

WASHINGTON DUAL CREDIT

COLLEGE IN THE HIGH SCHOOL (CiHS) FREQUENTLY ASKED QUESTIONS

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DATE: October 2026

TO: Interested Parties

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

SUBJECT: College in the High School (CiHS) – Questions and Answers

ABOUT COLLEGE IN THE HIGH SCHOOL

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.

ABOUT THIS FAQ

Representatives from higher education and K-12 developed this document. The answers reflect how high schools and eligible institutions of higher education, as defined in [RCW 28B.10.016](#) and [RCW 28B.10.063](#) 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.

Revision key: yellow highlight indicates text that has been substantially updated or added this year.

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PART I: UNDERSTANDING AND ACCESSING COLLEGE IN THE HIGH SCHOOL

1. About College in the High School

1.1. What is a College in the High School (CiHS) program?

CiHS is a program, administered by a college or university, 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, alternative learning experience (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.

1.2. Is CiHS considered dual credit or dual enrollment?

CiHS is both a dual credit and a concurrent enrollment program. “Dual credit” in Washington is the opportunity to earn college and high school 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.

“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 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 or at a public college through Running Start, and earned credits may be recorded on a college transcript. Washington has two concurrent enrollment programs, CiHS and Running Start.

CiHS is not considered as dual enrollment in Washington. “Dual enrollment” in Washington is generally defined as a student simultaneously enrolled in two different colleges.

1.3. What is the difference between CiHS and Running Start?

There are five main differences between CiHS and Running Start.

- Where the course is offered: CiHS 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: CiHS courses are taught by a college-approved high school teacher. Running Start courses are taught by college faculty.
- Who is eligible to enroll in the course: For the standard school year, students eligible to be in the 11th and 12th grades are eligible to enroll in Running Start. For the summer

term, students who have successfully completed the 10th grade or are eligible to be enrolled in the 11th grade in the following fall term may participate. Students in the 9th, 10th, 11th or 12th grades are eligible to enroll in CiHS.

- **Credit transcription:** Students may take CiHS courses for high school credit without enrolling in the corresponding college class to earn the college 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 a maximum of 1.30 full-time equivalent (FTE) for each college term, and for a maximum annual average FTE (AAFTE) of 1.30 per school year, summer term included. They are responsible for fees and textbook/materials costs. CiHS students attending a public Washington high school may register and enroll at no cost in CiHS courses offered by eligible institutions of higher education, as defined in RCW 28B.10.016 and RCW 28B.10.063. Students attending: (1) a public Washington high school that partners with an institution not defined in the RCWs cited or (2) a private Washington high school may be required to pay a CiHS fee.

1.4. Are there statutes and regulations for the CiHS program?

Yes. [RCW 28A.600.287](#) describes the required components and [WAC 392-725 Chapter](#) describes the rules of the CiHS program.

1.5. 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.

1.6. What is the responsibility of the public school district, charter school, or tribal compact school to inform potential CiHS students about the CiHS program?

Per [RCW 28A.600.287](#), 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. To the extent practicable, this information should be delivered in multiple formats and languages accessible to students with disabilities and English language learners. Dual credit information should also be included in students' High School and Beyond Plans (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 or equivalent 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 provided by the colleges as defined in [RCW 28B.10.016](#) and [RCW 28B.10.063](#) 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.

In 2024, the legislature passed [SHB 1146](#), requiring all public schools serving students in 9th through 12th grade to provide annual notification of all dual credit options available to students and financial assistance associated with them. This notice must be provided by email and other means prior to course registration or scheduling for the next school term and, to the extent feasible, made available in the primary language of the student's parent or legal guardian. OSPI has published and translated a [dual credit notification template](#), which is available on [OSPI's Dual Credit Programs webpage](#), to assist schools and districts in meeting this requirement.

2. Student Eligibility and Participation

2.1. Which students are eligible for CiHS?

Per RCW [28A.600.287](#) and [WAC 392-275-130](#), students must meet any course prerequisites or other requirements established by the college prior to enrollment to ensure student readiness and must be considered a 9th, 10th, 11th, or 12th grade student per school district grade placement policy. Students wishing to earn the available college credit associated with a CiHS course must also officially enroll in the college course within stated deadlines.

2.2. Can private school or homeschooled students participate in CiHS?

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

2.3. Can Open Doors programs offer CiHS 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 Chapter](#)) 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.

2.4. 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. Most colleges have credit limit policies that apply to all students, whether they are attending the college or not. Students should take into consideration their overall course load and available time to complete challenging, college-level coursework when they consider enrollment in CiHS. Students are strongly encouraged to connect with the colleges to learn more.

2.5. Are students required to attend all CiHS class days?

Daily attendance rules apply to CiHS 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.

2.6. Can a school district or high school condition a student's eligibility to enroll in a CiHS course based on a determination by school district or building personnel that the student is

academically qualified to take college coursework?

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

2.7. Can high schools limit a student's enrollment in CiHS courses?

No, the high school may not limit a student's enrollment in the CiHS courses that it offers. As the number and variety of CiHS offerings varies by high school, however, the student may be limited to the CiHS courses available at the high school.

Students must also meet college prerequisite requirements for any course that requires a prerequisite.

