



COLLEGE IN THE HIGH SCHOOL PROGRAM  
**TEACHER HANDBOOK**

## **College in the High School Program High School Teacher Handbook**

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

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

### **How does the student benefit from the program?**

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

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

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

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

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

### **How do high school teachers benefit from the program?**

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

### **High School Teacher Minimum Qualifications:**

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

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

### **High School Teacher Application Process:**

- Send a cover letter expressing an interest in the CiHS program, resume, transcripts (may be unofficial) and the classes you are interested in teaching via email to [cihs@centralia.edu](mailto:cihs@centralia.edu).
- Complete online application materials via Centralia College's employment site, [https://hcprd.ctclink.us/psc/tam/EMPLOYEE/HRMS/c/HRS\\_HRAM\\_FL.HRS\\_CG\\_SEARCH\\_FL.GBL?FOCUS=Applicant&SiteId=120](https://hcprd.ctclink.us/psc/tam/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS_CG_SEARCH_FL.GBL?FOCUS=Applicant&SiteId=120). Documents required to apply are:
  - Comprehensive resume that includes degrees earned, the granting institutions, and teaching experience
  - Cover letter stating interest in the teaching position
  - Transcripts (official or unofficial) for degrees earned
- The CiHS program staff, at Centralia College will complete an initial verification of hiring requirements and necessary related documentation.
- Verification with the Dean and departments, they may reach out with questions.
- Verification with a faculty liaison representing discipline/department with possible questions.
- Decision by Centralia College.
- Decision letter sent via email to inform high school teacher of result.

*Please note: The application process may take a few months, applications for the next academic year must be submitted by the end of March.*

### **CiHS Teacher Duties and Responsibilities Include:**

- Ensure that the course in the high school meets all requirements and expectations set forth by the Centralia College official course outline as well as those set forth by applicable Centralia College academic departments.
- Deliver course in accordance with CiHS expectations, course objectives, curriculum, pedagogy, theoretical framework, and grading standards outlined by Centralia College.
- Read Student/Parent Handbook and facilitate questions of students and parents in the program.
- Communicate prerequisite and placement testing score requirements to students and ensure the high school students meet Centralia College specific course requirements and prerequisites.
- Ensure the high school students complete and submit the College in the High School application form prior to deadline.
- Assist students with registration and follow all registration processes, guidelines, and deadlines as set forth by the CiHS program staff.
- Verify your student roster in ctclink at the beginning of each term and notify Centralia College of any discrepancies. You MUST verify your roster (not at the end of the term when you are posting grades). Please email [cihs@centralia.edu](mailto:cihs@centralia.edu) with any roster discrepancies.
- Ensure a minimum of five enrolled students per course.
- Ensure all Centralia College policies and regulations regarding student academic performance apply.
- Work with Centralia College personnel to resolve any grade disputes.
- Meet with the designated CC faculty liaison and provide course information including but not limited to:
  - a. Syllabus (approved by faculty liaison);
  - b. Textbook and other teaching materials;
  - c. Assessment criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.);
  - d. Evidence of academic rigor and content at college level throughout the course;
  - e. Evidence that course reflects the pedagogical, theoretical, and philosophical orientation of CC academic department;
  - f. Grading criteria and standards.
- Schedule teaching observation, site visit and/or interview with CC faculty liaison or administrator upon request of Centralia College.
- Participate in program review or accreditation committees upon request.
- Allow CC faculty liaisons and staff access to CiHS classroom for the purpose of site visits.
- Required to meet with the designated CC faculty liaison annually to review the course curriculum including but not limited to the list identified above.
- Attend one initial orientation meeting at CC and subsequent professional development annually.
- Meet Accreditation guidelines.
- Attend CiHS meetings.
- Follow established procedures and meet deadlines set by CC for CiHS.
- Submit grades for participating students in accordance with CC policy and procedures.
- Conduct self in CiHS classes according to CC Board of Trustees' policies governing behavior, ethics, and professional standards.
- Assure compliance with federal and state laws concerning reasonable accommodations for disabled students, the development of the individualized educational programs, and student safety.
- Complete a Professional Development Plan and participate in professional development activities. Please see *Appendix B*.
- Participate in surveys regarding the CiHS program upon the request of Centralia College.
- Comply with program rules as outlined in RCW 28A.600.290.

