COLLEGE IN THE HIGH SCHOOL
Partner Handbook

Community Colleges of Spokane
September 2019
TABLE OF CONTENTS

About Spokane Falls Community College .................................................................................. 1
Mission ........................................................................................................................................ 1
  Core Themes .......................................................................................................................... 1
Vision .......................................................................................................................................... 1
  Core Values .......................................................................................................................... 1
What is the College in the High School Program? .................................................................. 2
Student Benefits ....................................................................................................................... 2
Teacher benefits ...................................................................................................................... 3
Student Eligibility .................................................................................................................... 3
Student Placement & Prerequisites ......................................................................................... 3
Cost: Tuition, Fees, and Expenses ............................................................................................ 3
Course and Instructor Approval Process ................................................................................... 4
Course Offerings ...................................................................................................................... 4
High School Teacher Duties & Responsibilities .................................................................... 4
Suspension of Approval .......................................................................................................... 5
Teacher Extended Absence ....................................................................................................... 5
Student Teachers ..................................................................................................................... 5
Orientation ................................................................................................................................ 6
Professional Development ....................................................................................................... 6
Classroom Observations .......................................................................................................... 6
Course Registration (ctcLink) ................................................................................................. 7
Payment: How Students Submit Payment ................................................................................ 7
Important Program Dates* ....................................................................................................... 7
How can credits be used toward a college degree or certificate? ............................................. 8
Academic Advising ................................................................................................................ 8
Student Resources .................................................................................................................. 9
Students with Disabilities ......................................................................................................... 9
How might earning college credit now impact my future in higher education? ..................... 9
Grades ....................................................................................................................................... 10
  Grade Legend ...................................................................................................................... 10
Course Withdrawal ............................................................................................................... 11
How to transfer credits to a university .................................................................................... 11
Policies & Procedures ........................................................................................................... 11
  Academic Integrity Policy .................................................................................................... 12
Family Educational Rights and Privacy Act (FERPA) .............................................................. 12
Appendix A .............................................................................................................................. 14
  Approved Courses with Instructor Minimum Qualifications ................................................. 14
About Spokane Falls Community College

Spokane Falls Community College (SFCC) is one of two accredited institutions of Community Colleges of Spokane. SFCC is an educational leader, providing affordable programs of the highest quality with faculty and staff dedicated to excellent instruction and student success. We have options for anyone looking to attain a career/technical degree or certificate, transfer to a four-year university or continue their education with our expanding applied bachelor’s degree programs. Our main campus is located in west Spokane with locations in Pullman, Fairchild Air Force Base and online.

Mission

Spokane Falls Community College meets the needs of our community by advancing student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness.

Core Themes

We fulfill our mission through five core themes:

- **Excellent Instruction/Learning**
  SFCC faculty, students, and administration commit to excellence in instruction and learning.

- **Student Achievement**
  SFCC provides students with the tools and opportunities to achieve their goals.

- **Broad Access**
  SFCC opens access to all students through a variety of teaching methods, modalities of instruction and services, and locations.

- **Diversity, Equity, Global Awareness**
  SFCC advances diversity, promotes equity, and prepares students to live responsibly in an increasingly global civilization.

- **Responsiveness to Community Needs**
  SFCC meets the changing needs of our community stakeholders through collaboration and innovation.

Vision

SFCC is an educational leader and partner with the community and region in providing flexible, responsive programs of the highest quality. Our faculty and staff are dedicated to student success, cultural enrichment and lifelong learning in a student-centered environment that encourages personal and professional growth.

Core Values

1. **Academic Excellence** in which both the learner and teacher are responsible for the learning that reflects intellectual vitality, curiosity, creativity, and rigor.

2. **Academic Freedom** in which we recognize freedom of speech, expression and ideas as well as the rights of students, faculty, and staff involved in intellectual inquiry in the development of knowledge.

3. **Collaboration** in governance and working collegially in partnerships which recognize the synergy resulting from broad participation and valuing all voices.

4. **Diversity** in our students, faculty, staff and community in the belief that it enriches our learning and growth.

