

# WENATCHEE VALLEY COLLEGE

## COLLEGE IN THE HIGH SCHOOL

## INSTRUCTOR 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

**Wenatchee Valley College is pleased to have you on board with our College in the High School program. As an instructor for a WVC course, we want you to feel connected and part of our community.**

*Thank you for helping students earn college credit before they graduate from high school. Studies show these opportunities play a key role in helping students do better in college and graduate sooner. It is an exciting arena and we hope you enjoy your work with our program.*

### **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**

Tod Treat	Vice President for Instruction	509.682.6605	<a href="mailto:ttreat@wvc.edu">ttreat@wvc.edu</a>
Maria Christina Monroe	Director of Concurrent Enrollment	509.682.6848	<a href="mailto:mmonroe@wvc.edu">mmonroe@wvc.edu</a>

Program Address  
1300 5<sup>th</sup> Street  
Wenatchee WA 98801  
Website: <https://www.wvc.edu/chs>

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## WELCOME TO WVC CONCURRENT ENROLLMENT

Dear High School Instructors,

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 getting 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 (CHS)?
- Washington College in the High School Standards
- Approval process for interested faculty
- Course approval/syllabus requirements
- Timeline of “To Do” list
- Roles and responsibilities for faculty liaisons, CHS instructors, and CHS Director.
- CHS Instructor Expectations
- Access to Canvas shells
- Grades
- CHS Academic Calendar
- Student Eligibility and Registration Process
- Support Services for students
- Student Code of Conduct
- Registration Worksheet
- Course Change Form (*withdrawal form*)
- CHS Course Offerings

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,

*Maria Christina Monroe*

Maria Christina Monroe  
Director of Concurrent Enrollment  
509.682.6848  
[mmonroe@wvc.edu](mailto:mmonroe@wvc.edu)  
<https://www.wvc.edu/chs>

## 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.

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, 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 MyWVC 2.0, 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 an 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 (optional)
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 Director of Concurrent Enrollment will then set up a meeting with instructor to go over program processes and expectations. Director will also help facilitate a meeting between the instructor and liaison 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.

## WVC INSTRUCTOR QUALIFICATIONS

### **\*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.

## Discipline Requirements

### Biology

- \* 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 the Comparative Literature, or Native speakers of the 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.

## 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.

## COURSE APPROVAL/SYLLABUS REQUIREMENTS

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 **before** the course is taught. The following items must be included in a WVC CHS syllabus:

- High school name and address, HS Instructor 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 College in the High School website ([www.wvc.edu/chs](http://www.wvc.edu/chs)).
- 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.)

## TIMELINE OF “TO DO” LIST

APPROXIMATE DATES	RESPONSIBILITY	COMPLETED 
Before CHS course starts	Initial Training (New Instructors)	
Before CHS course starts	Professional Development	
Before CHS course starts	Submit CHS syllabus to liaison	
1st week of the CHS course	Identify interested CHS students	
2 <sup>nd</sup> week of CHS course	Collect qualifying scores/transcripts	
3 <sup>rd</sup> -4 <sup>th</sup> week of CHS course	Assist CHS Director with student app/registration process	
Date scheduled with liaison	Submit paired assessment to liaison	
Date scheduled with liaison	Site Visit	
Date scheduled with CHS Director	Student course evaluations	
Within two days of last CHS course date	Submit grades to CHS Director	
When it is received	Complete CHS teacher survey	

**Professional Development**- Each academic year the liaison will provide a professional development meeting or event. This is the opportunity to be updated of any changes within the department of the discipline and learn of 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.

**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. An updated syllabus must be submitted to your liaison each time the course is taught. Please work with your liaison to ensure all required information is on the syllabus.

**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 Visits**-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. Site Visit form must have the CHS instructor signature and submitted to the liaison, **no later than two weeks** after the observation was completed.

**Course Evaluations**-During the last few weeks of your CHS course, the CHS Director will contact you to agree on a date for the director to administer and assist students with course evaluations. Just as on campus, concurrent enrollment students have the opportunity to 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 Submissions**-Grades must be submitted within two days of your last class date to the CHS Director. The CHS Director will electronically send the grade sheets. You will complete and sign the grade sheets and electronically send them back to the CHS Director, to submit to our WVC Registration Office to be transcribed.

