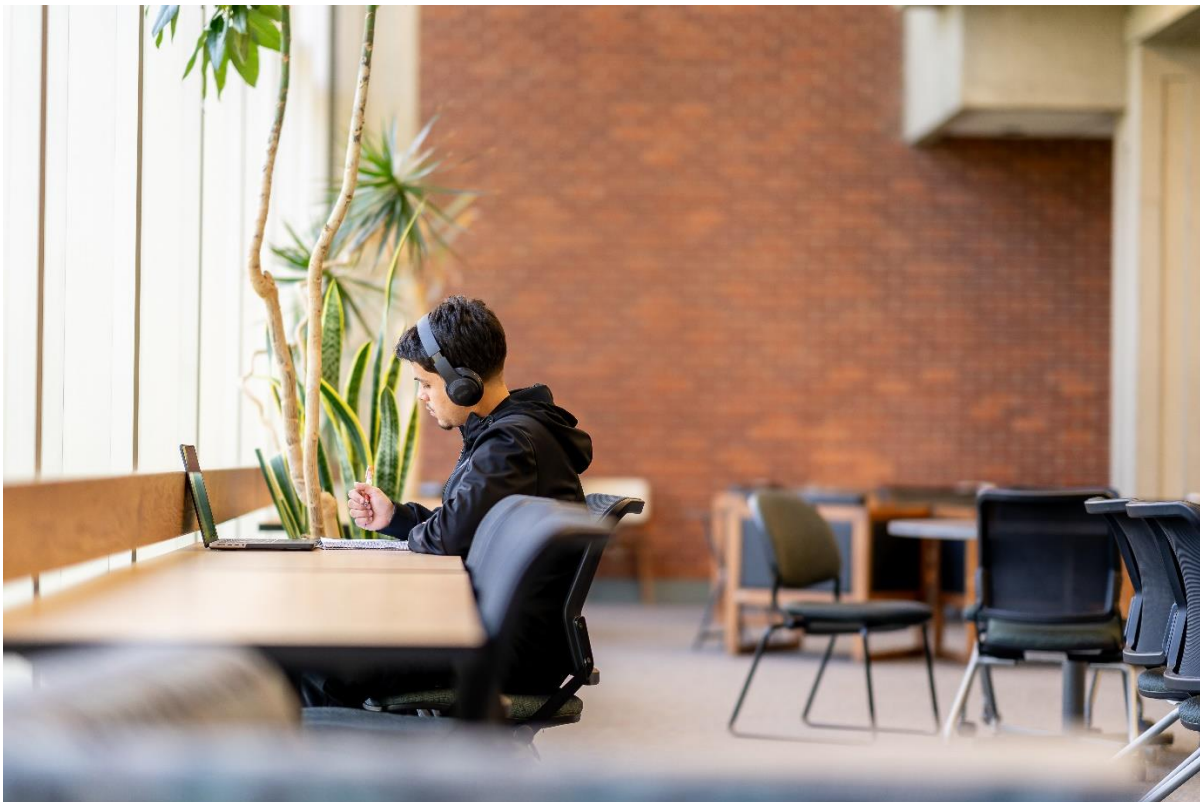




# WENATCHEE VALLEY COLLEGE

## College in the High School- Instructor Handbook



### Two Campuses, One Mission...

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college is committed to diversity, equity and inclusion for all students and employees and provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Our **core themes** focus on Educational Achievement, Support for Learning, Responsiveness to Local Needs, Diversity and Cultural Enrichment.



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

The Wenatchee Valley College district is the size of Massachusetts and Rhode Island combined, covering more than 10,000 square miles of Chelan, Douglas, and Okanogan counties. The Wenatchee campus is located near the eastern slopes of the Cascade Mountains, midway between Seattle and Spokane. The Omak campus is located near the Canadian border in Omak, about 100 miles north of Wenatchee.

Thank you for being a key role in helping student do better in college and graduate sooner. We hope you enjoy your work with our program!

