This manual serves as a resource for school districts, students, and parents interested in early college high school programs. Eastfield College holds the right to make changes without notice.
**Table of Contents**

- OPERATIONS MANUAL PURPOSE ........................................................................................................... 3
- EARLY COLLEGE HIGH SCHOOL ........................................................................................................... 3
  - Mission .................................................................................................................................................. 3
  - Goals and Objectives ............................................................................................................................... 3
  - Program Comparison Table .................................................................................................................... 3
- PARTNERSHIP ........................................................................................................................................ 3
- ADMISSION ........................................................................................................................................... 5
- COLLEGE COURSE ENROLLMENT PROCESS ....................................................................................... 7
- RECRUITMENT ..................................................................................................................................... 7
- TESTING AND COLLEGE READINESS ................................................................................................. 8
- FACULTY & TEACHERS ........................................................................................................................... 9
  - Teaching Guidelines ............................................................................................................................... 11
    - For Eastfield College Adjuncts Only .................................................................................................. 13
- PROGRAM POLICIES ............................................................................................................................. 13
- PROGRAM ASSESSMENT .......................................................................................................................... 15
- ACADEMIC CALENDAR .......................................................................................................................... 15
- INCLEMENT WEATHER ........................................................................................................................... 15
- COLLEGE CLOSURES .............................................................................................................................. 16
- PARENT AND GUARDIAN COMMUNICATION ....................................................................................... 16
- GRADE DISPUTE .................................................................................................................................. 16
- STUDENT SUCCESS ............................................................................................................................... 16
  - Support Services ................................................................................................................................... 16
  - Success Plan ......................................................................................................................................... 18
- END OF TERM REVIEW ............................................................................................................................ 20
- CURRICULUM ....................................................................................................................................... 20
- SUPPLEMENTAL HANDBOOKS ............................................................................................................... 20
- WEBSITE CONTENT ............................................................................................................................... 20
- STUDENT RECORDS ............................................................................................................................... 21
- ENROLLMENT ....................................................................................................................................... 21
- COMMENCEMENT ................................................................................................................................. 22
- LEADERSHIP TEAM AND ADVISORY BOARD ...................................................................................... 22
- APPENDIX A SAMPLE COURSE SEQUENCE ....................................................................................... 24
OPERATIONS MANUAL PURPOSE
This manual is designed to support the overall success of the student, ISD partner, and College. Any material contained must be strictly adhered. Any variation to processes, procedures, and requirements must be approved by the college and the high school. The signed ILA/MOU between the ISD and College will be followed first. Any area of the ILA/MOU that is not outlined will be defaulted to this manual.

EARLY COLLEGE HIGH SCHOOL

Mission
Provide opportunity for high school students to be successful in a collegiate atmosphere and a seamless pathway to be able to earn up to 60 college credits toward a credential of economic value.

Goals and Objectives
- Provide an innovative ECHS model designed to minimize barriers in the transition between secondary and postsecondary education and accelerate employability or transfer to a 4-year bachelor’s degree.
- Offer exceptional educational opportunities beyond the traditional high school program and encourage students to complete the Associate of Science or Associate of Applied Science degree program.
- Make the college experience accessible to first-generation college students who may not otherwise attend.

Program Comparison Table

<table>
<thead>
<tr>
<th></th>
<th>Early College High School</th>
<th>Pathways to Technology(PTECH) Early College High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Program</td>
<td>4-years</td>
<td>6-years</td>
</tr>
<tr>
<td>Post-Secondary Achievement</td>
<td>Associate Degree</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>Available to Grades 9-12</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College Readiness Requirement(TSI Met)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Annual State Application</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>State Accountability Measures</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mandatory Student Profile</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College Credits Hours</td>
<td>60+</td>
<td>60+</td>
</tr>
<tr>
<td>Additional Application Process</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Prescriptive Course Selection</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Small Cohort Experience</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Career Technical Pathway Option</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>13-40 General Education Credits</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Industry Partnership</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Completion of Credential</td>
<td>With High School</td>
<td>Post High School</td>
</tr>
<tr>
<td>Tuition</td>
<td>Waived</td>
<td>Scholarship</td>
</tr>
</tbody>
</table>

PARTNERSHIP

College and High School Roles

High School Liaison
1. Develops, coordinates, and evaluates the services on the assigned high school campus.
2. Trains high school personnel in policies and procedures.
3. Coordinates and delivers on-site services promoting programs at assigned high school campuses locations to include admissions, collecting transcripts, reviews assessment testing, orientation.
4. Resolves concerns for program participants/students, and parents; responds to emails, phone calls, and visitors, to meet student, parent, school, and faculty, and program needs.
5. Collaborates with college on developing the semester schedule for courses on high school campus; works with the high school and academic departments; verifies information; reviews the campus schedule for accuracy.
6. Collaborates with college on creating recruitment and advising materials.
7. Develops and delivers large and small group presentations, including student/parent information nights.
8. Makes school and community presentations, as assigned.
9. Serves as primary liaison to assigned high school communities and feeder middle schools.
10. Coordinate all requirements mandated for students in the ECHS program.
11. Coordinate any programming or high school classes for students in the program in collaboration with the college.

College

IHE Liaison
1. Oversees implementation and operation of programs.
2. Hires and supervises all program management staff at the college.
3. Monitors expenditures of all funds assigned to the programs at the college level.
4. Assists principals in providing support on ISD faculty and staff hiring committees.
5. Provides scheduling assistance for college course sections, ensuring faculty/section correspondences and working with college departments to ensure continuity of faculty assignments.
6. Assists prospective ISD faculty candidates with information regarding the faculty hiring process, and services as a liaison when necessary between the college academic department and the candidate.
7. Ensures college faculty are in compliance with ISD requirements as well as college.
8. Provides all pre-enrollment services for students (admission to graduation); manages college resources to deliver services on ISD campuses.
9. Convenes regular meeting with college staffs and ISD high school staffs to ensure successful program integration.
10. Provides campus orientations and support services to college faculty teaching at ISD.
11. Facilitates ISD faculty participation in college orientation and professional development activities as well as connections with respective college coordinators.
12. Serves as a resource for ISD district guidance and counseling to facilitate student enrollment in the ECHS/DCCE program.
13. Oversees provisions of student support services, including on-site academic testing when available to students taking college classes on high school campuses as well as the college materials.
14. Assists high school staff with logistics related to college textbooks and other college materials.
15. Guides collaborative efforts to support effective delivery of services. Communicates openly and effectively, and manages resources to support college and ISD district goals.
16. Advises college on matters regarding assigned programs/services; and provides information including data sharing, advice, and documents to the staff, administrators, and others as necessary.
17. Consult with college faculty who are teaching ECHS students for feedback, suggestions and to offer professional development.

