

## COLLEGE IN THE HIGH SCHOOL (CiHS) FREQUENTLY ASKED QUESTIONS

DATE: August 2021

TO: High School Administrators, Counselors, Teachers,  
College/University Staff and Faculty

FROM: Council of Presidents (COP)  
Independent Colleges of Washington (ICW)  
Office of the Superintendent of Public Instruction (OSPI)  
State Board for Community and Technical Colleges (SBCTC)

SUBJECT: College in the High School Program- Questions and Answers

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College in the High School programs provide students an opportunity to enroll in college courses at their high school and earn high school and college credit.

Representatives from higher education and K-12 developed this document. The answers reflect how high schools and public institutions of higher education in Washington implement and administer various elements of College in the High School to ensure high quality and maintain compliance with state administrative codes.

This document does not provide legal guidance. If there are legal questions, an institution should reach out to the appropriate institutional legal contacts.

For this FAQ, the term **college** refers to both Washington community and technical colleges, as well as baccalaureate colleges and universities.

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## GENERAL QUESTIONS

### 1. What is a College in the High School program?

A College in the High School program is a program in which a college approved eligible high school teacher offers a college course on a high school campus in a high school environment, including a skills center and alternative learning experiences (ALE) or Open Doors program, and in which eligible high school students are given the opportunity to earn high school credit to be awarded by a district, charter school, or tribal compact school and college credit awarded by the participating institution of higher education.

### 2. What is the Difference Between College in the High School and Running Start?

There are four main differences between College in the High School and Running Start.

- *Where the course is offered.* College in the High School is taught on a high school campus. Running Start is taught on a college campus in-person or online
- *Who teaches the course(s)?* College in the High School is taught by a college approved high school teacher. Running Start courses are taught by college faculty.
- *Who is eligible to enroll in the course(s)?* Students in the 11<sup>th</sup> and 12<sup>th</sup> grade are eligible to enroll in Running Start. Students in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade are eligible to enroll in College in the High School course.
- *Funding.* Running Start students may enroll tuition- free up to the equivalent of a full-time student each term, and for a maximum of the equivalent of two years of full-time enrollment. College in the High School students wanting to earn the available college credit may be responsible for paying a fee to the college. The maximum per college credit tuition fee for 2021-22 is \$66.30 per college credit adjusted annually for inflation. State funded subsidies are available for rural and small public schools. For more information, see *Fee and State Subsidies* section

### 3. What are “College in the High School Fees”?

This term refers to the registration fee or fees charged by the participating institution of higher education to register to earn college credit for the college course.

#### **4. Is College in the High School considered Dual Credit or Dual Enrollment?**

In Washington, the term “Dual Credit” broadly refers to all programs where students have the potential to earn high school and college credit for the same course. College in the High School is both dual credit and a concurrent enrollment program. College in the High School courses allow students to enroll concurrently in high school and an institution of higher education. Credit is both earned for college courses from an institution of higher education and recorded on a high school transcript as high school credit.

“Dual enrollment” in Washington is generally defined as a student simultaneously enrolled in two different institutions of higher education.

“Concurrent Enrollment” in Washington is a partnership between K-12 schools and postsecondary education institutions through which credit-bearing college courses offered by a public or private institution of higher education and taught by higher education faculty or college-approved high school teachers, are taken by high school students who have not yet received the credits required for the award of a high school diploma. Courses may be offered either in high school or at a public or private institution of higher education, and earned credits are recorded on a college or university transcript.

“Dual Credit” in Washington is credit awarded through one of the six dual credit programs in Washington. These include Advanced Placement (AP), Cambridge International (CI), College in the High School (CiHS), Career and Technical Education (CTE) Dual Credit, International Baccalaureate (IB), and Running Start.

#### **5. Do students travel for College in the High School courses?**

No. College in the High School courses are taught on a high school campus. Travel is not required of students unless otherwise required to meet the learning outcomes of a specific course as noted in the course syllabus.

#### **6. What is the National Alliance of Concurrent Enrollment Partnerships?**

The National Alliance of Concurrent Enrollment Partnerships ([NACEP](#)) is a professional organization and accrediting body that works to ensure that College in the High School courses taught by high school teachers are as rigorous as courses offered on the college campuses.

Adherence to NACEP standards provides students with an experience like what a college course will be like and helps them gain the needed skills to continue their college experience. Washington’s [WAC](#) rules for the “College in the High School” program is based primarily on NACEP’s national standards for accreditation.

**7. What is a “local agreement”?**

College in the High School programs are governed by a local agreement between the school district and the participating college in compliance with [RCW 28B.600.290](#) and Washington Administrative Code (WAC) rules adopted by the Office of the Superintendent of Public Instruction (OSPI).

**8. What types of courses may be included in a CIHS program?**

A college in the high school program may include both academic and career and technical education.

**9. Can Open Doors programs offer College in the High School courses?**

If an Open Doors school chooses to offer CIHS courses, there are no rules preventing them from doing so. Open Doors Youth Reengagement (WAC 392-700) is a reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Open Doors reengages disconnected youth through programs that encourage community partnerships, create multiple pathways for students to realize success, and provide an on-ramp to post-secondary achievement through a performance based, individualized support model.

**10. If I want to compare College in the High School with other dual credit programs in Washington is there a handout or information?**

The Washington Student Achievement Council created a document that describes each dual credit program offered in Washington, which can be found on the WSAC’s dual credit website at [www.wsac.wa.gov](http://www.wsac.wa.gov).

