

Bryan Collegiate High School

Parent & Student Handbook 2018 - 2019



Children First, Always.

Dear Students and Parents,

The decision you have made to attend Bryan Collegiate is a decision that can have a lifetime impact. I hope that you will spend time with academic advisors, teachers, and principals discussing classes, options and plans that will provide the skills and competencies necessary to be successful in life after high school.

In the following pages, you will find a lot of information regarding graduation plans, testing, being a dual credit student, and some specific Bryan Collegiate policies. I encourage you to become familiar with this information, as it will only help you as a student or parent at Bryan Collegiate.

Students who are better prepared will have greater chances for success in all experiences beyond high school. In colleges, universities, training programs and at work, the persons who are best prepared tend to move ahead. We are pleased with the quality of education we offer at Bryan Collegiate High School and we have the support in place to help you make good decisions about options for your future.

Please let me know if I can be of any assistance to you.

Sincerely,

Tommy Roberts, M.Ed.
Principal
Bryan Collegiate High School

Bryan Independent School District will provide positive educational experiences that ensure high school graduation and post-secondary success.

Bryan Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.

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WELCOME TO BRYAN COLLEGIATE HIGH SCHOOL

T.E.A. DESIGNATED EARLY COLLEGE HIGH SCHOOL

2018 MET STANDARD CAMPUS RATING
2017 MET STANDARD CAMPUS RATING
2016 MET STANDARD CAMPUS RATING
2015 MET STANDARD CAMPUS RATING
2014 MET STANDARD CAMPUS RATING
2013 MET STANDARD CAMPUS RATING
2012 RECOGNIZED CAMPUS RATING
2011 RECOGNIZED CAMPUS RATING
2010 EXEMPLARY CAMPUS RATING
2009 EXEMPLARY CAMPUS RATING
2008 RECOGNIZED CAMPUS RATING

What is an Early College High School?

SB 1146, 79th Texas Legislature, Regular Session, 2005, amended the TEC, §29.908, establishing the early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Rider 59 of Senate Bill 1, also passed by the 79th Texas Legislature, Regular Session, 2005, authorizes the use of funds for programs that show the most potential to improve high school.

The early college education program is to provide for a course of study that enables a participating student to combine high school courses and college-level courses during Grades 9-12. On or before the fifth anniversary of a student's first day of high school, a participating student must be able to receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree. TEC, §29.908, authorizes the commissioner to adopt rules as necessary to establish the early college education program.

Bryan Collegiate High School Vision

Our vision is to see that every student, especially those traditionally underrepresented in higher education, receive a strong educational foundation and is prepared to be successful in a post-secondary environment. We believe that by working with families, higher education, and community partners, students will not only succeed with our curriculum but will form a strong personal vision as they develop into life-long learners.

Bryan Collegiate High School Mission

At Bryan Collegiate our mission is to provide students a supportive academic environment enabling all students to earn sixty college credit hours by their senior year and graduate on the distinguished achievement plan.

EARLY COLLEGE HIGH SCHOOLS

CORE PRINCIPLES

The Early College Vision

Every young person needs a postsecondary credential to thrive in today's world. Yet, as a nation, we fail to provide too many young people with the educational preparation they need and that our society demands. The founding intermediary organizations of the Early College High School Initiative believe that an early college school is one innovation that provides traditionally underrepresented youth with a path to and through college. Early college schools provide rigorous, supportive learning environments that blend high school and the first two years of college. They incorporate effective instructional and structural practices common to many small schools, but their designs go further, addressing the unique mission of the Early College High School Initiative: to raise the high school graduation and postsecondary success rates of underserved youth. All schools in the initiative strive to remove the financial, academic, and psychological hurdles that prevent too many students from entering and succeeding in college. Already, early college students are showing us that more is possible and that, with well-conceived school designs that include sustained supports, a college degree is an achievable goal for every young person.

The Early College Core Principles

All early college schools adhere to five interrelated Core Principles, which together constitute the fundamental beliefs of the initiative. Although all early college schools embrace these essential characteristics, they use a wide range of strategies for attaining them and for meeting the specific needs of their students, communities, and institutional partners.

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.

- ❖ Early college schools recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners.
- ❖ Early college schools recruit students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., struggling learners, students who are overage and under credited).
- ❖ Student admission is not based solely on prior academic performance.