2.8. Can a college condition a student's eligibility to enroll in a CiHS course?

Yes. The college may require prerequisites or placement exams for a course to be completed prior to enrollment in the course. In addition, a student must be in good standing academically. Good standing is defined by the colleges offering the CiHS course. Students, families, and others should reach out to the college offering the CiHS course with any questions.

2.9. May a school district or high school condition a student's eligibility for enrollment in the CiHS 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 CiHS course based on a student's high school GPA.

3. Registration, Enrollment, and College Credit

3.1. Can a college impose a registration deadline for college credit for CiHS?

Yes. An eligible student seeking to earn college credit is responsible for registering for the college course on or before the deadline established by the college.

Retroactive registration – meaning a student is registered for college credit after the college course is over – is prohibited.

3.2. Is there a verification form or paperwork a student must fill out to participate in a CiHS program?

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

3.3. Is registering for college credit for a CiHS course optional?

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

3.4. Does the high school student have to adhere to the college's add, drop, and withdrawal deadlines?

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

3.5. 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 occurs at the beginning of the CiHS course. Final course grades are submitted by the high school according to the policies and procedures of the college.

4. Courses and Course Requirements

4.1. Can the CiHS course be combined with or taught alongside(i.e., co-delivered with) a separate high school level course?

No. All students in a CiHS class must complete the same requirements identified in the CiHS course syllabi. A CiHS course may not be taught simultaneously or co-delivered with a high school level class, and instruction cannot be differentiated between CiHS students and those being taught only a high school curriculum. Districts are responsible for ensuring that all students in the CiHS course are meeting the same requirements and college-level curriculum required of the course.

A student may choose not to take the CiHS course for college-level credit, but the course content, rigor, and outcomes should remain the same for all students enrolled. Students in a CiHS class, both those taking it for college credit and high school credit only, must also meet prerequisites. Prerequisite requirements should align with the college's policies and processes for prerequisites. Colleges offering CiHS courses are responsible for ensuring students who register have met any prerequisites.

4.2. What is co-delivery of courses?

Co-delivery occurs when a college offering a CiHS program reviews and approves a school to offer another form of dual credit, such as Advanced Placement, International Baccalaureate, Cambridge International or CTE Dual Credit, simultaneously with the CiHS course.

4.3. How is CiHS co-delivered with other courses implemented in Washington?

Offering distinct courses in separate classrooms is considered best practice for instruction, transparency, and clarity. However, situations occur which may necessitate combining 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, the college offering the CiHS must provide formal approval for the CiHS course to be co-delivered with another form of state-level dual credit and indicate the other form of dual credit to be delivered.

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 must contact the CiHS program regarding specific courses and co-delivery options prior to implementation.

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. To ensure adherence to legislated standards for quality, rigor, and curriculum the following must be established to ensure alignment of co-delivered courses:

The college offering the CiHS course formally determines that the proposed high school course may be co-delivered with the college course.

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 eligible to earn college credit through a dual credit program.

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; and
 - All students would have a CiHS designator on their high school transcript; and
 - All students would have an AP designator on their transcript.

4.4. 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

4.5. 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 “co-code” CiHS and Honors by choosing to post

the Honors designator on students' transcripts in accordance with district and state policies. In other words, a CiHS course may be classified and coded as an Honors course, but an Honors course may not be converted to or co-delivered with a CiHS course.

4.6. Are there cases in which a high school course does not align with a CiHS 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 CiHS program must formally approve the co-delivery of the CiHS course with another form of dual credit. The college offering CiHS must ensure the course is college-level, that the course meets the CiHS course expectations, and can be co-delivered with fidelity to the CiHS course. Colleges have regular, faculty-driven review processes to align college course learning standards with other dual credit course learning standards.

4.7. What types of dual credit courses may not be co-delivered with a CiHS course?

Any dual credit or high school level course not listed in Question 4.4.

4.8. Can a PLTW course be co-delivered with a CiHS course?

Many high schools offer accelerated Engineering and Biomedical Science courses utilizing Project Lead the Way (PLTW) curricula. Although these courses may be similar to CiHS in that they are taught in the high school by specially trained high school instructors and college credit is often available, according to the [NACEP Accreditation Guide](#), these courses typically do not meet NACEP's definition of a Concurrent Enrollment Program (CEP) because the on-campus equivalent courses have different course numbers, different course titles, and do not utilize the PLTW curricula.

Many colleges award credit for PLTW courses through articulation agreements, by credit-by-exam for high scores on PLTW tests (similar to AP), or a combination of the two. PLTW courses should only be considered concurrent enrollment if the same course is taught on both the college and high school campuses, it meets NACEP's definition of CEP, and aligns with the processes and structures identified for co-delivery with CiHS.

Care should be taken to ensure that the college awards credit for performance on the college's course learning objectives, that faculty who have responsibility for curricular decisions agree to including third-party course content, and that the college does not award credit for a high school course whose curriculum is determined by an entity other than the college. The instructor should utilize a syllabus that identifies the course as the college's, by including the college's name, course name, number, student learning objectives, grading scale, and any required syllabus policy elements.

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

Yes, but only if the receiving college treats the co-delivered course types (e.g., AP and CiHS) as separate courses. A student cannot earn duplicate college credit for the same course and will only earn college credit for a specific college course once.