## TIMELINES and DEADLINES

**11. Can a college impose a registration deadline for college credit for College in the High School?**

Yes. An eligible student seeking to earn college credit is responsible for registering on or before the deadline established by the college. Note that retroactive registration –students registering for college credit after the college course is over – is prohibited and does not occur on a college campus or through College in the High School programs.

**12. Is registering for college credit for a College in the High School course optional?**

Yes. Students are not required to register for college credit in a College in the High School course. Registering for college credit is optional, so a student could take a CIHS course for high school credit only.

**13. Does the high school student have to adhere to the “drop”, “add” and “withdrawal” deadlines for the college?**

Yes. All deadlines established by the college for enrollment and withdrawal from the college course must be followed.

**14. What if my high school is on a semester system but the college or university is on a quarter system?**

Depending upon the high school’s master schedule, the college’s course availability, and the local agreement between the college and high school, students must enroll in the college course at some point during the high school term in which the CIHS course is being offered.

Registration typically occurs in the beginning of the course. Final course grades are submitted by the high school according to the policies and procedures of the college or university.

## STUDENT ELIGIBILITY

**15. Which students are eligible for College in the High School?**

Per RCW [28A.600.290](#) and [WAC 392-275-130](#), students must meet any course prerequisites or other requirements established by the college to ensure student readiness and must be considered a high school freshman, sophomore, junior or senior per school district policy.

Students wishing to earn the available college credit associated with a College in the High School course must also officially enroll in the college course within stated deadlines.

**16. Can a student take more than one College in the High School course during a high school trimester or semester?**

Yes. Eligible students can enroll in as many CIHS courses, within institutional credit limit policies as they choose but should take into consideration their overall course load and available time to complete challenging coursework.

In addition, most institutions of higher education have credit limit policies that apply to all students, whether they are matriculated or not. Students should connect with the institutions of higher education to learn more.

**17. Are students required to attend all College in the High School class days?**

Daily attendance rules apply to College in the High School classes. Students who are absent would be reported to Comprehensive Education Data and Research System ([CEDARS](#)) as excused or unexcused. While attendance may not be part of the calculation of the final college grade on the college transcript, attendance may impact the high school grade on the high school transcript.

**18. What is the responsibility of the public-school district, charter school or tribal compact school to inform potential College in the High School students about the College in the High School program?**

Per RCW [28A.230.090](#), a public school district, charter school or tribal compact school must provide general information about dual credit opportunities to all students in grades 8 through 12 and to the parents and guardians of those students.

A high school that offers a college in the high school program must include the following information about program courses in the high school catalogue or equivalent.

- There is no fee for students to enroll in a program course to earn only high school credit. Fees apply for students who choose to enroll in a program course to earn both high school and college credit.
- A description and breakdown of the fees charged to students to earn college credit.
- A description of fee payment and financial assistance options available to students.
- A notification that paying for college credit automatically starts an official college transcript with the institution of higher education offering the program course regardless of student performance in the program course, and that college credit earned upon successful completion of a program course may count only as elective credit if transferred to another institution of higher education.

Students, families and districts should note that elective credit is an essential component to earning a bachelor's degree or an associate degree. Both degrees are composed of a mix of general education, electives and major related credits. To learn more, go to:

<https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/transfer/joint-transfer-council/what-is-in-a-degree.pdf>

**19. Can high schools limit a student's enrollment in College in the High School courses?**

Student enrollment is limited to the College in the High School courses offered by the high school or district; a school or district may choose to not offer any College in the High School courses.

**20. Can a school district or high school condition a student's eligibility to enroll in a College in the High School course based on a determination by school district or building personnel that the student is academically qualified to take college course work?**

No. School districts and high schools may not condition a student's eligibility to enroll in a College in the High School course based on a student's academic qualifications to take the college course work.

**21. Can a college or university condition a student's eligibility to enroll in a College in the High School course?**

Yes. The college or university may require any prerequisites for a course to be completed prior to enrollment in the subsequent course.

**22. May a school district or high school condition a student's eligibility for enrollment in the College in the High School program upon the maintenance of a high school grade point average (GPA)?**

No. Districts and high schools may not condition a student's eligibility to enroll in a College in the High School course based on a student's high school GPA.

**23. Can private school or homeschooled students participate in College in the High School?**

A private school may enter into a local agreement with a college to establish a College in the High School program. Many private schools already offer CIHS courses. However, due to the requirements set forth in WAC [392-725](#), a homeschool would not be able establish that same agreement.

A private school or homeschooled student could enroll in a private or public school and participate in their College in the High School programs.

**24. Is there a verification form or paperwork a student must fill out to participate in a College in the High School program?**

Students wishing to enroll in a College in the High School course must follow their high school's registration procedures. A student wishing to earn the college credit for a College in the High School course must complete any required prerequisites and officially register and enroll with the college that is offering the CIHS course.

**25. Can students with an IEP participate in a College in the High School course?**

Yes. Students with an IEP should work with their IEP team and school counselor to determine readiness for specific CIHS courses and whether there is potential for course modifications, as needed.



**26. Who is responsible for covering the costs associated with Section 504 accommodations or special education services as outlined in a student’s Individualized Education Program (IEP)?**

Districts and high schools are responsible for providing reasonable accommodations to qualified students under the Section 504 and services outlined in an Individualized Education Program (IEP) for eligible students, as required by the Individuals with Disabilities Education Act (IDEA).

The college is responsible for providing accommodations for students as required by the American Disabilities Act (ADA), which may not always align with IDEA.

School district staff should check with the offering college to determine if, in addition to the IEP, documentation on specific functional limitations and/or the need for specific accommodations is required.