5. **Respect** for each other in recognition of diverse life experiences and the promotion of collegiality based on the belief in human rights and the dignity of each individual.

**Personal Excellence** which reflects integrity and caring in the entire work of the college.
6. **Student Success** enhanced by our comprehensive support services designed to help students succeed.

7. **Environmental Stewardship** through which we demonstrate our respect and responsibility for the natural environment.

### What is the College in the High School Program?

Spokane Falls Community College’s (SFCC) College in the High School (CHS) program is a concurrent enrollment program between local school districts and SFCC. The program allows high school students, 10th through 12th grade, to enroll in college-level curriculum and earn college credit at little to no tuition cost while completing high school graduation requirements ([WAC 392-725-015](http://www.wa.gov/rules). As a result, SFCC CHS students can earn their high school diploma and complete college degree requirements at the same time.

High school teachers work closely with SFCC faculty mentors and the Office of Concurrent Enrollment Programs (OCEP) to ensure their courses give students an opportunity to experience the academic rigor of college coursework while in high school. This program is only offered in high schools with an active SFCC partnership agreement.

**High School Teachers:** High school teachers who teach CHS classes hold credentials approved by SFCC faculty in their respective fields of study. Most high school teachers hold a Master’s degree in their area of instruction. SFCC faculty mentors travel to high schools during the school year in order to evaluate the high school teacher, curriculum, and monitor student progress.

**High School Students:** Students may take as many CHS classes per semester as offered at their high school. Students are held to the same academic and behavioral standards as any SFCC student.

**Curriculum:** The curriculum used in CHS classes is the same as the curriculum in an on-campus class at SFCC. SFCC faculty mentors collaborate with CHS high school teachers to develop a syllabus, curriculum, and faculty support necessary to ensure that students have a smooth transition from high school to college. The CHS program at SFCC adheres to the National Alliance of Concurrent Enrollment Partnership (NACEP) standards.

### Student Benefits

- Students can accelerate their academic studies by earning college credit while attending high school.
- Students have 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.
- Tuition for a CHS 5-credit course is typically 60% less than an equivalent SFCC course. The cost for a 5-credit College in the High School course is $250. The cost for an equivalent course taken at SFCC can be as much as $538, not including fees and textbooks.

- By earning credits through the CHS program, students can seamlessly transition to SFCC after graduation to complete a degree or certificate. SFCC serves students seeking a wide variety of
education options, including starting a four-year degree, earning certificates, training for a new job, and experiencing hands-on training in professional and technical programs.

Teacher benefits

High school teachers benefit from the experience of teaching a college-level course, setting higher standards for students, and helping to prepare students for higher education. Each participating teacher is sponsored by a Spokane Falls Community College (SFCC) faculty member who assists in curriculum development and assessment standards, teaching methodology, and can provide valuable supplemental materials. As a participating teacher you also have access to the SFCC library.

Student Eligibility

- Must be a sophomore, junior, or senior enrolled in a participating high school.
- No ACT or SAT score required for enrollment in courses.
- Some courses require placement testing. If your course requires English or Math placement testing, you will be contacted by the Office of Concurrent Enrollment Programs at SFCC to complete placement requirements prior to enrolling in the course. There is a fee for placement testing, as noted under the section titled "Cost: Tuition, Fees, and Expenses"
- Course prerequisites must be met. Your College in the High School teacher will work with SFCC's Office of Concurrent Enrollment Programs to make sure all prerequisites are met prior to enrolling in the course.
- No GPA requirement to enroll in College in the High School classes. However, to remain in good academic standing through SFCC, students must maintain a 2.0 GPA or higher in all dual credit courses.

Student Placement & Prerequisites

High School teachers in partnership with the Office of Concurrent Enrollment are responsible for verifying the placement/prerequisite has been met using SFCC’s placement criteria. Please visit SFCC Testing Center Website for English and Math placement.

