

WENATCHEE VALLEY COLLEGE

COLLEGE IN THE HIGH SCHOOL

INSTRUCTOR/STUDENT HANDBOOK



WVC Mission Statement

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

Our Core Themes:

- Educational Achievement
- Support for Learning
- Responsiveness to Local Needs
- Diversity and Cultural Enrichment

The Area We Serve. . .

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 WVC at Omak campus is located near the Canadian border in Omak, about 100 miles north of Wenatchee.

WVC Concurrent Enrollment Staff

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WELCOME TO WVC CONCURRENT ENROLLMENT

Dear High School Faculty,

Welcome to another great year. You are an integral part of our efforts to provide better access to students seeking to challenge themselves. As a part of this program, you provide quality, affordable opportunities to your students. These students are awarded transcribed college credit as well as high school credit that will enable them to meet high school graduation requirements as well as get them started on their way toward earning a post-secondary degree.

This WVC Concurrent Enrollment High School Faculty Manual will help guide you to work collaboratively with faculty and students in the WVC Concurrent Enrollment program. This manual outlines the following:

- What is College in the High School?
- Washington College in the High School Standards
- Approval process for interested faculty, course approval/syllabus requirements
- Roles and responsibilities for faculty liaisons, CHS instructors, and CHS Director.
- CHS Instructor Expectations
- Student Handbook

The WVC Concurrent Enrollment program works diligently to create successful partnerships between the college and high school faculty. We are looking forward to working with you soon. Please feel free to contact us with questions or feedback anytime. Thank you again and welcome to WVC Concurrent Enrollment!

Sincerely,

Holly Bringman

Holly Bringman

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WVC COLLEGE IN THE HIGH SCHOOL-WHAT IS IT?

College in the High School through WVC is an opportunity for high school students to earn college credit while still in high school. Students who complete articulated courses taught at their high school by qualified high school faculty providing the same rigor and content as an on-campus college class are eligible to receive WVC credit.

High school faculty must have the same minimum qualifications that are required for on-campus faculty. Articulated courses must provide the same content, course materials, and outcomes as a WVC course, and be assessed regularly by a member of the WVC faculty. When these requirements are met, the course is considered “articulated” with a WVC course and students can earn college credit.

Students can earn WVC credit in:

- University transfer courses that count toward a bachelor’s degree in subject areas such as Literature, Composition, History, Psychology, and more.
- Career & Technical Education courses which lead to an associate degree or certificate in one of our many career-focused degrees.

BENEFIT TO STUDENTS

- Enhances ability and skills to do college level work and gain confidence for college success.
- Saves money by receiving free/reduced tuition college credit and reducing the amount of time after high school to complete a college degree.
- WVC credits are transferable to all college/universities within the state and many other institutions outside of the state.
- Students entering the military may earn a higher rank with earned college credit.
- Provides access to WVC student support services such as WVCportal, ID cards, use of WVC library and tutoring services.
- Research shows concurrent enrollment students are more likely to finish college and earn more credits by the second year of college.

BENEFITS TO HIGH SCHOOLS & WVC

- Brings WVC and high school administrators and faculty together to develop curriculum, share instructional methods, ideas and experiences that ultimately benefit students.
- Coordinated curriculum reduces redundancy of courses between high school and college and increases rigor of classes.
- Meets the goals of new achievement initiatives for students to earn college credit before graduation.
- High school students who earn credit are more likely to finish college on time which helps meet requirements of completion agenda.
- Research shows high school graduation rates increase when students are involved in CTE and/or concurrent enrollment.

WASHINGTON COLLEGE IN THE HIGH SCHOOL STANDARDS

WAC 392-725-130 STUDENT STANDARDS

- Ensure students meet the course prerequisites of the institution of higher education.
- Officially register or admit the students as degree-seeking, non-degree-seeking, or non-matriculated students of the institution of higher education and record courses administered through college in the high school program on official institution of higher education transcripts.
- Provide students and high schools with a comprehensive publication that outlines the rights and responsibilities of enrolled students.

WAC 392-725-140 CURRICULUM AND ASSESSMENT STANDARDS

- College in the high school courses are catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits as sections offered on campus.
- College in the high school courses reflect the pedagogical, theoretical and philosophical orientation of the participating institution of higher education departments.
- Faculty site visits ensure that courses offered through the college in the high school program are the same as the courses offered on campus.
- Students are held to the same standards of achievement as those expected of students in on-campus sections.
- Students are assessed using the same methods (i.e. papers, portfolios, exams, quizzes, labs, etc.) as students in on-campus sections.