**27. Are students able to take a full high school course load and earn the college credit for one or more College in the High School courses?**

Yes. A College in the High School course is considered a high school course for state funding purposes and would be part of the student’s normal high school course load. There is no FTE limitation on the number of College in the High School courses a student can take with regards to college or high school credits earned. Students should be aware that most institutions of higher education have credit limit policies that apply to all students, whether they are matriculated or not. Students should connect with the institutions of higher education to learn more.

## COLLEGE IN THE HIGH SCHOOL COURSE FEES AND STATE SUBSIDIES

**28. Is there a fee to take a College in the High School course?**

Students who take a College in the High School course can choose to earn college credit for the course. Colleges charge a fee for the college credit available through a College in the High School course. RCW [28A.600.290](#) sets the requirement for a maximum fee per college credit. A college can also choose to charge a lower fee or no fee at all. In addition, colleges may charge other fees required to fully participate in the College in the High School course. These fees may include, but not be limited to, registration fees and fees for consumables.

**29. How is the College in the High School fee determined?**

An institution of higher education may charge tuition fees per credit to each student enrolled in a CIHS course. The maximum per college credit tuition fee for a program course in 2021-22 is \$66.30 per college credit adjusted for inflation using the implicit price deflator for that fiscal year, using fiscal year 2021 as the base, as compiled by the bureau of labor statistics, United States department of labor for the state of Washington.

Each year by July 1st, the Office of the Superintendent of Public Instruction must calculate the maximum per college credit tuition fee and post the fee on its website.

The funds received by an institution of higher education are not tuition or operating fees and may be retained by the institution of higher education.

**30. Are there funds to offset the costs to students?**

In some cases. Washington provides College in the High School subsidies for 9<sup>th</sup> through 12<sup>th</sup> grade students enrolled in College in the High School classes, and (1) attend a high school that is located 20 miles or more by the most direct route from a college that offers Running Start, or that lives 20 miles or more the nearest Running Start college and/or (2) Attend a high school that receives small high funding.

In addition, students enrolled in a program course may pay CIHS fees with advanced college tuition payment program tuition units at a rate set by the advanced college tuition payment program governing body. To learn more, go to: <https://wastate529.wa.gov/>.

**31. If a student enrolls in a College in the High School course, but does not choose to pay the college's fee for the college credit, does their high school transcript still show the college course name and the College in the High School ("C") course designator?**

Yes. Any student who enrolls in a CIHS course, even if they do not register with the college to earn college credit, shall have the college course title and "C" course designator on their high school transcript

**32. Do high schools have to buy textbooks for College in the High School courses?**

In some cases. If needed, districts and high schools are responsible for providing students with textbooks and materials required for a College in the High School course.

**33. What is the Academic Acceleration Incentive Program (AAIP) and how can these funds be used to support a College in the High School Program?**

The AAIP is a legislative program that provides financial incentives to help schools increase systemic capacity and equitable access to dual credit programs. When funded by the legislature, AAIP funds would ideally be used to support teacher training and curriculum development to increase access to CIHS courses. Available funds could also help low-income students pay the CIHS course fees.

- Attend a high school that is located 20 miles or more by the most direct route from a college that offers Running Start, or that lives 20 miles or more the nearest Running Start college.
- Attend a high school that receives small high funding.

**34. How and when do districts apply for the state funded subsidies?**

State funded subsidies are available for 9th-12th grade students enrolling in the College in the High School classes. Districts apply for the subsidies in iGrant Form Package 154, available in early May prior to the new school year.

**35. When and how are the state subsidies paid?**

The state funded subsidies are requested by districts once the College has completed their 10<sup>th</sup> day enrollment count and has invoiced the district for the students. Districts then request reimbursement through the iGrant form package.

All (100%) of the subsidies are required to be promptly forwarded to the college that provided the College in the High School instruction.

**36. What are a districts or high school's responsibilities regarding the subsidy (e.g., tracking, reporting, accountability)?**

Districts must retain documentation to support the subsidies being claimed to include: (1) copies of invoices from the College, (2) list of eligible students who have completed the College in the High School course(s), and (3) for students who qualify for the subsidies due to living 20 miles or more from the nearest Running Start college, documentation of the distance between the student's home address and the nearest college.

**37. If my district has questions about state funding subsidies, who should they contact?**

OSPI handles the state subsidies and grant process for the College in the High School program. The current Program Supervisor for Enrollment Reporting is Becky McLean. She can be reached at [becky.mclean@k12.wa.us](mailto:becky.mclean@k12.wa.us) or 360-725-6306.

## CREDITS, TRANSCRIPTS AND FINANCIAL AID

**38. What College in the High School courses are available?**

The Washington Student Achievement Council (WSAC) maintains a current list of eligible public Washington colleges offering a College in the High School program <https://wsac.wa.gov/college-credit-high-schoolCIHS> Districts and high schools should contact an eligible college directly to determine what courses are available or may be developed. Information about College in the High School for the public four-year institutions can be found here: <https://councilofpresidents.org/dual-credit-tool/>

**39. What is the rate of high school credit granted to a College in the High School course?**

RCW [28A.230.090\(6\)](#) established that every five-quarter credit or three-semester credit college course that is designated 100 level or above equals 1.0 high school credit. Therefore, if an entire CIHS course's college curriculum is taught within a high school, trimester or semester, students completing the course should receive the corresponding, 1.0 high school credit instead of the usual 0.5 high school credit for that term.