Cost: Tuition, Fees, and Expenses

Cost of a College in the High School Course:

- **Tuition**: $50 per credit.
  - Students pay only $250 for a 5-credit course through College in the High School. The cost for an equivalent course taken at SFCC is approximately $538, not including fees and textbooks. On average, students save 60% when enrolling through College in the High School.
- **Fees**: $15-$30 for Math/English placement testing (if applicable).
  - For courses requiring English or Math placement testing, students must complete either the English/Math placement test ($30), or submit documents that qualify the student to bypass placement testing ($15). Students will be contacted about placement testing options, if it is required for enrollment.
- **Expenses**: Determined by the high school.
  - If a course requires textbooks, special equipment, program software, or materials, it is up to the high school to determine what is provided by the high school and what items students must purchase. For information about additional expenses, talk to your high school counselor.
Course and Instructor Approval Process

The following steps are for potential high school partners and teachers who want to become part of College in the High School.

1) Appropriate high school officials contact the SFCC Office of Concurrent Enrollment Programs and complete the “Concurrent Enrollment School District Request for Course Articulation”
2) Principal selects SFCC College in the High School courses for articulation.
3) Once the articulation request is reviewed, the partnering school district and SFCC enter into a Memorandum of Understanding (MOU) that outlines the parameters of the partnership, rules and expectations, and rights and responsibilities of all parties involved.
4) An email is sent to the high school teacher from the Office of Concurrent Enrollment Programs with details about the SFCC faculty application.
5) Application materials are forwarded to the appropriate SFCC departments for approval using established departmental criteria (View Appendix A for course requirements)
6) Once the faculty application is approved, a letter of acceptance is sent to both the high school teacher and principal by email. The letter outlines next steps and identifies the SFCC faculty mentor. If denied, a letter will be emailed to the high school teacher and principal outlining reasons for denial.
7) The Office of Concurrent Enrollment Programs works with the appropriate SFCC department to build the class.
   a. High School teachers, in partnership with the Office of Concurrent Enrollment Programs, are responsible for verifying the placement/prerequisite requirements are met using SFCC’s placement/enrollment criteria.
8) High School teachers work with the assigned SFCC faculty mentor to develop a syllabus that outlines the SFCC course learning objectives, assessment tools, and course content.
9) Teachers work with the SFCC Office of Concurrent Enrollment Programs to enroll students in courses and process student course withdrawals.

Course Offerings

Spokane Falls Community College can offer any course available in our official course catalog, as long as:
1. there is agreement between the academic department, faculty mentors, and high school partners,
2. availability of qualified and approved high school faculty willing to offer the course,
3. and enough students meeting prerequisites to enroll in the course. Courses are subject to cancellation due to low enrollment. Enrollment will be verified at the start of each term and high school administration and teachers will be notified of any necessary course cancellations.

The current course catalog can be found: [http://catalog.spokane.edu/Default.aspx](http://catalog.spokane.edu/Default.aspx). For a list of courses currently offered through SFCC’s College in the High School program, refer to Appendix A.

High School Teacher Duties & Responsibilities

- Submit all application materials in a timely manner, including resume, cover letter, CCS online employment application, and official college transcripts.
- Meet with the SFCC faculty mentor to develop course curriculum and assessment tools that meet all SFCC course learning outcomes.
• Use the departmental-approved template to create an up-to-date syllabus each time a course is offered. Non-template syllabi are acceptable only if they contain the information in the departmental approved template.
• Attend the new instructor orientation.
• Attend and/or participate in the annual discipline-specific professional development activity coordinated by your SFCC faculty mentor.
• Distribute a current faculty-approved syllabus to all students in all course sections.
• Use textbooks/instructional materials approved by the appropriate faculty mentor.
• Remind students to apply for admission to receive their ctcLink student identification number and activate their account.
• Partner with the Office of Concurrent Enrollment Programs to verify student’s placement/prerequisite requirements are met using SFCC’s placement criteria, if necessary.
• Remind students of “Important Program Dates” found in the Student Handbook.
• Assist students with registration if necessary (help navigate to the website).
• Verify your roster via ctcLink and notify SFCC 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) AND verify prerequisite/placement requirements are met.
• Post grades via ctcLink at the end of the term.
• Upon request, provide site visitors with:
  o an outline, course learning objectives, and syllabus;
  o textbook and other teaching materials;
  o assessment criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.);
  o evidence that courses reflect the pedagogical, theoretical and philosophical orientation of the SFCC academic department;
  o grading criteria and standards.
• Schedule teaching observation, site visit, and/or interview with college faculty or administrator upon request by SFCC.
• Participate in program review or accreditation committees upon request.