Partnership Involvement

<table>
<thead>
<tr>
<th>Item</th>
<th>College</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve instructional deans and full-time faculty who are teaching in appropriate disciplines in overseeing College course selection and implementation in the high schools</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Hire teachers that meet college requirements</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Coordinate Testing Dates</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Provide basic student needs required by state agencies</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Recruit students for program</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Participate in admission process.  
Coordinate all logistics for students to be involved in program activities (ie, transportation, college visits, special events, etc.).  
Communicate with program participants, parents, and, teachers.  
Attend regular meetings to discuss updates about the program.  
Budget and procure items associated with supporting program participants.  
Maintain knowledge of program policies.  
Keep up to date on requirements for each institution.  
Complete college advising sessions for program participants.

<table>
<thead>
<tr>
<th>Item</th>
<th>College</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate logistics at college for any activities found on college campus</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Develop content for overall agenda/itinerary, visual aids, handouts, or anything similar.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Coordinate any correspondence, transportation, or logistics for activities.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Support any costs associated with adhering to state law, correspondence, transportation, or logistics for activities.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Managing any student needs throughout activities.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Orientation, Summer Bridge, and Additional Programming
Both partners should organize a plan where the level of involvement to support orientation, summer bridge, and any other programs are determined. Below includes a recommended minimum of involvement between the partner and college.

<table>
<thead>
<tr>
<th>Item</th>
<th>College</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate logistics at college for any activities found on college campus</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Develop content for overall agenda/itinerary, visual aids, handouts, or anything similar.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Coordinate any correspondence, transportation, or logistics for activities.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Support any costs associated with adhering to state law, correspondence, transportation, or logistics for activities.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Managing any student needs throughout activities.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Standing Meetings
It is recommended that each partner maintain a regular standing meeting with the college. The meetings frequency should be set based upon each partner’s needs but at least a minimum of twice each month. The purpose of the meeting is to maintain regular communication, updates, and collaborative planning. It is recommended the leader of the program and/or a counselor to attend. These are recommended due to the potential need a decision is needed to be made.

ADMISSION
In order for the program to develop a strong cohort each academic year, a supportive admissions process is required. The process described below will ensure students are able to meet the challenge of being a part of the program.

Application
The application process will allow both partners to determine the eligibility of each applicant and gauge alignment of each student's career and educational goals with the goals and outcomes for the program. In selecting eligible students the Application for Enrollment packet for the program will require prospective students to provide all of the information necessary for determining eligibility and selection for enrollment.

The ECHS personnel will also refer to the Public Education Information Management System (PEIMS) guidelines to determine at-risk status for each applicant. Additionally, low-income students will be identified using the eligibility criteria for participation in free or reduced priced lunch according to the National School Lunch (NSLP) and School Breakfast Programs (SSP) for Public Schools.

Admission Process
Guidelines
• Complete application.
• Complete needs assessment and career inventory.
• Complete an interview.

Admitting Students

Steps/Procedure
1. Score the student based upon the selection rubric.

Conditionally Admitted
1. Students with a score to receive admissions will be notified of being automatically conditionally admitted to the program.

Under Review
1. Students with a score to not be automatically admitted will be notified of being “under review”. Until all the projected spots for the program have been filled students will be notified of their admission decision.

Not Admitted
1. Students who are denied will be notified and informed about the option to be a part of the comprehensive program and about potentially enrolling in Dual Credit with Eastfield College.
2. Students not meeting the conditions will be provided the opportunity to start comprehensive program or transition to home school.

Admissions Conditions
1. In order to maintain engagement from the student it is recommend there to be admission conditions. The admissions conditions are recommended to include:
   a. Perfect attendance in summer bridge program.
   b. Parent and student attending orientation program.
   c. Completing parent and student contract.
   d. Abiding by school conduct regulations for the entire summer bridge program and normal school year.
   e. Continuing attendance into the 10th grade.
   f. Final decision to start pathway in 10th grade.

Selection Criteria

The selection criteria will be developed that will ensure the program is able to meet the requirements stipulated by THECB, and TEA requirements for all ECHS programs. The purpose of the criteria should include the ability to determine whether an applicant for the program meets the minimum established by the College and partner. In addition it should include:

- A process where students who are strong candidates to be automatically notified of their status.
- Every student to receive an overall score.
- Specific scoring criteria to support the overall mission and guidelines of the College, and partner.

The development of the selection criteria must follow the guidelines outlined in the table below. The criteria must have a combination that includes all from column A and a minimum of 1 from column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Major/Career Inventory</td>
</tr>
<tr>
<td>Needs/Fit Assessment</td>
<td>Recommendation Letter</td>
</tr>
<tr>
<td>Complete Application</td>
<td>Essay</td>
</tr>
</tbody>
</table>

Any change to selection criteria should be shared with the College and appropriate partner administration.
COLLEGE COURSE ENROLLMENT PROCESS

The requirements to enroll in college credit courses include:

- Application to Eastfield Community College to become a student. Applications should be completed at econnect.dcccd.edu “Future Student/High School Student” (a minimum of three weeks in advance of registration).
- Be in a participating high school, charter, or private school or home school student with good standing.
- Have approval from a high school counselor.
- Fulfill appropriate admissions criteria to the college.
- Meet minimum requirements outlined by the THECB.
- Bacterial Meningitis vaccine documentation or waiver must be provided in order to complete the admissions process. More information can be obtained from the Admissions and Records Office.
- If a student does not have a social security number they will need to complete and notarize the student Affidavit and return to their advisor immediately.

Any additional steps will be communicated to the student by college designee.

Bacterial Meningitis Vaccination

In accordance with the The Texas Education Code, § 51.9192, subchapter Z, established the January 1, 2012, the admission policy of the Dallas County Community College District is for all students to submit proof of an up-to-date bacterial meningitis vaccination. Not following this policy students will not be able to enroll in college courses at the college campus.

RECRUITMENT

Guidelines

The program ECHS and college liaisons will coordinate outreach and awareness activities to identify and recruit potential students for enrollment, affirming equitable access to at-risk as well as subpopulations of at-risk students. To minimize barriers in communication, information will be disseminated throughout the service area of the proposed target population in both English and Spanish.

Student Profile

To participate in the ECHS program students must meet one of the following: first generation college student, of low socio-economic status, African American, Hispanic, of limited English proficiency, or others that are historically underrepresented in college courses.

