

COLLEGE IN THE HIGH SCHOOL (CiHS) FREQUENTLY ASKED QUESTIONS

DATE: August 2023

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

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

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

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

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

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

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

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GENERAL QUESTIONS

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

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

Regardless of modality, all CiHS courses must meet the required standards to offer CiHS. A CiHS course may not be co-taught with college faculty because this would not meet the standards for review for the CiHS model.

2. What is the difference between College in the High School and Running Start?

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

- *Where the course is offered.* College in the High School is taught or delivered (if online) on a high school campus or through an approved online school. Running Start is taught on a college campus in-person or online.
- *Who teaches the course(s).* College in the High School is taught by a college-approved high school teacher. Running Start courses are taught by college faculty.
- *Who is eligible to enroll in the course(s).* Students eligible to be in the 11th and 12th grade are eligible to enroll in Running Start. Students in the 9th, 10th, 11th or 12th grade are eligible to enroll in College in the High School courses.
- *Credit Transcription.* Students may take College in the High School courses for high school credit without enrolling for the postsecondary credit. They may choose whether or not they wish to establish a college transcript through CiHS. On the other hand, enrollment in Running Start requires students to take courses for both high school and college credit and automatically establishes a college transcript.
- *Funding.* Running Start students may enroll tuition-free up to the equivalent of a full-time student each term, and for a maximum of the equivalent of two years of full-time enrollment.

Beginning on September 1, 2023, students who are enrolled through a Washington public, four-year institution or a community or technical college offering a CiHS program and attend a public, Washington high school as defined in [RCW 28A.150.010](#) who choose to earn college credit will register and enroll at no cost to the student.

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

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

Beginning on September 1, 2023, students who are enrolled through a Washington public, four-year institution or a community or technical college offering a CiHS program and attend a public, Washington high school as defined in [RCW 28A.150.010](#) who choose to earn college credit will register and enroll at no cost to the student.

The following student populations may be required by the sponsoring college to pay a CiHS fee:

- Students who are enrolled in a CiHS course(s) and a private high school; or
- Students who are enrolled in a public high school as defined in [RCW 28A.150.010](#) and enrolled in a CiHS course(s) offered by a college that does not meet the definitions in [RCW 28B.10.016](#) and [28B.50.030](#).

4. Is College in the High School considered dual credit or dual enrollment?

In Washington, the term “dual credit” broadly refers to all programs where students have the potential to earn high school and college credit for the same course. College in the High School is both dual credit and a concurrent enrollment program. College in the High School courses allow students to enroll concurrently in high school and a college. Postsecondary credit may be earned for courses at the college and recorded on a high school transcript as high school credit.

“Dual enrollment” in Washington is generally defined as a student simultaneously enrolled in two different colleges.

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

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

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

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

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

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

Adherence to NACEP standards provides students with an experience like that of a college course and helps them gain the needed skills to continue their college experience. Washington's [WAC](#) rules for the College in the High School program are based primarily on NACEP's national standards for accreditation.

7. What is a "local agreement"?

College in the High School programs are governed by a local agreement between the school district and the participating college in compliance with [RCW 28B.600.290](#) and Washington Administrative Code ([WAC 392-725](#)) rules adopted by the Office of the Superintendent of Public Instruction (OSPI).

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

A College in the High School program may include both academic and career and technical education.

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

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

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

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

TIMELINES AND DEADLINES

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

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

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

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

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

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

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

Depending upon the high school’s master schedule, the college’s course availability, and the local agreement between the college and high school, students must enroll in the college course at some point during the high school term in which the CiHS course is being offered. Registration typically occurs in the beginning of the course. Final course grades are submitted by the high school according to the policies and procedures of the college.

STUDENT ELIGIBILITY

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

Per RCW [28A.600.290](#) and [WAC 392-275-130](#), students must meet any course prerequisites or other requirements established by the college to ensure student readiness and must be considered a high school freshman, sophomore, junior or senior per school district policy. Students wishing to earn the available college credit associated with a College in the High School course must also officially enroll in the college course within stated deadlines.

16. Can a student take more than one College in the High School course during a high

school trimester or semester?