Suspension of Approval
Failure to fulfill teacher responsibilities may result in a suspension of approval. In instances where there is substantial or consistent deficiency in the high school teacher fulfilling responsibilities, a corrective action plan will be developed including specific outcome requirements. If the corrective action plan outcomes are not met or the college/teacher relationship fails, which it can for a variety of reasons, the college will not renew the teacher’s approval for the next year’s program. Currently enrolled students will not be affected. If teachers fail to post their grades their principal will be notified. If the teacher fails to post the grades again, they will be suspended from the program for one year.

Teacher Extended Absence
In the case that an approved high school teacher will be out of school on an extended leave or illness, the high school principal must notify the Office of Concurrent Enrollment Programs immediately.

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 SFCC credit.
Orientation

New Teacher Orientation:
All new teachers attend a new teacher orientation. The agenda for the orientation follows the High School Teacher Handbook and ends with a Q & A period. The new teacher orientation is scheduled directly after the teacher has been approved.

Annual Orientation:
Each year teachers are required to attend a meeting on the SFCC main campus with the faculty mentor. This meeting is an opportunity for all teachers to connect with each other as well as with the college faculty to discuss course philosophy, curriculum, pedagogy, assessment and will often additionally contain a professional development component. Attendance is required. Those teachers who do not attend may jeopardize their ability to participate in the program. Teachers that are not able to attend the annual meeting are required to notify their SFCC faculty mentor prior to the meeting date to explain the circumstances and discuss a method to obtain the information missed at the meeting. If the teacher develops a pattern of non-attendance over a two-year period a corrective action plan is put in place. If the corrective action plan requirements are not met, SFCC may determine that the teacher may no longer participate in the CHS program.

Professional Development
All CHS high school teachers are required to participate in annual professional development. Faculty mentors will communicate with CHS teachers about upcoming opportunities. These may be in-person events, or hosted online. Attendance is required. Those teachers who do not attend may jeopardize their ability to participate in the program. Teachers that are not able to participate are required to notify their SFCC faculty mentor prior to the meeting date to explain the circumstances and discuss a method to obtain the information missed at the meeting.

Classroom Observations
The faculty mentor shall make regular classroom observations (minimum of 1 visit per discipline per semester) to high school classrooms and instructors. The purpose of the classroom observation is to give the faculty mentor and high school teacher an opportunity to discuss any issues in relation to the course.

When conducting a classroom observation, the faculty mentor is responsible to complete the Classroom Observation Form. It includes not only comparability of the course to the SFCC course, but effectiveness of instructional delivery. This is however; an observation of only one class and a single observation will not disqualify a teacher from participating in the program. If the SFCC faculty mentor has concerns regarding the quality of the course or effective delivery, ongoing collegial mentoring will occur with suggestions/requirements for improvement. In some instances, where there is substantial deficiency in the high school course a corrective action plan will be developed including specific outcome requirements. If the corrective action plan outcomes are not met, the college will not renew the teacher’s approval for the next year’s program. Currently enrolled students will not be affected.
Once the faculty mentor has completed the observation and Classroom Observation Form, the faculty mentor must provide a copy of the Classroom Observation Form to the high school teacher, OCEP office and other departmental individuals within 1 week of visit.

**Course Registration (ctcLink)**

High school teachers will work with the OCEP staff on registering students via ctcLink. SFCC staff can assist with enrollment upon request.

**Payment: How Students Submit Payment**

After students are enrolled in the course, they can view their bill by logging into the ctcLink Student Center. To pay the outstanding balance, they have two options:

1. **Pay through ctcLink**
   - Students log in to their student account using their student ID (ctcLink number) and password. If accessing the student account for the first time, they will need their student ID number that was issued after their application was processed. Then, they can activate their new account by clicking the "First Time User" link below the login screen.