Recruitment Plan

In order to identify, recruit, and enroll eligible students into the program, the Principal/Director, counselor, and Eastfield College constituents will meet with key personnel of community organizations, youth-oriented agencies, the school district, at high schools, and at middle schools where potential enrollees are present. Scheduled meetings will occur with the intent to discuss the program mission, goals, scope, academic program offerings, eligibility requirements for enrollment and the application process for admission.

Recruitment Plan Review

Each year the leadership team will analyze and evaluate the trends and challenges that occurred in the recruitment process, the identification of targeted student populations, the selection process, student enrollment, participation, as well as academic and social performance. A report, documenting the review of data associated with the recruitment and enrollment process; outcomes and findings as a result of the review; as well as recommendations for improvement, will be shared by the principal/director with other members of the leadership team (school district and college high-level personnel), members of the Advisory Board, and other key stakeholders. Reviews and evaluation of recruitment and enrollment data will also allow personnel and the leadership team to strengthen the development and facilitation of
regular activities in order to educate students, counselors, principals, governing boards, and community members about the program students, personnel and program deliverables.

In accordance with Texas Education Agency (TEA) and Coordinating Board (THECB) requirements, the annual recruitment and enrollment reviews, data, and modifications will be reported and made available to TEA and THECB. Additionally, any modifications approved by the leadership team of the ECHS will be documented in the policy and procedures manual for the Eastfield College Early College High School as well as where applicable in the Memorandum of Understanding between the independent school district and college partners.

TESTING AND COLLEGE READINESS

Upon enrollment each student will be expected to complete a Texas Success Initiative (TSI) assessment (as defined by TAC §4.53) before enrolling into a college level course. TSI assessments will only be administered after the student has been enrolled but no later than the spring of the student’s ninth grade year. The assessment will enable personnel to design individual instructional plans and enable students to begin college courses based on their academic readiness. In accordance with state mandate for all students planning to enroll in college level coursework, before completing the TSI assessment each student will also be required to complete a Pre-Assessment Activity.

Assessment Site

The college will be responsible for providing the test for college readiness to all ECHS students unless the partner has been approved to be an individual assessment site. Partners are able to become an individual assessment site but assumes all regulations, costs, and liabilities that comes with it.

Testing Procedure

The college will coordinate all test scheduling for partners. Once a testing request has been received from the high school, the college designee will work with the College Testing Center regarding availability for testing dates. A testing roster of those being tested must be done in an excel format.

Steps:

1. High School must submit testing requests by deadline.
2. If dates are available, the college testing staff will confirm date(s).
3. The confirmed date(s) will be shared with the high school.
4. The high school must provide a testing roster at least 14 business days prior to the approved testing dates with a minimum of 15 test-ready students that have completed the Pre-Assessment (PAA).
5. During this time the college will confirm that all listed students are “test-ready” which includes: have completed the Pre-Assessment Activity (PAA), admitted to the college, if they are 4th time testers.
6. The college will indicate which test(s) each student will take.
7. At a minimum of 5-7 business days prior to scheduled test date the college will share confirmation with the high school.

A student completing a re-test will be required to follow the procedure for re-testing(see “Re-Testing Procedure” for more details).

Re-Testing Procedure

Any student testing for a 4th time on any subject or more will be considered completing a “re-test”. All students must meet the requirements of testing in addition to following the procedure. Also students must present evidence of participating in a recent success strategy (ie Bootcamp, review session, etc.) provided by the ECHS or college prior.

Steps:

1. Visit the college.
2. Present evidence of recent success strategy.
3. Request for a retest referral from the appropriate advisor.
4. Complete TSI Pre-Assessment Activity (as needed)
5. Visit college testing center.
6. Complete test and receive results.
7. Visit with college designee and/or HS counselor for next steps.

**Testing Policy**

If the high school does not provide a testing roster that meets the minimum requirements within the required timeframe, the testing date will be forfeited.

The acceptable format for the testing roster must be in a spreadsheet unless agreed upon by a college designee.

Individual Testing referrals for off-campus group testing at high schools are not available.

An excel spreadsheet will serve as the “referral” for off-campus testing.

The Testing Department can do a group re-test for the second time only if there are arrangements made to also test new students during the same date and time block.

Individual student re-testing will not be allowed to retest at their high school.

Students retesting are required to visit the college for a referral.

*No testing will be done at any High School that does not offer the internet capabilities to accommodate the TSI Assessment, and students do not have the ideal testing environment.

**Development of Dual Credit Courses**

The development of dual credit courses is a shared responsibility between the college and the partner. Collective decisions are made on such items as the curriculum, selection of students and instructors, course prerequisites, the course syllabus, textbook(s), instructional arrangements, and the teaching schedule. Personnel from various departments of the college assist in these tasks.

**Course Articulation Process**

The college discipline teams and the high school discipline teams combine the college course competencies with the high school course competencies to create a dual credit course. Based on this process (1) the dual credit course is identified and recommended for approval by the appropriate administrative supervisors at the college and high school. In addition, the faculty from the college and high school also determine: (2) the required academic prerequisite skills (reading, writing, or math; and/or others), (3) the textbook(s) and other required student materials to be used in the course and (4) the instructional arrangements of both location and time.

As each new dual credit course is developed, a Course Articulation Agreement Form is completed and the course syllabus is written. Every three academic years, each Dual Credit Course Agreement and syllabus are updated. These materials must be on file at the college as well as the high school on the first day of instruction.

**FACULTY & TEACHERS**

One of the key players in developing and maintaining instructional quality is the faculty liaison member, a faculty member from the college academic department representing the discipline of the course. A faculty liaison member may assist with activities defined by the college, which include but are not limited to:

1. Work with designated high school personnel to:
   a. Articulate the college curriculum with the high school curriculum.
b. Determine the instructional arrangements and teaching schedule.
c. Determine mutually approved textbook(s).
2. Assist in the development of a departmentally approved dual credit course syllabus.
3. Initiate the Course Articulation Agreement form and obtain appropriate signatures.
4. Ensure that all Course Articulation Agreement forms and corresponding syllabi are on file at the college.
5. Conduct classroom observations in the high school setting.
6. Assist in distributing and collecting student surveys and other data instruments.
7. Assist in providing faculty development seminars or planning sessions to the dual credit instructors.
8. Provide any other technical assistance to the dual credit instructor as needed.