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

- ❖ A formal, written agreement provides for full access to college courses, facilities, and support services.
- ❖ Dedicated representatives from all partner organizations meet regularly to review data, provide guidance, and make key decisions regarding planning, implementation, and sustaining the early college school.
- ❖ Faculty, staff, and community partners develop deep collaborations and participate, according to their role, in data-driven activities that advance instructional practice, curriculum development, staff development, and student support in order to build a college-going culture.
- ❖ All partners are actively engaged in developing sustainable funding for the early college school.

Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

- ❖ Secondary and higher education partners have aligned high school and college requirements and curricula, and they co-develop an academic plan that incorporates opportunities for dual credit.
- ❖ The academic plan ensures that students strive for two years and complete a minimum of one year of college credit in the core disciplines.
- ❖ There are strategies and structures in place that provide students with the opportunity to complete four-year degrees, (e.g., a graduation plan, transfer or articulation agreements).

Core Principle 4: Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

- ❖ Early college schools develop and implement a proactive support plan that includes multiple academic and social supports to ensure students' progression through college, articulates how and where services are delivered, and clearly describes the roles and responsibilities of staff and partners in their implementation.
- ❖ Early college schools address barriers to students' learning and academic achievement inside and outside of school.

Core Principle 5: Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

- ❖ Early college schools collect and share data with initiative partners to help demonstrate effectiveness at the local, state, and national levels.
- ❖ Early college schools work with their intermediaries to develop communication plans that further the objectives of the movement.
- ❖ Early college schools and their intermediaries work collectively to influence state and national policy, including legislation, regulations, and the allocation of funds.
- ❖ Early colleges, with their partners, are involved in preparing teachers and leaders to effectively meet the unique mission of the early college movement.

COMMON INSTRUCTIONAL FRAMEWORK

Early college high schools use a common instructional framework consisting of six instructional strategies. These instructional strategies drive the instructional practice at early college high schools and have led to their success. These strategies create classrooms that allow for powerful learning and powerful teaching and form the basis of a coherent college preparatory curriculum. They give all students of all skill levels access to the complex information needed to meet state and college readiness standards. These instructional strategies succeed because they engage all students in learning and require them to take an active role in their education.

Collaborative Group Work: Collaborative group work involves bringing students together in small groups for the common purpose of engaging in learning. Effective group work is well planned and strategic. Students are grouped intentionally with each student held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. Collaborative group work uses questioning, scaffolding and classroom talk and centers literacy groups

Writing to Learn: Writing to learn is a strategy through which students can develop their ideas, their critical thinking ability and their writing skills. Writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions. Writing to learn can also be used as a formative assessment and as a way to scaffold mid- and high stakes writing assignments and tests.

Questioning: Questioning challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry. Effective questioning (by the teacher and by students) deepens classroom conversations and the level of discourse students apply to their work. Teachers use this strategy to create opportunities for students to investigate and analyze their thinking as well as the thinking of their peers and the authors that they read in each of their classes.

Scaffolding: Scaffolding helps students to connect prior knowledge and experience with new information. Teachers use this strategy to connect students with previous learning in a content area as well as with previous learning in an earlier grade. Scaffolding also helps facilitate thinking about a text by asking students to draw on their subjective experience and prior learning to make connections to new materials and ideas.

Classroom Talk: Classroom talk creates the space for students to articulate their thinking and strengthen their voice. Classroom talk takes place in pairs, in collaborative group work and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work and literacy groups.

Literacy Groups: Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse. Group roles traditionally drive literacy groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of texts, or student level of sophistication using this strategy, but the purpose of literacy groups is to raise student engagement with texts by creating a structure within which they may do so.

GRADUATION PLANS

Students entering high school in the 2014-15 school year and thereafter must graduate under the Foundation Plan, Foundation Plan with Endorsement or the Distinguished Level of Achievement. All BCHS students will be scheduled under the Foundation Plan with an Endorsement beginning in the Fall of 2014.

Due to limited course offerings at Bryan Collegiate High School, only the following endorsements will be offered: Science, Technology, Engineering & Math Endorsement (STEM); Arts & Humanities Endorsement; Multidisciplinary Endorsement.

All students at Bryan Collegiate High School will be scheduled and enrolled in coursework that will lead to the new Foundation Plan with one of the endorsements offered at BCHS.

