn college credit without leaving the familiar environment of their high school.

## National Accreditation

Whatcom Community College is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP's standards serve as the model criteria for ensuring parity in faculty, course content, student outcomes and support. Receiving NACEP accreditation means an institution has met the nation's most rigorous standard in concurrent enrollment program development, management, and evaluation across multiple, multifaceted program areas.

# Information for Students

## Student Eligibility

Ninth, 10th, 11th, and 12th grade students, and students who have not yet received a high school diploma or its equivalent and are eligible to be in the 9th, 10th, 11th, or 12th grades, may participate in a College in the High School program.

As of 2023-24, there is no fee for students to register for a CiHS program course. (RCW 28A.600.287).

## What classes are available?

See Appendix A for the list of courses being offered at various high schools or contact your guidance counselor for information on course availability. Not all CiHS courses are available at every school.

## Student Admission & Registration Process

How to apply and register:

1. **Apply to WCC** through the Washington State Board Online Admissions Portal. You may find these STCTC written instructions useful.
   IMPORTANT: When prompted, select the following:
   - College: Whatcom Community College
   - Admission Type: First Year
   - Program: Transitional Studies
   - Plan: Undecided – Trans Studies
2. **Activate your ctc.Link account**. Your ctc.Link ID number will be included in your acceptance email from WCC. Use this guide or watch this video for help with activating your ctc.Link account.
3. If your CiHS course(s) require English or math placement, use the placement process described on the next page.
4. During the CiHS enrollment period, **sign up for CiHS class(es)** using course information provided by CiHS staff to your high school teacher or guidance counselor.

## Placement

### English writing placement

At WCC, decide which English class to start in, based on your reading and writing abilities, time management and study skills, and life factors. WCC's online informed self-placement program for English takes 20-30 minutes to complete. You can log into the program as many times as you wish and take as long as you need to complete it.

### Math placement

To figure out which math course you should take, visit the math placement webpage. Your placement will be based on your previous college math, on an exam such as AP or CLEP, or on the results you get using WCC's online math placement tool. It isn't a test!

## Fees, Books and Materials

There is no fee for students to register for College in the High School classes. Your high school will provide all textbooks and supplemental course materials. Contact your teacher for a list of required books and materials.

## Withdrawals

Because a college transcript follows you into your future, pay close attention to the two posted deadlines for withdrawing from a course. If you withdraw from a College in the High School course before the first withdrawal deadline, the course will not appear on your official Whatcom Community College transcript at all. If you withdraw before the second withdrawal deadline, you will receive a "W" grade on your official transcript. A "W" does not affect your GPA. After the second deadline you may not withdraw from the course unless you have an unanticipated emergency. Whatever grade you earn will appear on your transcript.

## CiHS Deadlines & Registration Calendar (2024-25)

Subject to change. Visit the WCC CiHS website for up-to-date information.

| Date / Deadline | First Semester & Yearlong classes | Second Semester only |
|---|---|---|
| Application Deadline | October 3 | February 5 |

| | | |
|---|---|---|
| Registration/enrollment period | October 31 - November 30 | February 27 - March 31 |
| Last day to withdraw from the course without a "W" grade | January 27 | May 5 |
| Last day to withdraw from the course with a "W" on the transcript | March 7 | May 30 |
| Grades posted | April – First Semester<br>June – Yearlong | June |

## Grades and College Transcript

Grades earned in CiHS classes are part of the student's permanent Whatcom Community College transcript. Instructions on how to view unofficial transcripts or order official transcripts are available on the WCC Transcripts Requests website.

## Student Benefits

As a College in the High School student, you have full and equal access to on-campus and online college services and support. To use any of these services, come to campus and get an Orca Student ID card after registering for your College in the High School class(es). Visit the front desk of the Learning Commons Building, and bring a government form of photo ID.

Services and support available include the following:

- Advising
- Financial Aid
- Counseling
- Library
- Student Recreation Center
- Student clubs and organizations
- Intercultural services
- Writing Center
- Math Center
- Tutoring
- Media Center and Makerspace
- Access and Disability Services
- Veteran's Services

- Student Life and Development
- Bookstore
- Dining services
- Student Helpdesk for technology questions and device check-out

## Student Rights and Responsibilities

All WCC students must adhere to the college's catalog policies, including grading, course withdrawals, and academic honesty. Due to differences between high schools and community college calendars,  CiHS classes have unique dates for registration and withdrawals. All College in the High School students have the same rights and responsibilities as all other Whatcom students as further detailed on the College in the High School website, in the Whatcom Community College student conduct policies and procedures, and in the college catalog.