**Teacher Surveys**-WVC surveys instructors and HS administration that are involved with the CHS program every three years 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 time that we survey instructors.

**Extended Absences**-Please notify the CHS Director or liaison of any changes that affect the CHS course. For example, if you are taking leave that prevents you from teaching for 5 days or more, or class schedules have changed, or if there is anything else we need to know, you must contact us as soon as possible.

**Available Resources**-Many of the WVC resources are available to you and to CHS students. Please contact your liaison or the CHS Director if you have questions.

## ROLES AND RESPONSIBILITIES FOR FACULTY LIAISON, 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 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 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 and NACEP submitted to CHS Director in a timely manner.

### **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 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 teacher have an absence lasting more than 5 days. Notify the CHS Director should an emergency necessitate a change in course schedule or teacher.

Communicate the program information, registration process and deadlines to the students and parents.

Attend one initial orientation 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 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 accommodations for students with disabilities, the development of the individualized educational program, and student safety.

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

#### **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 mentor-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 being met.

#### **CHS Director Expectations:**

- Collaborating with HS 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 \$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 mileage travelled while attending CHS sponsored training activities.

### ***Other Relevant Policies to help your students:***

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.**

Payment of tuition is due no later than the 20<sup>th</sup> day of the semester in order for students to avoid being dropped from the course or having a block placed on their account.

College grades are protected under the Family Educational Rights and Privacy Act (FERPA).

Extended absence (lasting more than 5 days) of the CHS instructor requires a pre-approved replacement in order to ensure students remain WVC credit eligible. Notify the CHS Director should teacher have an absence lasting more than 5 days.

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.

## **COURSE EVALUATIONS**

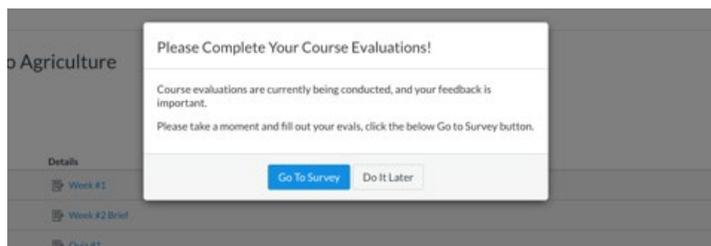
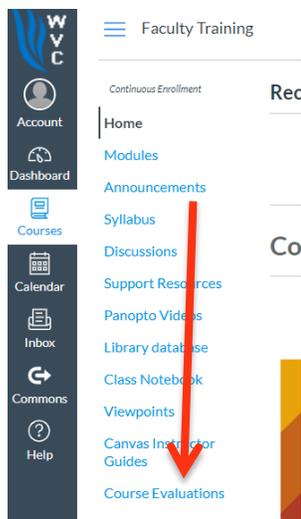
(Directions on how to assist students, if CHS Director cannot)

Your students as WVC students, will complete course evaluations on CANVAS. Each CHS course has a CANVAS shell. Whether students use or don't use CANVAS for their CHS course, the Director will walk the students through the process in completing the course evaluation. CANVAS login information is granted to CHS student's when they apply for admissions at WVC. This is to help students get familiar with CANVAS, as some students will want to view their CHS course grade, pay for tuition, receive emails of WVC events, review their Degree Audit and so much more. Having students use CANVAS has many benefits, especially to those students who plan to transfer to WVC after high school. IF for some reason the director cannot walk students through the course evaluation process, someone else can assist students through the process by following the steps below. **Students will need to know their CANVAS login information and follow the steps in their CHS student Handbook on page 13. Students will need their WVC/ctcLink SID.**

Student's will need to: (Use Firefox or Chrome for better results)

- 1.) Go to [www.wvc.edu](http://www.wvc.edu) and hover the Students tab

- 2.) On the left-hand side under the **Access** menu, click on CANVAS
- 3.) Type in your WVC/ctcLink SID and password for CANVAS (login information on page 11 of student handbook )
- 4.) On the left-hand side, click on *Courses*, then click on *All courses* or the course itself
- 5.) Finally, click on the *Course Evaluation* link on the left-hand side to complete the evaluation.