**40. How do college credits earned through College in the High School programs impact a student's financial aid eligibility?**

Students with questions about the effect of College in the High School on their student aid or scholarship packages should always check directly with the college's admissions, financial aid, and scholarship offices.

Washington College Grant

*Dual credit courses do not apply to the WCG maximum usage timeframe unless the student completes a bachelor's degree before the limit is up.* Some types of financial aid have a maximum timeframe for eligibility that limits the length of time students can receive aid. The limit depends on the state, federal, and/or institutional policy. While there are some ways that dual credit participation can affect a student's access to financial aid, due to recent changes to Washington's [maximum timeframe rules](#) with the Washington College Grant (WCG) expansion (formerly State Need Grant, SNG), Student accumulation of college credit through dual credit programs will NOT impact their ability to access state financial aid.

The new rules for the Washington College Grant (WCG) expansion eliminate the SNG [maximum timeframe](#) of 125% of the length of a program and replace it with maximum terms of eligibility. A maximum timeframe policy limits the length of time students are eligible to receive aid. This policy depends on the policies and practices for state, federal, and/or institutional aid.

The WCG maximum is attending a full time for a maximum of five-years limit (15 quarters/10 semesters or the equivalent of full-time enrollment). The WCG maximum This fulltime limit only applies to the quarters in which a student received the WCG.

Because dual credit students cannot receive state financial aid to pay for college credits earned through dual credit, no course work taken in dual credit programs will apply to the WCG fulltime limit.

*Students who earn an associate degree through dual credit programs can use WCG toward another associate degree.*

Students who already have an associate degree can use WCG toward a second associate degree if they are enrolled in an aid-eligible program. *This means students who earn an associate degree or who earn college credit toward an associate degree through dual credit programs may apply for WCG to pursue a second aid-eligible associate degree.*

### College Bound Scholarship

The College Bound Scholarship (CBS) differs from the WCG's maximum timeframe policy has a different length of eligibility requirement than the WCG. CBS recipients may be eligible can receive four-years of funding to use within five-years of high school graduation. Students must enroll in a college or university within one-year of high school graduation. The four four-year limit (12 quarters/8 semesters or the equivalent of full-time enrollment) applies regardless of if students choose to enroll part or full-time, or if a student they choose to take time off from school. The CBS maximum terms of eligibility are 12 quarters/ 8 semesters or the equivalent of full-time enrollment. (15 quarters/10 semesters or the equivalent of full-time enrollment). Like WCG, this full-time limit only applies to the quarters in which a student received the CBS. In other words, no course work taken in dual credit programs will apply to the CBS full time limit.

CBS Scholars must also enroll in college or university within one academic year following their high school graduation to be eligible for CBS consideration. For example, a CBS Scholar who graduated high school in the spring of 2021 is required to enroll in college or university by the fall term of 2022. CBS Scholars who do not enroll in college within a year of high school graduation are not eligible to receive the scholarship – unless they completed transcribed college credit prior to high school graduation through a dual credit program such as CTE Dual Credit, College in the High School (CIHS), or Running Start (RS). In this case, dual credit participation helps students access state financial aid because it fulfills the CBS enrollment deadline. For example:

- A CBS student completes a Running Start (RS) course their senior year.
- The student graduates in the spring of 2021 having already met the CBS enrollment deadline because they were enrolled at a college for their RS course.
- The student does not enroll in college until the fall term of 2023.
- The student is still eligible for CBS consideration because they met the enrollment deadline through RS participation.
- However, the student still only has five years after high school graduation to use CBS funding, meaning they would only have three years of remaining funding left.

### Federal and Institutional Aid

For federal financial aid, including the Pell Grant, the maximum timeframe policy for federal financial aid, including the Pell Grant, limit is 150% of the published length of the student's program. Every credit on a student's college transcript is eligible to be counted towards the federal 150% maximum timeframe. This includes credits earned through dual credit programs.

Federal policies do allow for exceptions to be granted in the calculation of the limit and provide grant college/universities flexibility in determining which credits are to be applied to an individual student's maximum timeframe.

The term "published length of program" is an important one. It allows registrars and financial aid offices to count implement a policy that counts only those credits that apply to the student's current program of study. However, how credits are applied is entirely at the discretion of the college/university's credit transfer policy.

Specific institutional aid may also have differing maximum timeframe policy rules. Students who get close to the maximum timeframe will need to work closely with the financial aid representative at their college/university to maintain eligibility for federal and institutional aid. This issue is most likely to occur for students who graduate with a high number of college credits.

### Satisfactory Academic Progress

For both state and federal and institutional financial aid, it is important to note that there is a requirement that students maintain Satisfactory Academic Progress (SAP). SAP is a measurement of academic performance in terms of GPA and completed credits. It differs slightly for state and federal aid.

Washington requires a per term SAP review. Recipients of state financial aid must earn at least one-half of the credits enrolled that they received aid for to demonstrate academic progress.

This is known as the cumulative academic progress percentage. The federal SAP has a “pace” requirement instead where students must earn 67% of the credits attempted.

Though specific SAP review standards may vary by institution, all SAP policies consider the maximum timeframe rules and evaluate the successful completion of a minimum number of credits or clock hours. For example, full time enrollment is successfully completing 12 credits or 300 clock hours.

It is critical for dual credit students to understand all prior postsecondary coursework that generated a college transcript, including that taken through dual credit, will potentially be evaluated for SAP. Depending on the college/university’s SAP policy, they may apply prior credits, including those earned through dual credit, towards the cumulative academic progress percentage.