WAC 392-725-150 FACULTY STANDARDS

- Instructors providing the college in the high school instruction in the high school classroom must be approved by the participating institution of higher education's respective academic department and meet the same institution's requirements for teaching the college course at the institution of higher education campus.
- New instructors are provided with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the college in the high school course.
- Procedures address instructor noncompliance with the institution of higher education's expectations for courses offered through the institution.
- Noncompliance issues will be addressed in consultation with the district, charter school, or tribal compact school.
- The institution of higher education will provide 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.
- 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.

WAC 392-725-160 EVALUATION STANDARDS

- Participating institutions of higher education shall:
 - Conduct and end of term student course evaluation for each college in the high school section offered.
 - Conduct surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Surveys shall include the following as outlined in the most current NACEP survey guide:
 - NACEP essential questions (additional questions may be used);
 - One follow-up contact with nonrespondents within the methodology; and
 - Collaboration of a qualified institutional evaluator or researcher in the development of the survey and data analysis.
 - Conduct annual survey of alumni who are one year out of high school and who are four years out of high school, at least once every three years. Surveys shall include the following as outlined in the most current NACEP survey guide:
 - NACEP essential questions (additional questions may be used);
 - One follow-up contact with nonrespondents within the methodology; and
 - Collaboration of a qualified institutional evaluator or researcher in the development of the survey and data analysis.
 - Provide evidence of meeting the evaluation required standards of this section.

APPROVAL PROCESS FOR INTERESTED FACULTY

All classes for WVC College in the High School credit must be taught by faculty who meet the minimum qualifications required for each subject area. Below, are general guidelines of what expectations a high school faculty must meet based on the type of class offered.

College in the High School Instructor Application Procedure

1. Potential instructor is mailed/provided with an application packet, including qualifications for adjunct faculty, and course objectives/sample syllabus for the course.
2. If instructor feels they meet the academic criteria and would like to pursue appointment as a CHS instructor, they need to submit the following to the CHS Director:
 - a. WVC part-time faculty application
 - b. Official transcripts of undergraduate and graduate coursework
 - c. Proposed course outline/syllabus for class they hope to offer
3. CHS Director will meet with faculty liaisons in appropriate department 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.*
4. Prospective instructor will be notified by the CHS Director of the status of their application.
 - a. If approved, an email from the CHS Director is sent to the instructor. A copy will also be sent to the building principal and the assigned faculty liaison. The instructor will need to schedule a meeting with the liaison for orientation and attend the content-specific training provided at the end of the summer at WVC before offering the course.
 - b. If denied, applicant is notified via email. Information will be provided regarding the reason the course was not approved and any measures they may take to meet requirements for future appointment as adjunct faculty in the CHS program at WVC.
5. Prospective instructor may reapply at a later date if they have taken measures to obtain necessary credentials.

***WAC 131-16-080**

General standards of qualifications for community and technical college personnel.

Prior to employment of candidates to perform professional services in Washington community and technical colleges, the district board of trustees shall establish that the candidate possesses:

- (1) Scholarship and/or technical skill that represents appropriate study, training, and skills in the proposed area of assignment,
- (2) Expertise as a practitioner as evidenced by reports of former associates and supervisors,
- (3) A demonstrable understanding and acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students,

(4) A demonstrable understanding and acceptance of the mission, role, and character of the community or technical college,

(5) The ability to perform assigned duties in a manner consistent with the goals of the institution and the community and technical college system, and

(6) Personal characteristics that contribute to the ability to promote the welfare of the students, the institution, and the state of Washington.

***WAC 131-16-091**

Additional qualifications in areas of specialization.

In addition to the general standards required by WAC [131-16-080](#), the district board of trustees shall establish that candidates for appointment meet or exceed the following standards in their areas of specialization:

(1) Teaching personnel.

(a) Professional teaching personnel performing services for which advanced degrees are commonly available shall hold the equivalent of a master's degree in the field of their educational service from an accredited college or university or a bachelor's degree and professional expertise in the field of their educational service; or

(b) Professional teaching personnel in professional-technical fields for which bachelor's or master's degrees are not commonly available shall be particularly qualified to provide instruction in their area of specialization as demonstrated by possession of the following:

(i) Sufficient broad and comprehensive training;

(ii) Industry recognized certification when available; and

(iii) Two years relevant work experience and/or relevant, current teaching experience that particularly qualifies them to provide instruction in their area of specialization.