## **Suspension of Approval**

Failure to fulfill teacher responsibilities may result in a suspension of approval. The courses offered through CiHS at a secondary high school partner, must be equivalent to the courses offered on campus. If the course outcomes and teaching demonstrate that the CiHS course is not reflecting the learning objectives, and the pedagogical, theoretical and philosophical orientations of the respective college discipline, the high school instructor will not be re-assigned to teach the Centralia College CiHS course. 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. 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.

## **Student Teachers**

Student teachers are not approved to teach in 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 Centralia College credit.

## **Accreditation Documentation**

Periodically, College in the High School teachers will need to provide assessment, grading, or other curriculum documentation as evidence for Centralia College's College in the High School accreditation purposes.

## **Access to Library Services**

### High School Teacher

All College in the High School teachers are in our employee database system and have access to library resources in-person or online. To access library materials online visit <https://www.centralia.edu/library/>.

### Students

Currently enrolled students may use library materials and services. Students may visit Kirk Library in-person during business hours or access library materials online by visiting the website, <https://www.centralia.edu/library/>. Students may also view the Kirk Library Policies regarding the following:

- Borrowing Library Materials
- Library Computer Use
- Food and Drink
- Cell Phone Policy
- Children in the Library
- Collection Development
- Donating to the Library
- Accessibility (ADA)
- Archives Collection

You may return items during library open hours at the Check Out Desk or you may use the after-hours Book Drop box, located outside the southeast corner of the library building in Parking Lot D. Interlibrary Loan books and equipment must be returned directly to the Check Out Desk—do not use the outside Book Drop to return these items.

## **Student Admission, Placement Testing and Registration Process**

## **STEP 1 – See your High School’s College in the High School Counselor**

Your CiHS counselor will help students determine which CiHS courses they may take.

## **Step 2 – Apply for Admission**

[Apply online to Centralia College](#) or visit the Welcome Center (first floor of the TransAlta Commons on the main campus or Centralia College East in Morton). There is no cost to apply. Please call 360-623-8971 with questions.

## **Step 3 – Submit Placement & Transcripts**

Centralia College offers several ways for students to complete academic placement into Math and English courses. Work with your CiHS Advisor to determine which of the following options is best for you!

Options include:

1. High School transcript (used for English Placement only).
2. College placement test. Visit the [Testing Center](#) for options and availability.
3. Assessment taken at another college/university.
4. Transcript from another college with successful completion of specific classes.
5. Approved Academic Credit for Prior Learning: Credit by Testing such as Advanced Placement (view [Advanced Placement equivalencies \(pdf\)](#)), International Baccalaureate (IB) (view [International Baccalaureate equivalencies \(pdf\)](#)), or Cambridge International (CI) (view [Cambridge International \(CI\) equivalencies \(pdf\)](#)).

For the most current list of acceptable placement options, including minimum scores required and expiration periods, contact Enrollment Services at 360-623-8976 or [admissionsCC@centralia.edu](mailto:admissionsCC@centralia.edu). Submit other college/university assessments, transcripts, or AP/IB/CI scores to Enrollment Services.

## **Step 4 – Register for College in the High School class(es).**

A CiHS representative from Centralia College will work with CiHS teachers and provide class registration permission codes to register the students. CiHS Teachers will help students complete a High School Release form, which requires Parent/Guardian and High School consent before they send it back to the CiHS Representative. Parent/Guardian and teacher signatures are required.

## **Student Withdrawal**

Students who withdraw from their class(es) before the Enrollment Census Date will have their name removed from the class list and no record will appear on their transcript. If a student withdraws from the class, after the census date and by the last class day, the student will receive a grade of “W” on their transcript. Students who stop attending class will not be withdrawn automatically.

## **Instructor Initiated Withdrawal**

Students are expected to attend all classes for which they enroll. Faculty will notify [cihs@centralia.edu](mailto:cihs@centralia.edu) of all students who do not attend class or secure approval for their absence. This notification will take place after the end of the second class session, but before noon of the sixth business day from the start of the term.

**NOTE:** *The Enrollment Services Office must be notified of this withdrawal by noon of the sixth business day since the start of the class. If a student has attended before the first day that an instructor can drop the student for non-attendance, the student cannot be dropped from the class for non-attendance.*

## **Administrative Initiated Withdrawal**

The most common reason for administrative withdrawal is class cancellation. Administration may withdraw students for non-grade related reasons such as, but not limited to, medical, disciplinary, error, or military assignment.