The SAP evaluation may find that students are not meeting the Satisfactory Academic Progress standards. Depending on the student’s cumulative academic progress percentage the student may be placed on:

- Warning Status: The student can continue to receive state aid.
- Unsatisfactory or Denied Status: The student can no longer receive any state aid. This status is often given to students who remain in warning status for more terms than the college’s policies allow.

If a student struggled in their dual credit coursework and it hurts their SAP evaluation, all 100% of Washington’s colleges and universities have an SAP appeals process in place. Appeals and reinstatement policies vary by institution.

#### Private Donor and Institutional Scholarships

Policies surrounding private scholarships rest with the donor. How institutional scholarships are awarded is controlled by each college.

It is up to each private donor or each college to determine how CIHS college credits impact consideration for scholarships that are reserved for freshman.

#### **41. Who and how are grades determined for College in the High School courses?**

Grades and credit earned through College in the High School courses are transcribed to both the student’s high school transcript and their college transcript at the sponsoring college. School districts are responsible for ensuring student grades on the high school transcript reflect the district’s grading practices and policies.

The final college grades earned through completion of a College in the High School course are determined by the college or university approved teacher and follow the higher education institution’s grading practices and policies. The college or university grading policy - including the grading scale and grade options - is solely up to the college or university and cannot be

altered or modified by the school district's grading policy.

If there is a difference in the grading policies between the college or university and the school district, the district must adhere to their local policies for the high school grade ad transcript while providing college grades to the college or university which adheres to the college or university's grading policy.

**42. Can a College in the High School student retake a college course to improve their college grade?**

Maybe. A student who takes the same CIHS course in high school may improve their college grade if this is permitted by the high school or school district and the college allows repeating the course and the student follows all related college policies and procedures.

In addition, if a student takes the course once in high school, graduates from high school and retakes the course at the college this may improve their college grade if this is permitted by the college.

Note that retaking a college course may create an additional grade and not necessarily replace the original grade at some institutions of higher education.

**43. Do college credits earned through College in the High School affect a student's NCAA eligibility?**

No. [NCAA Bylaw 12.8.2.3](#) Joint College/High School Program states: "A student-athlete's eligibility under the five-year rule does not begin while a student is enrolled in a collegiate institution in a joint high school/college academic program for high school students in which the courses count as both high school graduation credit and college credit, provided the student has not officially graduated from high school and does not participate in intercollegiate athletics while enrolled in the joint program." (Revised: 11/01/2011 effective 08/01/2002, 7/41/2014).



**44. Are all College in the High School courses shown on the high school transcript?**

Yes. College in the High School courses must be recorded on the public high school transcript. The standardized transcript must contain the college’s course title – not the title of a high school course - and the course designation of “C” for all College in the High School courses. See OSPIs Transcript FAQ for additional guidance. All students, regardless of whether they registered for college credit, must receive the same treatment on their high school transcript.

**45. What are the appropriate course designator codes to use for each type of dual credit course?**

High School Transcript Course Designators are below.

***** COURSE DESIGNATION KEY *****			
A = Advanced Placement	I = Intl Baccalaureate	Q = Quantitative	Z Non-Instructional
B = CADR	K = Cambridge Program	R = Running Start	
C = College in the HS	L = Local Comp Test	S = Science Lab	
H = Honors Option	N = National Comp Test	T = Tech Prep	

Transcript User Guide and FAQ documents have been updated (2.2016)

<https://www.k12.wa.us/student-success/graduation/high-school-transcripts>

**46. Are College in the High School courses transcribed by the offering college?**

Yes. If a student registers to earn a college credit, the student’s college transcript is created when the student registers with the college for the college credit. The college credit and grade for the CIHS course will be included on the student’s permanent college transcript and applied to the student’s college grade point average at that college. High schools are required to ensure that families understand this process prior to enrolling for college credit in a CIHS course, and the colleges also communicate this information as part of student registration and general program information.

**47. If a student earns college credit for a College in the High School course and college credit from another dual credit program, and those credits and/or exam scores transfer with the same equivalencies to a college, can the student earn duplicate college credit?**

No. A student will only earn college credit for a college course once. EX: If a student earns a qualifying score on the AP Psychology exam and the college, they attend awards credits equivalent to PSYCH 101, the student cannot receive college credit twice for PSYCH 101 by taking PSYCH 101 through a College in the High School program.

However, if the two sets of credits are not equivalent, the student may be awarded more than one course’s credits, as also happens with some AP credit policies for single exams.

**48. Who determines if college credit is accepted at the college the student attends after high school graduation?**

The transfer of transcribed college credit courses is determined by the receiving college. Students are encouraged to review credit transfer policies at their prospective college. If a student earned college credit in College in the High School or Running Start, that college credit will be on the student's official college transcript from the sponsoring college(s), which should be sent by the student to the college where the student chooses to enroll.

**49. Are college credits earned in College in the High School courses transferable to in-state and/or out-of-state colleges?**

Studies and surveys consistently indicate that most students can successfully transfer credits earned through CIHS programs, both in-state and around the country. Parents and students are encouraged to educate themselves about the transferability of college credits to another college.

Most Washington colleges have transfer credit equivalencies listed on their "Transfer Credit" webpages to assist students with determining how college credits and exam scores will transfer.

**50. How does a student transfer college credits earned in a College in the High School course?**

A student first must order an official transcript from the college from which they took the College in the High School course. When requesting the transcript(s), a student should indicate that it be sent to the specific college(s) of interest. A fee may be charged by the college to order an official college transcript. The link to order a college transcript can usually be found on the college's website under the Office of the Registrar.