(c) In extraordinary cases, the requirements in (a) and (b) of this subsection may be waived by the college president. For personnel under waiver, a professional development plan must be developed to meet criteria under (a) or (b) of this subsection. This plan must be completed during the initial certification process.

(d) Part-time professional-technical teaching personnel must meet minimum qualifications as defined by (a), (b), or (c) of this subsection and have verification on file. This record must be on file for each part-time instructor during each quarter of teaching employment.

(2) Other instructional personnel.

All other professional-technical instructional personnel, including teachers' aides, lab assistants, and tutors, who do not meet the work experience and educational requirements specified above, may be employed either on a full-time or part-time basis. Such individuals shall possess appropriate technical skills and knowledge in the specific program area assigned; and such individuals shall work under the direct supervision of, or in direct coordination with, an appropriately qualified professional. Each college district shall maintain job descriptions for each position in this category.

(3) Chief professional-technical administrator.

The chief professional-technical administrator shall have:

(a) Earned an advanced degree, masters or doctorate, in a professional-technical area or have equivalent administrative expertise as demonstrated by successful performance of broad administrative responsibilities; and

(b) Been employed as a full-time professional-technical instructor or have the equivalent experience in business or industry or other public agencies; and

(c) Supervisory/administrative experience.

The chief professional-technical administrator must understand and have the ability to assess professional-technical faculty's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The chief professional-technical administrator must keep a copy of his/her current certificate in his/her personnel file.

(4) Other professional-technical administrators.

Other administrators who oversee professional-technical programs, must demonstrate to the employing agency a commitment to and understanding of professional-technical education, and their ability to use the professional-technical faculty skills standards to guide and support the professional development of the professional-technical instructors they supervise.

COURSE APPROVAL

All WVC courses must have a syllabus on record for each class taught. 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 no later than October 1st of every school year. The following items must be included in a WVC CHS syllabus:

- High school name and address, faculty name, office location, office hours, phone number and extension, and email address.
- High school course title and equivalent articulated WVC course title and number. Example: US History, WVC HIST& 146-US History I.
- Current academic year: include link to WVC Running Start website and WVC CHS Student Handbook.
- Course description and course outcomes (aligned with WVC on-campus course)
- High school course prerequisites, if any.
- Instructional materials (books, supplies, etc.)
- Grading criteria: clearly note if there are additional curriculum requirements for college credit (please include grading summary, including how many points/what percentage are allocated to tests, essays, class participation, attendance and specific assignments for the course)
- Attendance and make-up policies.
- Code of Student Conduct.
- Flexibility statement: The faculty reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.
- Schedule of learning activities (reading, assignments, tests, projects, etc.)

Roles and responsibilities for faculty liaisons, CHS instructors, and CHS Director

All WVC CHS High School Instructors will be assigned a WVC Faculty Liaison. The liaison provides support and resources to the high school teacher as needed. Below are the expectations of both WVC liaison and high school faculty:

Faculty Liaison Expectations:

- Discipline-specific training/orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities prior to teaching 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 on HS campus), to ensure course offered on HS campus are the same as course 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 to CHS Director.

CHS Instructor Expectations:

- Complete required application paperwork with Human Resources prior to teaching CHS course.
- 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 documentation of differentiation of CHS course from general HS course if teaching a mixed enrollment course.
- Provide opportunity for site visits from faculty liaison once per term.
- Assist CHS Director with student course evaluations at the conclusion of each semester.
- Compensation for time spent in professional development, course outlining, norming, etc. shall be at a rate of \$31 per hour. Keep track of hours and submit at the end of each term to Human Resources.

CHS 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 HS 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 from HP in regards to matriculation, and enrollment trends impactful for course of program and college.
- Provide orientation for students and parents enrolled in CHS courses.
- Facilitate CANVAS access/training for CHS students/teachers.

WVC Expectations:

- Provide agreed upon compensation to Faculty Liaisons outlined in MEMORANDUM OF UNDERSTANDING between WVC College in the High School Program and The Wenatchee Valley College Association for Higher Education.
- Provide compensation for additional work completed by CHS instructors during the development and delivery of CHS course, outside of school district contract. Rate of compensation will be \$31/hour as stipulated in the Memorandum of Understanding.
- Provide reimbursement for mileage travelled while attending CHS sponsored training activities.