4.10. Is a CiHS course offered online required to meet the same CiHS standards as a course offered in-person?

Yes. Regardless of modality, all CiHS courses must meet the required standards.

4.11. Is the Graduation Alliance program through the American Council of Education (ACE) dual credit?

No. In Washington, ACE Learning Evaluations are not considered a dual credit program. Students may receive college credit at some institutions of higher education, but they are not universally recognized nor often used to fulfill core program requirements. To learn more, students should reach out to the college or university of interest.

4.12. Is the Washington 45 a credential?

No. The Washington 45 is not a credential or a guarantee that a particular college's general education requirements have been met. The courses listed as part of the Washington 45 provide students with a range of options that are commonly transferrable among Washington's public colleges and universities and most ICW member campuses. However, they may not transfer to institutions outside of Washington. The Washington 45 was created through RCW 28B.10.053. Students must complete each course listed as part of the Washington 45 with a minimum grade of C or better (2.0 or above) to be considered for transfer purposes. Students who transfer Washington 45 courses must still meet a receiving institution's admission requirements and satisfy all their general education and degree requirements in the major, minor, and professional programs.

5. Disability Services and Accommodations

5.1. Can students with an IEP participate in a CiHS course?

Yes, all students can participate in a CiHS course. CiHS courses should be accessible for all students and principles such as Universal Design for Learning (UDL) can support students with various needs to engage and progress in content and rigorous learning.

IEP/504 teams and school counselors support students to make decisions about which CiHS courses are appropriate for their needs and postsecondary goals, determine support that may be needed, and help to determine when a potential course modification may be needed. Students with an IEP or 504 plan may have individualized accommodations and modifications outlined in their IEP or 504 plans that can support them to access and make progress in courses. Colleges will review these accommodations and modifications and make a plan to support a student's success within a CiHS course, but the same accommodations and modifications may not be guaranteed (see final paragraph).

If the student is pursuing college-level credit and requires disability accommodation, it is recommended that the college's Disability Services (DS) office be informed by the high school staff to include the college DS office in the process as soon as possible. The student and high school staff are responsible for initiating contact with the college DS office to request services, which is one key difference from the K-12 environment.

The college's DS office uses an interactive intake process with the student to determine appropriate accommodations for the college setting on a case-by-case and individualized basis. It is important to note that the DS office will refer to the student's current 504 or IEP plans during the intake and determination process but may also request additional information about the student's disability and access needs if necessary. The DS office has the authority to determine if any of the accommodations present in a student's IEP or 504 plan create a fundamental alteration or reduce the standards of a college-level course. If so, those accommodations will not be approved by the college DS office and appropriate alternate accommodations or services will be discussed to meet the student's needs.

5.2. Is there guidance about the transition from high school to college for students with IEPs or 504s and families and educators?

Yes. The Washington Association of Postsecondary Education and Disability ([WAPED](#)) is an organization of community and technical college and university disability service providers in Washington. WAPED provides resources to support high school students with disabilities in the transition from high school to college.

5.3. 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.

PART II: CREDIT, TRANSCRIPTS, AND STUDENT IMPACT

6. High School Credit and Graduation

6.1. What is the rate of high school credit granted for a CiHS course?

RCW 28A.230.740 (formerly, RCW 28A.230.090(6)) and WAC 180-51-050 establish 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. For additional information on college-to-high school credit conversion, review OSPI's College-to-High School Credit Conversion guidance available on the Course-Based Dual Credit website.

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

Yes, provided the five- or three-credit (college) to one-credit (high school) conversion in RCW 28A.230.740 and WAC 180-51-050 is properly applied. Students taking a five-credit, one-quarter college course (e.g. 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.

6.3. 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 CiHS 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 minimum or maximum number of CiHS courses a student can take with regard to college or high school credits earned. School counselors, students, and families should be aware of the credit conversion referenced above and understand how the award of additional high school credits may impact a student's grade point average (GPA) and graduation timeline.

Students and families should also 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.

6.4. Who determines the type of high school credit that will be awarded for a CiHS course?

The high school or district will make the determination as to what type of high school credit will be awarded for a CiHS course. The amount of high school credit must correspond to the aforementioned college-to-high school credit conversion.

6.5. Are high school graduation pathways a college admissions requirement?

No. Taking CiHS courses can meet the graduation pathway requirement for high school graduation. A student's high school graduation pathway is not considered in the admissions process at Washington public institutions of higher education.

6.6. Do CiHS courses count as part of the high school graduation pathway?

Yes. CiHS courses may count as meeting the high school graduation pathway. For more information on graduation pathways, see the appropriate year's Graduation Toolkit, available on the [OSPI Graduation webpage](#).

6.7. What CiHS courses are eligible to meet high school graduation pathways?

Students must earn at least 1.0 high school credit in ELA and 1.0 high school credit in math to meet this graduation pathway option. CiHS courses that qualify for this pathway are courses that earn high school graduation credit in ELA and math and that allow students to earn college credit at the 100-level or higher. For more information on graduation pathways, see the appropriate year's Graduation Toolkit, available on the [OSPI Graduation webpage](#).