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

Sincerely,



**Aracely Mendoza**

Interim Director of Concurrent Enrollment

509.682.6591

[amendoza@wvc.edu](mailto:amendoza@wvc.edu)

Wells Hall Room 1070, Wenatchee Campus

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## *What is College in the High School?*

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

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

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

### *Benefits to students:*

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

### *Benefits to High Schools and WVC:*

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

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## *College in the High School- Washington Standards*

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

Student Standards indicate that WVC shall:

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



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

Curriculum and Assessment Standards indicate that WVC shall:

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

Faculty Standards indicate that WVC shall require that:

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

Additionally, Evaluation Standards indicate that WVC shall:

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

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*Approval Process for Interested High School Teachers*

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

**Biology (NS)**

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



### **English**

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

### **Foreign Languages**

Master's Degree in the subject area, or master's degree in Comparative Literature. Native speakers of a foreign language with a BA Degree or higher

### **History**

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

### **Humanities**

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

### **Mathematics**

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

### **Music**

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

### **Physical Education**

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

### **Political Science**

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

### **Psychology**

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

### **College in the High School instructor application procedure**

- If the instructor feels they meet the academic criteria and would like to pursue an appointment as a CHS instructor, they need to submit the following to the CHS Director:
  - WVC Application for Employment (Volunteer Position)
  - Official transcripts of undergraduate and graduate coursework
  - Proposed course outline/syllabus for class they hope to offer
- CHS Director will meet with faculty liaisons in appropriate departments and the Dean to review application materials, transcripts, and course outline. CHS program will adhere to WAC regarding qualifications for community and technical college personnel. The review and approval process takes about 2 weeks once a complete application has been submitted.
- Prospective instructors will be notified by the CHS Director of the status of their application.



- If approved, an email from the CHS Director is sent to the instructor. A copy will also be sent to the principal and the assigned faculty liaison. The Director of Concurrent Enrollment will then set up a meeting with the instructor to go over their first part of initial training. The director will help facilitate a meeting between the instructor and liaison to schedule the second part of initial training and professional development before the start of the academic year.
- If denied, an email from the CHS Director is sent to the instructor. Information will be provided regarding the reason the course was not approved and any measures they may take to meet requirements for future appointments in the CHS program at WVC. Prospective instructors may reapply later if they have taken measures to obtain necessary credentials.

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### *Course Approval/Syllabus Requirements*

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

- High school name, Instructor name, location, phone number, and email address
- Course title, course number, course description
- Required textbooks, course learning outcomes, course grading
- Listing of required assignments with point value, attendance and late work policies, academic dishonest and plagiarism code.
- Detailed schedule of assignments with noted units, readings, assessments and corresponding due dates included.

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### *'To Do' List for Courses*

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#### Before the course starts:

- Initial Training for new instructors
- Professional Development
  - Each academic year the liaison will provide a professional development meeting or event. This is the opportunity to be updated on any changes within the department of the discipline and learn new research or information to further your knowledge in the discipline. If you are aware of new research or an event that offers knowledge as such, you can discuss this with your liaison as being professional development.
  - **Requirements: An agenda and notes on professional development must be submitted to College in the High School Director**
- Course Syllabus
  - You are expected to provide a course syllabus to your students. While the structure of the syllabus can vary, the contents that are marked as required need to be included. You will give a copy of your syllabus to your liaison for approval. Your syllabus must be approved by the liaison before you can teach the course.



- **Requirements: Utilize the template to help build your syllabus. An updated syllabus must be submitted to your liaison each time the course is taught.**

In the first 4 weeks of the semester/quarter:

- Collect qualifying documents
  - For students enrolling for college credit, a **qualifying document must be submitted to the Director of Concurrent Enrollment.** Students must be in grades 9-12<sup>th</sup> and meet WVC requirements for placement into college level coursework.

Method	Score	Placement
High School Grades	2.5 cumulative gpa or higher	All college level coursework except Math or courses with additional Prerequisites
PSAT/SAT Reading	500 or higher	All college level coursework except Math or courses with additional Prerequisites
Smarter Balanced: English Literacy	Level 3-4	All college level coursework except Math or courses with additional Prerequisites
ACT English	20 or higher	All college level coursework except Math or courses with additional Prerequisites
ACT Reading	21 or higher	All college level coursework except Math or courses with additional Prerequisites
AP English	4 or 5	All college level coursework except Math or courses with additional Prerequisites
Smarter Balanced: Math	Level 3	Math 107, 146
	Level 4	Math 107, 141, 142, 146
SAT Math	580 or higher	Math 107, 141, 142, 146
High School Grades	Algebra 2= C	Math 107, 146
	Algebra 2 = B or higher	Math 107, 141, 146
	Precalculus= B or higher	Math 107, 141, 142, 146