The responsibilities of the partner and of Eastfield College as well as the process for identification, application, and approval for Dual Credit Faculty are outlined as follows:

**Identification of Dual Credit Faculty**

The High School Principal or designee will:

- Identify prospective Dual Credit Faculty who will meet the credentialing criteria by June 1st of each year;
- Submit the transcripts of any faculty who meet the requirements for teaching courses to Eastfield College’s Office of Early College High School
- Submit a letter of support for the prospective Dual Credit Faculty indicating the faculty member’s teaching history and potential contributions to the program and to Eastfield College.

**EFC Responsibilities:**

- Communicate with the School District, High school, and the individual the qualifications for college faculty;
- Explain the process with the prospective Dual Credit faculty member and provide the EFC Instructor Packet for interested high school instructors to complete;
- Submit appropriate documents to Academic Deans for evaluation of the prospective Dual Credit faculty's credentials for the initial and final review of the official transcripts.

**Selection & Dismissal Process**

**Selection Process**

A high school teacher who is identified as a prospective Dual Credit Faculty member must complete an EFC application packet that will include:

- EFC Instructor Packet
- Unofficial Transcripts- Initial Review
- Two Official Transcripts- Final Review
- Résumé
- Any certifications, awards, and/or any other documents pertinent to the course that the applicant will be teaching or pertinent to professional credentialing
- List of Professional References (EFC Department Chair will have the option to conduct reference checks)
- Letter of Employment Verification- For Instructors teaching Dual Credit Courses under Career and Technology Education.

Teachers must ensure that official transcript(s) from an accredited college or university where the degree was awarded are mailed directly to the EFC Office. The official transcript(s) must be received by the respective office thirty days (30) before the start of the college semester in order to secure the teachers member status as such and to ensure the course offering for the semester.
Approval Process

The approval process for the High School teacher teaching dual credit classes in the ECHS will be consistent with the standards used to hire a faculty member for the course taught on the Eastfield campus. Merely having the credentials to teach college courses, is no assurance of approval into the program. The department chair has full authority to interview and to make the final decision regarding the approval and dismissal of faculty teaching courses for EFC DCCE in the high schools based on credentials, teaching experience, presentation, subject knowledge and other instructional factors related to the subject matter.

A high school teacher who is identified as a prospective Faculty member must be approved by the EFC Department chair in the teaching discipline, by the respective, and by the Office of Institutional Research and Data Support and have met the same qualifications as EFC faculty.

Initial Approval of High School Instructor as Faculty:

Academic Dean will use the following procedures as part of the approval process:

- examines candidate’s application packet
- conducts the initial interview with the applicant
- reviews and confirms that the candidate’s academic credentials

After initial approval, the teacher may continue teaching college credit courses without the need to undergo the approval process again contingent upon the following two items:

1) Courses being taught continuously each year in the same discipline and/or teaching area; and
2) Teacher adequately meets all faculty evaluations.
3.) All DCCCD policies and deadlines have been followed, i.e. deadlines for certifying attendance and entering grades

Dismissal Process:

Reasons for non-approval of any candidate, or for dismissal from the program as a high school teacher teaching dual credit in the ECHS, should be provided by the Chair and the Division Dean to the program manager for dissemination back to the teacher and the Independent School District Administration.

Teaching Guidelines

Teaching a college credit course at your high school requires additional professional development through the college and preparation throughout the academic school year. The guidelines below will assist all teachers in creating an academic environment that is equal to all college courses taught by an EFC College instructor.

1. Preparation & Planning
2. The High School Learning Environment
3. High School and College
4. Student Information
5. Substitute Teachers
6. Eastfield Adjunct Information

Preparation & Planning

2. Your Eastfield faculty coordinator

Keep in touch with your designated Eastfield faculty coordinator regarding all curricular preparation, including your syllabus, textbook, assessment, pedagogy, academic rigor and any professional development. Confirm important dates, such as the Certification Date, Withdrawal Date and Final Exam dates for your specific course. He or she is your key
mentor during the semester. It is critically important that you regularly communicate in a timely manner by email, phone or in person.

The High School Learning Environment

1. Classroom Management

Should there be any problems in the classroom that you are unable or feel uncomfortable resolving, notify your local ISD contact first or notify your Academic Dean or faculty coordinator next. If the matter is not resolved, contact the Eastfield Early College High School office. You have support both on-site and on campus.

If students identify themselves to you and provide accommodations documents from the high school, please refer that student to the Eastfield Disability Support Services Office, or the student to can visit the office. The Eastfield Disability Support Services Office, will review the student’s documentations and determine if accommodations should be made for your students in the dual credit course.

2. Safety Procedures

All safety drills and procedures of the high school must be observed. Familiarize yourself with the exit routes and designated evacuation and “safe” locations for you and your students. Do not continue to lecture during any drills.

3. Campus Resources

Dual credit students may use the Eastfield campus resources, such as library services online and on campus. Students are also encouraged to secure a student ID card and to attend college fine arts, athletic and other community events.

High School and College

1. Student Expectations

Dual credit students must follow the same guidelines as other Eastfield college students, including following the same curriculum, course rigor, attendance expectations and classroom behavior. Students have agreed to follow the Eastfield Student Code of Conduct as well as their local high school guidelines. Clearly explain your expectations, including classroom behavior and rules for academic integrity in writing and in class. Remember that college expectations may be new to many of your students. Work together for a successful resolution.

Student Procedures

Dual credit students may not be left unsupervised. If you will miss class or be late, notify the high school contact as soon as possible. Communicate with your students as well.

Reporting Grades

Interim assessment grades are posted on eCampus, to ensure students are aware of their progress. Final course grades are submitted through eConnect at the end of the term, according to the Eastfield designated timeline. The Early College High School office may provide final course grade reports to the high school official to enter the high school course grade. Students may also obtain an official transcript directly from the Eastfield Admissions office.

Class Roster

Verify your class roster. If you have any student attending class who is not on your eConnect roster, contact the Eastfield Early College High School office immediately. Students may not attend class if they are not officially registered. Dual credit courses may not include non-dual credit students in the same class. The only exception is for classes that are linked AP high school and dual credit courses. If you teach this type of course, please consult with the Eastfield Early College High School office. Make sure that your class is “certified” in eConnect by the deadline.
Substitute Teachers
If you are away from your teaching duties for more than 24 hours, please contact your appropriate division, the Early College High School Office and your high school to ensure that a credentialed faculty member is able to teach your course or that the high school has approval from the Eastfield College Academic Dean to proceed with your class with a substitute teacher.

For Eastfield College Adjuncts Only

Preparation & Planning

Early College High School Liaison
Your liaison will be your first contact person regarding policies, procedures and enrollment. He/she will assist with individual student enrollment issues. Your Eastfield faculty coordinator or dean at Eastfield will be your first point of contact regarding any academic or curricular questions.