### **Classroom Visits, Teaching Observation and Student Evaluation**

As part of the high school teacher course review process and ongoing evaluation, your Centralia College Faculty Liaison will schedule a site visit and conduct a teaching observation. Two classroom observations are required during the first year that new CiHS courses are taught.

The teaching observation form is provided as *Appendix C*. It includes not only comparability of the courses to the Centralia College course but also 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 Centralia College faculty have concerns regarding the quality of the course or effective delivery, ongoing collegial discussions will occur with suggestions/requirements for improvement. In some instances where there is substantial deficiency in the high school course, a corrective action plan will be developed including specific outcome requirements. If the corrective action plan outcomes are not met or the collegial liaison relationship fails, which it can for a variety of reasons, the college will not renew the teacher's approval for the next year's program.

Additionally, your course will have a student evaluation, required for every year that you teach. The student evaluation process for CiHS is managed by the CiHS program staff. The schedule for the classroom visit required to administer the student evaluation survey will be emailed to each CiHS instructor. The evaluations will be administered by the program support staff from the college or an agreed upon third party (fellow colleague or school administrator or support staff). The evaluation will be conducted without your presence in the room. This provides for candid feedback from students. The completed evaluation forms should be placed in a sealed envelope and returned to CiHS, ATTN: Lindsey Garcia at the college. Once the evaluation surveys have been compiled and grades have been submitted, a copy will be provided to you. Furthermore, your Centralia College faculty liaison or Dean will touch base with you regarding the results of the survey and discuss if any changes are needed. The same guidelines for substantial deficiency as outlined above for a teaching observation applies to the survey results. If you have any additional questions regarding student evaluations, please contact Lindsey Garcia or Samantha Huriavi at [CiHS@centralia.edu](mailto:CiHS@centralia.edu) or 360-623-8365.

### **Verification of Class Roster and Posting Grades**

Class rosters for the quarter are available during registration and throughout the quarter in ctcLink. Please check your roster after the registration deadline for students who have not enrolled. Additionally, the staff member at Centralia College who manages the invoicing for CiHS will email each CiHS instructor to verify enrollments.

Grades are to be submitted according to the Centralia College Admissions and Records quarter calendar. Grade rosters on ctcLink will be available two weeks before the end of each Centralia College quarter. Grades need to be submitted on time through ctcLink.

### **Grading Procedure**

The CiHS teacher must follow the Centralia College grading scale. The numerical grading system can be found in the college catalog, which can be downloaded as a pdf by visiting the Schedule & Catalog page on Centralia College's website, <http://www.centralia.edu/pathways/schedule.aspx>. It has also been included in this handbook as *Appendix D*.

## Who Do We Contact if We Need Assistance?

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

*Centralia College provides equal opportunity and access in education and employment and does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of race, ethnicity, creed, color, sex, gender, citizenship status, national origin, age, marital status, religious preference, the presence of any sensory, mental, or physical disability, reliance on public assistance, sexual orientation, veteran status, political opinions or affiliations, or genetic information under any of its programs, activities and services. The College complies with all Washington State anti-discrimination laws (RCW 49.60) and the following federal laws relating to equal opportunity: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act (ADA) of 1990.*

*The following person has been designated to handle inquiries regarding non-discrimination, equal opportunity, affirmative action or the ADA policies or for Title IX/504 compliance i*

## **Appendix A:**

### **College in the High School (CiHS)**

#### **Adjunct Faculty Qualification Requirements & Qualification Checklist**

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

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

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

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

## Adjunct Faculty Qualifications Checklist

### WAC 131-16-080

#### General standards of qualifications for community and technical college personnel.

Prior to employment of candidates to perform professional services in Washington community and technical colleges, the district board of trustees shall establish that the candidate possesses:

- Scholarship and/or technical skill that represents appropriate study, training, and skills in the proposed area of assignment,
- Expertise as a practitioner as evidenced by reports of former associates and supervisors,
- A demonstrable understanding and acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students,
- A demonstrable understanding and acceptance of the mission, role, and character of the community or technical college,
- The ability to perform assigned duties in a manner consistent with the goals of the institution and the community and technical college system, and
- Personal characteristics that contribute to the ability to promote the welfare of the students, the institution, and the state of Washington.