## The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights also apply to the College in the High School program and do not permit college staff to disclose or discuss students' records with anyone other than the student; this includes non-disclosure to parents and/or legal guardians. When inquiring about student records, the student must make the inquiry. To obtain student grades or records, parents/guardians should work in cooperation with their student to gain access to their student's permanent academic records. The College's complete FERPA policy is contained in Washington Administrative Code (WAC) 132U-280.

# Information for Teachers

## Course Eligibility

See Appendix A for information on course availability. Not all courses listed are available at every school.

To match the workload expectations of our students on campus, WCC recommends all CiHS courses to be completed within a single high school semester. Any decision to offer a year-long course is at the discretion of WCC discipline faculty.

## Instructor Eligibility

NOTE: Whatcom Community College is currently accepting new applications from teachers in Whatcom County only.

- Contact your school administration for information about possible course offerings in the upcoming year. Whenever possible, WCC prefers high schools to offer a single section of a course with all students in that section enrolled for college credit.
- Review the minimum credential requirements for teaching the requested course. (See Appendix B.) If you are uncertain if your academic background meets the standards, you may request an informal review of your academic transcripts prior to formal application.
- Submit the following material electronically to the College in the High School program: CIHS@whatcom.edu
    a. Cover letter describing your interest in CiHS, teaching experience, and reflections on how your CiHS course will differ from a high school course in the same subject.
    b. Curriculum vitae or resume.
    c. Unofficial transcripts for all post-secondary education.
    d. The following materials (used to demonstrate teaching approach/philosophy). Please be as descriptive as possible.
        - Sample syllabus, with schedule of assignments.
        - Lesson plan for the requested course.
        - Sample project or assignment instructions, with assessment criteria.
- Complete an interview with WCC faculty. This may include a short 15–20-minute teaching demonstration. We may also request samples of past graded student work, with identifying information redacted.

- In consultation with WCC faculty, design/revise syllabi and curricula to align with our learning outcomes, grading standards, performance requirements, etc.

Have questions about the suitability of your course or how to align with WCC standards? Unofficial inquiries are welcome. We can send sample syllabi and connect high school teachers with appropriate faculty on campus. Contact the CiHS faculty coordinator at CIHS@whatcom.edu.

## What do we look for in an ideal CiHS teacher?

In addition to a strong record of teaching and continuing professional development in your field, WCC values:

- Demonstrated commitment to the community college mission and goals
- Excellent oral and written communication skills
- Understanding of statewide College in the High School requirements
- Demonstrated ability to work with people from diverse backgrounds and experiences
- Active promotion of cultural diversity and global understanding through curricular materials
- Demonstrated cultural competence and a commitment to equity and inclusion.
- Experience in applying technology to instructional efforts, with and on behalf of students.

**Minimum education requirements for College the High School teachers:**
Verification of degree requirements and approval of transcripts will be done by full-time WCC faculty in the appropriate discipline. See Appendix B for discipline-specific minimum requirements.

## General Roles & Responsibilities of CiHS teacher

The CiHS program relies on and values the talents of experienced high school teachers. The following are some of the ways you will contribute to the program and support your students. See the checklists located in the appendixes to guide you in those efforts. Your faculty liaison will also work with you to ensure your course(s) are aligned with those offered on campus.

### Orientations and meetings

- Attend Human Resources “Open House” and complete employment paperwork for new instructors (W-4, I-9, etc.)