2. **Pay through the SFCC Cashier's Office**
   - The Cashier's Office can assist students in paying their tuition in a variety of ways. Students can call 509-533-3569 or stop by building 17 during regular business hours.

Failure to pay the full bill by the tuition due date will result in students being dropped from the course for non-payment.

**Important Program Dates***

*Students will receive a complete list of due dates when they register for CHS courses*

**Full year or first semester only classes**

**Application Deadline**: September 5, 2019

- **Tuition due**: September 12, 2019. If tuition is not paid by the tuition due-date, students will be dropped for non-payment.

  **Last day for 100% refund**: September 19, 2019. A 100% refund will be issued and no activity will be posted to the transcript. After this date, refunds are not processed.

  **Last day to drop without a W on transcript**: September 26, 2019. No refund will be issued and no activity will be posted to the transcript. After this date, course activity will be posted on the college transcript (see “Satisfactory Academic Progress” below for more details).

  **Last day to drop with a W on transcript**: November 14, 2019. No refund is issued and a “W” grade is posted to the transcript. Students must notify the SFCC Office of Concurrent Enrollment Programs in writing to withdraw from the CHS class. Notifying high school administration or teacher does not notify the college. Failure to notify SFCC may result in a
failing grade posted to the transcript (see “Satisfactory Academic Progress” below for more details). Contact SFCC at SFCC.ConcurrentEnrollment@sfcc.spokane.edu.

**Grades due:** January 30, 2019. Official grades must be submitted through the ctcLink Faculty Center under the grade roster tab. Teachers needing help submitting final grades should contact their faculty mentor prior to the grade due date. Failure to submit grades by the due date may result in suspension of approval. Grades will be added to the students’ SFCC college transcript within two weeks of grade submissions.

**Second Semester only classes**

**Application Deadline:** February 4, 2020

- **Tuition due:** February 11, 2020. If tuition is not paid by the tuition due-date, students will be dropped for non-payment.

**Last day for 100% refund:** February 18, 2020. A 100% refund will be issued and no activity will be posted to the transcript. After this date, refunds are not processed.

**Last day to drop without a W on transcript:** February 25, 2020. No refund will be issued and no activity will be posted to the transcript. After this date, course activity will be posted on the college transcript (see “Satisfactory Academic Progress” below for more details). Contact SFCC at SFCC.ConcurrentEnrollment@sfcc.spokane.edu.

**Last day to drop with a W on transcript:** April 21, 2020. No refund is issued and a “W” grade is posted to the transcript. Students must notify the SFCC Office of Concurrent Enrollment Programs in writing to withdraw from the CHS class. Notifying high school administration or teacher does not notify the college. Failure to notify SFCC may result in a failing grade posted to the transcript (see “Satisfactory Academic Progress” below for more details). Contact SFCC at SFCC.ConcurrentEnrollment@sfcc.spokane.edu.

**Grades due:** June 17, 2020. Official grades must be submitted through the ctcLink Faculty Center under the grade roster tab. Teachers needing help submitting final grades should contact their faculty mentor prior to the grade due date. Failure to submit grades by the due date may result in suspension of approval. Grades will be added to the students’ SFCC college transcript within two weeks of grade submissions.

**How can credits be used toward a college degree or certificate?**

Courses completed through CHS can be applied toward a degree or certificate at SFCC, as well as transferred to other institutions. Colleges and universities typically require 90-quarter credits earned in a variety of course to fulfill general requirements before selecting an area of concentration or major. Each of the public, four-year colleges/universities within Washington state have agreed to accept transfer credits from CHS. However, SFCC 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. SFCC recommends that students contact the specific college/university admissions office and academic department for clarification.

Students planning to attend a private or out-of-state college/university should speak to the 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.

**Academic Advising**
SFCC wants students to be successful as a CHS student and beyond. CHS students have access to education and career planning to help navigate options after high school. SFCC Concurrent Enrollment advisors can help students understand how a course will apply towards a desired degree. To schedule a time to speak to an advisor, please contact the Office of Concurrent Enrollment Programs by sending an email to: SFCC.ConcurrentEnrollment@sfcc.spokane.edu.