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

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

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

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

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

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

For CiHS, public school districts and schools must notify parents and guardians of students in grades 8-12 by email, in the beginning of the school year packets, and in the high school catalog about the following:

- There is no fee for students to enroll in a program course to earn only high school credit.
- There is no fee for students to register and enroll in a CiHS course for college credit.
- A notification that by enrolling in a CiHS course the student automatically creates an official college transcript with the college offering the program course regardless of student performance in the program course, and that college credit earned upon successful completion of a program course may count only as elective credit if transferred to another college.

Students, families and districts should note that elective credit is an essential component to earning a bachelor's degree or an associate's degree. [Both degrees are composed of a mix of general education, electives and major related credits.](#)

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

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

20. Can a school district or high school condition a student's eligibility to enroll in a

College in the High School course based on a determination by school district or building personnel that the student is academically qualified to take college course work?

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

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

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

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

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

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

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

A private school or homeschooled student could enroll in a private or public school and participate in the CiHS courses offered by the school.

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

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

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

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

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

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

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

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

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

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

COLLEGE IN THE HIGH SCHOOL COSTS TO STUDENTS

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

Beginning on September 1, 2023, students who are enrolled through a Washington public, four-year institution or a community or technical college offering a CiHS program and attend a public, Washington high school as defined in [RCW 28A.150.010](#) who choose to earn college credit will register and enroll at no cost to the student.

The following student populations may be required by the sponsoring college to pay a CiHS fee:

- Students who are enrolled in a CiHS course(s) and a private high school; or
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29. How is the College in the High School fee determined when a fee is charged?

The fee is determined between the college offering the CiHS course and the school district or school and should be included as part of the CiHS Memorandum of Understanding.

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

Students enrolled in a CiHS course may pay CiHS fees with advanced college tuition payment program tuition units at a rate set by the advanced college tuition payment program governing body. [Information about Washington advanced college tuition payment programs.](#)

31. If a student enrolls in a College in the High School course, but does not choose to

earn college credit, does their high school transcript still show the college course name and the College in the High School (“C”) course designator?

Yes. Any student who enrolls in a CiHS course, even if they do not register and enroll with the college to earn college credit, shall have the college course title and “C” course designator on their high school transcript to reflect that they engaged in college-level work.

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

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

33. Are there state funded subsidies for districts or schools?

State-funded subsidies are no longer available for 9th–12th grade students enrolling in College in the High School classes based on the funding changes to CiHS. OSPI grants are available to address costs associated dual credit expansion and improvement, in general, and out-of-pocket costs in other programs such as Running Start, CTE Dual Credit, and exam-based dual credit courses.

CREDITS AND TRANSCRIPTS

34. What College in the High School courses are available?

The Washington Student Achievement Council (WSAC) maintains a [current list](#) of eligible public Washington colleges offering a College in the High School program.

Districts and high schools should contact an eligible college directly to determine what courses are available or may be developed.

35. What is the rate of high school credit granted to a College in the High School course? [RCW 28A.230.090\(6\)](#)

established that every five-quarter credit or three-semester credit college course that is designated 100-level or above equals 1.0 high school credit. Therefore, if an entire CiHS course’s college curriculum is taught within a high school trimester or semester, students completing the course should receive the corresponding 1.0 high school credit instead of the usual 0.5 high school credit for that term.

36. Can one-quarter or one-semester college course be delivered over a full year at a CiHS course at the high school?

Yes, provided the five- or three-credit (college) to one-credit (high school) conversion in [RCW 28A.230.090](#) is properly applied. Students taking a 5.0-credit, one-quarter college course (ENG 101) delivered over a full year at the high school would earn the typical 1.0 high school ELA credit, at 0.5 credits per semester. However, if ENG 101 was completed within the second semester of a year-long ELA course, the student would earn a total of 1.5 ELA credits for both semesters combined.