College in the High School Instructor Expectations

1. Deliver course in accordance with CHS expectations, course objectives, curriculum, pedagogy, theoretical framework, and grading standards outlined by the faculty liaison.
2. Allow WVC faculty liaisons and staff access to CHS classroom for the purpose of site visits and registration assistance.
3. 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
4. Required to meet with the designated WVC liaisons annually to review the course curriculum including but not limited to the list identified above.
5. 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.
6. Notify the CHS Director should teacher have an absence lasting more than 5 days.
7. Notify the CHS Director should an emergency necessitate a change in course schedule or teacher.
8. Communicate the program information, registration process and deadlines to the students and parents.
9. Attend one initial orientation meeting at WVC and subsequent professional development annually.
10. Follow established procedures and meet deadlines set by WVC for CHS.
11. Administer end of course surveys to all CHS students at the conclusion of course each term.
12. Submit grades for participating students in accordance with WVC policy.
13. Conduct self in CHS classes according to WVC Board of Trustees' policies governing behavior, ethics, and professional standards.
14. Assure compliance with federal and state laws concerning reasonable accommodations for disabled students, the development of the individualized educational program, and student safety.

15. Comply with program rules as outlined in RCW 28A.600.290

Other Relevant Policies:

1. Students must be enrolled by the registration deadline for the term in order to receive credit. Retroactive enrollment will not be allowed under any circumstances.
2. Payment of tuition is due no later than the 16th day of the semester in order for students to avoid being dropped from the course or having a block placed on their account.
3. College grades are protected under the Family Educational Rights and Privacy Act (FERPA).
4. Extended absence of the CHS instructor requires a pre-approved replacement in order to ensure students remain WVC credit eligible.
5. 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.
6. 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 Student Handbook

Welcome to Wenatchee Valley College's College in the High School program! This is an incredible opportunity for you to earn college credit before graduating from high school. High School 10th, 11th, and 12th graders are eligible for this program. You will find that this experience will not only reward you with college credit, but also valuable experience that will assist you in future college endeavors.

This handbook will address many questions you may have about your enrollment with WVC. However, please feel free to reach out with any additional questions.

Sincerely,

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Concurrent Enrollment Programs Coordinator

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Table of Contents

➤ What is College in the High School (CHS)?	P. 16
➤ Student Eligibility and Registration Process	P. 17
➤ Current CHS Course Offerings	P. 18-20
➤ CHS Tuition and Payment	P. 21
➤ Student Calendar	P. 22
➤ CHS Student Rights and Responsibilities	P. 23-25
➤ Grades	P. 26-27
➤ Students with disabilities	P. 27

What is College in the High School (CHS)?

College in the High School through WVC is an opportunity for high school students to earn college credit while still in high school. Students who complete articulated courses taught at their high school by qualified high school faculty providing the same rigor and content as an on-campus college class are eligible to receive WVC credit.

Students must meet entrance qualifications for Wenatchee Valley College, outlined further on in the handbook.

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, Psychology, and more.
- Career & Technical Education courses which lead to an associate degree or certificate in one of our many career-focused degrees.

BENEFIT TO STUDENTS

- Enhances ability and skills to do college level work and gain confidence for college success.
- Saves money by receiving free/reduced tuition college credit and reducing the amount of time after high school to complete a college degree.
- WVC credits are transferable to all college/universities within the state and many other institutions outside of the state.
- Students entering the military may earn a higher rank with earned college credit.
- Provides access to WVC student support services such as WVCportal, ID cards, use of WVC library and tutoring services.
- Research shows CHS students are more likely to finish college and earn more credits by the second year of college.

Student Eligibility

Students wishing to enroll in a CHS course at their high school must first qualify for the program. In accordance with Washington state rules governing College in the High School, students in grades 10-12 are eligible for WVC CHS courses. Freshmen are not eligible. They must meet WVC requirements for placement into college-level coursework (see rubric below).

Test	Score	Placement
Accuplacer: Writeplacer	5 or higher	ENGL 101 (all college-level coursework except math OR courses with additional prerequisites)
Smarter Balanced Assessment: ELA (English Literacy Assessment)	Level 3 or higher	ENGL 101 (all college-level coursework except math OR courses with additional prerequisites)
Smarter Balanced Assessment: Mathematics	Level 3	MATH 107, 140, 146, 171, 200, PHIL 120 MATH 141 contingent on a B or higher in Math Bridge to College course.
Smarter Balanced Assessment: Mathematics	Level 4	MATH 107, 140, 141, 142, 146, 148, 151, 171, 200, PHIL 120
High School Transcript Placement-Algebra 2	C or higher B or higher	MATH 107, 140, 146, 171, 200, PHIL 120 MATH 107, 140, 141, 146, 171, 200, PHIL 120
High School Transcript Placement-Precalculus	C or higher B or higher	MATH 107, 140, 141, 146, 171, 200, PHIL 120 MATH 142, 148, or lower
High School Transcript Placement-Precalculus w/Trigonometry	B or higher	MATH 151 or lower
Calculus	C	
AP Calculus AB	A	MATH 152 or lower
AP Calculus BC	A	MATH 153 or lower