- Registration
  - Instructors and the Director will work together to plan a day for course registration. On the course registration day, the director will advise students on items such as academic dishonesty, prerequisites, course transferability, FERPA, ADA, etc.
  - Course registration is done digitally through Microsoft forms at the end of the presentation. Once students have registered, a roster will be sent to the instructor.
  - Students must be enrolled by the registration deadline for the term to receive credit.  
**Retroactive enrollment will not be allowed under any circumstances.**

Week 5 to the end of the semester/quarter:

- Paired Assessment
  - **You and your liaison will need to provide a paired assessment tool (one from the college and the other from the high school) to the CHS Director.** This is to ensure that CHS students' proficiency of learning outcomes is measured using comparable grading standard and assessment methods to on campus sections (such as final exam, labs exercise, essay assignment, or grading rubric).
- Site Visit





- You and your liaison will agree on a date for observation that the liaison will come in and observe you. The site visit must be on a lecture day. Students should not be taking a test, reading silently at their desk, or watching a video. The liaison will complete the Site Visit form as they observe you. **At the end of the observation, you and the liaison will sit down and go over the completed Site Visit Form.** The Site Visit form must have the CHS instructor signature and be submitted to the liaison no later than two weeks after the observation was completed.
- Course Evaluations
  - During the last few weeks of your course, the CHS Director will contact you to notify students about the course evaluations. Just as on campus, concurrent enrollment students can give feedback on various aspects of the course. The results of the evaluations will be shared with you and your liaison once all data has been collected.
- Grade Submission
  - Grades must be submitted within two days of your last class date to the CHS Director. The CHS Director will email you a roster of students. You will complete and sign the grade sheets and email them back to the CHS Director, who will submit it to the WVC Registration Office to be transcribed.
- Teacher Survey
  - WVC surveys instructors and HS administration that are involved with the CHS program for feedback on a variety of areas. You are always welcome to contact your liaison or the CHS Director at any time to share comments or suggestions regarding the program. However, we specifically would like to ask you to respond if you are teaching during the time that we survey instructors.

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### *Roles and Responsibilities*

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#### **Faculty Liaison Expectations:**

- Discipline-specific training regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities prior to teaching the course.
- Annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- Site visits (minimum of 1 per term for each course being taught), to ensure courses offered on High School campus are the same as courses offered on WVC campus.
- Alignment of curriculum, syllabi, grading standard, assessment methods such that side by side comparison can be made between CHS course and WVC campus course.
- Ongoing assistance to CHS instructors as needed.
- Provide updates related to CHS courses being taught if/when new developments take place in corresponding division/department on campus.
- All documentation required by WAC regulations and NACEP submitted to the CHS Director in a timely manner.

#### **Instructor Expectations:**

- Complete required application prior to teaching CHS course
  - Applications can be found on College in the High School website under the 'Adjunct Teachers' tab labeled 'WVC College in the High School application'





- Submit undergraduate and graduate level transcripts
- Submit application and transcripts to College in the High School director at least 2 months prior to the start of the semester you wish to offer credit for.
- Once approved:
  - Attend discipline-specific training with faculty liaison prior to teaching.
  - Frequent communication with faculty liaison and participation in all professional development, discipline-specific training, and norming sessions.
  - Provide syllabi, course outlines, assessment instruments (if requested) to faculty liaison for review for each term/course taught as part of CHS.
  - Provide opportunity for site visits from faculty liaison once per term for each CHS course being taught.
  - Assist CHS Director with student course evaluations at the conclusion of each semester.
  - \$500 compensation for time spent in professional development, course outlining, and norming, etc., per academic school year.
  - Deliver course in accordance with CHS expectations, course objectives, curriculum, pedagogy, theoretical framework, and grading standards outlined by the faculty liaison.
  - Allow WVC faculty liaisons and staff access to CHS classroom for the purpose of site visits and registration assistance.
  - Meet with the designated WVC faculty liaison and provide course information including but not limited to:
    - Outline, learning objectives and syllabus (approved by faculty liaison)
    - Textbook and other teaching materials (approved by faculty liaison)
    - Assessment criteria and tools (e.g., papers, portfolios, quizzes, exams, labs, etc.)
    - Evidence of academic rigor and content at college level throughout the course
    - Evidence that course reflects the pedagogical, theoretical, and philosophical orientation of WVC academic department
    - Grading criteria and standards
  - Required to meet with the designated WVC liaisons annually to review the course curriculum including but not limited to the list identified above.
  - Notify the WVC CHS Director and faculty liaison should teacher resign or otherwise vacate the position; any new high school teacher is the subject to the same approval process.
  - Notify the CHS Director should the teacher have an absence lasting more than 5 days. Notify the CHS Director should an emergency necessitates a change in course schedule or teacher.
  - Communicate the program information, registration process and deadlines to the students and parents.
  - Attend one initial training meeting at WVC and subsequent professional development annually.
  - Follow established procedures and meet deadlines set by WVC for CHS.
  - Administer end-of-course surveys to all CHS students at the conclusion of the course each term.
  - Submit grades for participating students in accordance with WVC policy.
  - Conduct self in CHS classes according to WVC Board of Trustees' policies governing behavior, ethics, and professional standards.
  - Assure compliance with federal and state laws concerning reasonable accommodation for students with disabilities, the development of the individualized educational program, and student safety.