37. Who and how are grades determined for College in the High School courses?

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

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

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

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

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

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

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

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

[NCAA Bylaw 12.8.2.3](#) Joint College/High School Program states: "A student-athlete's eligibility under the five-year rule does not begin while a student is enrolled in a collegiate institution in a joint high school/college academic program for high school students in which the courses count as both high school graduation credit and college credit, provided the student has not officially graduated from high school and does not participate in intercollegiate athletics while enrolled in the joint program." (Revised: 11/01/2011 effective 08/01/2002, 7/41/2014).

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

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

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

High School Transcript Course Designators are below:		
A= Advanced Placement	C= College in the HS	I= Intl. Baccalaureate
R= Running Start	K= Cambridge Intl.	T= CTE Dual Credit (formerly Tech Prep)

[Transcript User Guide and FAQ](#) documents have been updated to Edition 9.

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

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

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

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

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

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

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

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

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

Each college offering a CiHS program must award college credit that is appropriate and applicable credit to meet a student's degree requirements for all students that choose to be enrolled in a CiHS course for college credit and create a college transcript of completion of the CiHS course.

Institutions of higher education must provide course equivalencies for CiHS courses and the institutions' policy for awarding credit on the institutions' website.

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

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

47. Does College in the High School college credit earned from a two-year college transfer to a four-year college in Washington?

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

Each college offering a CiHS program must award college credit that is appropriate and applicable credit to meet a student's degree requirements for all students that choose to be enrolled in a CiHS course for college credit and create a college transcript of completion of the CiHS course.

Institutions of higher education must provide course equivalencies for CiHS courses and the institutions' policy for awarding credit on the institutions' website.

48. What does “establish” a college transcript in high school mean for the student?

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

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

College in the High School students are expected to follow the "drop/withdrawal" policies and deadlines of the college as well as their own high school's policy. Students should refer to the college's College in the High School materials (e.g., handbook, website) for these specific policies prior to enrolling in a College in the High School course. The student's college transcript will still list the college course, noting the drop and withdrawal, but with no college grade or credits.

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

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

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

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

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

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

Each college determines the course equivalency for college credit earned through a College in the High School course. College credit may be awarded for general education, elective or major related credit to achieve the [required 180 quarter credits/120 semester credits for a baccalaureate degree or 90 quarter credits for an associate degree](#). Colleges offering CiHS courses must grant undergraduate college credit as appropriate and applicable to the students' degree requirements and provide course equivalencies for college in the high school courses and policy for awarding credit on the institution's website.

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

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

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

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

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

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

FINANCIAL AID

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

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

WA Grant (formerly the Washington College Grant)

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

The new rules for the WA Grant expansion eliminate the [maximum timeframe](#) of

125% of the length of a program and replace it with maximum terms of eligibility. A maximum timeframe policy limits the length of time students are eligible to receive aid. This policy depends on the policies and practices for state, federal, and/or institutional aid.

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

Because dual credit students cannot receive state financial aid to pay for college credits earned through dual credit, no coursework taken in dual credit programs will apply to the WA Grant full-time limit.

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

College Bound Scholarship

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

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

enroll in college until the fall term of 2023. The student is still eligible for CBS consideration because they met the enrollment deadline through RS participation. However, the student still only has five years after high school graduation to use CBS funding, meaning they would only have three years of remaining funding left.

Federal and Institutional Aid

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

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

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

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

Satisfactory Academic Progress

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

Washington requires a per term SAP review. Recipients of state financial aid must earn at least one-half of the credits enrolled that they received aid for to demonstrate academic progress. This is known as the cumulative academic progress percentage. The federal SAP has a "pace" requirement instead where students must earn 67% of the credits attempted.

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

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

The SAP evaluation may find that students are not meeting the Satisfactory

Academic Progress standards. Depending on the student's cumulative academic progress percentage the student may be placed on:

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

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

Private Donor and Institutional Scholarships

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

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

55. Can a student receive financial aid assistance for CiHS?

College in the High School students may not apply for federal or direct state financial aid.

In addition, students enrolled in a program course may pay CiHS fees with advanced college tuition payment program tuition units at a rate set by the advanced college tuition payment program governing body. To learn more about [Washington advanced college tuition payment programs](#).

