



COLLEGE IN THE HIGH SCHOOL PROGRAM
FACULTY LIAISON HANDBOOK

College in the High School Program Faculty Liaison Handbook

What is the College in the High School (CiHS) Program?

The College in the High School program at Centralia College is a cooperative program between local school districts and Centralia College to deliver college-level courses at the high schools. All CiHS teachers at the secondary schools work closely with a Centralia College Faculty Liaison. Courses administered through the CiHS program are Centralia College catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits. The CiHS courses offered at the high schools reflect the learning objectives, rigor and the pedagogical, theoretical and philosophical orientation of the discipline at Centralia College and award transferable college credits. Centralia College's CiHS program increases the educational options for highly motivated high school students who wish to earn college credit.

How does the student benefit from the program?

- Students can accelerate their academic studies by earning college credit while attending high school without sacrificing their high school experience.
- CiHS allows students the opportunity to experience college-level work in a familiar environment.
- The courses included in the program are those most often required in the freshman coursework of Washington's community colleges and universities.
- Upon successful completion, the course is transcribed with the college's course title and number just as it appears in the college catalog.
- Having completed rigorous high school coursework and earning college credit may make the student's university application(s) stronger.
- Tuition for a CiHS 5-credit course is typically less than an equivalent Centralia College course.

Can credits earned through a CiHS course be used toward a college degree or certificate?

Courses successfully completed can be applied toward a degree or certificate at Centralia College, as well as, transferred to other institutions. Depending on the institution and the program the student pursues, credits may transfer as direct equivalents to existing courses in the receiving institution, may be transferred as departmental general electives, or may satisfy a prerequisite for a required course. We strongly recommend that students contact the college/university that they plan to attend and verify how these credits will be accepted.

Each of the public, four-year colleges/universities within Washington state have agreed to accept transfer credits from this program. However, Centralia College cannot guarantee whether the class(es) will meet a college/university's graduation requirements or be accepted by a specific academic department at the college/university. Centralia College recommends that students contact the specific college/university admissions office and academic department for clarification.

Students planning to attend a private college/university (either in Washington or out-of-state) should speak to the college/university admissions office to clarify whether these transfer credits will be accepted. Although it is uncommon for credits not to transfer, there have been some exceptions.

How do high school teachers benefit from the program?

High school teachers benefit from the experience of teaching a college-level course, collaborating with college faculty, and helping to prepare students for higher education. Each participating high school teacher receives training and works collaboratively with a Centralia College Faculty Liaison within the discipline they are teaching. The Faculty Liaison assists in professional development of the high school teacher, curriculum development, assessment standards, teaching methodology, and can provide valuable supplemental material.

High School Teacher Minimum Qualifications:

- High school adjunct faculty will meet Centralia College adjunct instructor qualifications for the appropriate college department:
 - A master's degree in the field of educational service or a closely related field
 - or
 - Following the adjunct faculty checklist*
- The complete job descriptions with required and preferred qualifications by discipline are available by visiting Centralia College's employment site, https://hcprd.ctclink.us/psc/tam/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS_CG_SEARCH_FL.GBL?FOCUS=Applicant&SiteId=120.
- The CiHS program will adhere to appropriate Washington Administrative Codes (WAC) and Policy 2.012 regarding qualifications for community and technical college personnel.

**Please see Appendix A: College in the High School (CiHS) Adjunct Faculty Qualification Requirements & Qualification Checklist for additional information.*

Faculty Liaison Duties and Responsibilities include:

1. Develop, monitor, and ensure completion of annual discipline-specific professional development to further enhance instructors' pedagogy and breadth of knowledge in the discipline. This can include, but is not limited to; a seminar, event, conference or individual meeting.
 - 1.1. Provide a written description to the CiHS program staff, in either hard copy or electronic copy, of how the annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. The description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training. Electronic copies can be sent to cihs@centralia.edu.
2. Provide all new high school teachers with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
 - 2.1. Provide to the CiHS program staff, in either hard copy or electronic copy, a written description of how the new instructors were trained, with dates. Include any materials used. Electronic copies can be sent to cihs@centralia.edu.
3. Review and approve syllabi and textbooks for CiHS course to ensure courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college discipline.
 - 3.1. Provide to the CiHS staff, either in hard copy or electronic copy, a Statement of Equivalency that follows the guidelines provided by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Electronic copies can be sent to cihs@centralia.edu.

observation of only one class and a single observation will not disqualify a teacher from participating in the program. If the Centralia College Faculty Liaisons have concerns regarding the quality of the course or effective delivery, ongoing collegial discussions will occur with suggestions/requirements for improvement. In some instances where there is substantial deficiency in the high school course, a corrective action plan will be developed including specific outcome requirements. If the corrective action plan outcomes are not met or the collegial liaison relationship fails, which it can for a variety of reasons, the college will not renew the teacher's approval for the next year's program.