Registration

Scores/transcripts are submitted to the CHS Coordinator at Wenatchee Valley College, who ensures student has qualified to enroll in the CHS course. If the course has additional prerequisites outside of the placement rubric, student must provide documentation of meeting the requirement to the CHS Coordinator. Qualifying students must enroll in the CHS course on their high school campus in order to receive college credit. The CHS coordinator will then work with qualified students to complete the WVC registration process. Registration is completed on paper and submitted to WVC for processing to ensure that CHS students are enrolled in the specified sections for their high school. Students must then pay tuition by the 20th day of class, in order to avoid being withdrawn from the course.

Current CHS Course Offerings

HIST& 146 US History I

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. No prerequisites. **Available at LRHS, EHS, BHS.**

HIST& 147 US History II

A survey of American history from the Reconstruction Era until the present. The primary focus of this course is to describe the social, cultural, political and economic emergence of contemporary America. The course will emphasize the tremendous economic, social, cultural, demographic and political transformations that the United States experienced during this time period. No prerequisites. **Available at LRHS, EHS, BHS.**

GEOG& 100 Intro to Geography

Introduction to the study of human geography and the major themes of the discipline. Topics include human-environment interaction, population and migration, cultural diffusion, patterns of health and nutrition, industrialization, economic development, and political geography. These will be approached in the context of regional difference and globalization. No prerequisites. **Available at BHS.**

POLS& 101 Intro to Political Science

Theory, principles, organization, and functions of political institutions, such as legislatures, 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. No prerequisites. **Available at BHS.**

POLS& 202 American Government

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. No prerequisites.

Available at BHS.

ENGL& 101 General Composition

Develops college-level reading, writing and critical thinking abilities. Develops 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. Students must earn a minimum grade of "C" (2.0) or better in this course to progress to a 200-level composition course. Prerequisite: Appropriate assessment scores in language usage and reading or a grade of "C" or higher in ENGL 097 or a grade of "B-" or higher in ABE 019 or a grade of "B" or higher in the Bridge-to-College English Language Arts course or a grade of "3" or higher on the Smarter Balanced exam. Keyboard/word-processing skills recommended. **Available at BHS, MHS.**

ENGL 201 Advanced Essay Writing

Refines writing process skills begun in ENGL& 101. Writing expository/argumentative essays for a variety of applications. Learning research methods and appropriate documentation. Students must earn a grade of "C" (2.0) or better to apply this course to the Writing Skills requirement for AAS or AST degree. Prerequisite: ENGL& 101 with a grade of "C" (2.0) or better. **Available at BHS, MHS.**

ENGL 203 Research Writing

Refines 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. Students must earn a grade of "C" (2.0) or better to apply this course to the Writing Skills requirement for AAS or AST degree. Prerequisite: ENGL& 101 with a grade of "C" (2.0) or better. **Available at BHS, MHS.**

ENGL 250 American Literature

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. No prerequisite.

Available at BHS.

BIOL& 100 Survey of Biology

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. No prerequisite. **Available at BHS.**

BIOL 127 NW Environments

Field-oriented course exploring the 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 field work. Prerequisite: Interest in local flora and fauna. **Available at BHS.**

MATH& 107 Math in Society

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. Prerequisite: MATH 099 with a grade of "C" (2.0) or better or appropriate placement score. Or grade of "C" or higher in Algebra 2 or higher level math at high school. **Available at EHS, BHS.**

MATH& 146 Intro to Statistics

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. Prerequisite: MATH 099 with a grade of "C" (2.0) or better or appropriate placement score. Or grade of "C" or higher in Algebra 2 or higher level math at high school. **Available at BHS.**