6.8. 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 claim college credit to meet this pathway, but they must meet the state or local program criteria requirements.

6.9. Can schools/districts split CiHS credits between elective and subject area credit?

Yes, but not as a blanket policy. Districts have autonomy in establishing most local academic/crediting policies, but credit distribution decisions should be made on a course-by-course basis. This is in statute ([RCW 28A.600.360](#)) and rule ([WAC 392-169-050](#)) for Running Start, and CiHS should adhere to the same standard. With the exception of Civics (which has curriculum elements defined in statute), course alignment should be based on learning standards, not a specific curriculum. If a particular course offered through CiHS meets the equivalent learning standards of high school class, students should receive the appropriate number of credits (adhering to the [College-to-High School Credit Conversion guidance](#)) for that subject area. The district should be able to provide a sound justification – rooted in learning standards – if only partial credit is being applied for a particular course.

If credit is split, the grade and GPA impact cannot be. CiHS grades are absolute, so whatever grade is earned in the class must be applied in both subject areas.

6.10. Are all CiHS courses shown on the high school transcript?

Yes. CiHS 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 CiHS courses. Appropriate high school credit per the college-to-high school credit conversion must also be reflected on the transcript. See OSPI's [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.

6.11. How should CiHS courses be submitted in the Comprehensive Education Data and Research System (CEDARS)?

Consistent with past practice, all CiHS course enrollments must be reported in CEDARS with the

appropriate course designation code, regardless of student intent to earn college credit. CiHS entries must include the college course title and number. Beginning in 2026–27, districts must also report the sponsoring college for CiHS. CiHS courses must be submitted to CEDARS Course Catalog File (D) as follows:

- Element D05 – Course Title
 - Must provide the institute of higher education’s (IHE) curriculum and course number (e.g., PolSci102)
- Element D07 – Course Designation Code
 - C – College in the High School
- Element D16 – Course Level
 - Course levels do not have grade span, program, or attribute limitations. Select the value that best aligns with the rigor of the course.
- Element D21 – Higher Education Institution (required beginning 2026-27)
 - Must reflect the college(s) approving the course for CiHS
 - Multiple valid values may be used (separated by a comma) to identify all the approving IHEs (if applicable)

Refer to valid values table in [CEDARS Appendices](#), Appendix AM – Higher Education Institution.

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

The high school transcript course designator for College in the High School is C. For reference, Washington’s other dual credit designators are **A** for Advanced Placement, **I** for International Baccalaureate, **R** for Running Start, **K** for Cambridge International, and **T** for CTE Dual Credit.

OSPI’s [Transcript User Guide and FAQ](#) documents are updated annually and provide additional information on CiHS transcription.

6.13. If a student enrolls in a CiHS course, but does not choose to earn college credit, does their high school transcript still show the college course name and the CiHS (“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. Additionally, the appropriate amount of high school credit must also be reflected on the transcript for all students consistent with the college-to-high school credit conversion.

7. College Credit, Transfer, and Transcripts

7.1. What types of credit may a student earn for a CiHS course?

A student may earn college credit in a CiHS course that transfers as a course equivalency credit, a general education credit, or elective credit. Each of these types of credit are required to complete the total requirements for an associate or bachelor's degree.

7.2. 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 CiHS, that college credit will be on the student's official college transcript from the sponsoring college(s). The student is responsible for requesting an official college transcript be sent to the college where they choose to enroll so that it can be assessed for transfer credit.

7.3. Who determines the college course equivalencies for college credit awarded for a CiHS course?

Each college determines the course equivalency for college credit earned through a CiHS 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.

Per RCW 28A.600.287, Colleges offering CiHS courses must grant undergraduate college credit as appropriate and applicable to the students' degree requirements and provide course equivalencies for CiHScourses and policy for awarding credit on the institution's website.

7.4. Are college credits earned in CiHS courses transferable to Washington public colleges?

Yes, CiHS courses transfer to Washington community and technical colleges and public four-year universities and may meet general education, elective and/or major requirements to meet the full credits required for a degree. According to a recent performance audit by the Washington State Auditor's Office, 95% of concurrent enrollment courses – Running Start and CiHS – were accepted at a public Washington college or university. It is important to note that for credits to transfer, the student is responsible for requesting that a transcript of CiHS courses be sent from the sponsoring college to the college the student will attend.

7.5. Are college credits earned in CiHS courses transferable to in-state private and/or out-of-state colleges and universities?

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.

7.6. Are CiHS courses transcribed by the offering college?

Yes. If a student registers to earn college credit, the student's college transcript is created when the student registers with the college. 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 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.

7.7. 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 another college, they may be asked, as part of their admissions application or upon enrolling, to send all official college transcripts from any colleges or universities the student attended.

7.8. If a student earns college credit for a CiHS 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 once for the same college course with substantially the same content. For example, if a student earns a qualifying score on the AP Psychology exam equivalent to PSYCH 101 and earns college credit for a CiHS PSYCH 101, the student cannot receive college credit twice for PSYCH 101.

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.

7.9. How do students transfer college credits to the college they wish to attend?

Students are responsible for requesting an official college transcript from the college offering the CiHS course and providing those records to the colleges to which they are applying or choose to enroll. Based on the Family Educational Rights and Privacy Act (FERPA) regulations cited above, neither the high school nor college may release a student's transcript or educational records directly to another institution of higher education.