On the following page is a sample of the Personal Graduation Plan (PGP) that must be on file with the Bryan Collegiate office for all students. This PGP is also a sample of what college credit can be earned while pursuing the Foundation Plan with Endorsement or the Distinguished Level of Achievement.

	PEIMS Course	HS Course Name	HS Credits	TCCNS	College Course Name	College Hours	Blinn College Core Curriculum Standard
	03220100	PAP English I	1				
	03100500	PAP Algebra I	1				
	03010200	PAP Biology	1				
	03320100	PAP World Geog	1				
	03580400	Digital Design & Media	1				
	03580610	Digital Com in 21st Cen	1				
	03440100	Spanish I	1				
	N1290051	Path, College Career I	1				
	PES00054	Ind/Team Sports	0.5	PHED 1164	Intro to Physical Fit & Sport	1	Institutionally Designed
	PES00054	Ind/Team Sports	0.5	PHED 1110	Fitness Conditioning	1	
TOTAL Year 1			9			2	
	03220200	PAP English II	1				
	03100700	PAP Geometry	1				
	03040000	PAP Chemistry	1				
	03340407	PAP W. History	1				
	03440100	Spanish II	1				
	N1290052	Path College Career II	1				
	03500100	Art I	1	ARTS 1301	Art Appreciation	3	Humanities & Arts
	13011400	Business Info Mgmt I	1	BCIS 1305	Business Computer Applications	3	
	00338001 03370100	SS Adv Study Sociology	2	ANTH 2351 SOC1 1301	Cultural Anthropology Intro to Sociology	6	Social Science and Behavioral Science
TOTAL Year 2			10			12	
	03220300	Honors Eng III	1				
	03100600	PAP Algebra II	1				
	03050000	AP Physics	1				
	03340100	United States Hist A	0.5	HIST 1301	US History Part I	3	Social Science and Behavioral Science
	03340100	United States Hist B	0.5	HIST 1302	US History Part II	3	Social Science and Behavioral Science
	03310300	Economics (Edgenuity)	0.5				
	N1290053	Path, College Career III	1				
	13009900	Professional Communications	0.5	SPCH 1315	Public Speaking	3	Institutionally Designed
	03380031	SS Adv Study	1	PHIL 1301/2306	Philosophy	3	Humanities & Arts
TOTAL Year 3			7			12	
	03220400	English IV A	0.5	ENGL 1301	Comp & Rhet.	3	Communications
	03220400	English IV B	0.5	ENGL 1302	Comp & Lit	3	Communications
	03102500	Ind Stdy in Math I	1	MATH 1314	College Algebra	3	Mathematics
	03102501	Ind Stdy in Math I	1	Degree Plan Specific (MATH xxxx)		3	Mathematics
	13037200	Sci Res & Design	1	Degree Plan Specific (BIOL, CHEM, GEOL, etc...)		4	Natural Sciences
	13037200	Sci Res & Design	1	Degree Plan Specific (BIOL, CHEM, GEOL, etc...)		4	Natural Sciences
	03330100	Federal Govt	0.5	GOVT 2305	Fed. Govt	3	Social Science and Behavioral Science
	03380021	Ind Std in SS	1	GOVT 2306	State Govt	3	Social Science and Behavioral Science
	N1290054	Path, College, Career IV	1				
TOTAL Year 4			7.5			26	
Degree Plan Total			33.5			52	42 Hours Core Complete

Endorsements	STEM	Arts & Humanities	Multidisciplinary
Student must specify Endorsement upon entering 9 th grade Endorsement = Foundation +1 Math +1 Science + Specific Endorsement Requirement	Must complete: Algebra II ___ Chemistry ___ Physics ___ And Coherent sequence of at least 4 CTE credits, w/ at least 2 in the same career cluster, at least 1 advanced CTE course. The final course in the sequence must be from Science, Technology, Engineering and Math Cluster Or 5 Math courses by completing Algebra I, Geometry, <u>Algebra II</u> and 2 additional math courses that Algebra II is a prerequisite, Or 5 Science courses by completing Biology, Chemistry, Physics and 2 additional science courses Or 3 credits from 2 of the areas above in a coherent sequence	Must complete: Math ___ Science ___ And 5 Social Studies Courses Or 4 levels of <u>LOTE</u> (same language) or ASL Or 2 levels of 2 different LOTE courses Or Coherent sequence of 4 credits from 1 or 2 categories or disciplines in Fine Arts Or 4 English elective credits.	Must complete: Math ___ Science ___ And 4 advanced courses that prepare the student to enter the workforce or post-secondary education w/out remediation from w/in 1 endorsement area that are not in a coherent sequence Or <u>4 credits in each of the Core Areas</u> to include English IV and chemistry and/or physics, Or 4 credits <u>AP, IB</u> or Dual Credit courses selected from English, Math, Science, Social Studies, Economics, LOTE or Fine Arts