## Non-Compliance Policy

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

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

## College in the High School Director Expectations:

- Collaborating with High School administrators and Vice President of Financial Services to clearly outline partnership in a Memorandum of Understanding.
- Frequent communication with HS Administrators, WVC Administrators, Faculty Liaisons regarding updates in concurrent enrollment.
- Facilitate completion and submission of registration paperwork for students to be enrolled in courses on high school campus.
- Provide students with comprehensive publication of rights and responsibilities (student handbook).
- Conduct annual survey of graduating students regarding experience with CHS at WVC.
- Conduct survey of alumni one year out of the program at least every three years.
- Conduct survey of alumni who are four years out of high school every three years.
- Conduct surveys of participating HS instructors, principals, and guidance counselors every three years.
- Analyze and implement program improvement initiatives based on survey data collected.
- Monitor programs at high schools, assess student/teacher needs and work to accommodate when possible.
- Extract and analyze enrollment data regarding matriculation, and enrollment trends impactful for course of program and college.
- Provide advising for students enrolled in CHS courses.



### Wenatchee Valley College Expectations:

- Provide agreed upon compensation to Faculty Liaisons outlined in Memorandum of Understanding between WVC College in the High School Program and the High School.
- Provide \$500 compensation per academic calendar year for additional work completed by CHS instructors during the development and delivery of CHS course, outside of school district contract as stipulated in the Memorandum of Understanding.
- Provide reimbursement for travel mileage while attending CHS sponsored training activities.

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### *Grading Scale at Wenatchee Valley College*

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

Grades not included in GPA calculations:

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

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

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

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

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

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### *Code of Student Conduct 1400.100*

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

Admission to Wenatchee Valley College carries with it rights and freedoms and the presumption that students will conduct themselves as responsible members of the college community. This includes an expectation that students will obey the law, will comply with rules, regulations, policies and procedures of the college, will maintain a high standard of integrity and honesty, and will respect the rights, privileges and



property of other members of the college community. Wenatchee Valley College expects an environment of integrity, respect, collaboration, cooperation, diversity, equity, inclusion and innovation that fosters personal growth, academic excellence and accountability. The rules governing student conduct and disciplinary action are set forth in the code of student conduct procedure.

#### 1400.125 Academic Dishonesty

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

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

- A student shall not give unauthorized information to another person or receive unauthorized information from another person during any type of examination.
- A student shall not obtain or provide without authorization questions or answers from the examination prior to the time of the examination.
- A student shall not use unauthorized sources for answers during any examination.

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

#### STUDENT SANCTIONS

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

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

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

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#### *Family Education Rights and Privacy Act (FERPA)*

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The Family Educational Rights and Privacy Act of 1974, as amended is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records. Any educational institution that receives funds under any program



administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply may have funds administered by the Secretary of Education withheld.

