



**Green River College
College in the High School Program
CHS Instructor Handbook
2018-2019 School Year**

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What is College in the High School?

Green River College's College in the High School (CHS) program is a cooperative program between local school districts and GRC. Through Green River's CHS program, local high schools will get an opportunity to introduce college courses, material and standards to students in their high school classrooms. High school students get the opportunity to earn both high school and college credit in the same course. The courses offered are official Green River courses, taught by highly qualified, trained high school teachers. Green River CHS is based solidly on the National Alliance of Concurrent Enrollment Partnerships (NACEP), and is committed to the same level of excellence and rigor that NACEP suggests.

Benefits to the Student

- Students can accelerate their academic studies by earning college credit while attending high school without sacrificing their high school experience.
- Allows students the opportunity to experience college coursework in a familiar environment.
- The courses included in the program are those most often required or electives in the freshman coursework of Washington's community colleges and universities.
- Upon completion, the course is transcribed with the college's course title and number; just as it appears in the college catalog.
- Tuition for a CHS 5-credit course is typically 50% less than an equivalent GRC course.
- The cost for a 5-credit College in the High School course is \$245. The cost for an equivalent course taken at GRC can be as much as \$622, not including textbooks. A significant savings for the family! A reduced option of \$5/credit is available for students eligible for free/reduced lunch.

Applying Credits Toward a Degree or Certificate

Courses completed can be applied toward a degree or certificate at GRC, as well as transferred to other institutions. Each of the public, four-year colleges/universities within Washington State has agreed to accept transfer credits from this program. However, GRC 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. GRC 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.

We do know that Whitman, University of Puget Sound and Seattle Pacific University do not accept transfer credit from this program.

Benefits to the Instructor

High school teachers benefit from the experience of teaching a college-level course, setting higher standards for students, and helping to prepare students for higher education. Each participating teacher is sponsored by a Green River College (GRC) faculty member, who assists in curriculum development and assessment standards, teaching methodology, and can provide valuable supplemental materials.

Instructor Duties and Responsibilities

- Complete employment application paperwork
- Attend the new instructor orientation
- Attend the discipline-specific professional development meeting or activity (scheduled with your GRC faculty liaison)
- Distribute the marketing collateral to your students (postcard)
- Hang program poster in classroom
- Market the benefits of the program to students and parents
- Communicate prerequisite and placement testing score requirements to students.
- Clarify credit/course information for students and parents (for example, provide course code IT 102, 5 credits for one semester at the high school)
- Remind students to apply for admission and receive their SID
- Remind students of deadlines
- Verify your roster with the Director of Running Start & College in the High School and notify of any discrepancies – you will receive an email when registration processing is finalized. At this time you **MUST** verify your roster (not at the end of the term when you are posting grades).
- Email grades to the Director of Running Start & College in the High School at the end of the term
- Upon request, provide the college the following:
 - Outline, learning objectives and syllabus
 - Textbook and other teaching materials
 - Assessment criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.)
 - Evidence that courses reflect the pedagogical, theoretical and philosophical orientation of the GRC academic department
 - Grading criteria and standards
- Schedule teaching observation, site visit and/or interview with college faculty or administrator upon request by GRC
- Participate in program review or accreditation committees upon request

Suspension of Approval

Failure to fulfill teacher responsibilities may result in a suspension of approval. In instances where there is substantial or consistent deficiency in the high school teacher fulfilling responsibilities, a corrective action plan will be developed including specific outcome requirements (see Appendix B). If the corrective action plan outcomes are not met or the college/teacher 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. Currently enrolled students will not be affected and compensation to both the teacher and College faculty will not be affected. If you fail to submit your grades your principal will be notified. If you fail to submit your grades again, you will be suspended from the program for one year.

Student Teachers: Student teachers are not approved to teach a College in the High School approved course. Should a student teacher be assigned to teach the approved course, the course will not be made available to students to earn GRC credit.

Accreditation Documentation

GRC's College in the High School program is based solidly on the foundations of the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards. NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. Additionally, Washington State requires all colleges and universities offering a College in the High School program to submit evidence of 14 of the 17 NACEP standards.

Periodically you may be asked to provide assessment, grading, or other curriculum documentation in order for the College to maintain a College in the High School program in Washington State. This is also defined in the contract between Green River College and your school district.

Payroll

A stipend from GRC is available through the CHS instructor's school district. No payroll documentation should be necessary.