Distinguished Level of Achievement and Performance Acknowledgement	
Distinguished Level of Achievement	Algebra II + at least one endorsement A student must earn distinguished level of achievement to be eligible for top 10% automatic admission.

Performance Acknowledgement	Dual Credit	
	Bilingualism & biliteracy- Demonstrate proficiency in 2 or more languages. Student must have been participated in a Bilingual or ESL program and scored Advanced High on TELPAS sometime in their career in ESL	<ul style="list-style-type: none"> ● At least 12 hours of college credit, with at least 3.0 average or ● Associate degree earned during HS ● 80 on a scale of 100 in all English classes and 1 of the following: <ul style="list-style-type: none"> ➢ Complete 3 credits in the same LOTE with minimum grade of 80 ➢ Complete Level IV of LOTE with minimum grade of 80 ➢ Complete 3 credits in foundation subject area courses in a language other than English with minimum grade of 80 ➢ Demonstrate proficiency in LOTE by <ol style="list-style-type: none"> 1. Score of 3 or higher on an AP Exam for LOTE, 2. Score of 4 on higher on an IB 3. Score of at least Intermediate High on a National Language Assessment
	AP and/or IB Exam Score	<ul style="list-style-type: none"> ● A score of 3 or above on an AP exam ● A score of 4 or above on an IB exam
	PSAT, PLAN, ACT, SAT	<ul style="list-style-type: none"> ● PSAT score that qualifies a student as a Commended student or higher or ● Achieving the college readiness score on at least 2 of the 4 subject tests on PLAN or ● Earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT or ● Earning a composite score on the ACT (no writing) of at least 28 ●

GRADUATION REQUIREMENTS

Graduation in the State of Texas has two components: meeting state testing requirements and earning the right credits.

MEETING STATE TESTING REQUIREMENTS

Beginning in 2011-2012, the State of Texas will begin requiring students to take the State of Texas Assessment of Academic Readiness (STAAR) end-of-course (EOC) exams in five subjects. Members of the graduating class of 2015 (students entering 9th grade in 2011-2012) will be the first class held to the STAAR standards. EOC tests will be given in the spring semester and retested in July and December for each of the following courses:

- English I and English II
- Algebra I
- Biology
- U.S. History

Students will take exams based on the courses they are enrolled in each school year.

EARNING CREDITS

The school year is divided into two semesters: Fall (August – December) and Spring (January – June). At BCHS, the semester grade is a combination of the grades awarded for the semester grading period and for the final exam.

HIGH SCHOOL CREDITS

Most of the credits a student earns toward graduation will come from courses enrolled in during the regular school day over four years in high school. However, credits can also be earned from nontraditional sources.

NONTRADITIONAL SOURCES OF HIGH SCHOOL CREDIT

- Middle school students can earn high school credit when they complete high school courses during their middle school years. In Bryan ISD students are awarded high school credit for any approved high school courses even if the courses are taken at the various Bryan middle schools. All courses taken for high school credit in 6th, 7th, or 8th grade will be calculated in a student's GPA and rank. (Incoming 9th graders for 2013-14 and thereafter should refer to the new GPA guidelines)
- Summer school may be available either through BISD or through another school district. There is a cost for enrollment in summer classes. Most course offerings are for remediation (to recover a credit lost); however, some courses are offered for students who want to get ahead or make room in their regular schedule for other classes. Academic advisor approval is needed to ensure that the correct courses are selected; registration for courses is required.
- Coursework at Blinn College is available to all students who are currently enrolled at Bryan Collegiate High School. All courses taken outside of the regular fall or spring semesters (this would include summer and mini-mester courses) are paid for by the student and their families. Approval from the BCHS Academic Advisor and Associate Principal is required to ensure that the correct courses are selected.
- **Credit-by-Exam (for remediation)** is available to students who fail a course with a grade of 60-69. If the student scores 70 or above on the exam, the exam grade will be the grade for the course. The exam will come from an authorized outside provider. CBEs will not be considered for the student's GPA or class rank, nor does it count toward UIL eligibility. A cost is associated with this exam. Interested

students can see their academic advisor for more information. Credits earned by these exams must be completed with the final grade reported to the registrar’s office in order to participate in the graduation exercises.