**Student Resources**

CHS students have access to a variety of resources offered at SFCC. Please visit https://sfcc.spokane.edu/For-Our-Students/ for a complete list of campus resources.

**Students with Disabilities**

Students with disabilities who have meet the eligibility standards for SFCC College in the High School and have met any prerequisites for the course(s) they are wishing to enroll are encouraged to register. Each high school retains the responsibility for providing and coordinating any accommodations or services as described in the student’s current IEP, 504 plan, or similar educational plan. However, the disability-rights laws that apply to colleges and universities (Americans with Disabilities Act or ADA) are significantly different from the special education laws (Individuals with Disabilities Educational improvement Act or IDEiA) that apply to high schools, and all of the accommodation that students currently receive may not necessarily be appropriate or legally required for a college-level class.

To avoid any potential barriers to a student’s ability to earn full college credit for participation in CHS, the student is encouraged to contact the high school’s special education service provider, case conference committee or similar entity about making the necessary modifications to a current educational plan before enrolling in a College in the High School course. To learn more about the differences between high school and college, take a moment to review the U.S. Department of Education’s publication “Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities at: https://www2.ed.gov/about/offices/list/ocr/transition.html)

**How might earning college credit now impact my future in higher education?**

**Federal Financial Aid:** Concurrently enrolled students are not eligible for state or federal financial aid while they are still in high school. However, credits earned in concurrent enrollment programs are used to evaluate satisfactory academic progress, which is used to determine a student’s eligibility for financial aid after they graduate from high school. If a student does not maintain satisfactory academic progress while enrolled in CHS courses, they may not qualify for financial aid later on.

For students enrolled in College in the High School classes, here is the most important thing to know about how classes impact future financial aid:

**Satisfactory Academic Progress:** Federal regulations mandate that a student receiving financial assistance must maintain satisfactory academic progress in his/her course of study regardless of whether or not financial aid is awarded each semester. All students, including dual enrollment students, must adhere to the Satisfactory Academic Progress Policy to be eligible for financial aid after high school.

The requirements of the policy include:
• Maintaining an overall 2.0 GPA (college coursework) or an equivalent of a C average.
• Completing 67% of courses attempted. Failing grades, withdrawals, and incompletes count as attempted courses and count against your completion percentage. Use the table below as an example of the 67% rule.

<table>
<thead>
<tr>
<th>If you have attempted....</th>
<th>67%</th>
<th>You must have completed at least...</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credit hours</td>
<td>67%</td>
<td>20 credit hours</td>
</tr>
<tr>
<td>25 credit hours</td>
<td>67%</td>
<td>17 credit hours</td>
</tr>
<tr>
<td>20 credit hours</td>
<td>67%</td>
<td>13 credit hours</td>
</tr>
<tr>
<td>18 credit hours</td>
<td>67%</td>
<td>12 credit hours</td>
</tr>
<tr>
<td>15 credit hours</td>
<td>67%</td>
<td>10 credit hours</td>
</tr>
<tr>
<td>10 credit hours</td>
<td>67%</td>
<td>7 credit hours</td>
</tr>
</tbody>
</table>

• Graduate within the Maximum Time Frame (MTF). This is the maximum amount of time a student has to complete their program of study. Students cannot exceed 1.5 times the number of credit hours needed to complete their degree. MTF=Required hours to graduate from your degree x 1.5. An average Associates degree is 90 quarter credits.

Make sure students are taking classes that will maximize their time to degree. Most dual credit courses are general education requirements that most degrees/colleges require.

**Maximum Credit Level**: Concurrent enrollment coursework, like any coursework regardless of source for tuition payment, counts towards the maximum credit allowed for financial aid eligibility.

**GPA**: A student’s high school GPA includes grades received in dual credit courses. A student’s SFCC transcript only includes the GPA for courses taken through SFCC (this includes courses taken through Concurrent Enrollment Programs, such as CHS, CTE Dual Credit, Gateway to College, or Running Start).