HUM& 101 Intro to Humanities

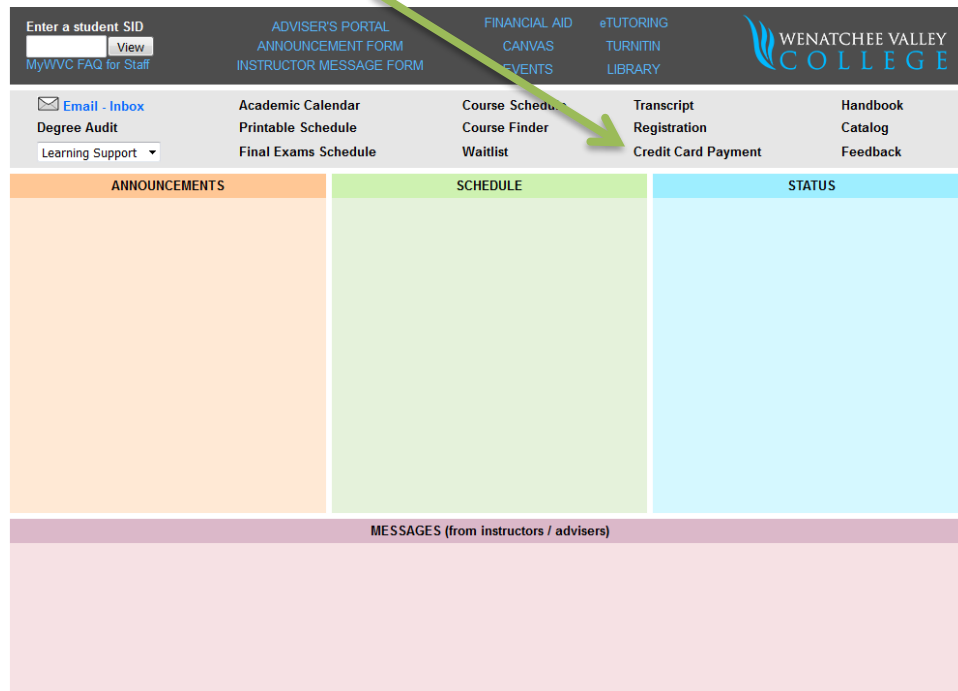
An introduction to the critical thinking, arts and philosophical ideas that enrich human experience. No prerequisite. **Available at BHS, MHS.**

CHS Tuition and Payment

All CHS courses are \$35 per credit hour. This is deeply discounted from the usual \$102 per credit hour. All current course offerings are 5 credits. Tuition for one course is \$175, and is assessed a \$5 administrative fee. Total cost for one course is \$180. **Tuition is due no later than the 20th day of class.**

Methods of Payment:

- **ONLINE:** Using the Credit Card Payment Login Screen
 - Login to WVC Portal using WVC email address and global PIN.
 - Click on Credit Card Payment.



- Enter your Student Identification Number and PIN.
- Follow the steps for payment.
- NOTE: This system is for credit cards only. Debit cards will not be accepted.
- **OVER THE PHONE:**
 - Call the Cashier's Office at 509.682.6500.
 - Have your Student Identification Number and credit or debit card ready.
- **IN PERSON**
 - You can also make your payment in person, especially if you prefer to pay with cash or check.
 - The Cashier's office is located on the first floor of Wenatchi Hall, next to Registration.

Student Calendar

FALL SEMESTER 2018

August	29	Classes Begin
September	21	Last day to register for college credit
September	28	Tuition DUE, if not paid, you'll be dropped from classes
November	12	Veterans Day
November	14	Last day to withdraw
November	22-23	Thanksgiving Holiday
December	15	Winter vacation
January	2	Classes resume
January	21-25	Final Exams
January	28-30	Winter term registration for continuing/former students
February	8	Grades available for students (WVC Portal)

WINTER SEMESTER 2019

January	28	Classes Begin
January	21	Martin Luther King Day
February	15	Last day to register for college credit
February	22	Tuition DUE, if not paid, you'll be dropped from classes
February	18	Presidents' Day
April	1-5	Spring Break
April	8	Last day to withdraw
June	3-7	Final exams
June	28	Grades available for students (WVC Portal)

All fees/tuition for College in the High School students are due no later than the 20th day of every semester. If not paid, student will be dropped from courses. Additionally, there will be a hold placed on the student's account that will prevent them from withdrawing from classes and/or registering on time for the following semester.

*Based on calendars for most of the school districts serviced. There may be some variation amongst districts. Deadlines remain the same regardless of variations.

Student Rights and Responsibilities

To improve our college learning environment, all students are asked to work together to promote positive, respectful interactions on our campus. The following “Rights and Responsibilities” suggests the kinds of mutually respectful behaviors that create a healthy learning environment.

Each student has the right to expect a campus climate in which all students:

- are given the opportunity and encouragement to succeed
- are treated with dignity and respect
- demonstrate good manners and courtesies
- are safe from sexual harassment and discrimination
- are free to ask for help, anytime.

