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. The program has ongoing collaboration between Centralia College and its secondary school partners 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, and the pedagogical, theoretical and philosophical orientation of the discipline at Centralia College and award transferable college credits. Centralia College’s College in the High School Program increases the educational options for highly motivated high school students who wish to earn college credit for courses deemed equivalent in rigor and content to Centralia College courses.

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.
- 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 transcripted with the college’s course title and number just as it appears on 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, setting higher standards for students, 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 curriculum development, assessment standards, teaching methodology, and can provide valuable supplemental material.

High School Teacher Minimum Qualifications:

- High school 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.
- The complete job descriptions with required and preferred qualifications by discipline are available by visiting Centralia College’s employment site, [https://centralia.peopleadmin.com/](https://centralia.peopleadmin.com/)
- The CiHS program will adhere to appropriate Washington Administrative Codes (WAC) and Policy 2.012 regarding qualifications for community and technical college personnel. 
  \textit{Appendix A}

High School Teacher Application Process:

- Send a cover letter expressing an interest in teaching within the CiHS program by email to the CiHS program support staff within the Arts & Sciences department, at Centralia College, who manages the initial verification of hiring requirements and necessary related documentation. Send email to chastity.pennington@centralia.edu.
- Complete online application materials via Centralia College’s employment site, [https://centralia.peopleadmin.com/](https://centralia.peopleadmin.com/). 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
- Interview with the appropriate Dean of Instruction, Arts & Sciences.
- Interview with a faculty liaison representing discipline/department.

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 College in the High School expectations, course objectives, curriculum, pedagogy, theoretical framework, and grading standards outlined by Centralia College
- Read Student/Parent Handbook and be able to 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.
- Clarify credit/course information for students and parents.
• Ensure the high school students complete and submit the College in the High School application form prior to deadline.
• Assist students with registration process, paying close attention to the enrollment deadline set by your school district and Centralia College.
• Verify your student roster and notify Centralia College of any discrepancies – you will receive an email when registration processing is finalized. At this time you MUST verify your roster (not at the end of the term when you are posting grades). Please send your roster to chastity.pennington@centralia.edu.
• Ensure a minimum of five enrolled students per course.
• Provide all textbook and course material.
• Ensure all Centralia College policies and regulations regarding student academic performance apply.
• Submit grades according to Centralia College guidelines.
• Work with Centralia College personnel to resolve any grade disputes.
• Comply with federal and state laws concerning reasonable accommodations for students with disabilities and the development of individualized educational programs.
• 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 college faculty 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.
• Follow established procedures and meet deadlines set by CC for CiHS.
• Facilitate end of course surveys to all CiHS students.
• 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.
• Visit any related class at Centralia College once per year.
• Participate in professional development activities such as discipline specific trainings, department meetings, seminars, etc.
• Participate in surveys regarding the College in the High School 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 http://library.centralia.edu/.

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, http://library.centralia.edu/. Kirk Library Policies are accessible through the Centralia College, Kirk Library site at http://library.centralia.edu/about/policies.html. These policies include:

• 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
**Materials Checkout Policy**

- Books/Books on or with CDs: 5 items per subject, 25 max.—30 days
- Media Materials, VHS/CD/DVDs: 3 items per format—7 days
- Math DVDs: 2 max.—3 days, no renewals
- Periodicals: Library use only
- Reference/Archival Materials: Library use only
- Reserve Materials: Varies
- Headphones: Library use only

You may return items during library open hours at the Check Out Desk or when the library is closed in the 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.

**Placement Testing & Prerequisites**

The College in the High School program requires high school students meet the same prerequisites and/or placement test scores that all students of Centralia College must meet.

Most students will need to take a college placement test in order to meet the required prerequisites for Math and English. College in the High School students can submit Smarter Balanced Assessment scores in order to determine whether or not the Math and/or English portions of the college placement test can be waived. Email a copy of your Smarter Balanced Student Score Report to the support staff in the Arts & Sciences Department who manages the College in the High School student applications and registrations, chastity.pennington@centralia.edu and indicate Smarter Balanced Assessment in the subject line. Please email or call Chastity Pennington at 360-623-8377 with any questions.