- Attend the CiHS new instructor orientation
- Attend mandatory annual kick-off meeting
- Attend and/or participate in the discipline-specific professional development meeting or activity

## Communication with students and parents

- Distribute marketing information and material to students (postcard, poster, etc.)
- Market the benefits of the program to students and parents
- Communicate prerequisite and placement testing score requirements to students
- Clarify credit/course information for students and parents (for example, provide course code ENGL& 101, 5 credits for one semester at the high school)
- Remind students to apply for admission and receive their student identification number (SID)
- Remind students of deadlines for registration, payment, withdrawal, etc.
- Assist students with registration if necessary

## Grade submissions and record keeping

- Verify class roster via online system (ctc.Link) and notify Whatcom Community College of any discrepancies
- Respond to email or voice messages from College in the High School staff/administrator
- Notify payroll of an address change (contact the Whatcom Community College Human Resources Office: hr@whatcom.edu or 360.383.3400)
- Post grades via online system (ctc.Link) within one week of course completion
- Coordinate with Faculty Liaison in submitting annual Shared Partnership and Faculty Liaison Checklists (See Appendixes D & E) and Statement of Equivalency narrative, with supporting evidence, including some or all of the following:
    - Course outline, learning objectives and syllabus
    - Textbook and other teaching materials
    - Sample assessment criteria and tools (e.g., papers, portfolios, quizzes, exams, labs, etc.) that demonstrate alignment with WCC learning outcomes and course equivalency
    - Evidence that courses reflect the pedagogical, theoretical, and philosophical orientation of the applicable Whatcom Community College academic department or discipline
    - Grading criteria and standards, including samples of graded assessments
- Participate in program review or accreditation committees upon request

### Classroom visits

- Schedule teaching observation, site visit and/or interview with college faculty or administrator upon request
- Administer student course evaluation surveys for each course according to Whatcom Community College guidelines; ensure survey forms are promptly returned to Whatcom Community College at the end of the course. (See Appendix F.)

## Noncompliance

Non-compliance with the instructor duties described above may result in loss of instructor certification and withdrawal of students from the college course.

## Compensation & Pay

WCC will negotiate agreements with each high school per current state legislation and State Board of Community and Technical Colleges requirements.

## For More Information . . .

For additional details about the College in the High School program, visit the WCC CiHS website, WCC CiHS Procedure and OSPI/SBCTC FAQs. Contact cihs@whatcom.edu with your questions.

# Appendixes

## Appendix A – What classes are available in 2024-25?

Not all courses listed are available at every school. To match the workload expectations of our students on campus, WCC recommends that College in the High School courses be completed within a single high school semester. In limited situations, year-long classes, and/or co-delivery (of Advanced Placement, International Baccalaureate, Cambridge International or CTE Dual Credit) may be considered.

| COURSE | TITLE | DESCRIPTION | PRE-REQs | CREDITS |
|---|---|---|---|---|
| PSYC& 100 | General Psychology | Surveys the knowledge and methods of the discipline of psychology. Emphasis includes an overview of current knowledge in major areas of psychology, accessing and assessing information about behavior, skills in scientific reasoning and critical thinking. | None | 5 |
| EDUC& 202 | Introduction to Education | Survey course in history, philosophy and principles, issues, and trends in American Education. Includes opportunities for observations of educational models and exploration of career paths. | None | 5 |
| EDUC 190 | Cooperative Education/Internship | Students deepen learning and enrich resumes by applying knowledge and skills in a structured, career related setting within the employing community. Also developed are appropriate work ethics, attitudes, responsibility, personal qualities, critical thinking, problem solving skills necessary for the workplace. Measurable learning outcomes are written collaboratively with student, faculty mentor and employer. | EDUC& 202 | 1-3 |
| ENGL& 101 | English Composition | This course helps students become more effective writers in academic and professional settings. Students learn to enter ongoing academic conversations, analyze and use secondary sources to formulate, develop, revise, and communicate ideas in writing, and shape their message to different purposes, audiences, and media. | Informed Self-Placement for English (ISP) | 5 |
| ENGL 201 | Advanced Composition | This course helps students become more effective communicators through the production of various forms and mediums of writing. Students develop effective rhetorical strategies through analysis of texts and contexts, as well as engaging in independent research as part of meaningful and ethical scholarship. | ENGL& 101 | 5 |

## Appendix B – Minimum Education Requirements for CiHS Teachers

Verification of degree requirements and approval of transcripts will be made by full-time WCC faculty in the appropriate discipline

### Biology

- A master's degree in biology

### Chemistry

- B.S. in chemistry or chemical engineering AND
- M.S. in chemistry or chemical engineering or a related field.