Visit
If possible, make arrangements through your liaison to visit the high school campus where you will be teaching prior to the beginning of classes. You may then become familiar with the facilities available to you and your students, the check in procedures and the administrators, counselors or instructors who will be your key onsite contacts. The liaison can also arrange for a “meet the students” or “meet the parents” opportunity, if planned well ahead of time.

The High School or ISD Calendar
Review the high school/ISD academic calendar before planning your syllabus course schedule, to prepare for school days off or mandatory STAAR, EOC (end of course) student testing dates. Please note that dual credit classes on the high school campus will not be held when the high school is closed for regular classes. In return, dual credit classes will be held, even if the Eastfield College campus is closed for on campus classes. Consult your high school contact and/or the Eastfield Early College High School office if you have any questions.

Textbooks, Materials
Most ISDs will purchase the textbook, lab book, required materials and access codes for the students. Some private schools may not. Check with your high school/ISD contact if students have problems obtaining their materials.

Parents and FERPA
Student information, including performance grades or attendance, cannot be shared with parents or other guardians without the written consent of the student, regardless of the student’s age. Parents should be advised to meet with the high school counselor if they have specific questions. Contact the Eastfield Early College High School office for further information.

High School Officials and FERPA
Student college course grades may be shared with high school officials to obtain dual credit, per the Agreement signed by the partner and the college.

PROGRAM POLICIES

Exit policy/withdrawing from program
Each semester students are expected to continue in the program. It is recommend a student not maintaining the expectations of the ECHS will be provided a semester to improve. At the conclusion of that semester a student who fails
to meet the agreed upon requirements will be given the option to exit the program which can include but not limited to: returning to home school, joining comprehensive high school program, or following the partner school choice policy.

Students can be removed from the program at any time if their found violating expectations, conduct, and/or College Student Conduct policy.

Progress

All students are expected to be making sufficient progress in the program. The minimum definition for progress in the program can include but not limited to:

- Criteria of conditional admittance.
- Completing class requirements.
- Meeting all expectations set by High School and/or College officials.
- Having satisfactory attendance.

Any additional items included must be agreed upon in collaboration with the college and partner. Students not found meeting the definition will follow the Exit Policy.

Progress Reports

The college will support the partner with developing a protocol for students to determine the progress in college classes. This protocol must be shared with the college and partner. At a minimum the protocol should include a document for students to request an update on the students’ performance in the course with their instructor. The partner will be responsible tracking the responses from students. A student who does not complete this requirement could receive be recommended to be exited from the program.

Individual Instructional Plan (IIP)

For each student enrolled at an ECHS, an Individual Instructional Plan (IIP) will be designed. The IIP will chart the student's course of study and pathway toward completion of a high school diploma and postsecondary credential simultaneously, as well as performance rates on state assessments. An IIP for a student enrolled at an ECHS will include evidence that indicates the student has met college readiness standards associated with the Texas Success Initiative (TSI) program for higher education. The IIP will be reviewed and assessed bi-annually, with conversations including the student and his/her parent or guardian regarding the academic performance, completion, and persistence in coursework included on the plan. The IIP will be modified as deemed necessary by the college designee/high school counselor and student during advisement to support the student's success in completing the planned program of study.

Repeating Courses

A student is eligible to repeat a course. The cost for tuition may not be waived for any repeat courses. The cost will be subject to the DCCCD tuition schedule.

Academic Probation

All students will follow the same policies ascribed in the DCCCD catalog for scholastic probation. This could include but not limited to the exclusion of enrollment in college courses for an academic year (unless in Senior Year).

All High School students who fail a course, receive less than a 2.0 GPA or receive an academic standing that indicates the student is on academic probation will be required to participate in additional steps of academic monitoring. Through collaboration and integration with campus resources the college advisor and/or high school counselor will work with each ECHS student to develop a success plan that will enable the student to learn to reprioritize their goals and objectives while assisting the students to get back on track towards high school graduation and college credit hour attainment.
Students who are on academic probation may be required to do the following:

- Complete with signatures (student, parent, ECHS coordinator and Director of ECHS) the Academic Improvement Probation Contract.
- May be required to repeat courses (expenses may not be waived).
- May be required to attend summer classes.
- Work towards completing course with a minimum of C in each class.
- Required to complete ECHS progress report and return on the assigned date.

A student could be recommended to be moved to a different pathway, or exited from the Early College the following semester.

**Academic Dishonesty/Plagiarism**

Eastfield College assumes all students will involve themselves in honest pursuit of academic acquisition. When a student demonstrates academic dishonesty, disciplinary action will be initiated. "Scholastic dishonesty" includes, but is not limited to cheating on academic work, plagiarism, collusion, or falsification of records.

Eastfield College values the hard work, self-discipline, honesty, integrity, and mutual respect of all students. This code has been established to uphold these values. Cheating, collusion, lying, and plagiarism will not be tolerated. The following offenses constitute violations of the academic integrity code:

Cheating: Giving, taking, or presenting information or material that unethically or fraudulently aids self or others on any work to be considered in the determination of a grade or the completion of an academic requirement or the enhancement of one's record or academic career.

Please visit the DCCCD catalog or the Eastfield College website for clarification.

(https://www1.dcccd.edu/catalog/ss/code.cfm?loc=econ)

**PROGRAM ASSESSMENT**

At the conclusion of each academic year, the college and partner of the leadership team will share responsibility for developing and submitting to the state and local governing boards performance data, anticipated and unanticipated outcomes, indicators of success, and planned outlines for improvement, where necessary for the program.

Potential items of performance data can include: TSI Testing Data, Dual Credit Data, Success Rates on State Mandated Assessments, and Course Grades.

**ACADEMIC CALENDAR**

The college will follow the academic calendar of the partner for student attendance.

Schedule for reporting grades will follow the college academic calendar.

Students that will be completing a schedule on the college campus will be required to begin classes at least at 9:00am.

The college campus will not be able to accommodate students when it is closed. The partner is recommended to develop an alternative as long that it will not impact the closure of the college.

**INCLIMENT WEATHER**

In the instance of inclement weather, the partner will follow the agreed upon responsibilities outlined in the ILA/MOU regarding transportation. Eastfield will have no obligation to provide transportation to any students.
COLLEGE CLOSURES
In the instance of college closures, the partner will assume responsibility for monitoring students in the event college activities are suspended due to closure. A campus official will coordinate a designated location for the students to be monitored. The partner will follow the agreed upon responsibilities outlined in the ILA/MOU regarding transportation.