**Grades**

Grades in college courses become part of the student’s permanent high school and college records. Community Colleges of Spokane grading system provides a permanent record of grade evaluations that reflect, in various ways, successful course and program completion. The colleges operate on a quarter system. The quarter hour of credit is the unit of instruction.

A Pass or Fail grade is NOT available for students on a 501, 504, or IEP plan for this program.

**Grade Legend**

Grades at CCS are reported in numerical fractions to the nearest tenth. Letter grade equivalents are as follows:
<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8 - 4.0</td>
<td>A (superior achievement)</td>
</tr>
<tr>
<td>3.5 - 3.7</td>
<td>A-</td>
</tr>
<tr>
<td>3.2 - 3.4</td>
<td>B+</td>
</tr>
<tr>
<td>2.9 - 3.1</td>
<td>B (above average achievement)</td>
</tr>
<tr>
<td>2.6 - 2.8</td>
<td>B-</td>
</tr>
<tr>
<td>2.3 - 2.5</td>
<td>C+</td>
</tr>
<tr>
<td>2.0 - 2.2</td>
<td>C (average achievement)</td>
</tr>
<tr>
<td>1.6 - 1.9</td>
<td>C-</td>
</tr>
<tr>
<td>1.3 - 1.5</td>
<td>D+</td>
</tr>
<tr>
<td>1.0 - 1.2</td>
<td>D (minimum achievement)</td>
</tr>
<tr>
<td>0.0</td>
<td>F (failure)</td>
</tr>
</tbody>
</table>

**Course Withdrawal**

It is the student’s responsibility to officially withdraw from CHS courses by the CHS class schedule deadlines (see “Important Program Dates”). Failure to follow the required procedures for withdrawal may result in failing grades being submitted and forfeiture of all claims for refund for tuition and fees.

**How to transfer credits to a university**

Official transcript requests are submitted online through the National Student Clearinghouse (NSC). A base fee of $5.00 per copy, plus a NSC fee of $2.25 per recipient will be placed on hold to a valid credit/debit card before processing. If students experience problems requesting a transcript, they may call 509-533-3500 during regular business hours for assistance. To request an official transcript, students will:

- Visit the National Student Clearinghouse site.
- Submit the paperless consent form electronically to the Clearinghouse.
- Upload any additional documents (scholarship applications, law school or nursing forms) they would like to include with their transcript through the National Student Clearinghouse in ‘PDF’ or ‘JPEG’ format only.
- Order updates will be emailed or texted.
- Transcripts marked "Hold for Pick up" will only be held for 30 days after request has been fully processed.

**Policies & Procedures**

**Student Rights & Responsibilities**

Spokane Falls Community College meets the needs of our community by advancing student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness. As a SFCC College in the High School student, it is your responsibility to review the Students Right to Know and Standards of Conduct for Students (WAC...
policies as you will be held to the same standards for academic integrity, honesty, and plagiarism.

**Academic Integrity Policy**

Academic dishonesty and ethical violations ([WAC 132Q-10-210](#))

Acts of academic dishonesty will be reported to the student conduct officer and include the following:

- Cheating which includes:
  - Use of unauthorized assistance in taking quizzes, tests, or examinations.
  - Acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.
  - Fabrication, which is the intentional invention or counterfeiting of information in the course of an academic activity. Fabrication includes:
    - Counterfeiting data, research results, information, or procedures with inadequate foundation in fact;
    - Counterfeiting a record of internship or practicum experiences;
    - Submitting a false excuse for absence or tardiness;
    - Unauthorized multiple submission of the same work; sabotage of others’ work.
  - Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
  - Plagiarism which includes the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
  - Facilitation of dishonesty, including not challenging academic dishonesty.

- Knowingly furnishing false information to any college official, faculty member, or office including submission of fraudulent transcripts from other institutions.

- Forgery, alteration or misuse of any college document, record or instrument of identification.

- Tampering with an election conducted by or for CCS college students.

Acts of ethical violations will be reported to the student conduct officer and include the following: The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal.