- **Credit-by Exam (for acceleration)** is available to students who wish to receive credit without formal instruction in a course. A student must score 80 or above on an exam selected and administered by the district. These exams are given on specific dates 4 times annually. Dates are available throughout the school year but a student is only eligible to sit for the exam if it is prior to the time the student would be scheduled to take the course. Students must register for each exam at least 30 days prior to the test date and meet all deadlines and requirements outlined by the district. Details are available with the Academic Advisor or on the District website. The tests are developed and graded by an outside agency. Grades received on these tests will not be used in the calculation of GPA or class rank. A student must take the exam prior to the school year in which they would be scheduled to take the course, a specific exam can be taken a maximum of two times and can replace the EOC requirement when applicable.
- **Correspondence Courses** can be taken from Texas Tech University or from the University of Texas. Students may take only one correspondence course at a time (a maximum of three credits may be earned). All correspondence work must be completed with the final grade reported from the university to the registrar’s office in order to participate in graduation exercises. Grades from correspondence courses will not be used in calculating GPA or class ranking.
- **Dual Credit** for high school and for college credit can be earned through enrollment in a Blinn class.

GRADING SYSTEM

Since all students at Bryan Collegiate are dual credit students, there are two different grading systems that are used to award credit for coursework:

High School Courses	Dual Credit Courses
Students can earn a grade of A, B, C, or F in each class. In order to earn credit, a student must make at least a 70 (C) in any high school course.	Students can earn a grade of A, B, C, D or F in each class. In order to earn credit, a student must make at least a 60 (D) in any dual credit course.
A = 90-100	A = 90-100
B = 80-89	B = 80-89
C = 70-79	C = 70-79
F = 69 and below	D = 60-69
	F = 59 and below

TYPES OF COURSES

Bryan Collegiate High School offers several levels of courses: advanced, academic, and regular.

Advanced Courses

These are academically rigorous and are evaluated on a 6.0 grade point scale. Refer to the chart scale for weighting courses in determining a student’s GPA and class rank. Advanced Placement (AP) and dual credit courses are examples of advanced courses.

- **Advanced Placement Program (AP).** This program enables colleges and secondary students to work together to provide students with the opportunity to complete college-level studies during their high school years. Students entering the AP program in BISD must be prepared for the accelerated and rigorous study of college-level content. They must have demonstrated above average skills in the chosen content area because the depth and scope of the material does not allow class time for remediation. Each AP class requires a personal commitment of time and effort outside the classroom. AP students must be independent learners, ready to take responsibility for the quantity and frequency of rigorous assignments. A commitment to excellence is essential to a student's success.
- **Dual Credit.** Students at BCHS may obtain college credit and high school credit simultaneously under an agreement with Blinn College, BCHS and Bryan ISD. Blinn faculty teach the courses on the BCHS campus and on the Blinn campus. In order to be enrolled in a dual credit course, students must have attempted and passed certain parts to the Texas Success Initiative Assessment (TSIA). BCHS students are able to take virtually any course offered at Blinn College as long as the course meets all of the following requirements:
 1. The course is transferable to a four-year university and
 2. The course is reflected on a post-secondary degree plan that the student has chosen and
 3. The course is part of the Dual Credit Alignment between Bryan ISD and Blinn College

Academic Courses

These are slightly less rigorous and are evaluated on a 5.0 grade point scale. Refer to the chart scale for weighting courses in determining a student's GPA and class rank. Honors and Pre-AP courses are examples of academic courses.

- **Pre-AP/Honors courses** are designed to extend and enrich the content of the regular high school curriculum while preparing students for success in Advanced Placement/Dual Credit classes offered at the junior and senior level. These courses provide challenging research opportunities for students with high interest in academic exploration and include out-of-class assignments. This is the most prevalent type of course at BCHS and can be found in all of the core academic subjects.