PARENT AND GUARDIAN COMMUNICATION
Eastfield will not be the first point of contact regarding communication with any parents/guardians of students. The college will recommend to parents/guardians to the appropriate party with the partner for assistance. The partner is encouraged to collaborate with the college where appropriate on any responses.

GRADE DISPUTE
All partners are required to follow the guidelines of Eastfield College for disputing grades that are college courses.

STUDENT SUCCESS
Support Services
In addition to support provided by college personnel in the selection of coursework and a program of study, students will be provided the same academic support services as students on the college campus. Academic support services, such as individual and group tutoring, online resources, library resources, pre-assessment activities, intervention strategies, and many others will be available to encourage students' success.

High School
Teachers - Create & implement classroom procedures for student centeredness, inclusiveness, student-teacher-parent communication

Staff/Administrator
- Student progress checks (academic audits) every semester to ensure students stay on track to complete their HS courses and pass state mandated standardized tests
- Provide summer program before 9th and 10th grade years
- Provide support and activities to promote successful transfer to EFC

CCR/AVID class, Learning Coach, teachers
- Improve students’ cognitive (critical thinking, problem solving) and college readiness skills (note taking, time management, study skills)
- Provide testing prep for TSI Math, Reading, & Writing
- Provide training for online tools & assignments, email writing (communication w/ faculty)

Counselors
- Intentional class scheduling based on individual student’s chosen pathway and academic needs and interests
- Social & emotional support resources

Nurse

504/Special Education Department - Create appropriate individual student plans with accommodations or modifications necessary for academic and personal success

College
Professors
- Create & implement classroom procedures for student centeredness, inclusiveness, student-teacher communication.
- Provide practical work experiences in their pathway to apply to learning.

ECHS

- Student progress checks (academic audits) every semester to ensure students stay on track to complete their college courses/HS credits
- Student Online training for class assignments, communicating with faculty
- Provide opportunities for students to stay connected within cohorts
- Showcase 4-yr university options to those who wish to continue in higher education
- Support Summer Bridge programs.
- Build first-year interest groups

Academic Advisors - Provide specific career and educational planning based on individual student’s chosen pathway and academic needs and interests.

Eastfield Counseling Services (ECS) - Help students with their personal concerns so that they can meet the daily challenges of student life.

Career and Employment Services - Assist students in career exploration, internships, connections to employers, resume writing, interview prep, etc.

Disability Services Office

- Provide a variety of support services for students with disabilities.
- Classroom accommodations are determined each semester based on course content and the need for services.

Academic Skills Centers - Provide Tutoring, review sessions, study groups, and supplemental instruction.

- Math Spot: An Academic Skills Center Program
- The Link: A Language & Learning Lab
- Science Corner: An Academic Skills Center Program

Accommodations

ECHS students with a diagnosed disability who are enrolled in high school courses will continue to receive services as determined and documented by the school district’s special education department.

ECHS students with a diagnosed disability who are enrolled in dual credit courses through Eastfield College may be eligible for services through the Disability Services Office. All students with a disability requesting accommodations must provide documentation of disability and be determined eligible through the Disability Services Office (DSO). Eligibility for services at the high school level does not always ensure that students will meet the criteria to receive accommodations in a college credit course. Additionally, college accommodations are not determined based on services received in the high school and may differ from course modifications provided on the high school campus.

a. Providing appropriate documentation of a disability and/or the need for access services to the Disability Services Office (DSO) is the responsibility of the student. Official reports documenting a disability must originate with an appropriate professional in the field. The documentation should be recent enough to reflect the student’s current status. In most cases, documentation should reflect an evaluation that has been done in the past three to five years.

b. Classroom accommodations are determined each semester based on course content and the need for services. Documentation must be submitted in a timely manner in order to receive services. It is recommended that
students submit documentation of the need for accommodations at least one month prior to the start of the semester in which they are enrolling.

c. Documentation is evaluated by a review committee in order to recommend appropriate services and accommodations best suited to each individual student. Documentation submitted to the DSO is confidential and used solely for the purpose of identifying and coordinating appropriate accommodations to allow students full access to educational opportunities at Eastfield College.

d. Dual credit course location will determine responsibility for provision of academic accommodations authorized by Eastfield DSO. Specific accommodations on the high school campus requiring classroom personnel or technology will be authorized by DSO and provided by the high school. Accommodations for courses offered on an Eastfield campus will be provided by the college.

e. Regardless of the location or instructor of the dual credit course, the policies of the DSO at Eastfield will be followed for all college credit courses.

Success Plan
In order to ensure the students involved in the program are able to maintain high achievement a success plan should be developed. In addition this will allow for both partners to recognize the similarities and difference support services available.

**Student is enrolled in a high school credit course**

- Teacher notifies parent and student of progress at three-week point.
- If student is failing at progress report, he/she will meet with teacher to identify problem and attend mandatory tutoring.
- Parent, Teacher, and Student will monitor academic progress.
- If failing grade persists to the end of the six-weeks: Student, Parent, and Teacher will meet to create Improvement Action Plan.
- If student fails course for the semester, counselor/admin will meet with the student, parent, and teacher to develop action plan for the second semester and discuss credit recovery options.
- If student fails course for the year, a decision about completion options will be made (Core complete, college-ready, etc.). The meeting will include admin, counselor, student, parent, and teacher.

**Student is enrolled in a college credit course**

- Student is responsible for communicating with instructor about academic progress.
- If student is failing based on progress report, he/she will attend tutoring center and/or join study group.
- Advisor/counselor communicates consequences of failing course on future scheduling.
- If student fails course (at semester end) - Parent notified, meet with counselor to determine retake options and improvement plan.
- End of year decision made about completion options or plan for following semesters.

Safety and Security

Students will attend college classes on the Eastfield Campus. Students will be on an open-campus with the general public. Security measures, such as the routine screening of visitors, which are typically in place on other K-12 campuses, are not in place. All students will be required to participate in a learning module that is mutually agreed upon by both partners. At a minimum the students should participate at least once during a semester of their enrollment if on the college campus.
All ECHS students are expected to have and ensure their ID badges supplied by the partner are visible. The students are required to complete a campus safety module in order to be apart of the ECHS program and prior to taking courses on the college campus. This must be completed every academic year in order to be enrolled in any courses.

**Student Guidelines**

Partners are required to develop expectations for students participating in the program. At a minimum the expectations should include the items listed below. This information must be communicated to the students. The partner is recommend to have a record of their agreement stored.