## 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:

<b>Outstanding Achievement</b>	<b>High Achievement</b>	<b>Average Achievement</b>	<b>Minimum Achievement</b>
A 4.0 points per credit hour	B+ 3.3 points per credit hour	C+ 2.3 points per credit hour	D+ 1.3 points per credit hour
A- 3.7 points per credit hour	B 3.0 points per credit hour	C 2.0 points per credit hour	D 1.0 points per credit hour
	B- 2.7 points per credit hour	C- 1.7 points per credit hour	
			<b>Unsatisfactory Achievement</b>
			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 CHS Academic Calendar. The Course Change form is attached to this handbook for easy access.

**WVC does not send home grade notifications or reports. CHS students may access their WVC transcript online at MyWVC 2.0 once grades have been posted.**

CHS ACADEMIC CALENDER (only for schools on semester schedule)

**FALL SEMESTER 2021**

<b>August</b>	<b>30</b>	<b>Classes Begin</b>
<b>September</b>	<b>20</b>	<b>Last day to register for college credit</b>
<b>September</b>	<b>27</b>	<b>Tuition DUE, if not paid, you'll be dropped from classes</b>
<b>November</b>	<b>9</b>	<b>Last day to withdraw</b>
November	11	Veterans Day
November	25-26	Thanksgiving Holiday
December	17	Winter vacation
January	3	Classes resume
January	21	Grades sheets due
January	24-26	Winter term registration for continuing/former students
February	7	Grades available for students (WVC Portal)

**WINTER SEMESTER 2022**

<b>January</b>	<b>24</b>	<b>Classes Begin</b>
January	17	Martin Luther King Day
<b>February</b>	<b>18</b>	<b>Last day to register for college credit</b>
<b>February</b>	<b>22</b>	<b>Tuition DUE, if not paid, you'll be dropped from classes</b>
February	21	Presidents' Day
March-April	24-4	Spring Break
<b>May</b>	<b>23</b>	<b>Last day to withdraw</b>
<b>May</b>	<b>30</b>	<b>Memorial Day</b>
June	17	Grade sheets due
June	22	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 school districts serviced. There may be some variation amongst districts. Deadlines remain the same regardless of variations.**

## CHS ACADEMIC CALENDER (only for schools on trimester schedule)

### **1<sup>st</sup> Trimester 2021**

<b>August 25</b>	<b>Classes Begin</b>
September 20	Last day to register for college credit
September 27	Tuition DUE, if not paid, you'll be dropped from classes
<b>November 9</b>	<b>Last day to withdraw</b>
November 11	Veterans Day
December 17	Grade sheets due
December 21	Grades available for students (WVC Portal)

### **2<sup>nd</sup> Trimester 2022**

<b>November 30</b>	<b>Classes Begin</b>
November 25-26	Thanksgiving Holiday
December 20	Last day to register for college credit
December 27	Tuition DUE, if not paid, you'll be dropped from classes
<b>February 25</b>	<b>Last day to Withdraw</b>
March 14	Grades sheets due
March 30	Grades available for students (WVC Portal)

### **3<sup>rd</sup> Trimester 2022**

<b>March 14</b>	<b>Classes begin</b>
April 11	Last day to register for college credit
April 12	Tuition DUE, if not paid, you'll be dropped from classes
<b>May 23</b>	<b>Last day to withdraw</b>
May 30	Memorial Day
June 17	Grades sheets due
June 22	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 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
<b>Accuplacer: Writeplacer</b>	5 or higher	ENGL 101 (all college-level coursework except math OR courses with additional prerequisites)
<b>Smarter Balanced Assessment: ELA (English Literacy Assessment)</b>	Level 3 or higher	ENGL 101 (all college-level coursework except math OR courses with additional prerequisites)
<b>Smarter Balanced Assessment: Mathematics</b>	Level 3	MATH 107, 140, 146, 171, 200, PHIL 120 MATH 141 contingent on a B or higher in Math Bridge to College course.
<b>Smarter Balanced Assessment: Mathematics</b>	Level 4	MATH 107, 140, 141, 142, 146, 148, 151, 171, 200, PHIL 120
<b>ACT English</b>	20 or higher	ENGL 101 (all college-level coursework except math OR courses with additional prerequisites)
<b>ACT Reading</b>	21 or higher	ENGL 101 (all college-level coursework except math OR courses with additional prerequisites)
<b>SAT Reading</b>	500 or higher	ENGL 101 (all college-level coursework except math OR courses with additional prerequisites)
<b>SAT Mathematics</b>	580-649	MATH 107, 140, 146, 171, 200, PHIL 120
<b>SAT Mathematics</b>	650 or higher	MATH 107, 140, 141, 142, 146, 148, 151, 171, 200, PHIL 120
<b>High School Transcript Placement-Algebra 2</b>	C or higher B or higher	MATH 107, 140, 146, 171, 200, PHIL 120 MATH 107, 140, 141, 146, 171, 200, PHIL 120
<b>High School Transcript Placement-Precalculus</b>	C or higher B or higher	MATH 107, 140, 141, 146, 171, 200, PHIL 120 MATH 142, 148, or lower
<b>High School Transcript Placement-Precalculus w/Trigonometry</b>	B or higher	MATH 151 or lower
<b>Calculus</b>	C	
<b>AP Calculus AB</b>	A	MATH 152 or lower
<b>AP Calculus BC</b>	A	MATH 153 or lower