Grading Procedure

The CiHS teacher must follow the Centralia College grading scale. The numerical grading system can be found in the college catalog, which can be downloaded as a pdf by visiting the Schedule & Catalog page on Centralia College's website, <https://www.centralia.edu/pathways/schedule.aspx>.

Who Do We Contact if We Need Assistance?

Please feel free to contact Lindsey Garcia or Samantha Huriavi at (360) 623-8365 or CIHS@centralia.edu.

Centralia College is committed to equal opportunity, respect, and success of all students, faculty, staff, and administrators of the college, regardless of race or ethnicity, religion or creed, national origin, gender or sexual orientation, age, or presence of disability and veteran status. To this end, we seek to maintain: (1) a qualified faculty and staff representative of the diverse community we serve, (2) an array of course offerings and support services designed to assure quality education of all students, and (3) a campus atmosphere respectful and appreciative of the contributions of diverse people. Further, we commit to monitoring our success in accomplishing equal opportunity, respect, and success of all students, faculty, staff, and administrators. If you have questions, please contact the person designated to coordinate compliance under Title IX and Section 504/ADA: Joy Anglesey, Vice President of Human Resources and Legal Affairs, 600 Centralia College Blvd, Centralia, WA, 360-623-8474.

Appendix A:

College in the High School (CiHS)

Adjunct Faculty Qualification Requirements & Qualification Checklist

In accordance with Centralia College policy 2.100 Adjunct Faculty, selection of CiHS adjunct faculty will be based upon the general standards established in WAC131-16-080 and WAC 131-16-091.

In addition to meeting these qualifications, CiHS Adjunct Faculty sign a Letter of Acceptance at the beginning of each academic year, outlining the additional requirements as determined by the concurrent program accrediting body, NACEP. The additional requirements are below.

CiHS Adjunct Faculty must work closely with a college provided faculty liaison to ensure that each of the following is completed.

1. Participate in course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to teaching a new course
2. Participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline
3. Ensure that concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
4. Ensure the CiHS courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
5. Participate in site visits for classroom observations and student evaluations.

Adjunct Faculty Qualifications Checklist

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:

- Scholarship and/or technical skill that represents appropriate study, training, and skills in the proposed area of assignment,
- Expertise as a practitioner as evidenced by reports of former associates and supervisors,
- 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,
- A demonstrable understanding and acceptance of the mission, role, and character of the community or technical college,
- The ability to perform assigned duties in a manner consistent with the goals of the institution and the community and technical college system, and
- 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:

Teaching personnel

- 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,
- bachelor's degree and professional expertise in the field of their educational service (described below)

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- 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:
 - a. Sufficient broad and comprehensive training; (please describe)

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OR

- b. Industry recognized certification when available
- AND**
- c. Two years relevant work experience and/or relevant, current teaching experience that particularly qualifies them to provide instruction in their area of specialization

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- 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.
- 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.

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Appendix B:

CHS OBSERVATION OF INSTRUCTIONAL ACTIVITY

Instructor _____ **Date** _____

Course _____ **School** _____

Thank you for participating in this classroom observation. Please answer the questions below as thoroughly as you can. **If appropriate, provide examples.**

1. Was the instructor prepared to begin class on time? If not, explain.
2. Was the content presented in a clear, organized, and effective manner? Were terms, concepts, and principles clearly explained?
3. Were visual (or other supplemental) materials used? If so, were they organized, legible, and effective?
4. Was the instructor attentive to student comments and questions?
5. Were the students encouraged to think? Explain.
6. Was the instructor's voice easily heard and understood?
7. Did the instructor make efficient use of scheduled time?
8. Did the instructor demonstrate skill in classroom management?
9. What teaching methods were used? Did they effectively engage students?
10. Is there evidence of a positive learning environment? Explain.

During the subsequent discussion with the College in the High School teacher regarding the observation address the following:

11. Provide evidence that the content of the lesson was consistent with the objectives of the course.

12. Provide evidence that the class demonstrated the rigor and depth equivalent to the same course being taught on the Centralia College campus.

13. Provide evidence that the evaluation of student work is comparable to college faculty evaluation of student work.

Additional comments by the observer:

Comments by the instructor:

Observer: _____ **Date:** _____

Instructor: _____ **Date:** _____