The Testing Center is located in the Kirk Library. Testing is offered on a drop-in basis during Testing Center hours: Monday – Thursday 8:00 am-5:00 pm; Friday 8:00 am-3:00 pm. Summer hours may vary, please call the Testing Center at (360) 623-8920 to confirm hours. Additional information and resources can be found online by visiting the Centralia College Testing Center Services Site at http://www.centralia.edu/students/testing.html. Students should allow two hours for testing. Students will need a current government issued photo ID and their Student Identification number prior to all testing. If they have a documented disability and request accommodations, they may apply for services through the Center for Disability Services, (360) 623-8966.

Testing fees are payable at the Cashier’s Office located on the second floor of the Transalta Commons. There are no waivers for this testing fee.

$15 – Reading, Writing, Math
$10 – One test

Once the college placement test has been completed the Testing Center will give the student a print out of their score. This print out is to be given to the high school teacher for review.

A list of the prerequisite placements appears at the end of this guide under Appendix B.
**Student Admission and Registration Process**

All CiHS students need to apply for admission. This should be done ASAP so that the students have their Student Identification (SID) to test and register. Instructions for applying for admissions are included in the Student/Parent Handbook and can also be found on Centralia College’s website: [http://www.centralia.edu/academics/CHS/index.html](http://www.centralia.edu/academics/CHS/index.html)

**Student Withdrawal or Refund Request**

Students who wish to withdraw from the program, may do so by the withdrawal deadline identified in the grading scale Appendix D. Students must notify the college in writing to withdraw from the CiHS class via email to chastity.pennington@centralia.edu. Notifying the high school does not notify the college. Failure to do so may result in a failing grade posted to the student’s transcript. There are no payment plans or refunds associated with the College in the High School Program. Students are to pay by the tuition and fee deadline, if applicable.

**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 term that your course is taught. The appropriate Centralia College Dean of Instruction will also schedule a site visit.

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 term that you teach. The student evaluation process for CiHS is managed by the support staff in the Arts & Sciences Department. 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: Chastity Pennington 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 any changes 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 Chastity Pennington, chastity.pennington@centralia.edu or 360-623-8377.
Verification of Class Roster and Posting Grades

Class rosters for the quarter are available during registration and throughout the quarter in Instructor Briefcase. Please check your roster after the registration deadline for students who have not enrolled. Additionally, the support 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 Instructor Briefcase will be available two weeks before the end of each Centralia College quarter. Grades need to be submitted on time through Instructor Briefcase.

Access to the Instructor Briefcase Online System

Instructor Briefcase will be used to post grades and verify your class roster. A PIN number is needed for access along with your employee ID number that begins with 910. You will receive your ID and PIN number from the Human Resources Office at Centralia College. If you have not received this information, contact Human Resources at (360) 623-8943.

The URL is http://www.ctc.edu/~cent/faculty/IBC/ You may want to bookmark this site.

Grading Procedure

The CiHS teacher must follow the Centralia College grading scale. The numerical grading system can be found in the college catalogue which can be downloaded as a pdf by visiting, http://www.centralia.edu/academics/catalog.html. It has also been included here as Appendix D.

Who Do We Contact if We Need Assistance?

Please feel free to contact Chastity Pennington (360) 623-8377 or chastity.pennington@centralia.edu.