**51. Does College in the High School college credit earn from a two-year college transfer to a four-year college in Washington?**

In most cases, yes. Students should check with the four-year college they are hoping to transfer to and verify transferability of the intended course. Again, most colleges have a "Transfer Credit" webpage with information on the college's policies.

**52. What does "establish" a college transcript in high school mean for the student?**

To establish a college transcript in high school means a student who completes a CIHS course for credit, the credit will be posted to a transcript from the college offering the CIHS course. When a student applies for admissions to a college, they will be asked, as part of their admissions application, to send all official college transcripts from any colleges or universities the student attended.

**53. What if a student enrolls in a course but wants to drop from the course because they received a poor grade on their midterm?**

College in the High School students are expected to follow the "drop/withdrawal" policies and deadlines of the college as well as their own high school's drop policy. Students should refer to the institution of higher education's College in the High School materials (e.g., handbook, website) for these specific policies prior to enrolling in a College in the High School course. Depending on the college or university, students who drop/withdrawal may not receive a refund of registration fees. The student's college transcript will still list the college course, noting the drop and withdrawal, but with no college grade or credits.

**54. Can parents access information have related to their students' college transcripts and record?**

Under federal law, students who attend postsecondary educational institutions hold the rights to their education records. They have the right to consent prior to any disclosure of information from education records held by the postsecondary institution.

However, an exception to the consent requirement allows the parents of dependent students to review their student's education records without the consent of the student. Proof of dependency is usually verified via a copy of the most recent year's federal tax form showing that the parent claims the student as a dependent. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision. See [34 CFR § 99.31\(a\)\(8\)](#).

**55. Who determines the type of high school credit that will be awarded for a College in the High School course?**

The high school or district will make the determination as to what type of high school credit will be awarded for a College in the High School course.

**56. Who determines the college course equivalencies for college credit awarded for a College in the High School course?**

Each college determines the course equivalency for college credit earned through a College in the High School course. College credit may be awarded for general education, elective or major related credit to achieve the required 180 quarter credits/120 semester credits for a baccalaureate degree or 90 quarter credits for an associate degree. To learn more, go to: <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/transfer/joint-transfer-council/what-is-in-a-degree.pdf>

**57. What is Satisfactory Academic Progress (SAP) and how does this impact a high school student taking a college course?**

Satisfactory Academic Progress are standards based on federal, state and institutional requirements students must maintain. Generally, SAP includes standards for a minimum number of credits to be completed, a maximum time frame to degree and a required minimum grade point average. The federal and state SAP will be the same for all colleges, however, institutional SAP may differ by institution.

**58. Can a student receive financial aid assistance for CIHS?**

College in the High School students may not apply for federal or direct state financial aid although some may be eligible for state-funded subsidies to cover the course fee.

Colleges may use their institutional financial aid fund to help College in the High School students if they choose. College in the High School students are responsible for paying a college's per course fee. See the College in the High School Course Fees and State Subsidies section for more information.

In addition, students enrolled in a program course may pay CIHS fees with advanced college tuition payment program tuition units at a rate set by the advanced college tuition payment program governing body. To learn more, go to: <https://wastate529.wa.gov/>.

## CO-DELIVERY OF DUAL CREDIT COURSES

**59. What is co-delivery of dual credit courses, and how does it relate to College in the High School courses?**

Co-delivery occurs when a teacher has been approved to teach the curriculum for two different types of dual credit programs through the same course. A typical co-delivered courses is a College in the High School and Advanced Placement (AP) course.

EX: A single course may be offered as both an AP and College in the High School course, such as ENGL&101 English Composition and AP English Language & Composition.

Students in these courses may opt to earn college credit through one or both options, taking the related AP exam and/or registering with the college through College in the High School.

## **60. How is co-delivery of dual credit courses implemented in Washington?**

Offering distinct dual credit courses in separate classrooms is considered best practice for instruction, transparency, and clarity; however, it is recognized that situations occur which may necessitate clustering two similar courses into one classroom. When necessary to ensure access and/or availability of a dual-credit opportunity, some dual-credit courses (i.e., College in the High School and Advanced Placement or International Baccalaureate) can be delivered simultaneously, in the same classroom, by one teacher. Note that some possible combinations of dual credit courses may be prohibited by the college or university offering the CIHS course.

To ensure quality, rigor and correct course alignment of co-delivered CIHS courses, below are parameters and details to assist high schools:

- On the high school transcript, each co-delivered College in the High School course must first reflect the title (course title) and curriculum number (i.e., SPAN103) and then as many characters of the other dual credit course title (i.e., AP Spanish Lang) as allowable within the system.
- It is the responsibility of the high school or district, in the case of College in the High School to confirm each student's enrollment status with the college and to ensure students follow the college's policies.
- The offering college is responsible for determining, at the course level, that the co-delivered course meets the College in the High School requirements.
- The high school is responsible for ensuring that the co-delivered dual credit course is approved both by the offering college as well as by the offering organization of the other dual credit option.

## **61. What if a student registers for a College in the High School course and plans to take the Advanced Placement (AP) exam at the conclusion of the course?**

The student would still have the option to take the corresponding AP exam as well.

The high school transcript would reflect both the College in the High School course designator code (C) and the Advanced Placement course designator code (A).

## **62. Are there cases in which an Advanced Placement or International Baccalaureate course does not align with a College in the High School course?**

Yes. Co-delivery of dual credit courses is not a practice that can be universally implemented. As a result, a case-by-case review at the course level is necessary to assure that the expectations of the dual credit program(s) are met. For a course to be co-delivered, the college that offers the College in the High School program is responsible for determining, at the course level, if the course meets the College in the High School course expectations and can be offered as a co-delivered dual credit course. Colleges have regular, faculty-driven review processes to align college course learning standards with other dual credit course learning standards.