When requesting the transcript(s), a student should indicate that it be sent to the specific college(s) of interest. The link to order a college transcript can usually be found on the college's website under the Office of the Registrar, and a fee may be charged by the college to order an official transcript.

Students who are unsure of what college offered a course through which they received college credit may inquire with the high school to determine what college to contact for their official transcript. While research has demonstrated that CiHS college credits are highly transferrable, whether the college credits will be accepted and how they are applied is subject to the credit transfer policies of the receiving institution (particularly at private and out-of-state institutions).

7.10. If a district or school shares information with students and families about how a College in the High School (CiHS) course may apply toward admission or general education requirements, do they need to confirm that information with every college or university mentioned?

Yes, for any specific college or university named in that communication, including the CiHS partner.

Under RCW 28B.600.287, a CiHS course is offered through an agreement between the district and a specific partner college or university, and that agreement governs the course itself. So whenever a district or school communicates something more specific than "this is a CiHS course offered in partnership with [Partner Institution]" — for example, a claim that the course satisfies an admission requirement, general education requirement, or degree requirement at a named college or university — that claim needs to be confirmed with that specific institution first, whether or not the district has an MOU or CiHS partnership with it. This applies equally to the CiHS partner institution and to any other institution named in the communication.

This is because:

- Transfer and equivalency decisions belong to the receiving institution, not the sending district or the CiHS partner.
 - The same course can transfer differently depending on the receiving institution, program, or major — even among institutions with no formal relationship to the CiHS partner.
- A pathway that works for one student's goals may not work for another's.

8. Grades, Withdrawals, and Academic Standing

8.1. How and by whom are grades determined for CiHS courses?

Grades and credit earned through CiHS 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 CiHS 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. A student may receive two different grades for the CiHS course if there is a difference, one for the high school transcript and one for the college transcript.

8.2. Can a CiHS student retake a college course to improve their college grade?

Maybe. A student who retakes the same CiHS course in high school may improve their college grade if this is permitted by the high school or school district, 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.

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

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

8.4. May a CiHS student "challenge" a course?

No. The challenge process does not apply to high school students. In order to qualify to receive credit by demonstrating achievement commensurate with the expectations of a given course

through a challenge exam, students must be regularly admitted and enrolled at a college or university.

9. Costs and Financial Aid

9.1. Is there a fee to take a CiHS course?

Public high school students, as defined in [RCW 28A.150.010](#), enrolled for CiHS college credit at eligible institutions of higher education, as defined in [RCW 28B.10.016](#) and [RCW 28B.10.063](#), are enrolled at no cost to the student.

The following student populations may be required by the sponsoring college to pay a CiHS fee. The CiHS fee refers to the registration fee or fees charged by the participating college to register to earn college credit for the college course.

- Students who are enrolled in a CiHS course(s) at 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 an out-of-state or private institution of higher education not defined in [RCW 28B.10.063](#).

9.2. How is the CiHS fee determined when a fee is charged?

The fee is determined by the college offering the CiHS, and should be included as part of the CiHS Local Agreement.

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

Students enrolled in a CiHS course not funded by the state 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. Click here for [information about Washington advanced college tuition payment programs](#).

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

State-funded subsidies are no longer available for 9th-12th grade students enrolling in CiHS classes based on the funding changes to CiHS in accordance with [RCW 28B.10.058](#) and [RCW 28B.10.063](#). Historically, OSPI's Consolidated Equity and Sustainability Grant (FP 154) allowed school districts to apply for funding to support initiatives aimed at expanding access to CiHS and other dual credit programs. The dual credit proviso that funded the CES Grant was eliminated in the 2025 legislative session, and the grant has been suspended through the 2025-2027 biennium.

9.5. 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.

9.6. What is Satisfactory Academic Progress and how does this impact a high school student taking a college course?

Satisfactory Academic Progress (SAP) standards are 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. SAP is taken into consideration in awarding financial aid.

It is critical for dual credit students to understand all prior college 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 struggles 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.

9.7. How do college credits earned through CiHS programs impact a student's financial aid eligibility?

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

Washington College Grant

Dual credit courses do not apply to the WCG maximum usage timeframe unless the student completes a bachelor's degree before the limit is up, as students who have already obtained a bachelor's degree are no longer eligible for WCG. 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.

The WCG maximum is equal to full time attendance for a maximum of six years (18 quarters/12 semesters or the equivalent combination of the two at a full-time rate of enrollment). This usage limit only applies to the quarters in which a student received WCG.

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 WCG usage

limit. Students who earn an associate degree through dual credit programs can use WCG toward another associate degree.

Students who already have an associate degree can use WCG 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 WCG to pursue a second aid-eligible associate degree.

College Bound

College Bound (CBS) recipients may be eligible to receive six years of funding to be used within six years of first enrolling after high school graduation or receipt of approved high school equivalency (for example: GED). Please note that students who receive an approved high school equivalency, like the GED, have to have received it by their 21st birthday. Students must enroll in a college or university within one year of high school graduation or receipt of an approved high school equivalency. The six-year limit (18 quarters/12 semesters or the equivalent) 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 18 quarters/12 semesters or the equivalent of full-time enrollment. Like WCG, this limit only applies to the quarters in which a student received the CBS, however students do have to be aware of the six-year limit for receipt of funds from first enrollment after high school graduation or approved high school equivalency receipt. In other words, no coursework taken in dual credit programs will apply to the CBS usage limit.