Regular Courses

These are challenging courses evaluated on a 4.0 grade point scale. Refer to the chart scale for weighting courses in determining a student's GPA and class rank. All students at BCHS will have at least one regular class scheduled every year.

LOSING CREDITS

Credit for a course can be lost by failing a course or by having poor attendance.

Attendance requirements

Regular attendance in school is essential for satisfactory progress. Poor attendance causes a lack of interest in school, lower grades, and can result in the loss of credit(s). State law mandates that every student attend for 90% of the semester in order to receive credit. A student who has less than 90% attendance in any class period per semester may not receive credit for that class. For further information, refer to the BISD Student Code of Conduct Handbook or the BISD Student Handbook.

- **Full-Day Absences.** When a student is absent, a written note from a parent or legal guardian is required upon the student's return to school and is to be delivered to the Attendance Office within three (3) days of the absence. The note should include the student's name, ID#, grade level, the date(s) absent, the reason for the absence, the parent's daytime phone number, and a parent's signature. The note may be faxed to the Attendance Office. For absences exceeding five (5) consecutive days, a note from a health professional is required OR written approval from the student's assistant principal must be obtained.

- **Medical Appointments.** If a student is absent during part of the school day due to a medical appointment and then returns to school, he/she must return with a statement from the medical office documenting the date and hours of the appointment. The absence will be waived and will not penalize a student's attendance record.
- **Extenuating Circumstances.** If there are extenuating circumstances, a student must file an appeal for credit through the associate principal to the Attendance Committee. The Attendance Committee will determine if the student is eligible to receive credit and under what conditions credit will be awarded.

FINAL EXAMS

The semester grade for high school courses will be calculated from the semester grades and a final exam. Final exam exemptions will be granted each semester to eligible students. Specific information about final exam exemptions can be found the in Bryan Collegiate High School grading guidelines.

SEMESTER AVERAGING

When a student fails the first semester of a two-semester course, then semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Semester averaging will only be used when the student fails the first semester, passes the second semester, and the average of the two grades is 70 or above.

CLASSIFICATION

Every student is classified as either a 9th, 10th, 11th or 12th grader. These classifications are determined by the number of credits a student has earned and the number of years he/she has been enrolled in high school.

Freshman (9th grade)	Less than 6 credits
Sophomore (10th grade)	6 – 11.5 credits & second year
Junior (11th grade)	12 – 17.5 credits & third year
Senior (12th grade)	18 or more credits & fourth year

GRADE POINT AVERAGE and CLASS RANKING for CLASS of 2017 and AFTER

GRADE POINT AVERAGE (GPA)

Grades from high school courses are averaged to create a grade point average for each student. Students will have both an unweighted and weighted GPA. The weighted GPA will also be used to determine students Rank in Class. The following courses will be used when calculating GPA:

- Courses taken in grades 9 – 12, including summer school
- Courses repeated due to failure
- Courses with a grade of NG – “no grade” (calculated as zero grade point)
- Courses with a grade of WF – “withdraw failing” (calculated as zero grade point)
- Courses with an * – denied credit due to excessive absences (calculated as zero grade point)
- Courses taken for dual credit
- Approved high school courses taken in middle school

Grade point calculations do not include: correspondence courses, credit-by-examination, courses for local credit, off-campus physical education substitutions (require pre-approval), or PE substitutions.

UNWEIGHTED GPA

All courses that receive State credits, under the guidelines above, will be used to calculate the unweighted GPA. All courses will have the same weight and will be calculated on a 100 point scale.

WEIGHTED GPA

All high school core classes (English, Math, Science and Social Studies) and Languages other than English (LOTE) and any other AP or Dual Credit course will be used to calculate the weighted GPA. The weighted GPA will be calculated on a weighted 4.0 scale. Pre-AP courses receive one extra weight point. AP and dual credit courses receive two extra weight points. The extra points are used only for GPA calculation and are not reflected on the students posted grade on the transcript.

If students leave BCHS, the weighting for certain dual credit courses will be lost.

Re-taking courses. Effective with the Class of 2001, any courses retaken to improve the grade will be awarded credit for the higher of the two grades. Credit will not be awarded twice. Both grades will be used in GPA calculation.