Annual Meeting

We strongly encourage collegial communication and interaction with your GRC faculty liaison throughout the year. Additionally, each September you will be required to attend a meeting at GRC with your faculty liaison. This meeting is an opportunity for you to connect with the College faculty to discuss curriculum, content, assessment, and to provide professional development. Attendance is required. If you are not able to attend the annual meeting you are required to notify your GRC faculty liaison prior to the meeting date to explain the circumstances and discuss a method to obtain the information missed at the meeting. Those instructors who do not attend may jeopardize their ability to participate in the program.

The program administration tracks attendance at the annual meeting. If you develop a pattern of nonattendance over a two-year period, a corrective action plan will be put in place. If the corrective action plan requirements are not met, GRC may determine that you are no longer eligible to participate in the CHS program.

Access to Library Services

Students: Students may use library materials and services. However, because the CHS classes use the semester system and the college uses the quarterly system, the student may or may not appear to be an "active" student in our system. Have the student connect with the Director of Running Start and College in the High School so arrangements can be made with library staff.

Marketing the Program

Please give all students one of the postcards to take home and display the poster in your classroom. It is also helpful if you have other means to market the program directly to parents (on your school website, during parent-teacher conferences, or by sending an email to parents of students enrolled in your course).

If your school has a college/career fair or other event that is appropriate for the College in the High School program to be represented, please contact Lindsey Morris to make arrangements to attend. Any event that our Running Start program is attending should also be represented by the College in the High School program.

Placement Testing & Prerequisites

The College in the High School (CHS) program requires that students meet the same prerequisites and/or placement test scores that all students of GRC must meet.

Most students will need to take the College Success Assessment in order to meet the required prerequisites. The required prerequisite list can be found on the CHS landing page under the “Participating High Schools” section.

Students who completed the Smarter Balanced Assessment as a sophomore or junior and performed at Achievement Levels 3 or 4 on the tests do not need to take the College Success Assessment. Email a copy of your Smarter Balanced Student Score Report to ColleginHS@greenriver.edu and indicate Smarter Balanced Assessment in the subject line.

For mathematics placement students may use their high school transcript. Visit www.greenriver.edu/placement for high school transcript placement options. If the student’s transcript can be used (we always use final/second semester grade), email a copy with the full name to ColleginHS@greenriver.edu with the subject line: Math Placement.

Classroom Visits, Teaching Observation

As part of the high school teacher course review process and ongoing evaluation, your GRC liaison will schedule a site visit and conduct a teaching observation. If this is not completed as part of the approval process a classroom observation is required during the first term that your course is approved for GRC college credit and every year thereafter.

The teaching observation form is provided as Appendix A. It includes not only comparability of the course to the GRC course but effectiveness of instructional delivery. This is however; an observation of only one class and a single observation will not disqualify a teacher from participating in the program. If the GRC faculty have concerns regarding the quality of the course or effective delivery, ongoing collegial mentoring 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 (see Appendix B). If the corrective action plan outcomes are not met or the collegial mentoring 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. Currently enrolled students will not be affected nor compensation to both the teacher and college faculty.

Additionally, your course will have a student evaluation, which is required for every term you teach. The survey and instructions will be emailed directly to students. This provides for candid feedback from students. Once the evaluation surveys have been compiled, you will be sent an electronic copy. Furthermore, your GRC faculty liaison will touch base with you regarding the results of the survey and discuss any changes needed. The same guidelines for substantial deficiency as outlined above for teaching observation apply to the student survey results.

Verification of Roster and Submitting Grades

Registration windows vary and the processing of registrations varies as well. Toward the end of November (first semester class) and February (second semester or year-long class) you will receive an email requesting that you verify your roster. This is the time to review your roster and notify the college of discrepancies. Please note that

student enrollment with GRC is protected information (FERPA) so you may not post a list of students enrolled for your CHS class. Please find a way to ensure that all your students who believe they enrolled are listed on the roster and if students unknown to you are listed please notify the college so we can correct the registration. Do not wait until you are ready to submit your grades to verify your roster. This causes heartburn for the Registrar as transcripts have now been created. It is your responsibility to verify your roster when you receive the email request to do so.

Each student will have a “status” rating of REGISTERED, REGISTERED NOT PAID, PENDING, or DROPPED. Please bring to our attention if you see REGISTERED NOT PAID OR PENDING. You are only compensated for students with a REGISTERED status; however, students with Dropped, Pending, or Registered Not Paid status will remain on your roster.