Due to COVID-19 for the 2021-2022 academic school year, other alternatives for students to qualify are:

\*High school cumulative gpa of a 3.0 or higher

\*PSAT reading (500 or higher)

## Registration Process

Scores/transcripts are submitted to the Director of Concurrent Enrollment at Wenatchee Valley College, who ensures student has qualified to enroll in the CHS course. Any issues with the qualifying document of any student, the Director will contact the instructor, counselor, or HS Office personnel so the student can be informed immediately that participation in the requested College in the High School course has been denied. High school teacher,

counselor, or office staff will help in collecting documentation. If the course has additional prerequisites outside of the placement rubric, student must provide documentation of meeting the requirement to the Director of Concurrent Enrollment. Qualifying students must enroll in the CHS course on their high school campus in order to receive college credit. The Director of Concurrent Enrollment will then work with high school staff and qualified students to complete the WVC application and registration process on a designated day that works best for all parties involved. Registration is completed on paper and submitted to Director of Concurrent Enrollment for processing to ensure that CHS students are enrolled in the specified sections for their high school. Students must then pay tuition by the 20<sup>th</sup> day of class, in order to avoid being withdrawn from the course (if the school is not a paying district).

## STUDENT CODE OF CONDUCT

### **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.

### **Student responsibilities**

Students are expected to maintain high standards of academic honesty and integrity in accordance with the Code of Student Conduct.

1. A student shall not give unauthorized information to another person or receive unauthorized information from another person during any type of examination.
2. A student shall not obtain or provide without authorization questions or answers from the examination prior to the time of the examination.
3. A student shall not use unauthorized sources for answers during any examination.
4. A student shall not engage in any form of plagiarism. 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. 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.

## **Rules of Conduct**

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.

#### **Confidentiality of Student Records (FERPA)**

In accordance with the federal Family Educational Rights and Privacy Act (FERPA), Wenatchee Valley College enforces guidelines concerning information about the student's permanent educational record and governs the conditions of its disclosure. Except as otherwise indicated, the college will not provide information contained in student records in response to inquiries unless the student has given consent to the college in writing using the form at [wvc.edu/running\\_start](http://wvc.edu/running_start) Exceptions will be made if knowledge of the information is necessary to protect the health or safety of the student or to other individuals or disclosure is required by law.

The following information may be released without notification to the student on a need-to-know basis, as it is representative of public directory information:

- \*Student's name, address (street and e-mail), and phone number
- \*Field of study
- \*Enrollment status (e.g., full-time, or part-time)
- \*Athletic information
- \*Dates of attendance and completion

### **\*Degrees and awards received**

The college provides additional information to military recruiters in compliance with federal Solomon Act requirements. Students wishing to be excluded from the student directory information as defined in PL. 93-380 must file a quarterly non-disclosure request with the registrar to seal their records. Wenatchee Valley College assumes that failure on the part of any student to specifically request the withholding of directory information indicates individual approval for disclosure. By sealing your records, WVC will be unable to verify degrees, graduation, or any other requested information. Call the admissions office at 509.682.6806 if you need further information.

## **COLLEGE SERVICES**

**As a WVC college student, you have college services listed below that are available to you.**

### **Career Center**

The career center provides a broad range of information and assistance for job seekers, including career planning, job listings, resume writing help, occupational training, and career assessments. **Wenatchi Hall First Floor 509.682.6830**

### **Cashier**

The cashier handles tuition and fee payments, and also sells parking permits. **Wenatchi Hall, First Floor 509.682.6500**

### **Counseling**

Student Services offers academic counseling, readmission petitions, career counseling, and personal counseling.