CBS students must also enroll in college or university within one academic year following their high school graduation or approved high school equivalency receipt to be eligible for CBS consideration. For example, a CBS student who graduated high school in the spring of 2025 is required to enroll in college or university by the fall term of 2026. CBS students who do not enroll in college within a year of high school graduation are not eligible to receive the scholarship.

Satisfactory Academic Progress

For federal and most state financial aid programs, students are required to maintain Satisfactory Academic Progress (SAP). SAP refers to the academic standards students must meet to remain eligible for federal and most state financial aid programs. Please note, starting in the 2024-2025 academic year, state SAP standards aligned with federal SAP standards.

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

While specific SAP policies vary by institution, SAP reviews include two key measures:

- Qualitative Measure: assesses the quality of the student's academic work
- Quantitative Measure: evaluates the student's pace of progression, which includes

- Completion Rate (Pace of Progression)
- Maximum Timeframe

The qualitative measure is usually based on a review of a student's Grade Point Average (GPA), conducted either at the end of each term or annually. Institutions typically require students to maintain a minimum GPA to demonstrate satisfactory academic performance.

The completion rate for the quantitative measure is calculated by comparing the number of credits a student has earned to the number of credits they have attempted. Students must have successfully earned at least 67% of all attempted credits to meet this standard. This calculation includes credits earned through dual credit programs.

The maximum timeframe quantitative measure requires students to complete their academic program within 150% of the published length of program. For example, if a program requires 90 credits to complete, a student must complete the program within 135 attempted credit hours. Dual credits earned may be included in the maximum timeframe calculation, depending on the institution's SAP policy. Please note, some institutions may have a stricter maximum timeframe policy than the federal 150% standard.

Federal regulations allow institutions to develop their own policy to calculate maximum timeframe limits and provide Pell Grant college/universities flexibility in determining which credits are counted toward a student's maximum timeframe. This 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 when calculating maximum timeframe. However, how credits are counted is entirely at the discretion of the institution's credit transfer policy.

Many institutions also apply SAP standards to their institutional aid programs, though requirements for institutional aid can vary by college/university and may not always align exactly with federal and state SAP standards.

The SAP evaluation may determine that students are not meeting SAP standards. Depending on the student's cumulative academic progress percentage, students who do not meet SAP standards may initially be placed on one of the following statuses: Warning Status: The student can continue to receive federal and state aid.

- Not Meeting or Denied Status: The student is no longer eligible for federal and state aid. This status is often assigned to students who remain in warning status for longer than the number of terms allowed by the college's policies.

Students who are approaching or not meeting SAP standards, including those near or exceeding the maximum timeframe limit, should work closely with a financial aid representative at their college or university to ensure continued eligibility for both federal and state aid programs.

If a student's dual credit coursework negatively impacts their SAP evaluation, it is important to know that all colleges and universities in Washington have an SAP appeals process in place. Appeals and reinstatement policies vary by institution, so it is also recommended that students work closely with a financial aid representative

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 first-year students. Many four-year colleges and universities allow Running Start students to apply for scholarships. Students should check with the scholarship office of the institution in which they are enrolling to understand the college or university policy.

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

CiHS students may not apply for federal or direct state financial aid. Students attending a public Washington high school that partners with an institution not defined in the RCWs cited or a private Washington high school may be required to pay a CiHS fee. If a student is charged a CiHS fee, the student 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](#).

10. Student and Family Records and Rights

10.1. Can parents access information related to their students' college transcripts and records?

Under federal law, students who attend higher 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 higher education 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).

In addition, per the U.S. Department of Education, "If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parent[s] [or guardian(s)] still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. Additionally, the postsecondary institution may disclose personally identifiable information from the student's education records to the parent[s] [or guardian(s)], without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules."

10.2. Do college credits earned through CiHS affect a student's NCAA eligibility?

NCAA Bylaw 12.6.2.3 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."

PART III: OFFERING AND ADMINISTERING CiHS

11. Starting and Approving a CiHS Program

11.1. What colleges are eligible to offer CiHS programs?

To be eligible to offer a CiHS program a college must:

- Meet the definitions in [RCW 28B.10.016](#),
- Meet the definitions in [RCW 28B.10.063](#),
- 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 CiHS program standards outlined in [WAC 392-725-130](#) through [392- 725-150](#).

11.2. How do districts and high schools contact eligible CiHS programs offered in Washington?

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

11.3. If my district is interested in starting a CiHS 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.

11.4. Are all institutions of higher education required to offer CiHS?

No. Offering a CiHS program is permissive. All institutions of higher education offering a CiHS program in Washington must meet the requirements and the review processes established in [RCW 28A.600.287](#) to be eligible to offer CiHS course(s) in Washington and, by 2027-2028, be accredited by a national accrediting body for concurrent enrollment in accordance with [RCW 28B.10.035](#).