Please be sure to use the college’s grading scale which may be slightly different from the high school grading scale. Refer to page 9 or the website for the current grading policy listed in the GRC College Catalog. If you have a course that spans the full year at the high school, you will submit the final, second semester grade for the college credit.

Grade Changes: should you need to change a grade, email Lindsey Morris with the student’s name, GRC course, and reason for grade change. Lindsey will work with the records office to update the student’s records.

Grading System

The high school teacher is responsible for explaining the college’s grading policy to the high school student, so questions should be referred to the high school teacher. Grades must be submitted using a decimal grade. Email grades to the Director of Running Start & College in The High School.

GRADES

Under Green River’s numerical grading system, instructors may report grades from 4.0 to 1.0 in 0.1 increments, and a grade of 0.0. Grades in the range of 0.9 to 0.1 may not be assigned.

| | |
|----|--|
| A | 4.0–3.9 |
| A– | 3.6 |
| B+ | 3.3 |
| B | 3.0 |
| B– | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C– | 1.7 |
| D+ | 1.3 |
| D | 1.0 Lowest passing grade |
| F | 0.0 Failure or unofficial withdrawal—no credit given |

Nondiscrimination Policy

Green River College is committed to a policy of nondiscrimination in employment and educational opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, creed, color, national origin, gender, gender identity, sexual orientation, age, marital status, religion, disability, genetic information or any other unlawful basis.

Harassment of an individual or group on the basis of race, creed, color, national origin, gender, gender identity, sexual orientation, age, marital status, religion, disability, genetic information or any other unlawful basis has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, Green River College is committed to preventing and stopping discrimination, including harassment of any kind and any associated retaliatory behavior.

Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property. Learn more at www.greenriver.edu/accessibility.

Disability Support Services Statement

Green River College is committed to providing equal access to education for all students. Students who have a disability or believe they may have a disability are invited to contact Disability Support Services as soon as possible to determine eligibility and/or request accommodations.

Accommodations are determined on a case-by-case basis. Please contact Disability Support by email at dss@greenriver.edu; by phone at 253-833-9111, ext. 2631; TTY 253-288-3359; or in person at the Student Affairs and Success Center, Room 274, to request accommodations.

For additional information, please visit www.greenriver.edu/student-affairs/disability-supportservices.htm. The accommodations authorized on your forms should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively, so it is essential to discuss your needs at the beginning of the quarter. Additionally, only accommodations approved by Disability Support Services will be provided.

Who do I contact if I need assistance?

Please feel free to call (253) 833-9111, ext. 2624 or email the director, Lindsey Morris at lmorris@greenriver.edu.



Faculty Liaison Classroom Observation Form

For each classroom observation, please complete and submit this form to the Director of Running Start & College in the High School.

CHS Liaison: _____

Date of Visit: _____ High School: _____

Course: _____ CHS Instructor: _____

Please confirm the following:

- I have received and approved a CHS syllabus for this class.
- CHS students in this course are held to the same standards of achievement as those expected of students in on-campus sections.
- CHS students are held to the same grading standards as those expected of students in on-campus sections.
- CHS students are assessed using the same methods (papers, assignments, quizzes, exams, etc) as students in on-campus sections.
- This CHS course reflects the pedagogical, theoretical and philosophical orientation of the academic department within which this course is offered.
- Final grades are based on sound evaluation of the course learning objectives.

Provide a brief description of the class period, learning activities and student engagement.

How does the course meet standards for on-campus courses?

What feedback or professional development did you provide the CHS Instructor?

List any comments from the CHS Instructor or students regarding the course or Green River College CHS program.

Additional Comments

Our signatures below verify that we have met and reviewed this classroom observation form.

CHS Faculty Liaison

CHS Instructor

Appendix B



CHS Instructor Corrective Action Plan

| | |
|--|--|
| High School Teacher's Name: | High School: |
| | |
| Non-compliance issue: | State the problem in specific and concrete terms |
| | |
| Required outcomes: | Articulate the required outcomes |
| | |
| How will required outcomes be evidenced? | Describe what steps/documentation is required (i.e. classroom observation, attendance of professional development, attendance at annual meeting, etc.) |
| | |
| Due Date: | Due dates may be attached to specific outcomes above |
| | |
| Probationary Status: YES ___ NO ___ | Probationary status results in temporary suspension of program participation |



Green River College has made reasonable efforts to provide information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, program, courses and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of such changes. Nothing herein shall be construed to create any offer to contract or contractual rights.