In addition to rights, each student has a responsibility to:

- support a learning environment that provides opportunities for all students to succeed
- prepare mentally and physically to be the best they can be
- treat all students and staff with dignity and respect
- exhibit good manners and common courtesies at all times
- serve as a positive role model for less experienced students
- respect the property and space of others
- help keep the campus litter free
- refrain from swearing and using any inappropriate communication
- read and abide by the college rules in the student handbook
- be accountable for your own actions

STUDENT CODE OF CONDUCT

The Washington State Community and Technical College system developed a standard code of conduct. Refer to the WVC website for the most current version of the Code of Conduct. For more information, visit the WVC website, www.wvc.edu.

Rules of Conduct

Purpose

The student conduct code shall apply to student conduct that occurs on college premises, to conduct that occurs at or in connection with college sponsored activities, or to off-campus conduct that in the judgment of the college adversely affects the college or the pursuit of its objectives. Jurisdiction extends to, but is not limited to, locations in which students are engaged in official college activities including, but not limited to, foreign or domestic travel, activities funded by the associated students, athletic events, training internships, cooperative and distance education, online education, practicums, supervised work experiences or any other college-sanctioned social or club activities. Students are responsible for their conduct from the time of application for admission through the actual receipt of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. These standards shall apply to a student’s conduct even if the student withdraws from college while a disciplinary matter is pending. The college has sole discretion, on a case by case basis, to determine whether the student conduct code will be applied to conduct that occurs off-campus.

Wenatchee Valley College students are both citizens and members of the college community. As citizens, students shall enjoy the same freedoms that other citizens enjoy. As members of the college, they are subject to those responsibilities which accrue to them by virtue of this membership. Admission to Wenatchee Valley College carries with it the expectation that students will conduct themselves as responsible members of the college community, that they will comply with established rules and regulations of the college, maintain high standards of honesty and integrity, and respect the rights, privileges and property of other members of the college community. Wenatchee Community College expects that students will conform to the laws of the greater society and regulations established to assure the orderly conduct of the affairs of the college. The student is at once a member of the community at large and the college community. As such, the student is subject to the rights, responsibilities, laws and regulations of each community and accountable to both. To accomplish these purposes, the college is governed by rules, regulations and procedures designed to safeguard its functions and protect the rights and freedoms of all members of the college community. The following are examples of misconduct that is subject to disciplinary action. See the online WVC Student Code of Conduct for more details on other misconduct and the disciplinary process.

Plagiarism/Cheating

Plagiarism is defined as the buying, borrowing or stealing of written material for the purpose of fulfilling or partially fulfilling any assignment or task required as part of the student's program of instruction at the college. Any student who plagiarizes shall be subject to disciplinary action. Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings or work of another person in completing an academic assignment. Prohibited conduct may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course. Any student who aids or abets the accomplishment of such activity as defined above shall also be subject to disciplinary action. An instructor may take reasonable action against any student who is deemed to have been guilty of plagiarism or cheating.

Abusive Language

Any student who uses abusive language towards any person while on college facilities or participating in college-related programs may constitute disorderly conduct and shall be subject to disciplinary action. Examples of abusive language may include but are not limited to, maligning, coarse insulting speech, use of lewd, indecent and/or obscene language.

Disorderly Conduct

Any student whose conduct obstructs or disrupts educational processes or other activities of the college shall be subject to disciplinary action. In the case of disorderly conduct in the classroom, the instructor may take reasonable action against any student and recommend disciplinary action by the vice president of student services.

Sexual Harassment

Students must abide by the college's Sexual Harassment Policy. Any student who engages in behaviors such as unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct or written communication of a sexual nature directed toward another person shall be subject to disciplinary action. If you have experienced or witnessed sexual harassment or sexual violence please report it to the Title IX Coordinator at 509.682.6445 or to a faculty or staff member on campus.

Malicious Harassment

Any person is guilty of malicious harassment if he/she maliciously and with intent to intimidate or harass another person because of, or in a way that is reasonably related to, associated with, or directed toward that person's race, creed, color, religion, gender identity, sexual orientation, ancestry, national origin, age, marital status, or mental, physical, or sensory handicap, and/or disabled veteran status may be subject to disciplinary action. Another person shall be subject to disciplinary action.

Computer Trespass

Any student that violates college information, without authorization, intentionally gains access to a computer system or electronic data owned or used by Wenatchee Valley College shall be subject to disciplinary action according to the college's Information Resources Acceptable Use Policy and 9A.52.110 RCW through 9A.52.130 RCW.