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

1. The right to inspect and review your record within 45 days of the date that your request for access is received.
  - a. Submit your written request (by filling out the Review Records Request Form) to the Registrar, identifying the record(s) you wish to inspect. The registrar will make arrangements for access and notify you of the time and place where the record may be inspected. If the registrar does not maintain the record you wish to inspect or review, you will be advised of the correct official to whom the request should be addressed.
  - b. Financial holds
    - i. Students have the right to inspect the contents of their student folder, regardless of their financial status with the institution. However, an institution is **NOT REQUIRED** to release an official transcript if the student has a past due account.
2. The right to request an amendment of your educational record if you believe it is inaccurate or misleading.
  - a. You may ask WVC to amend a record that you believe is inaccurate or misleading. Write to the Registrar, (by filling out the Request to Amend Records Form) clearly identifying the part of the record to change and specifying why it is inaccurate or misleading.
  - b. If WVC decides not to amend the record as requested, you will be notified of the decision in writing and advised of your right to a hearing to consider the request for amendment.
    - i. Additional information regarding the hearing procedure will be provided to you when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in your education record, except to the extent that FERPA authorizes disclosure without consent.
  - a. This refers to the student's right to allow others access to all or part of their educational record that would normally not be allowed under FERPA. You can specify who is to receive the information and what portions of your educational record WVC is authorized to release. This authorization will remain in effect until the student notifies the office of admissions and registration. For more information see the Permission to Release Educational Records Form.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by Wenatchee Valley College to comply with the requirements of FERPA.
  - a. The name and address of the office that administers FERPA (Phone: (202) 260-3887) is as follows:
    - i. Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave. SW Washington, D.C. 20202-4605
    - ii. The Family Compliance Office will investigate each timely complaint. A timely complaint is defined as an allegation this is submitted within 180 days of the



date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation.

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*American with Disabilities Act (ADA)*

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

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

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

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



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## Resources for Students

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As a WVC student, they have college services available, free of charge:

### Registration

Registration can help with credit transfers and transcript requests

Email [registration@wvc.edu](mailto:registration@wvc.edu) or call 509.682.6806

### Student Access Services

Can help with documented difficulties or disabilities to help in courses.

Email [sas@wvc.edu](mailto:sas@wvc.edu) or call 509.682.6854

### Counseling

Can help with personal, academic, and career guidance. They can also assist with emergency funding and access to the food pantry

Email [counseling@wvc.edu](mailto:counseling@wvc.edu) or call 509.682.6850

### Etutoring

All enrolled students are eligible to use the free online tutoring service offered by a group of colleges in Washington, Oregon, and Idaho

### Library

Holds physical and electronic collections, media, and device checkout.

### Concurrent Enrollment

Can help with anything related to College in the High School, Running Start, or Career and Technical Education.

Email [amendoza@wvc.edu](mailto:amendoza@wvc.edu) or call 509.682.6591





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## Academic Calendar

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### Fall Semester 2024

August- Classes begin at your high school

November 1<sup>st</sup>- Last day to enroll/withdraw from course(s)

November 11<sup>th</sup>: Veterans Day

November 28-29<sup>th</sup>: Thanksgiving Holiday

December 12-January 1<sup>st</sup>: Winter Break

January 1<sup>st</sup>: Course Evaluation sent out to emails

January 31<sup>st</sup>: Grades and Course Evaluations due

### Winter Semester 2025

January- Classes begin at your high school

January 20<sup>th</sup>- Martin Luther King Jr Day

February 17<sup>th</sup>- Presidents Day

February 18<sup>th</sup>- Last day to enroll/withdraw from course(s)

March 21-31<sup>st</sup>: Spring Break

May 26<sup>th</sup>: Memorial Day

June 1<sup>st</sup>: Course Evaluation sent to emails

June 31<sup>st</sup>: Grades and Course Evaluation due

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



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*Catalog of Current College in the High School Offerings*