**Family Educational Rights and Privacy Act (FERPA)**

FERPA: The Family Educational Rights and Privacy Act of 1974, requires that CCS adopt institutional procedures and guidelines in compliance with Public Law 93-380. Student rights to privacy are protected with certain restrictions on the disclosure of their student educational records and information. Students have the following rights, protection and privacy of their educational records at the Community Colleges of Spokane.

1. **The right to inspect and review their student education records** within 45 days after the college receives a written request for access. If the requested records are not maintained by the Registrar’s Office, the Registrar will forward the request to the appropriate college official. If the requested records contain more than one student, the student may inspect and review only the records portions which relates to them. Students must submit a written request to the College Registrar identifying the record(s) they wish to inspect. The college may charge reasonable fees for preparing copies for the students. The college reserves the right to have a college representative present during the review and disclosure of student records.
2. **The right to request the amendment of the student's educational records** the student believes inaccurate. A written request to the College Registrar identifying the records in question clearly identify the part which is inaccurate and specify why it is inaccurate. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Grades are not subject to amendment of a student records.

3. **The right to have some control over the disclosure of information from student's education** contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The college may disclose directory information (see Directory Information).

4. **The right to file a complaint with the US Department of Education** concerning alleged failures by CCS to comply with the requirements of FERPA.

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-4605

Spokane Community College and SFCC are part of District 17, CCS. Educational records may be shared among the two entities for the purpose of admission, registration, library access, financial aid and billing.

There are exceptions which permit disclosures without consent such as disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including campus security personnel and health staff); contractors, consultants, volunteers, and other outside service providers used to perform institutional services and functions; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Information from educational records may be released to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other person(s).

Federal and state officials requiring access to educational records in connection with the audit and evaluation of a federally or state supported educational program or in connection with the enforcement of the federal or state legal requirements.

Any person or entity designated by judicial order, or lawfully issued subpoena, upon condition that the college makes a reasonable effort to notify the student of such orders or subpoenas in advance of the compliance therewith (unless the order or subpoena specifically orders the student not be notified). The Patriot Act legislation requires that students will not be notified of such orders or subpoenas.

Upon request, the college discloses educational records without consent to officials of another school in which a student seeks or intends to enroll, in connection with financial aid, to parents of dependent students to comply with subpoena orders issued by the US Attorney General under the USA Patriot Act to organizations conducting studies on behalf of educational institutions.

FERPA also permits disclosure to the parents of a student regarding the student's violation of any federal, state or local law, or if any rule or policy of the school, governing the use or possession of
alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under 21.

Information may also be disclosed for health and safety reasons and to an alleged victim as a result of a disciplinary hearing.

Appendix A

Approved Courses with Instructor Minimum Qualifications

Art:
Art 100, Art Appreciation
Master’s Degree in Art Education or Fine Arts, AND an art background and at least one year or equivalent teaching lecture classes.
Art 101, Fundamentals of Drawing
Master’s Degree in Art Education or Fine Arts, AND an art background and at least one year or equivalent teaching studio classes.
Art 102, Drawing Composition
Master’s Degree in Art Education or Fine Arts, AND an art background and at least one year or equivalent teaching studio classes.
Art 105, Color & Design
Master’s Degree in Art Education or Fine Arts, AND an art background and at least one year or equivalent teaching studio classes.

Foreign Languages:
Spanish 121, 122, 123, 221, 222 & 223, Spanish 1-6
Master’s Degree in Spanish OR Master’s in Education with a Bachelor's degree in Spanish, additional language training, and extensive teaching experience in the content area.

Chemistry:
Chemistry 140, General Chemistry Prep w/Lab
Master’s Degree in Chemistry OR Master’s Degree in related field with graduate course work in Chemistry

History:
History 116 & History 117, Western Civilization 1 & 2
History 136 & History 137, US History 1 & 2
Master’s Degree in History or related field OR Master’s in Education with graduate course work in History subject area.

Math:
Math 141, Pre-Calculus 1
Master’s Degree in Mathematics

Political Science:
Political Science 125, Introduction to Global Issues
Political Science 202, American Government
Master’s Degree in Political Science or related field, OR Master’s in Education with graduate course work in Political Science.