CO-DELIVERY OF DUAL CREDIT COURSES WITH CIHS COURSES

56. What is co-delivery of courses?

Co-delivery occurs when a high school teacher has been approved by a college to teach a CiHS course while simultaneously teaching another **dual credit** course such as Advanced Placement, International Baccalaureate, Cambridge International and CTE Dual Credit.

Offering distinct courses in separate classrooms is considered best practice for instruction, transparency, and clarity. However, situations occur which may necessitate clustering two similar courses into one classroom. When necessary to ensure access and/or availability, some courses can be co-delivered with an established college course offered through a CiHS program simultaneously, in the same classroom, by one teacher. In these limited situations, only college courses offered on a college campus and in the college's course catalog can be offered through a CiHS program. A CiHS course is always a college course that a college has chosen to offer in a high school setting.

57. How is CiHS co-delivery with other courses implemented in Washington?

For another dual credit course to be co-delivered with a CiHS course, the college that offers the CiHS course must assess curriculum alignment and approve the option to provide a co-delivered course. The college may determine that possible combinations of CiHS co-delivered courses conflict with curriculum alignment and cannot be approved. The high school should contact the CiHS program regarding specific courses and co-delivery options that have been approved.

To ensure adherence to legislated standards for quality, rigor and curriculum alignment of co-delivered courses, parameters and details to assist high schools appear below:

- The high school communicates clearly to students and families that high school designations, such as “honors” or “advanced”, do not indicate a course will be co-delivered with a CiHS course or permitted to earn college credit through a dual credit program.
- The college offering the course through a CiHS program determines if the proposed high school course may be co-delivered with the college course.
- The high school ensures the co-delivered courses are approved by the offering college (for CiHS and/or CTE Dual Credit) and the high school and/or third-party for AP/IB/Cambridge.
- The high school is responsible for ensuring the high school transcript reflects the co-delivered course as follows:
 - The course title must first reflect the college course title and curriculum number (e.g., SPAN 103 Elementary Spanish) and then as many characters of the other course title (e.g., AP Spanish Lang) as allowable within the system.
 - All applicable course designators (e.g., A for AP, C for CiHS) are applied.

An example of a co-delivered course would be college Psychology 101 and AP Psychology:

- If the course meets the CiHS program’s standards for Psychology 101; and
- If the instructor meets the CiHS program’s qualifications; and
- If the course meets the College Board’s standards for AP Psychology; and
- If the college offering the CiHS course has determined that co-delivery is an appropriate delivery method and provided approval for co-delivery; then
 - The course could be co-delivered; and
 - All students who choose to register for college credit for Psychology 101 through the CiHS program will have the credit and grade earned posted to their transcript from the college offering the CiHS course. All students would have a CiHS designator on their high school transcript; and
 - All students, would have an AP designator on their transcript.

58. What types of dual credit courses may be co-delivered with a CiHS course?

The following types of dual credit courses may be co-delivered with a CiHS course if the specific course pairing is approved by the sponsoring CiHS program.

- Advanced Placement
- International Baccalaureate
- Cambridge International
- CTE Dual Credit

59. Can a high school Honors course be co-delivered with a CiHS course?

No. High school Honors classes are not a dual credit option and are therefore not classified as being co-delivered. However, a high school may choose to post the Honors designator on a students' transcripts in accordance with district and state policies.

60. Are there cases in which a high school course does not align with a College in the High School course?

Yes. CiHS course co-delivery with a high school course is not a practice that can be universally implemented. As a result, a case-by-case review at the course level by the college offering the college course through a CiHS program is necessary to ensure that CiHS program and instructor standards are met.

For a high school course to be co-delivered with a college CiHS course, the college that offers the College in the High School program is responsible for determining, at the course level, if the course meets the College in the High School course expectations and can be co-delivered with the CiHS course. Colleges have regular, faculty-driven review processes to align college course learning standards with other dual credit course learning standards.

61. Can a student earn college credit through both dual credit courses that are being co-delivered?

Students participating in CiHS co-delivered with other dual credit courses may opt to earn college credit through one or both dual credit options. A student cannot earn duplicate college credit and will only earn college credit for a college course once. For more details see Question 42.

62. If a high school teacher is teaching a high school course, can that teacher automatically also offer the course as a College in the High School course?