Centralia College does not discriminate in admission or access to, or treatment or employment in, its programs or activities. Designated Title II, VI, VII, IX, Section 504, ADA compliance officer: Julie Huss., Vice President for Human Resources and Legal Affairs, Hanson Hall Room 101, Centralia College, 600 Centralia College Blvd, Centralia WA 98531-4099, 360.623-8474.
Appendix A:

WAC 131-16-080 - General standards of qualification 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:

1. Scholarship and/or technical skill that represents appropriate study, training, and skills in the proposed area of assignment,
2. Expertise as a practitioner as evidence by reports of former associates and supervisors,
3. 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,
4. A demonstrable understanding and acceptance of the mission, role, and character of the community or technical college,
5. The ability to perform assigned duties in a manner consistent with the goals of the institution and the community and technical college system, and
6. 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:

1. Teaching personnel.
   a. 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 a bachelor's degree and professional expertise in the field of their educational service; or
   b. 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:
      i. Sufficient broad and comprehensive training;
      ii. Industry recognized certification when available; and
      iii. Two years relevant work experience and/or relevant, current teaching experience that particularly qualifies them to provide instruction in their area of specialization.
   c. 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.
   d. 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.

2. Other instructional personnel.
   All other professional-technical instructional personnel, including teachers' aides, lab assistants, and tutors, who do not meet the work experience and educational requirements specified above, may be employed either on a full-time or part-time basis. Such individuals shall possess appropriate
technical skills and knowledge in the specific program area assigned; and such individuals shall work under the direct supervision of, or in direct coordination with, an appropriately qualified professional. Each college district shall maintain job descriptions for each position in this category.

3. Chief professional-technical administrator.
The chief professional-technical administrator shall have:
   a. Earned an advanced degree, masters or doctorate, in a professional-technical area or have equivalent administrative expertise as demonstrated by successful performance of broad administrative responsibilities; and
   b. Been employed as a full-time professional-technical instructor or have the equivalent experience in business or industry or other public agencies; and
   c. Supervisory/administrative experience.

The chief professional-technical administrator must understand and have the ability to assess professional-technical faculty’s ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The chief professional-technical administrator must keep a copy of his/her current certificate in his/her personnel file.

4. Other professional-technical administrators.
Other administrators who oversee professional-technical programs, must demonstrate to the employing agency a commitment to and understanding of professional-technical education, and their ability to use the professional-technical faculty skills standards to guide and support the professional development of the professional-technical instructors they supervise.
## Appendix B:

### Students are ELIGIBLE TO TAKE the following classes:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ABE/ESL</th>
<th>ENGL 098</th>
<th>ENGL 099/ WRT 105</th>
<th>ENGL 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Gen †</td>
<td>01</td>
<td>1-236</td>
<td>237-249</td>
<td>250-264</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>02</td>
<td>0.56</td>
<td>57-71</td>
<td>72-87</td>
</tr>
<tr>
<td>SBAC (Smarter Balanced)</td>
<td>02</td>
<td>1 or 2 or 23</td>
<td>or 24 or 25</td>
<td>or 3 or 4 or 21</td>
</tr>
</tbody>
</table>

† Centralia College is using Accuplacer Next Gen’s Reading Comprehension assessment for English course placement.

‖ † Advisor Guided Placement options:
- a. Enroll into 098/099 bucket course
- b. Retake Placement Test
- c. Transcript evaluation

<table>
<thead>
<tr>
<th>SBAC Score Key</th>
<th>Bridge Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>A</td>
</tr>
<tr>
<td>22</td>
<td>B</td>
</tr>
<tr>
<td>23</td>
<td>C</td>
</tr>
<tr>
<td>24</td>
<td>D</td>
</tr>
<tr>
<td>25</td>
<td>F</td>
</tr>
</tbody>
</table>

### Students have COMPLETED THE REQUIREMENTS for these classes:**

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ABE/ESL</th>
<th>ENGL 095</th>
<th>ENGL 098</th>
<th>ENGL 099/ WRT 105</th>
<th>ENGL 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>02</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

** † Advisors: Advising for the next course is determined by student's program of study.

### Reading

<table>
<thead>
<tr>
<th>ADP/ TEST SCORES COLUMN</th>
<th>ABE/ESL</th>
<th>READ 099</th>
<th>READ 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer</td>
<td>02</td>
<td>21-69</td>
<td>28-100</td>
</tr>
</tbody>
</table>