**Examples of Recommended Student Guidelines:**

- Commit to being seated and prepared to learn at the assigned start time of each class; tardiness will result in missed knowledge and disciplinary action.
- Demonstrate the ability to be an independent worker by keeping track of assignments, completing work with only simple modifications (assignments notebook, preferential seating, etc. as may be stated in an IEP or 504 plan), and turning in assignments on time on the day due.
- Maintain satisfactory attendance in keeping with the ISD/Private and Charter, Home School Students and Eastfield College Guidelines.
- Maintain satisfactory (S) conduct in accordance with the Code of Student Conduct.
- Replace lost or destroyed property, e.g. school equipment, textbooks, and supplies.
- Honor the rules and accept the consequences listed in the ISD Student Handbook.
- Abide by standard dress code.
- Remain informed of all requirements and policies.
- Behave maturely and respectfully, cooperating with teachers, High School Staff, Eastfield staff, visitors and peers at all times.
- Act in a safe and respectful manner in all school and community environments.

**Parent/Guardian Guidelines**

Partners are required to develop guidelines for parents of students participating in the program. At a minimum the expectations should include the items listed below. This information must be communicated to the parents. The partner is recommended to have a record of their agreement stored.

**Examples of Recommended Parent/Guardian Guidelines:**

- Attendance is very important. Please ensure your student is in school & on time unless he/she is ill.
- Encourage your student and be actively engaged in what your student is learning.
- Provide daily time (two – three hours) for your student to do homework without other responsibilities (e.g. babysitting siblings).
- Provide your student with a space in the home to study and do daily homework that is comfortable and free of distractions.
- Provide structure and encouragement for your student as he/she will need to complete several hours of homework daily.
- Realize it will not be practical for your student to hold an out-of-school job during the school year if many work hours are required.
- Be available for conferences as needed. At a minimum attend 1 session a semester.
- Meet with staff if asked for scheduled meetings at each progress report and report card to review student progress.
- Make sure your student gets enough sleep each night.
- If you have Internet access, understand your student will need to complete some work online.
• Your student will be doing more work than a traditional high school student and may have extra stress. Show your support and understanding in a positive way.
• Support your student by attending school events and volunteering to help when possible.

END OF TERM REVIEW
At the conclusion of each semester the college and ISD should complete a review of all activities of each cohort. The meeting must include at a minimum the following items: Academic Standing, College Readiness, Standardized Tests, Meeting program expectations, Transition, Program Progress, Academic Performance, and Student Pathways. This review should be documented and could include additional recommendations.

CURRICULUM
Course Sequence
All students are required to follow the agreed upon course sequence between the college and partner. Any amendments to the sequence must be agreed upon by the college within 60 days prior to the start of the semester. No amendment will be honored by the college if it will affect the overall mission and operations of the college. A sample course sequence can be found in Appendix A of this manual.

Books
Based on a mutually agreed upon curriculum aligned plan, College approved textbooks and supplemental materials required for courses for secondary and/or postsecondary courses will be provided by the partner. Additionally, college approved textbooks purchased by the partner may be used for the time period consistent with local college practices, but not less than two years.

SUPPLEMENTAL HANDBOOKS
Handbook Contents
A handbook developed for a program could include:

• High School Services
• College Services
• Support Services
• Student Conduct
• Student Resources
• Enrollment Guidelines
• Contact Information

High School Counselor Handbook
This handbook provides information regarding the requirements, expectations, processes and services available to students. The provisions and requirements stated in the Counselor’s Handbook are not considered to be an irrevocable contract. Any item written in the handbook will not supersede the authority of this manual.

Early College High School Student Handbook
Partners are encouraged to develop handbooks that are specific for their students. All partners are required to provide an updated copy of the handbook to the college in advanced. A change cannot go into effect until both partners are in agreement. Any item written in the handbook will not supersede the authority of this manual.

WEBSITE CONTENT
Any change to a program’s website that impacts policies/operations will constitute notice of change.
STUDENT RECORDS

Transcript request
Grade reports will be provided to the partner by the college. Official transcripts will not be supplied for this purpose.

Diploma request
The college will notify the partner when college diplomas/certificates are complete. The college and partner will determine the best way to disseminate them to participating students.

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974, also known as FERPA or the Buckley Amendment was produced to protect the confidentiality of students’ educational records. FERPA guarantees students that their educational records will remain private and confidential unless they give written consent of their release. For parents, this means that you will not be able to gain access to your child's grades, records or whereabouts without his or her written permission. Even students whose parents are paying for their education are covered under FERPA. Only under very specific circumstances can information be given out without the consent of the student. In these cases there are guidelines and proper procedure that must be followed. In emergency situations, such as hospitalization, parents can be notified. ECHS departments are required to abide by the privacy policies stipulated by the Dallas County Community College District. However any data shared with the partnering institution is subject to any and all local policies and laws that are applicable.

For more information regarding FERPA go to [www.ed.gov/offices/OII/fpco/ferpa/parents.html](http://www.ed.gov/offices/OII/fpco/ferpa/parents.html) from the U.S. Department of Education.

When a student attends a school beyond the high school level, the right to have access to education records transfers from the parents to the student.

This means that for college level classes, the right to inspect a student’s education records is limited to the student. In the Dallas County Community College District, information from the student’s record may be released to parents only with the written consent of the student.

Parents/Guardians of students enrolled in college classes cannot directly contact college instructors regarding their child’s performance in college classes. Instead, they can direct their questions and concerns to the High School or the ECHS program coordinator.

ENROLLMENT

Policies
All partners will be provided a final enrollment roster within 30 business days of each semester.

Changes to a student’s schedule must be completed within the appropriate add/drop period for the college.

Individual course changes must be made with the appropriate college and high school official.

The priority will be to enroll all students in face-to-face courses and courses with dates apart of the full semester unless authorized by both the ISD and College.

All courses are subject to the same drop/withdrawal policy and deadline of the Dallas County Community College District.

Summer Enrollment
It is recommend summer school enrollment should follow the same policies of the partner. Any student enrolling in the summer that does not follow this policy may be required to pay DCCCD tuition.
Individual Instructional Plan
An individual instructional plan is a combination of a student’s completion plan, referral to specific services, advising records, and identified needs towards success (i.e., career exploration, tutoring, goal setting, attendance, etc.). This plan should change upon each advising session and updated based upon the student’s activities.

Pathway Selection
A pathway will be selected for a student based upon the following:

- Completing a college associate degree.
- Previous coursework success.
- Supporting the completion of the high school diploma.
- College Readiness.
- Review of career assessment/inventories.