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

A college may begin a new CiHS program at any time by offering a CiHS course(s). Washington institutions of higher education should inform their respective state agencies or organizations. Washington or out-of-state institutions of higher education outside of the public sector or ICW should inform the CiHS Standards Report Review Committee. The college is required to complete the state's review process the July following the academic year the college first offered courses in a high school and meet the requirements in statute and WAC to continue to offer the CiHS

program. The review should only include the courses offered in the academic year leading to the July review. Courses under consideration to be offered in a future year should not be included.

A new program will report to the Office of Financial Management (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 2026-27 AY would report to OFM on October 15, 2027, the total number of CiHS courses administered to a public high school during the 2026-27 AY. The institution would receive state funding based on the funding model in 2027-28.

11.6. Do CiHS programs require a local agreement?

Yes, CiHS programs are governed by a local agreement between the school district and the participating college in compliance with [RCW 28A.600.287](#) and Washington Administrative Code ([WAC 392-725](#) Chapter) rules adopted by the Office of Superintendent of Public Instruction (OSPI).

11.7. When must a local agreement be established?

Prior to the start of the CiHS 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](#).

11.8. 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 CiHS courses for their students. Each college will require its own local agreement for the courses it will be providing the school/district.

12. Course Approval and Delivery

12.1. What are examples of Washington CiHS courses offered?

CiHS courses range from computer science to psychology to world languages. CiHS courses 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 CiHS course.

12.2. What types of courses may be included in a CiHS program?

A CiHS program may include both academic and career and technical education. The CiHS course must follow all CiHS course requirements as outlined in [RCW 28A.600.287](#) and [WAC 392-725 Chapter](#).

12.3. How are CiHS courses determined?

A CiHS course must be an established college course offered through a CiHS program per [RCW 28A.600.287](#). The college determines the courses eligible to be offered as CiHS courses at the district or school level. Colleges identify courses within their public catalogs that can be delivered on the high school campus. A high school course cannot be "converted" to CiHS.

12.4. Is a CiHS course offered online required to meet the same CiHS standards as a course offered in person?

Yes. Regardless of modality, all CiHS courses must meet the required standards.

12.5. Can OSPI-approved online learning providers offer College in the High School?

No, not without going through the formal CiHS approval process. Though sometimes associated with postsecondary institutions, OSPI-approved online learning providers are authorized to offer high school coursework only. These and other non-approved online course providers do not offer state-recognized dual credit programs. Consequently, school districts wishing to contract with them are required to follow the appropriate rules governing K-12 education in relation to:

- Assigning an appropriately certificated and endorsed teacher to supervise the high school instruction;
- Awarding high school credit in alignment with state and local policies and procedures;
- Ensuring content alignment with K-12 learning standards;
- Meeting expectations of online learning regulations;
- Meeting requirements of ALE regulations, when applicable; and
- Ensuring students are not charged.

While school districts have the authority to contract for instruction with approved online course providers and purchase any desired instructional materials, they may not promote these partnerships as state-approved dual credit programs like CiHS.

12.6. How are college faculty involved in CiHS courses?

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

13. CiHS Instructor Qualifications and Faculty Oversight

13.1. What policies determine CiHS instructor qualifications 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 characterizes CiHS teacher qualification as “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 CiHS 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.”

13.2. Who determines the qualifications for a CiHS instructor?

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

Each application for a CiHS instructor is evaluated by faculty in the academic department sponsoring the CiHS course, and all approval decisions are made by faculty.

13.3. If a high school teacher is certificated in a particular area, can that teacher automatically offer an advanced version of a course in their field as a CiHS course?

No. There are specific rules and processes for CiHS 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.

13.4. May a high school teacher co-teach a CiHS course with a college instructor?

No. A course co-taught with college faculty does not meet the standards for CiHS. This is specifically cited in the NACEP accreditation guide as an "instructor of record" model. These courses and this model fall outside of concurrent enrollment because, in most circumstances, the teacher does not meet the minimum requirements to teach the college course, which automatically takes this out of compliance with NACEP standards.

13.5. How does a high school teacher apply to become a CiHS instructor?

Each college determines the application process for CiHS instructors. In general, the application process includes a request to participate in the institution’s CiHS 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. To learn more, visit the CiHS webpages for [community and technical colleges](#) and Washington public universities offering a CiHS program.

13.6. Can an Instructor of Record be used in partnership with a CiHS instructor?

No. An Instructor of Record is any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses. CiHS instructors teaching the CiHS 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 CiHS instructor is the official Instructor of Record at the college or that college course.

14. NACEP Accreditation and State Review

14.1. What is the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

The National Alliance of Concurrent Enrollment Partnerships ([NACEP](#)) is a professional organization and accrediting body that works to ensure that CiHS 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 392-725](#) Chapter rules for the CiHS program are based primarily on NACEP's national standards for accreditation.

14.2. What is the CiHS program approval process in Washington?

CiHS program must submit an annual report for review and recommended approval by the CiHS Standards Report Review 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 CiHS review committee.

Institutions that have received NACEP accreditation may submit the certificate of accreditation in lieu of the annual report. Colleges that successfully complete the state review process are required to submit by July 1 every other year.

14.3. What is the CiHS Standards Report Review Committee?

The CiHS 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.