No. There are specific rules and processes for College in the High School programs in WAC [Chapter 392.725](#), which include standards that must be met for teacher application, approval, and training, course curriculum and evaluation with oversight by college faculty, and student preparation. Additional information can be found under "College Approved CiHS Instructors".

OFFERING A COLLEGE IN THE HIGH SCHOOL PROGRAM

63. How are CiHS courses determined?

A CiHS course must be an established college course offered through a CiHS program. The direction being from the college to the high school. A CiHS course cannot be developed in the opposite direction, a high school course to a CiHS course. Colleges may identify courses within their catalogs that can be delivered on the high school campus, but high school courses cannot be "converted" to CiHS without fully aligning with the content and outcomes of the corresponding college course.

64. Are all public institutions of higher education in Washington required to offer a CiHS program?

No. Offering a college in the high school program is permissive. All institutions of higher education offering a CiHS program must meet the requirements and the review processes established in [RCW 28A.600.287](#) to be eligible to offer CiHS course(s) in Washington.

To offer a CiHS program in Washington, all institutions of higher education must meet the requirements defined above including the requirement that the CiHS programs be accredited by a national accrediting body for concurrent enrollment ([RCW 28B.10.035](#)) or successfully complete the state review process in Washington Administrative Code ([WAC 392-725-120](#)).

65. How is funding provided to colleges offering a CiHS program?

Beginning September 1, 2023, institutions of higher education offering CiHS course(s) must meet the definitions as stated above and the requirements to offer a CiHS program in Washington. Funding is directly appropriated to each [public baccalaureate institution](#) (as defined in 28B.10.016) offering [College in the High School courses](#) (as defined in 28A.600.287). For [community and technical colleges](#) (as defined in 28B.50.030) offering CiHS course(s), funding is appropriated to SBCTC. Funding is provided based on CiHS courses at [public, secondary schools](#) as defined in 28A.150.010.

66. How is funding appropriated?

Funding is calculated based on the total number of CiHS courses administered in the immediate prior academic year of the current fiscal year. A course is defined in statute as a class taught under a contract between an institution of higher education and a single high school teacher on an articulated subject in which the student is eligible to receive college credit.

An institution offering CiHS course(s) must report on October 15 to the Office of Financial Management the total number of CiHS courses administered the immediate prior academic year.

For example, an institution of higher education offering a CiHS course in the 2022-

23 AY would report to OFM on October 15, 2023, the total number of CiHS courses administered to a public high school during the 2022-23 AY. The institution would receive state funding based on the funding model in 2023-24.

State funding will be updated annually based on registration data submitted on October 15. The updated funding will be calculated by OFM and included in the Governor's budget proposals each year. Institutional budget requests will not be required.

Beginning with FY25 the rate per CiHS course offered must be adjusted annually for inflation as measured by the consumer price index.

67. What is the funding formula for colleges offering a CiHS program?

Funding is based on \$300 per student (i.e., registered with the college or university to earn college credit) up to a maximum rate as follows:

- \$6,000 per CiHS course offered by UW or WSU.
- \$5,000 per CiHS course offered by EWU, CWU, WWU or Evergreen.
- \$3,500 per CiHS course offered by a Washington community or technical college.

68. How does this change in funding impact college state funding overall?

The direct appropriation to colleges offering College in the High School replaces the CiHS fee charged to students and families prior to September 1, 2023. The appropriations are not new funding for colleges.

69. How does a college onboard a new CiHS program?

A college may begin a new CiHS program at anytime. The college is required to complete the state's review process the July following the academic year the college offered courses through a CiHS program and meet the requirements in statute and WAC to continue to offer the CiHS program.

A new program will report to OFM the total number of CiHS courses administered on October 15 immediately following the academic year the CiHS course(s) were offered. For example, institutions of higher education offering a CiHS course(s) in the 2023-24 AY would report to OFM on October 15, 2024, the total number of CiHS courses administered to a public high school during the 2023-24 AY. The institution would receive state funding based on the funding model in 2024-25.