### Communication Studies

- A master's in communication studies
- Demonstrated teaching effectiveness in related course topic

### Education

- Departmental discretion

### English

- A master's degree in English or composition and rhetoric (May consider a master's in education, if other qualifications are met)
- Experience teaching at the two-year college level or experience teaching AP or IB courses
- Preferred qualifications include:
    - Undergraduate/graduate coursework in composition and rhetoric
    - Demonstrated participation and currency in composition/rhetoric through conference attendance or presentations (NCTE, TYCA-PNW, Conference on College Composition and Communication-4 C's)
    - Experience, scholarship, and/or training in one or more of the following: multimodal composition and digital media, technical writing, ELL/Gen 1.5 writers, diverse literacies and diverse populations, writing program development and leadership at the college level, online or hybrid course development and instruction

### History

- A master's degree in history or a closely related field, such as American Studies. Master's degrees in education are generally not acceptable.

- For courses other than the U.S. and Western Civilization survey courses (i.e., HIST& 146/147/148 and HIST& 116/117/118) evidence of graduate course work relevant to the requested CHS course must be demonstrated.

### Mathematics

- A master's degree in mathematics or closely related field with strong mathematics preparation required
- Preferred Qualifications include:
    - Experience teaching mathematics

### Political Science

- For American Government (POLS& 202)
    - B.A. in political science or history (with focus on American history). M.A. preferred.
    - M.A. in a related social science.
    - Demonstrated teaching experience in American civics.
    - Current instructors are grandfathered
- For Comparative Government (POLS& 204)
    - M.A. in political science or international relations.
    - Demonstrated teaching experience in related areas, such as Current World Problems.
    - Current instructors are grandfathered

### Psychology

- A master's degree in psychology
- Current instructors are grandfathered

### Spanish

- A master's degree in Spanish or closely related field
- Demonstrated fluency in Spanish

## Appendix C – Syllabus Checklist

The CiHS syllabus in use in the high school must meet current WCC guidelines, including but not limited to:

- Course title, number, and credits match a currently catalogued WCC course (page 1)
- Course description (page 1)
- Approved WCC course outcomes (page 1 or 2)
- WCC Core Learning Abilities statement (page 1 or 2)
- Required texts and materials (page 1 or 2)
- List of current registration and withdrawal dates for CiHS students (page 1 or 2)
- Description of assessment criteria (i.e., tests, projects, papers, etc.) including grade weights
- Final course grading criteria match WCC discipline standards for on-campus courses
- Listing and description of college services and supports available to all registered students (e.g., library, advising, counseling, student rec center, etc.)
- Additional required syllabus content is available in CurricUNET. See directions for using the syllabus generator.

## Appendix D – Shared Partnership Checklist

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### Shared Partnership Checklist (**CiHS teachers and WCC faculty liaisons)**

| Check | |
|---|---|
| | The high school teacher has been provided with at least one current WCC syllabus for the course being taught. |
| | The WCC liaison has received two copies of the high school syllabus and forwarded one copy to the CiHS faculty coordinator. |
| | The CiHS syllabus in use in the high school meets current WCC guidelines, including but not limited to:<br>- Course title, number, and credits match a currently catalogued WCC course (page 1)<br>- Course description (page 1)<br>- Approved WCC course outcomes (page 1 or 2)<br>- WCC Core Learning Abilities statement (page 1 or 2)<br>- Required texts and materials (page 1 or 2)<br>- List of current registration and withdrawal dates for CiHS students (page 1 or 2)<br>- Description of assessment criteria (i.e., tests, projects, papers, etc.) including grade weights<br>- Final course grading criteria match WCC discipline standards for on-campus courses<br>- Listing and description of college services and supports available to all registered students (e.g., library, advising, counseling, student rec center, etc.) |
| | The CiHS teacher has reviewed the teacher policy packet |
| | The CiHS teacher has distributed copies of the student information and policy packets to CiHS students |
| | The CiHS teacher has confirmed that all students have received and can access the student handbook that includes policies, procedure, student rights, and responsibilities |
| | The CiHS teacher and the WCC liaison have reviewed procedures for submitting final grades |
| | CiHS teacher has reviewed instructor responsibilities and non-compliance policies |
| | CiHS teacher and WCC liaison have supplied paired student assessment tools from on-campus and concurrent enrollment sections (such as final exam, lab exercise, essay assignment, grading rubrics, etc.) |
| | CiHS teacher has submitted documentation of all collaboration and professional development activities related to CiHS, including meeting dates (Zoom, phone, in person), agendas, notes, itemized activities, emails, PowerPoints, resources provided/shared, meeting invites, etc. |
| | A classroom observation has been completed. An observation report has been written by the WCC liaison and discussed with the CiHS teacher. |