*Reading 110 might increase your speed 4/13/2019

### Students are ELIGIBLE TO TAKE the following classes:

<table>
<thead>
<tr>
<th>MATH</th>
<th>Subject-Test</th>
<th>ADP/TEST SCORES COLUMN</th>
<th>ABE</th>
<th>MATH 095</th>
<th>MATH 099/ TMATH 116</th>
<th>MATH 098/ BUS 121</th>
<th>MATH 099</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Gen</td>
<td>Arithmetic</td>
<td>03</td>
<td>1-236</td>
<td>237-275</td>
<td>237-245</td>
<td>248-275</td>
<td>1-245</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>04</td>
<td>231-245</td>
<td>248-275</td>
<td>246-275</td>
<td>1-245</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Algebra</td>
<td>07</td>
<td>1-245</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuplacer</td>
<td>Arithmetic</td>
<td>03</td>
<td>0-34</td>
<td>35-66</td>
<td>67+</td>
<td>40-78</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem Algebra</td>
<td>04</td>
<td>30-39</td>
<td>&lt;30*</td>
<td>40-78</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Math</td>
<td>07</td>
<td>0.67</td>
<td>0.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC (Smarter Balanced)</td>
<td>05</td>
<td>2 or 3 or 24 or 25</td>
<td>Math 107</td>
<td>3 or 21 or 22: Math 141 or lower</td>
<td>4: Math 141/142 or lower</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Scores lower than 30 use Column 3 (Arithmetic) score for placement. **after successful completion of Algebra II.

‖ † Advisor and student can choose between MATH 099 and College Math choices.

### Students have COMPLETED THE REQUIREMENTS for these classes:**

<table>
<thead>
<tr>
<th>MATH</th>
<th>ADP/ TEST SCORES COLUMN</th>
<th>ABE</th>
<th>MATH 099</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>05</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

** ‡ Advisors: Advising for the next course is determined by student’s program of study.
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:

GRADING SYSTEM

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:

<table>
<thead>
<tr>
<th>Grade Interval</th>
<th>Numerical Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0-3.9</td>
<td>A</td>
<td>Superior achievement</td>
</tr>
<tr>
<td>3.8-3.5</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>3.4-3.2</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>3.1-2.9</td>
<td>B</td>
<td>High achievement</td>
</tr>
<tr>
<td>2.8-2.5</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>2.4-2.2</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>2.1-1.9</td>
<td>C</td>
<td>Average achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* note: 1.9 is below the 2.0 minimum requirement program entrance or completion</td>
</tr>
<tr>
<td>1.8-1.5</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>1.4-1.2</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>1.1-1.0</td>
<td>D</td>
<td>Minimum achievement</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Failure to meet minimum course requirements.</td>
</tr>
</tbody>
</table>

W  Withdrawal. May be awarded only on or before the 35th 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.

WP  Passing withdrawal. Indicates student had completed enough work to pass the course (1.0 or above) at the time of withdrawal. May be awarded only after the 35th class day, but before the first day of finals. May only be student initiated. Requires dated signature of the student. Requires dated signature and “WP” grade of the instructor. Not calculated in the grade point average.

WF  Failing withdrawal. Indicates student was doing failing work (0.9 or below) at the time of withdrawal. May be awarded only after the 35th class day, but before the first day of finals. May only be student initiated. Requires dated signature of the student. Requires dated signature and “WF” grade of the instructor. Not calculated in the grade point average. Receiving institutions may treat this grade as a 0.0.

I  Incomplete; no grade points calculated. The student must have finished a substantial portion of the work, attended past the 35th class day, be passing the course (1.0 or above), and because of circumstances not ordinarily controllable by the student, was not able to finish the course prior to grading. The instructor and student must complete a detailed 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 Enrollment Services 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 an *, until a complete contract is on file in Admissions and Records. Incompletes must be completed by the end of the next quarter, except that spring quarter incompletes must be completed by the end of the following fall quarter.

N Audit. No credit. Not calculated in grade point average.

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

Y 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.