14.4. Do all institutions offering a CiHS program have to complete the state reporting of evidence requirement?

Yes. All institutions of higher education must complete the state reporting process. Colleges that have attained NACEP accreditation must submit to the committee a certificate of accreditation that shows the institution is currently accredited by NACEP. Colleges that have not attained NACEP accreditation must complete the state reporting of evidence requirement.

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 until or unless NACEP accreditation is achieved. For example, if a college provided evidence or a review report on July 1, 2025, and was approved during the review cycle, then the college would not be required to submit a new review report

until the following July.

Your institution's situation	What to submit
Currently NACEP accredited	Submit the current NACEP accreditation certificate to the review committee.
Applied for NACEP accreditation but is not yet accredited	Submit the required state review report. Applying for accreditation does not replace the state review requirement.
Offered CiHS courses during the academic year	Submit the application and evidence for the terms in which CiHS courses were offered.
Began offering CiHS courses partway through the academic year	Submit the application and evidence only for the terms in which the program operated.
Has not yet offered any CiHS courses	Do not apply for state review.

Note: A college that is pursuing NACEP accreditation must continue to complete the state review process until the college is officially accredited and submits a current NACEP accreditation certificate.

14.5. Can a college offer a “pilot” CiHS program to meet the state review requirements?

No. A college that offers a CiHS program must meet all of the standards required in statute and administrative rule. There is no allowable “pilot” or “onboarding period” as it pertains to the state required review.

14.6. 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.

14.7. Are colleges required to have an accredited CiHS program to offer a CiHS course in Washington?

In accordance with RCW [28B.10.035](#), institutions of higher education that offered a CiHS program before or during the 2019-20 academic year must be NACEP accredited by academic year 2027-28 to be eligible to offer a CiHS program in Washington.

Institutions of higher education that implement CiHS programs after the 2019-20 academic year must submit an application for NACEP accreditation for review within 7 years of the beginning of

the first term of classes.

14.8. What happens if a college does not successfully meet the 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 CiHS program the following academic year.

14.9. Is there an appeal process for colleges that are ineligible to offer the CiHS program?

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

14.10. If an institution is ineligible to offer a CiHS program for an academic year, how does an institution regain eligibility?

If a college is deemed ineligible to offer the CiHS 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.

15. State Funding and Reporting

15.1. Which colleges receive state funding and must provide CiHS courses free of charge for students?

Washington higher education institutions defined in [RCW 28B.10.016](#) and [RCW 28B.10.063](#) are eligible to receive state funding and if the institution chooses to offer CiHS courses must offer CiHS courses at no cost to students attending a public high school as defined in [RCW 28A.150.010](#). To offer CiHS in Washington, all colleges that are NACEP accredited and/or approved by a multi-agency state committee must meet the same standards. High schools and districts may enter into local agreements with private and out-of-state institutions offering CiHS; however, these private and out-of-state colleges and universities, not defined above, are not recipients of state funding and therefore may require schools, districts, and/or students to pay fees for course development, program administration, credit transcription, and other costs.

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

Students enrolled in a CiHS program offered by an eligible institution of higher education, as defined above, may register and enroll at no cost to the student. Funding is directly appropriated to each public baccalaureate institution offering CiHS courses as defined in [RCW 28A.600.287](#). For community and technical colleges offering CiHS course(s), funding is appropriated to SBCTC. Funding for eligible institutions as defined in [RCW 28B.10.063](#) is appropriated through the Washington Student Achievement Council. Funding is provided based on the number and enrollment in CiHS courses at public, secondary schools.

With the establishment of the state funding structure explained above, neither public high school students nor local education agencies should be billed for CiHS enrollment at eligible institutions of higher education, as defined in [RCW 28B.10.016](#) and [RCW 28B.10.063](#).

15.3. How is funding appropriated?

Funding is calculated based on the total number of CiHS courses and enrollments administered in the immediate prior academic year of the current fiscal year for eligible institutions of higher education, as defined in [RCW 28B.10.016](#). Funding for eligible institutions as defined [RCW 28B.10.063](#) is calculated based on the total number of CiHS courses and enrollments administered in the academic year of the current fiscal year.

A public 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 (AY).

An eligible institution as defined in [RCW 28B.10.063](#) must report data to the Washington Student Achievement Council by November 1.

State funding for public colleges 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.

15.4. 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, WSU, or an eligible institution as defined in [RCW 28B.10.063](#).
- \$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.

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

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

15.6. 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 CiHS courses, including the name, number, and location of courses and student enrollment disaggregated by school districts and high schools.
- Data on CiHS student demographics, including race, ethnicity, gender, and receipt of free or reduced-price lunch; and recommendations on additional categories of data reporting and disaggregation.

PART IV: RESOURCES

16. Data and Resources

16.1. If I am interested in obtaining data on CiHS participation rates, where should I go?

Washington has rich and growing dual credit public data .

- ERDC Dual Credit [Dashboard and Reports](#) OSPI's [Washington State Report Card](#)
- SBCTC [CiHS Legislative Report](#)
- COP [CiHS Legislative Report](#)

PART V: AGENCY AND SECTOR CONTACTS

For additional information, sector 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 to the Office of Superintendent of Public Instruction.

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