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<b>BIOL&amp; 100 Survey of Biology</b>	<b>No prerequisite</b>	<b>5 credits</b>
Covers the basic biological principles and processes for the non-science major. Includes a basic survey of cell biology, inheritance, reproduction, genetics, classification, evolution, ecology and principles of living systems. Includes laboratory. <b>Available at Bridgeport and Cashmere HS.</b>		
<b>BIOL 127 Northwest Environments</b>	<b>No prerequisite</b>	<b>5 credits</b>
Field-oriented course exploring animal life and vegetation of the Pacific Northwest. Local forests, rivers, lakes and deserts examined with emphasis on ecology and plant and animal identification. Includes extensive fieldwork. Include laboratory. <b>Available at Bridgeport HS</b>		
<b>ENGL&amp; 101 Composition: General</b>	<b>Qualifying Placement Score</b>	<b>5 credits</b>
Develops college-level reading, writing and critical thinking abilities. Develop writing skills by focusing on strategies and techniques to develop, organize and articulate ideas effectively, including the use of documented source material. Emphasizes writing process. <b>Available at Bridgeport and Mansfield HS.</b>		
<b>ENGL 201 Composition: Advanced Essay</b>	<b>English 101 (C or higher)</b>	<b>5 credits</b>
Refines writing process skills began in ENGL& 101. Writing expository/argumentative essays for a variety of applications. Learning research methods and appropriate documentation. <b>Students must earn a grade of "C" or better to apply this course to the Writing Skills requirement for AAS or AST degree. Available at Bridgeport and Mansfield HS.</b>		
<b>ENGL 203 Composition: Research</b>	<b>English 101 (C or higher)</b>	<b>5 credits</b>
Refines the process of planning, revising and editing essays from ENGL& 101. Writing research papers. Emphasizes topic selection, use of print and electronic sources, note taking, credibility, fact and opinion, logic, avoidance of plagiarism, and documentation. <b>Students must earn a grade of "C" or better to apply this course to the Writing Skills requirement for AAS or AST degree. Available at Bridgeport and Mansfield HS.</b>		
<b>ENGL&amp; 226 British Literature</b>	<b>No prerequisite</b>	<b>5 credits</b>
Study of selected British authors and works of literature from Old English, Middle Ages, Renaissance, Neo-Classical, Romantic, Victorian and Modern periods. <b>Available at Bridgeport HS.</b>		
<b>ENGL 250 American Literature</b>	<b>No prerequisite</b>	<b>5 credits</b>
Study of American Literature from the sixteenth century through the current century. Emphasizes the historical, political and cultural basis for the American myth, the American hero and the diversity of American literary genres, stressing the relation between societies/cultures and the works of American writers. <b>Available at Bridgeport HS.</b>		
<b>HIST&amp; 146 US History I</b>	<b>No prerequisite</b>	<b>5 credits</b>
A general history of the United States from the earliest indigenous societies and cultures to the end of the American Civil War. The primary focus of this course is to chart the development American society, culture and politics. Additionally, the course attempts to stress the diversity of cultures and peoples found in the United States and the impact of this diversity upon the development of American history. <b>Available at Bridgeport and Eastmont HS</b>		
<b>HIST&amp; 147 US History II</b>	<b>No prerequisite</b>	<b>5 credits</b>
A survey of American history from the Reconstruction Era until the present. This course will emphasize the role of institutional racism, socioeconomics, social and culture divergence, social trends, imperialism, demographics, and political transformations that have shaped the history of United States since 1865 to the present. <b>Available at Bridgeport and Eastmont HS.</b>		
<b>HUM&amp; 101 Introduction to Humanities</b>	<b>No prerequisite</b>	<b>5 credits</b>
A study of art, history, philosophy, and literature that explores questions of meaning, value, and aesthetics. This course aims to investigate and critique the experiences of humanity by utilizing an interdisciplinary		



and interpretive approach that emphasizes reading, critical thinking, and writing. **Available at Mansfield HS.**

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<b>MATH&amp; 107 Math in Society</b>	<b>Qualifying Placement Score</b>	<b>5 credits</b>
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A survey in mathematical topics focusing on topics such as growth, finance, and statistics that are essential knowledge for an educated citizen. Students will build confidence in mathematical reasoning relevant to a wide range of liberal arts and humanities applications. **Available at Bridgeport HS.**

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<b>MATH&amp; 141 Precalculus I</b>	<b>Qualifying Placement Score</b>	<b>5 credits</b>
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Functions and their graphs (including elementary, exponential and logarithmic functions, and the conic sections) and their inverses in the context in which they are used in calculus. Work with graphing calculators will be integrated into the course. **Available at Bridgeport HS.**

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<b>MATH&amp; 142 Precalculus II</b>	<b>MATH&amp; 141 with a grade of a C or higher</b>	<b>5 credits</b>
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Introduction to trigonometric functions as they relate to the unit circle and right triangle. Graphs of the functions, applications, problem solving, identities, inverse functions, complex numbers, vectors and analytic geometry including polar coordinates and parametric equations. The basic concepts of sequences and series will be covered. **Available at Bridgeport HS**