### WAC 131-16-091

#### Additional qualifications in areas of specialization.

In addition to the general standards required by WAC 131-16-080, the district board of trustees shall establish that candidates for appointment meet or exceed the following standards in their areas of specialization:

Teaching personnel

- Professional teaching personnel performing services for which advanced degrees are commonly available shall hold the equivalent of a master's degree in the field of their educational service from an accredited college or university or,
- bachelor's degree and professional expertise in the field of their educational service (described below)

Type Response Here

- Professional teaching personnel in professional-technical fields for which bachelor's or master's degrees are not commonly available shall be particularly qualified to provide instruction in their area of specialization as demonstrated by possession of the following:
  - a. Sufficient broad and comprehensive training; (please describe)

Type Response Here

**OR**

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

Type Response Here

- In extraordinary cases, the requirements in (a) and (b) of this subsection may be waived by the college president. For personnel under waiver, a professional development plan must be developed to meet criteria under (a) or (b) of this subsection. This plan must be completed during the initial certification process.
- Part-time professional-technical teaching personnel must meet minimum qualifications as defined by (a), (b), or (c) of this subsection and have verification on file. This record must be on file for each part-time instructor during each quarter of teaching employment.

Type Response Here

**Appendix B:**

**Professional Development Workshop Agenda**

I, \_\_\_\_\_, in the \_\_\_\_\_  
 (CC Faculty Mentor) (insert department/discipline)

department affirm that College in the High School teacher(s), teaching courses in the department, meet the following NACEP Standard: **F3: "Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline."**

**Attendees:**

\_\_\_\_\_

Please indicate content discussed: (check all that apply)	Please indicate which delivery method was used: (check all that apply)	Please indicate which format the professional development was delivered: (check all that apply)
<input type="checkbox"/> Course content	<input type="checkbox"/> On-campus visit	<input type="checkbox"/> Journal article
<input type="checkbox"/> Course delivery	<input type="checkbox"/> Email	<input type="checkbox"/> Webinar
<input type="checkbox"/> Assessment	<input type="checkbox"/> Site visit	<input type="checkbox"/> On-campus tour
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Phone conversation	<input type="checkbox"/> Web site reference
<input type="checkbox"/> Research	<input type="checkbox"/> Online Discussion	<input type="checkbox"/> Guest speaker
<input type="checkbox"/> Development in field	<input type="checkbox"/> Tele/Videoconference	<input type="checkbox"/> Professional conference
<input type="checkbox"/> Other_____	<input type="checkbox"/> Other_____	<input type="checkbox"/> Other_____

**After Professional Development, please complete the following by the end of the 5<sup>th</sup> business day after Professional Development Training and send back to CiHS program staff:**

1. Speak with one of your faculty and discuss paired course work items on Paired Work Worksheet
2. Attach additional evidence, emails, agenda, minutes, journals etc.
3. Attach a statement on how this counts toward Professional Development, and how this professional development further enhances course content and delivery knowledge and/or addresses research and development in the field by the end of the 5<sup>th</sup> business day after Professional Development Training:

\_\_\_\_\_  
 CC Faculty Liaison Signature

\_\_\_\_\_  
 Date of Professional Development

**Appendix C:**

**CHS OBSERVATION OF INSTRUCTIONAL ACTIVITY**

**Instructor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Course** \_\_\_\_\_ **School** \_\_\_\_\_

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

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

9. What teaching methods were used? Did they effectively engage students?

10. Is there evidence of a positive learning environment? Explain.

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

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

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

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

**Additional comments by the observer:**

**Comments by the instructor:**

**Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Appendix D:**

### **GRADES**

The high school teacher must follow the Centralia College grading scale. Centralia College uses a numerical grading system. Instructors report passing grades from 4.0 to 1.0 in 0.1 increments. Instructors assign the number 0.0 for failing work and must assign a date of last attendance. Numerical grades are equivalent to letter grades as follow:

4.0-3.8	A	Superior achievement
3.7-3.5	A-	
3.4-3.2	B+	
3.1-2.8	B	High achievement
2.7-2.5	B-	
2.4-2.2	C+	
2.1-1.8	C	Average achievement *Note: 1.8 and 1.9 are below the 2.0 minimum requirement for program entrance or completion
1.7-1.5	C-	
1.4-1.2	D+	
1.1-1.0	D	Minimum achievement
0.0	F	Failure to meet minimum course requirements.

### **“W” Withdrawal**

Withdrawal. May be awarded only on or before the last class day. May only be student initiated. Requires dated signature of student. Not calculated in the grade point average. The college encourages students to speak with their instructor(s) before withdrawal.