COLLEGE IN THE HIGH SCHOOL PROGRAM APPROVAL AND REPORTING

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

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

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

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

72. Who makes up the standards review committee?

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

73. Is national accreditation required for CIHS programs?

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

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

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

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

In addition, a college that has been approved through the state review process is required to submit a new review report to the committee every other year. For example, if a college provided evidence or a review report on July 1, 2023, and was approved during the review cycle, then the college would not be required to submit a new review report until July 1, 2025.

Submitted materials in spring of 2023 for NACEP accreditation	Submit state required annual report to review committee
Multiple years of programming	Submit application and evidence for immediate prior academic year
Only been operating fall-winter 2022-23	Submit application and evidence for terms the program has operated
Offered any CiHS courses in the 2022-23 AY	Submit state required annual report to review committee for terms the course was offered
Considering a CiHS program but is not offering a program	Do not apply

75. What is the timeline for the annual reporting of evidence requirement for a college?

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

Institutions who have received National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation may submit the certificate of accreditation in lieu of the annual report. Colleges who successfully complete the state review process are required to submit by July 1 every other year.

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

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

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

77. What happens if a college does not successfully meet test standards required as part of the state review process?

A college that does not meet the standards as determined by the review committee will be ineligible to offer the College in the High School program the following academic year.

78. Is there an appeal process for colleges that are ineligible to offer the College in the High School program?

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

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

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

80. Are there reporting requirements for colleges offering a CiHS Program?

Yes. Washington public, four-year institutions offering a CiHS program must coordinate with the Council of Presidents to prepare a report. Washington community and technical colleges must coordinate with the State Board of Community and Technical Colleges to prepare a report. The report must be delivered to the Legislature by September 1 of each year beginning on September 1, 2024.

The report must disaggregate by each institution of higher education offering a CiHS program and includes the following:

- Data about student participation rates, award of high school credit, award of postsecondary credit at an institution of higher education, academic performance, and subsequent enrollment in an institution of higher education.
- Geographic data on College in the High School courses, including the name, number, location of courses and student enrollment disaggregated by school districts and high schools.
- Data on College in the High School student demographics, including race, ethnicity, gender, and receipt of free or reduced-price lunch; and recommendations on additional categories of data reporting and disaggregation.

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

Visit the report card via [OSPI](#) and or the annual Dual Credit Programs Report led by [ERDC](#).

HIGH SCHOOL CIHS PROGRAM DEVELOPMENT

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

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

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

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

84. When must a local agreement be established?

Prior to the start of the College in the High School course, a local agreement between the district or school and the participating college(s) must be developed and in place. The agreement shall be for one school year, meet the district or school board's policies, meet the college's policies regarding contracting

agreements, and address the requirements identified in [WAC 392.725.050](#).

85. What colleges are eligible to offer College in the High School programs?

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

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

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

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

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

COLLEGE APPROVED CIHS INSTRUCTORS

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

All colleges that offer CiHS programs must meet the faculty qualification policies identified by the Northwest Commission on College and Universities (NWCCU) and NACEP.

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

All College in the High School programs in Washington must meet NACEP standards either through the state review process or NACEP accreditation. NACEP’s Faculty 1 Standard requires “all concurrent enrollment instructors are approved by

the appropriate college academic leadership and must meet the minimum qualifications for instructors teaching the course on campus”.

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

Each college department is responsible for determining the qualifications of all instructors teaching the college course, including CiHS teachers.

Each teacher application for CiHS is evaluated by faculty in the academic department sponsoring the CiHS course, and all approval decisions are made by faculty. Teacher qualifications are posted on each CiHS program’s website.

89. How are college faculty involved in College in the High School courses?

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

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

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

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

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

GRADUATION PATHWAYS

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

To be eligible for the dual credit graduation pathway, students must earn at least 1.0 high school credits in a CiHS math and/or English course. CiHS courses that qualify as meeting math or English graduation requirements are determined by the local school district.

93. Do students have to pay for the college credit for the class to count as part of their

graduation pathway?

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

CONTACTS

For additional information, contacts are listed below. Questions related to higher education should be directed to one of the higher education sector leads and questions related to K-12 should be directed toward the Office of the Superintendent of Public Instruction.

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