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<b>MATH&amp; 146 Intro to Statistics</b>	<b>Qualifying Placement Score</b>	<b>5 credits</b>
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Fundamental concepts and applications of descriptive and inferential statistics. Includes measures of central tendency and variability, statistical graphs, probability, the normal distribution, hypothesis testing, confidence intervals, ANOVA testing and regression analysis. Graphing calculator or statistical software techniques are used throughout the course. **Available at Bridgeport HS.**

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<b>NAL 121 Native American Language I: nxa ?amxcin</b>	<b>No prerequisite</b>	<b>5 credits</b>
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Introduction to nxa?amxcin, the language spoken by the Moses/Columbia, Wenatchee, Entiat and Chelan tribes of the Colville Reservations. Basic pronunciation, the phonetic alphabet, and elementary framer and vocabulary will be covered. Students will gain an awareness of the interconnection of language and culture. **Available at Lake Roosevelt HS.**

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<b>NAL 122 Native American Language II: nxa ?amxcin</b>	<b>NAL 121</b>	<b>5 credits</b>
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Continuation of NAL 121. Some instruction will be in nxa?amxcin, the language Spoken by the Moses/Columbia, Wenatchee, Entiat and Chelan tribes of the Colville Reservation. Students will increase their ability to correctly pronounce the phonemes of the language, as well as engage in elementary reading, writing, and conversation. **Available at Lake Roosevelt HS.**

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<b>PEH 104 Body Conditioning: Weight Training</b>	<b>No prerequisite</b>	<b>2 credits</b>
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An introductory course designed to help each student: improve muscular strength; gain knowledge regarding safety, anatomy, and understanding of weight training theory and practice to be able to develop a personalized weight training program. May be repeated for credit. **Available at Cashmere HS.**

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<b>PEH 287 Athletic Training</b>	<b>No prerequisite</b>	<b>5 credits</b>
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An introductory course to the field of athletic training. Topics discussed will include professional standards, risk management, employment settings, and prevention and care of common athletic injuries. Emphasis is placed on mechanisms, treatment, and preventive taping of common sports injuries. **Available at Cashmere HS.**

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<b>POLS&amp; 101 Introduction to Political Science</b>	<b>No prerequisite</b>	<b>5 credits</b>
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Theory, principles, organization, and functions of political institutions, such as legislatives, executives, and judiciaries will be examined. The comparative approach to democratic and non-democratic systems and their institutions (Executive, Legislative, and Judicial) will be utilized extensively. Emphasis on political cultures and national characters such as classical conservatism and liberalism, fascism, totalitarianism, authoritarianism, and religions, etc. **Available at Bridgeport HS.**

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<b>POLS&amp; 202 American Government</b>	<b>No prerequisite</b>	<b>5 credits</b>
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Focus is given to the system, process, and organizational functions of the American government. It also puts primary attention on the relationships between citizens and their national government by exploring the key theoretical precepts that shaped the Constitution and its federal structural arrangements. Close attention is paid to the policy making process and its key actors, as well as various public policies. **Available at Bridgeport HS.**



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**PSYC& 100 General Psychology** **No prerequisite** **5 credits**

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Offers an overview of psychology as a scientific study. Theories and research findings concerning many major branches of psychology will be examined. Application of psychology concepts to school, family, work and other life settings will be taught and discussed. Critical thinking about psychology concepts will be emphasized. **Available at Paschal Sherman Indian School.**

**PSYC& 200 Lifespan Psychology** **Psyc 100** **5 credits**

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An examination of the developmental changes occurring throughout the entire life span from conception to death. The various domains of development including physical, cognitive, social and emotional are studied. Several major theoretical approaches and important modern developments and applications are covered. **Available at Paschal Sherman Indian School.**

**SPAN& 121 Spanish I** **No prerequisite** **5 credits**

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Elementary grammar, writing and comprehension of the Spanish language. Instruction partly in Spanish. Background in English grammatical terminology is recommended. **Available at Cashmere HS.**

**SPAN& 122 Spanish II** **Spanish 121** **5 credits**

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Continuation of Spanish I. Elementary grammar, writing and comprehension of the Spanish language. Instruction increasingly in Spanish. Background in English grammatical terminology is recommended. **Available at Cashmere HS.**

**SPAN& 123 Spanish III** **Spanish 122** **5 credits**

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Continuation of Spanish II. Elementary grammar, writing and comprehension of the Spanish language. Instruction mostly in Spanish. Background in English grammatical terminology is recommended. **Available at Cashmere HS.**