Computer Use Policy

This policy governs the use of computer labs on campus. These labs include the library and any other instructional areas that have student access to computers. Violations can be subject to prosecution and/or loss of student access to computer labs.

A. Labs are open only to registered students of WVC and those covered through cooperative agreements.

B. Students may not modify, reconfigure or tamper with any computer hardware or software, nor may they attempt to gain unauthorized access to any computer network. Attempting unauthorized access to computer networks is a violation of both state and federal laws.

C. Intentionally introducing a computer virus into any Wenatchee Valley College computer system is a violation of both state and federal laws.

D. First priority is given to classes that have scheduled time in the lab. Second priority is given to students doing homework and research for currently enrolled classes. Lowest priority is given to students "surfing the net" or other non-instructional activities. A student may be requested to give up his/her position to another student with higher priority and, depending on demand for services, a time limit may be imposed.

E. Printouts are limited to academic work. Printing limits will be determined as is necessary for each lab. These limits will be clearly marked and enforced. Failure to comply with set printing limits may result in the loss of computer lab access.

F. Any use of the computers in Wenatchee Valley College labs must comply with the State of Washington's Community and Technical College Network Acceptable Use Policy. Accessing or posting obscene, abusive or highly offensive material is not allowed.

Disciplinary Action

Any student violating any provision of the Rules of Student Conduct will be subject to discipline. Sexual harassment violations will follow policy and procedures located on the WVC Web page and are a separate process. Student Participation in College Governance Wenatchee Valley College recognizes the special role that students play in the development and maintenance of student programs. Students shall be represented by the recognized student governmental organization (ASWVC). New ASWVC members are elected each May for the following academic year. Please visit the student senate office for more information about elected positions and election dates. You can also find information in the ASWVC constitution and bi-laws which are posted online.

Grades

Grades and Grade Reporting

The WVC grading system provides a permanent record of grade evaluations which reflect the student's course achievement. The following grades are used:

Outstanding Achievement

- A 4.0 points per credit hour
- A- 3.7 points per credit hour

High Achievement

- B+ 3.3 points per credit hour
- B 3.0 points per credit hour
- B- 2.7 points per credit hour

Average Achievement

- C+ 2.3 points per credit hour
- C 2.0 points per credit hour
- C- 1.7 points per credit hour

Minimum Achievement

- D+ 1.3 points per credit hour
- D 1.0 points per credit hour

Unsatisfactory Achievement

- F 0.0 points per credit hour

Grades not included in G.P.A. calculation

- I Incomplete (see description below)
- N Audit - Course not taken for credit (does not appear on transcript)
- P Passing - A grade of "C" or higher earns a pass; a lower grade earns a no pass, provisional pass or an "F."
- W Withdrawal (see description below)
- Y The "Y" designation indicates that a student is registered in an ongoing class. It may be used where the pace of work is largely dependent on the student in courses such as independent project classes or open laboratory/clinic classes. If you do not complete the class within one year, you must re-enroll if you want credit.

Grade Change

A change of grade must be executed within two quarters, excluding summer, after the grade is earned. Initiating a grade change is the student's responsibility. The course may still be repeated for a different grade after the deadline for grade changes has passed. Contact the course instructor to discuss the process for grade changes.

The Incomplete Grade

The "I" designation indicates that a student has been granted extra time by the instructor to complete required course work. Terms of completion are specified in a contract signed by the student and instructor. It is the student's responsibility to initiate this contract. Contract forms are available in the

admissions office. The maximum length of a contract is two quarters, excluding summer. An “I” grade is changed to an “F” if the terms of the contract are not met within the time specified.

Withdrawal

A “W” designation indicates that you have dropped a class. The last day of each quarter to withdraw from classes is specified on the official Academic Calendar. Complete information on withdrawing from a class is available in the admissions/registration office.

WVC does not send home grade notifications or reports. CHS students may access their WVC transcript online in the WVC Portal, once grades have been posted.

Students With Disabilities

The Special Populations Office: The Disability Support Services Office has been designated by the college as the primary office to guide, coach and assist students with disabilities. If you receive services (or think you should) through that office (room 2133 Wenatchi Hall) and require accommodations for this class, make an appointment with Carla Boyd as soon as possible to discuss your approved accommodation needs. Any information you share will be held in strictest confidence unless you give written permission to do otherwise. If you need a referral to that office or have further questions, the CHS Coordinator will be available to assist you. The Special Populations Coordinator will require appropriate documentation of disability. The use of that office is voluntary.