**63. If a teacher is teaching an Advanced Placement course, can that teacher automatically also offer the course as a College in the High School course?**

No. AP courses are high school courses whereas College in the High School courses are college courses. There are specific rules and processes for College in the High School programs in WAC [Chapter 392.725](#), which include standards that must be met for teacher application, approval, and training, course curriculum and evaluation with oversight by college faculty, and student preparation.

**64. What about co-delivery of CTE Dual Credit and College in the High School courses?**

CTE Dual credit is articulated credit. The CTE Dual Credit program serves students in grades 9-12 and is offered through an articulation agreement between high school and college programs. All CTE Dual Credit courses must be taken on a high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE courses. CTE courses must have an approved high school CIP Framework code (V code) and meet all other requirements for CTE designation and enhanced fundings.

College in the High School courses may be either academic or professional technical. A CTE Dual Credit course may be offered through College in the High School if it meets all of the requirements as described in WAC [Chapter 392-725](#). However, the course would be considered a CIHS course and could not simultaneously be co-delivered as a CTE Dual Credit and CIHS course.

A course is either a high school course articulated with a college for CTE Dual Credit or the course is a college course that meets the CIHS requirements. The course cannot be both.

## LEGISLATION

**65. Is there statute and regulations for the College in the High School program?**

Yes. RCW [28A.600.290](#) and [WAC 392-725](#) describe the components and rules of the CIHS program.

## COLLEGE IN THE HIGH SCHOOL PROGRAM APPROVAL

**66. What are the requirements for a high school teacher to offer a College in the High School course?**

The College in the High School course curriculum, assessments, and the high school instructor must meet the requirements of the offering college, as well as the College in the High School rules, which can be found in WAC [chapter 392-725](#).

**67. Who oversees accreditation for College in the High School programs in Washington and across the country?**

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the professional organization that works to ensure that college in the high school courses align with rigorous standards. NACEP has defined a set of quality standards that is the basis for the accreditation process. More than 100 colleges and universities across the country have earned NACEP-accreditation. For those Washington colleges that have not yet achieved NACEP accreditation, the Washington Student Achievement Council convenes the state-level review committee to annually review College in the High School programs.

**68. Who makes up the standards review committee?**

Representatives from the Council of Presidents, State Board for Community and Technical Colleges, Independent Colleges of Washington and the Washington Student Achievement Council make up the review committee.

**69. What is the timeline for the annual reporting of evidence requirement for an institution of higher education?**

As of the 2017-18 academic year and every year after until 2027-28, all institutions of higher education offering a CIHS program must submit an annual report for review and recommended approval by the Committee. An institution of higher education is required to provide evidence meeting the most recent NACEP student, curriculum, assessment, faculty, evaluation and partnership standards in WAC [392-725-130](#) through 392-725-170 by July 1 each year to the College in the High School review committee

Institutions who have received National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation may submit the certificate of accreditation in lieu of the annual report.

Institutions of higher education who successfully complete the state review process are required to submit by July 1 every other year.

The College in the High School review committee consists of representatives from the State Board of Community and Technical Colleges, the Council of Presidents, Independent Colleges of Washington and the Washington Student Achievement Council. The Committee is responsible for informing institutions of higher education no later than August 15 whether the standards have been met. If the committee determines that standards have not been met an institution will have until October 15 to make any necessary reporting corrections and/or program adjustments to provide satisfactory evidence. The Committee has until November 1 to finalize all approvals.

**70. Is national accreditation required for CIHS programs?**

All institutions of higher education currently offering CIHS programs in Washington must be NACEP accredited by academic year 2027-28 to be eligible to offer a CIHS program in Washington as required by RCW [28B.10.035](#).

**71. Do all institutions offering a College in the High School program have to complete the state reporting of evidence requirement?**

Institutions of higher education that have attained NACEP accreditation are not required to submit evidence as part of the annual review process.

Instead, institutions that have attained NACEP accreditation must submit to the committee a certificate of accreditation that shows the institution is currently accredited by NACEP.

In addition, a college that has been approved through the state review process is required to submit a new review report to the Committee every other year. For example, if a college provided evidence or a review report on July 1, 2020, and was approved during the review cycle, then the college would not be required to submit a new review report until July 1, 2022.

Submitted materials in spring of 2021 for NACEP accreditation	Submit state required annual report to review Committee
Multiple years of programming	Submit application and evidence for previous academic year 2020-21
Only been operating fall-winter 2020-2021	Submit application and evidence for terms the program has operated
Offered any CIHS courses in the 2020-21 AY	Submit state required annual report to review Committee for terms the course was offered
Considering a CIHS program but is not offering a program	Do not apply

**72. If an institution is in the process of attaining NACEP accreditation, are they exempt from the annual reporting of evidence requirement?**

No. To be exempt from the annual reporting of evidence requirement an institution of higher education must provide a certificate of accreditation to the review committee that shows the institution is currently accredited by NACEP.



**73. What happens if an institution of higher education does not successfully meet test standards required as part of the state review process?**

An institution of higher education that does not meet the standards as determined by the review committee will be ineligible to offer the College in the High School program the following academic year.