High school teacher signature _____

WCC liaison signature _____

## Appendix E – WCC Faculty Liaison Checklist

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### College in the High School (CiHS) – WCC Faculty Liaison Checklist

Please submit all supporting evidence and Faculty Liaison and Shared Partnership Checklists to the WCC CiHS faculty coordinator no later than June 15

| | |
|---|---|
| **Course title and number** | |
| **High School** | |
| **HS teacher name** | |
| **WCC faculty liaison name** | |
| **Year/Semester** | |

***This checklist supplements the checklist for CiHS teacher/liaison partnerships and includes those items specific to WCC faculty liaison reporting responsibilities.***

Check

| | |
|---|---|
| | **NEW** Partnerships only (Indicate "n/a" if partnership is continued from previous year |
| | **Samples of course-specific training materials and agenda** for new concurrent enrollment instructor training **with written descriptions** of training methods and materials, including how they are used, are submitted. |
| | **Attendance tracking report**, documenting all dates each new concurrent enrollment instructor received initial course-specific training, is submitted. |
| | **ALL** Partnerships |
| | **Multiple examples from the professional development activities of each discipline**, (e.g., seminar description and materials, event minutes, conference report, or individualized meeting summary) **with accompanying written description** of how the annual professional development a) enhances course content/deliver knowledge and/or b) addresses research and development in the field are submitted.<br>*Reminder*: Identify the following elements of the annual professional development:<br>• format<br>• delivery method<br>• frequency<br>• explanation of how annual professional development is distinct from new instructor training. |
| | **Professional Development tracking report** submitted. Includes: |

| | |
|---|---|
| | • description of how you ensure and track professional development participation, including following-up with those who do not attend, and . . .<br>• documentation of when each concurrent enrollment instructor most recently participated in annual professional development. |
| | A **Statement of Equivalency** written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines submitted. A standard response is not appropriate. Statement of Equivalency covers:<br>• The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.<br>• The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical, and philosophical orientation of the respective college/university discipline |
| | **Observation report** submitted, **with site visit tracking documentation** that lists the most recent site visit date for each instructor and the name of the site visitor and title. (See also classroom observation report in the partnership checklist.) |
| | Verified and documented that the CiHS teacher has confirmed that all students have received and can access information on policies, procedure, student rights, and responsibilities (currently available on the WCC website and in the CiHS Handbook for High School Partners). |

Updated August 2024

## Appendix F – Course Evaluation Form

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### College in the High School - Student Course Evaluation Form

| | | | |
|---|---|---|---|
| **School name** | | **Course title** | |
| **Teacher Name** | | **Section/Time** | |
| **Semester** | | **Year** | |

**Directions***:* Check a response for each of the statements listed below. We encourage you to amplify, explain or clarify any of these answers on the back side of this form. Please contain your comments to this instructor/class only. **Any comments that refer to another instructor or class will not be recorded**.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | No opinion/ Not Applicable |
|---|---|---|---|---|---|
| 1. Overall, I gave my best possible effort to learning in this course. | | | | | |
| 2. Overall, this course addressed the course outcomes. | | | | | |
| 3. Overall, the instructor created an environment conducive to learning. | | | | | |
| 4. This instructor was willing to help when I asked for it. | | | | | |
| 5. This instructor appeared to know his/her subject matter. | | | | | |
| 6. This instructor was organized and prepared for each class. | | | | | |

**(Please see reverse side for additional questions)**

**The following two questions are intended to (a) allow you to amplify, expand or clarify the opinion responses you gave on the front side of the form; (b) comment on areas of strength or improvement not addressed on the front; or (c) summarize any overall impressions you have regarding the course or the instructor.**

7. **What do you consider to be the primary strengths of this course and its instructional practices?**

8. **What suggestions do you have to improve the course content and its instructional practices?**