### **“I” Incomplete**

The instructor and student must complete the Individual Agreement contract that specifies what work is remaining and when it is due. The contract must specify the default grade, if the additional work is not accomplished by the time limit. The grade shall revert to the default grade, if no new grade is turned in by the instructor by the time limit. The instructor, student, and the Enrollment Services Office receive copies of the contract. If there is no contract or an incomplete contract when an “I” has been requested by the instructor, the grade shall be recorded as missing, until a complete contract is on file with Enrollment Services.

Incomplete work must be completed and submitted to the instructor by the deadline established by the instructor but not to exceed 180 days past the end of the quarter.

### **“N” Audit**

No credit. Not calculated in grade point average.

### **“S” Passing with credit**

Passing with credit. Not calculated in grade point average. Used only by approved departments. Degrees and certificates may limit the use of S credits.

### **“U” Unsatisfactory progress**

Unsatisfactory progress. Not calculated in grade point average. Used only by approved departments.

### **“Y” In Progress**

In Progress. No grade point calculated. Used in courses, such as correspondence, that do not begin and end with the regular quarter calendar. Not calculated in grade point average. A student has two quarters to complete the class (an extension for a third quarter is available for an additional fee). The instructor will submit a change of grade form to Enrollment Services at the completion of the coursework within the time limit. If no new grade is turned in by the instructor a grade of 0.0 will be issued.

Students on a 501, 504, or IEP plan please note that a Pass or Fail grade is NOT an option for this program.

### **Time Limitation to Change a Grade**

Instructor may authorize a grade change within the next quarter of the academic year. Summer quarter is excluded (i.e., spring quarter grade changes must be made by end of fall quarter; summer quarter changes must be made by end of fall quarter).

### **Course Audit**

Students that are interested in auditing a course can observe class activities and receive instruction with an instructor’s permission without being required to complete assignments or take exams. To audit a course, the student must complete the Schedule Change form with the instructor’s signature, enroll by the census date, and pay appropriate tuition and/or fees. Auditing a course results in the class not being awarded credit or a grade. The transcript will show an “N” for an audited course and will not factor into the GPA.

### **Grade Forgiveness**

Grade forgiveness provides the student an opportunity to request to have specific class(es) not calculate into the GPA.

Grade forgiveness will be granted by meeting the following criteria:

- Only grades below a 2.0 GPA can be requested.
- Grade(s) must be at least one year old.
- The student must have completed a minimum of 24 credits, with a cumulative GPA of 2.0 or higher, from Centralia College and/or another regionally accredited college/university since the quarter of the grade forgiveness requested.

Forgiven courses

- will remain on the student’s transcript but will not be calculated in their GPA or credits at Centralia College,
- cannot be used as credits in any degree, certificate, diploma, or course requirement, and
- cannot be reinstated later.

### **Academic Renewal**

Academic renewal provides the student an opportunity to have entire quarter(s) not calculate toward the GPA.

Students may request for any quarter(s) for academic renewal under the following conditions:

- The quarter(s) requested must be at least one year old.
- The requested quarter(s) cannot be used previously as credits in any degree, certificate or diploma.

Academic renewal grades will remain on the student's transcript but will not calculate in their GPA or credits at Centralia College and cannot be reinstated later. The request must include all courses in the quarter.

**ADVISING NOTE:** *Forgiven grades may not be recognized by other colleges. This means that staff at another college could recalculate a transfer student's GPA, counting all their grades for admission and transfer purposes.*

### **Repeating a Course**

Students who repeat a class will receive credit for taking it once with a few exceptions. The higher grade will count toward their GPA. Both grades will remain on the student's permanent record. Enrollment Services may adjust for educational or regulatory reasons.

A student can repeat a credit-bearing course, a fourth time, only to fulfill a skills requirement or academic progress in accordance with the State Board for Community and Technical College's Repeat Course Rules<sup>1,2</sup>. Students enrolled in a course, for a fourth time, will be unenrolled from that class unless the student appeals to the Director of Enrollment Services before the 3rd business day before the start of the quarter.

1SBCTC Policy Manual Chapter 4 Appendix A

2SBCTC Policy Manual Chapter 5 Appendix A Reporting Enrollment

**ADVISING TIP:** *Transfer colleges may choose either grade or the average of two grades.*