**74. Is there an appeal process for institutions of higher education that are ineligible to offer the College in the High School program?**

No. The decision made by the review committee in November is final

**75. If an institution is ineligible to offer College in the High School program for an academic year, how does an institution regain eligibility?**

If an institution of higher education is deemed ineligible to offer the College in the High School program, they may regain eligibility by submitting evidence to meet the standards to the review committee for the following state review cycle. This may require an institution to develop new processes and materials or revise existing evidence to meet the standards in the future.

**76. If I am interested in obtaining data on College in the High School participation rates, where should I go?**

Visit the report card via OSPI or the WSAC Dual Credit policy page:

<https://washingtonstatereportcard.ospi.k12.wa.us/> and <http://www.wsac.wa.gov/college-credit-high-school>

## PROGRAM DEVELOPMENT

**77. If my district is interested in starting a College in the High School course or program, where can I get more information?**

OSPI, WSAC, COP, ICW and SBCTC staff maintain relevant information about all dual credit options in their sector. It may help to start by accessing the list of colleges offering a CIHS program, which is available on the [WSAC](#) and [OSPI](#) websites. From there, exploring the program offerings and information on the websites of colleges of interest should lead interested high school staff to context selected colleges and universities offering CIHS programs.

**78. Can multiple colleges offer courses in one high school or district?**

Yes. A high school or district may work with more than one college to offer College in the High School courses for their students. Each college will require its own local agreement for the courses it will be providing the school/district.

**79. When must a local agreement be established?**

Prior to the start of the College in the High School course, a local agreement between the district, charter school, or tribal compact school and the participating college(s) must be developed and in place. The agreement shall be for one school year, meet the district, charter school, or tribal compact school's board policies, meet the college's policies regarding contracting agreements, and address the requirements identified in WAC [392.725.050](#).

**80. What institutions of higher education are eligible to offer College in the High School programs?**

To be eligible to offer a College in the High School program a college must meet the definitions laid out in RCW [28B.10.016](#), be authorized or exempt under the requirements of RCW [28B.85](#), or be a public tribal college located in Washington as noted in RCW [28A.600.290](#) and meet the College in the High School program standards outlined in WAC [392-725-130](#) through [392-725-150](#).

This includes Washington's public, four-year colleges, two-year community and technical colleges, public tribal colleges located in Washington, and institutions that are exempt or authorized as defined by the Degree Granting statute RCW [28B.85](#).

An eligible public college must also be accredited by the National Alliance of Concurrent Enrollment Partnerships or commit to the annual reporting of evidence requirement outlined in WAC [392-725-120](#). Out-of-state colleges wishing to offer a CIHS program in Washington must be approved by the Washington Student Achievement Council and by NACEP accredited by 2027-28.

**81. What are examples of Washington College in the High School courses offered?**

CIHS courses offered by Washington's community and technical colleges, Central Washington University, Eastern Washington University and the University of Washington range from computer science to psychology to world languages. College in the High School courses are college courses that must mirror the course as offered on the college campus as it pertains to, but not limited to, prerequisites, departmental designations, course descriptions, numbers, titles and credits, pedagogy, theoretical and philosophical orientation, and student standards of achievement and grading. A high school who identifies a need may work with a college to determine if the institution offers a course that would be appropriate as a College in the High School course.

## COLLEGE APPROVED CIHS INSTRUCTORS

### **82. What policies determine teacher qualification to be eligible to teach College in the High School in Washington?**

All institutions of higher education that offer CIHS programs must meet the faculty qualification policies identified by the Northwest Commission on College and Universities (NWCCU) and NACEP.

[NWCCU](#) is the accrediting body for all institutions of higher education in Washington, NWCCU policy, states CIHS teacher qualification must be “consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and contiguity of its academic programs, wherever offered and however delivered.”

All College in the High School programs in Washington must meet NACEP standards either through the state review process or NACEP accreditation. NACEP’s Faculty 1 Standard requires “all concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus”.

### **83. Who determines the qualifications required for a high school teacher to be eligible to teach a College in the High School course?**

Each college or university department is responsible for determining the qualifications of all instructors teaching the college course, including of 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 each CIHS program’s website.

### **84. How are college faculty involved in College in the High School courses?**

College faculty are integral to the College in the High School program. Faculty make all decisions in the approval of high school teachers to teach College in the High School programs. They evaluate whether a course meets the required College in the High School program standards, design and offer training and professional development for College in the High School teachers and evaluate the fidelity of implementation for College in the High School courses and teachers. Faculty also visit the high schools to perform classroom observations of College in the High School courses.

**85. How do teachers apply to teach a College in the High School course?**

Each college determines the application process for high school teachers to apply to teach a College in the High School course. In general, the application process includes a request to participate in the institution’s College in the High School program; submission of a cover letter, curriculum vitae or resume, and transcripts to the respective academic department; recommendations; and other materials such as authorization forms and course information.

**86. Can an Instructor of Record be used in partnership with a high school teacher?**

No. An instructor of record is any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses. High school teachers providing the College in the High School course must be approved by the offering college’s respective academic department and meet that institution’s requirements for teaching the course at the college. For a CIHS course, the high school teacher is the official instructor of Record at the college or that college course.

## GRADUATION PATHWAYS

**87. Do College in the High School courses count as part of the high school graduation pathway?**

For CIHS Math or ELA dual credit courses, students must earn at least 1.0 high school credit and be eligible to earn college credit at a 100 level or higher by meeting the course or program criteria established by the local school district and the institute of higher education.

*\*\*Note: the high school must approve the dual credit course as an ELA or math option.*

**88. Do students have to pay for the college credit for the class to count as part of their graduation pathway?**

No. Students do not have to pay fees or earn the college credit to meet the dual credit pathway.

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