**Wenatchi Hall, First Floor Wenatchee 509.682.6850, Omak 509.422.7806**

### **Library**

The library holds physical and electronic collections, media and device checkout, study room, Xerox machines, reference librarians and student-use computers. **John A Brown Library Wenatchee 509.682.6860, Omak**

**509.422.7830**

### **Running Start**

The Running Start office handles enrollments for dual credit programs (Running Start and College in the High School).

**Van Tassell Center 5004J Wenatchee 509.682.6848**

### **Students With Disabilities (ADA Policy)**

The Student Access Office has been designated by the college as the primary office to guide, coach and assist students with disabilities. It also provides accommodations and information on benefits, rights and privileges of college services and programs, and activities. If you receive services (or think you should) and require accommodations for classes, make an appointment with the Director of Student Access 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 or have further questions, the Director of Concurrent Enrollment will be available to assist you. The Director of Student Access will require appropriate documentation of disability. The use of that office is voluntary. **Wenatchi Hall 509.682.6854**

### **Teaching and Learning Center (TLC)**

The TLC maintains the distance learning program, which includes supporting Canvas, test proctoring, Panopto, Turnitin and e-Tutoring. **John A. Brown Library 509.682.6718**

### **Technology Help Desk**

The Help Desk is student's first point of contact for technology related questions. **Wenatchee 509.682.6550, Omak 509.422.7803**

# WVC REGISTRATION FORM

<b>SID/SSN NUMBER *</b>	<b>Today's Date</b>	<b>Quarter of Registration</b> Year _____ Fall _____ Winter _____ Spring _____ Summer _____	<b>Telephone Number</b> Day _____ Evening _____	<b>Type of Student</b> New _____ Former _____ Continuing from last yr _____
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**\*Social Security Number Request**  
To comply with federal laws, we are required to ask for your Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN). We will use your SSN/ITIN to report Hope Scholarship/Life Time tax credit, to administer state/federal financial aid, to verify enrollment, degree and academic transcript records, and to conduct institutional research. If you do not submit your SSN/ITIN, you will not be denied access to the college, however you may be subject to civil penalties (refer to Internal Revenue Service Treasury Regulation 1.6050e-1(g)(4)) for more information). Pursuant to state law (RCW 29B.100-02) and federal law (Family Educational Rights and Privacy Act), the college will protect your SSN from unauthorized use and/or disclosure.

<b>Last Name</b>	<b>First Name</b>	<b>Middle</b>	<b>Previous Name(s)</b>
<b>Mailing Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
<b>E-Mail Address</b>			

ID#	Dept.	Number	Section	Course Title	Credit

<b>What's your purpose for attending this community college? (circle one)</b>	<b>Director of Concurrent Enrollment</b>
11 - Take courses related to current or future work.	_____
12 - Transfer to a four-year college/AAS Degree.	_____
13 - High School diploma or GED.	_____
90 - Other.	_____

<b>What's your purpose for attending this community college? (circle one)</b>	<b>Director of Concurrent Enrollment</b>
11 - Take courses related to current or future work.	_____
12 - Transfer to a four-year college/AAS Degree.	_____
13 - High School diploma or GED.	_____
90 - Other.	_____

**What's your purpose for attending this community college? (circle one)**

11 - Take courses related to current or future work.

12 - Transfer to a four-year college/AAS Degree.

13 - High School diploma or GED.

90 - Other.

**A. Gender:** \_\_\_\_\_ Male \_\_\_\_\_ Female

**B. Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**C. How long have you lived continuously in Washington?** \_\_\_\_\_ years \_\_\_\_\_ months

**D. Are you a U.S. citizen?** Yes \_\_\_\_\_ No \_\_\_\_\_

If no, check one of the following:  
International Student \_\_\_\_\_ Refugee \_\_\_\_\_ Visitor \_\_\_\_\_  
Immigrant visa # \_\_\_\_\_

**E. What is your ethnic origin? (check one)**

\_\_\_\_\_ Alaskan Native or American Indian (597)

\_\_\_\_\_ Black/African American (870)

\_\_\_\_\_ Chinese (605)