At no time will a pathway be selected that will impact the student’s ability to complete their high school diploma. Pathway options can include:

- Associate Degree
- CORE Complete
- Dual Credit
- Certificate

Changing a Students Path
If a student is not showing completion and positive success rates in college courses, their pathway will be reevaluated based on high school graduation being priority. Students should be moved to a different pathway if successful completion of college degree requirements cannot be completed during the time within the program.

Advising Students Protocol
All students involved in the program will require an advising session which can be in a group or individual setting. This will allow for the program to maintain information about the student and whether the student is on track for their pathway. In addition a completion plan will be reviewed each time to make sure the student has appropriate course selections. The session may include:

- Confirm and review the student’s academic records and progress.
- Advise the student to retake any college courses with the grade of “D” or “F”.
- Determine the students educational and career goals.

Commencement
Those students that meet the requirements to complete an associate degree within the duration of the program (ECHS 4 Years, PTECH 6 Years) will be the only students eligible to participate in the college commencement program during that academic year.

LEADERSHIP TEAM AND ADVISORY BOARD
Leadership Team
Planning and implementation of Early College High School will be the product of a team approach consisting of high-level personnel of the college and independent school district with decision-making authority, school counselors, core academic teachers, college faculty, curriculum coordinators, and other post-secondary representatives. The members of the Leadership Team are responsible for all budget and fiscal decisions, development and submission of contracts, agreements and performance reports to the governance of each entity, development of a Design Team (as needed) and Advisory Board, site development and expansion, as well as hiring and supervision of the principal/director of the Early College High School.
School. The Leadership and Design Teams is charged with the responsibility of continually reviewing goals, timelines, and tasks to be performed.

**Advisory Board**

Advisory Board will include industry partners and other key stakeholders of each partner entity necessary to ensure adequate participation and input from members representing various components of the ECHS. The Advisory Board will ensure evidence of regular and productive collaboration between school district, college, and industry specific personnel to organize steps, develop activities, assess progress and performance, as well as communicate outcomes.
APPENDIX A SAMPLE COURSE SEQUENCE
<table>
<thead>
<tr>
<th>Year/ Grade Level</th>
<th>PEIMS Course #</th>
<th>High School Course Name</th>
<th>High School Credits</th>
<th>TCCNS</th>
<th>College Course Name</th>
<th>College Hours</th>
<th>Dual credit course Type*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Year 0 / Grade 8</td>
<td>031005 00</td>
<td>Algebra I</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>032201 00</td>
<td>English I</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>033201 00</td>
<td>World Geography</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>030102 00</td>
<td>Biology</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>031007 00</td>
<td>Geometry</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PES000 52</td>
<td>P.E.</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>034401 00</td>
<td>Foreign Language</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>038101 00</td>
<td>Health Education</td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12701300</td>
<td>Career Preparation/ Intervention</td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>035001 00</td>
<td>Fine Art</td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL Year 1 / Grade 9</td>
<td></td>
<td></td>
<td>7.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>032202 00</td>
<td>English II</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>031006 00</td>
<td>Algebra II</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>030400 00</td>
<td>Chemistry</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>034402 00</td>
<td>Foreign Language</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PES000 55</td>
<td>P.E.</td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13032200</td>
<td>Principles of Manufacturing</td>
<td>.5</td>
<td>CETT 1403</td>
<td>DC Circuits</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13032200</td>
<td>Principles of Manufacturing</td>
<td>.5</td>
<td>EECT 1104</td>
<td>Electronic Soldering</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13032200</td>
<td>Principles of Manufacturing</td>
<td>.5</td>
<td>CETT 1405</td>
<td>AC Circuits</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13005600</td>
<td>Electrical Technology</td>
<td>.5</td>
<td>CETT 1425</td>
<td>Digital Fundamentals</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12701300</td>
<td>Career Preparation/ Intervention</td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL Year 2 /Grade 10</strong></td>
<td><strong>7</strong></td>
<td></td>
<td><strong>13</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03220300</td>
<td>English III</td>
<td>1</td>
<td>ENGL 1301/1302</td>
<td>Composition I and II</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03340100</td>
<td>U.S. HISTORY</td>
<td>1</td>
<td>HIST 1301/1302</td>
<td>History of the U.S. I and II</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03101100</td>
<td>Pre-Calculus</td>
<td>1</td>
<td>MATH 1314/1316</td>
<td>College Algebra/Trigonometry</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03060200</td>
<td>Earth Science</td>
<td>1</td>
<td>GEOL 1401/1403</td>
<td>Earth Science</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13005600</td>
<td>Electrical Technology</td>
<td>.5</td>
<td>CETT 1429</td>
<td>Solid State Devices</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13032200</td>
<td>Principles of Manufacturing</td>
<td>.5</td>
<td>MFGT 1406</td>
<td>Mechanical Principals</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13032200</td>
<td>Principles of Manufacturing</td>
<td>.5</td>
<td>ELMT 1405</td>
<td>Basic Fluid Power</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13032200</td>
<td>Principles of Manufacturing</td>
<td>.5</td>
<td>MFGT 1404</td>
<td>Automated Manufacturing</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL Year 3 /Grade 11</strong></td>
<td><strong>6</strong></td>
<td></td>
<td><strong>38</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03220400</td>
<td>English IV</td>
<td>1</td>
<td>ENGL 2332/2333</td>
<td>World Literature I and II</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03330100</td>
<td>Government</td>
<td>.5</td>
<td>GOVT 2305</td>
<td>Federal Government</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03310300</td>
<td>Economics</td>
<td>.5</td>
<td>ECON 2301</td>
<td>Principles of Economics I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03050000</td>
<td>Physics</td>
<td>1</td>
<td>PHYS 1401/1403</td>
<td>College Physics I and II</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03241300</td>
<td>Speech</td>
<td>.5</td>
<td>SPCH 1311</td>
<td>Speech</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------------------</td>
<td>-------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>03350100</td>
<td>PSYCH</td>
<td>.5</td>
<td>PSYC 2301</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13005600</td>
<td>Electrical Technology</td>
<td>.5</td>
<td>ELPT 2419</td>
<td>Programmable Logic Controllers I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13032900</td>
<td>Manufacturing Engineering</td>
<td>.5</td>
<td>MFTG 2459</td>
<td>Industrial Automation II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13005600</td>
<td>Electrical Technology</td>
<td>.5</td>
<td>CETT 1449</td>
<td>Digital Systems</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13005600</td>
<td>Electrical Technology</td>
<td>.5</td>
<td>CETT 1441</td>
<td>Solid State Circuits</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Year 4/ Grade 12**

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>42</td>
</tr>
</tbody>
</table>

**Degree Plan Total**

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>