\_\_\_\_\_ Filipino (608)

\_\_\_\_\_ Japanese (611)

\_\_\_\_\_ Korean (612)

\_\_\_\_\_ Mexican, Mexican American, Chicano (722)

\_\_\_\_\_ Puerto Rican (727)

\_\_\_\_\_ Cuban (709)

\_\_\_\_\_ Other Spanish/Hispanic/Latino

\_\_\_\_\_ Vietnamese (619)

\_\_\_\_\_ White (800)

\_\_\_\_\_ Other Asian or Pacific Islander (621)

\_\_\_\_\_ Other Race (799)

**F. What is your purpose for attending this community college? (circle one)**

11 - Take courses related to current or future work.

12 - Transfer to a four-year college/AAS Degree.

13 - High School diploma or GED.

90 - Other.

**G. Do you have a physical, sensory or mental impairment that substantially limits one or more of the major life functions, such as seeing, hearing, speaking, walking, breathing, working with your hands, learning, caring for yourself and working?**

Yes \_\_\_\_\_ No \_\_\_\_\_



## CHS Course Offerings

### **BIOL& 100 Survey of Biology**

**No prerequisite**

**5 credits**

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 Bridgeport HS, Cashmere HS.**

### **BIOL 127 NW Environments**

**No prerequisite**

**5 credits**

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 Bridgeport HS, Entiat HS.**

### **ENGL& 101 General Composition**

**Qualifying Test score (or HS GPA 3.0)**

**5 credits**

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.** Keyboard/word-processing skills recommended, but not required. **Available at Bridgeport HS, Mansfield HS.**

### **ENGL 201 Advanced Essay Writing**

**English 101 (C or better)**

**5 credits**

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.** **Available at Bridgeport HS, Mansfield HS.**

### **ENGL 203 Research Writing**

**English 101 (C or better)**

**5 credits**

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.** **Available at Bridgeport HS, Mansfield HS.**

### **ENGL 226 British Literature**

**No prerequisite**

**5 credits**

Study of selected British authors and works of literature from Old English, Middle Ages, Renaissance, Neo-Classical, Romantic, Victorian and Modern periods. **Available at Bridgeport HS.**

### **ENGL 250 American Literature**

**No prerequisite**

**5 credits**

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. **Available at Bridgeport HS.**

**HIST& 146 US History I**

**No prerequisite**

**5 credits**

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.

**Available at Bridgeport HS, Eastmont HS.**

**HIST& 147 US History II**

**No prerequisite**

**5 credits**

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 Bridgeport HS, Eastmont HS.**

**HUM& 101 Intro to Humanities**

**No prerequisite**

**5 credits**

An introduction to the critical thinking, arts and philosophical ideas that enrich human experience. **Available at Mansfield HS.**

**MATH& 107 Math in Society**

**Qualifying Test score (or HS GPA 3.0) 5 credits**

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 Bridgeport HS.**

**MATH& 141 Precalculus I**

**Qualifying test score (or Algebra II B or better) 5 credits**

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 calculator will be integrated into the course. **Available at Bridgeport HS.**

**MATH& 142 Precalculus II**

**MATH& 141 with a grade of "C" or better 5 credits**

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. Prerequisites: MATH 140 or MATH& 141 with a grade of "C" or better or appropriate placement score. **Available at Wenatchee HS.**

**MATH& 146 Intro to Statistics**                      **Qualifying test score (or Algebra II C or better)**      **5 credits**  
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.**

**NAL 121 Native American Language I: nxa ?amxcin**                      **No prerequisite**                      **5 credits**  
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 grammar and vocabulary will be covered. Students will gain an awareness of the interconnection of language and culture. **Available at Lake Roosevelt HS.**

**NAL 122 Native American Language II: nxa ?amxcin**      **NAL 121 or instructor signature**      **5 credits**  
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.**

**PEH 287 Athletic Training**    **No prerequisite**    **5 credits**  
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.**

**POLS& 101 Intro to Political Science**    **No prerequisite**    **5 credits**  
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. **Available at Bridgeport HS.**

**POLS& 202 American Government**    **No prerequisite**    **5 credits**  
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.**

**SPAN& 121 Spanish I**    **No prerequisite**    **5 credits**  
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 grade C or better**    **5 credits**

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 grade C or better**

**5 credits**

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.**

**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).**