Calculation of Grade Point Averages

The equation used to calculate a student's Unweighted GPA is:

$GPA = \text{Cumulative Grade Points} / \text{Cumulative Attempted Credits (all state credits, as reflected in Board Policy)}$

For any grade, use the actual semester/yearly grade average. Weights for all courses are equal. (i.e. 93 = 93)

The equation used to calculate a student's Weighted GPA is:

$GPA = \text{Cumulative Grade Points} / \text{Cumulative Attempted Credits (in Core and LOTE Classes)}$

Basic courses: 100 = 3

Regular courses: 100 = 4

Honors/Pre-AP/Pre-IB: 100 = 5

AP/IB: 100 = 6

Grade Points are determined by the following:

Convert each grade to scale, then multiply by attempted credits. For any grade less than 100, subtract 0.1 for each grade less than 100 (i.e. 99 = 3.9 regular weight, or 97 = 4.7 Honors/ PAP academic weight, or 95 = 5.5 AP/IB/Dual advanced weight.)

CLASS RANKING

Students are ranked with their Bryan Collegiate graduating class according to their grade point average. The initial ranking is done during the summer before a student's senior year. This initial ranking is reported to colleges and universities as students apply for admission. For the purpose of recognition at the spring graduation exercises, the official class ranking is calculated at the end of the spring semester of the senior year. The ranking for graduation includes identification of honor graduates.

- **Re-taking courses.** Any courses retaken to improve the grade will be awarded the higher of the two grades. Credit will not be awarded twice. Both grades will be used in GPA calculation.
- **Students recognized at graduation.** During the commencement exercises, the valedictorian, salutatorian, and honor graduates shall be recognized.

1. The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been enrolled in the same District high school for the four semesters preceding graduation.
2. The District shall recognize as Honor graduates each student who has a weighted GPA in the top ten percent of his or her graduating class and who graduates under the Recommended, Distinguished Achievement Program, or the Foundation Program with the distinguished level of achievement. Classifications are as follows:
 - a. Graduates with the highest honors, summa cum laude, shall be those students whose cumulative GPAs are in the top two percent.
 - b. Graduates with high honors, magna cum laude, shall be those students whose cumulative GPAs are in the next three percent.
 - c. Graduates with honors, cum laude, shall be those students whose cumulative GPAs are in the next five percent.

SCALE FOR WEIGHTING COURSES FOR CLASS RANK

	Grade	Dual Credit	AP/IB	Academic	Regular	Modified
A	100	6.0	6.0	5.0	4.0	3.0
	99	5.9	5.9	4.9	3.9	2.9
	98	5.8	5.8	4.8	3.8	2.8
	97	5.7	5.7	4.7	3.7	2.7
	96	5.6	5.6	4.6	3.6	2.6
	95	5.5	5.5	4.5	3.5	2.5
	94	5.4	5.4	4.4	3.4	2.4
	93	5.3	5.3	4.3	3.3	2.3
	92	5.2	5.2	4.2	3.2	2.2
	91	5.1	5.1	4.1	3.1	2.1
	90	5.0	5.0	5.0	4.0	3.0
B	89	4.9	4.9	3.9	2.9	1.9
	88	4.8	4.8	3.8	2.8	1.8
	87	4.7	4.7	3.7	2.7	1.7
	86	4.6	4.6	3.6	2.6	1.6
	85	4.5	4.5	3.5	2.5	1.5
	84	4.4	4.4	3.4	2.4	1.4
	83	4.3	4.3	3.3	2.3	1.3
	82	4.2	4.2	3.2	2.2	1.2
	81	4.1	4.1	3.1	2.1	1.1
80	4.0	4.0	4.0	3.0	2.0	1.0
C	79	3.9	3.9	2.9	1.9	0.9
	78	3.8	3.8	2.8	1.8	0.8
	77	3.7	3.7	2.7	1.7	0.7
	76	3.6	3.6	2.6	1.6	0.6
	75	3.5	3.5	2.5	1.5	0.5
	74	3.4	3.4	2.4	1.4	0.4
	73	3.3	3.3	2.3	1.3	0.3
	72	3.2	3.2	2.2	1.2	0.2
	71	3.1	3.1	2.1	1.1	0.1
70	3.0	3.0	3.0	2.0	1.0	0.05
D/F For Dual Credit A grade of 60-69 is equivalent to a D and credit is honored due to another institution awarding credit.	69	2.9	FAILING	FAILING	FAILING	FAILING
	68	2.8				
	67	2.7				
	66	2.6				
	65	2.5				
	64	2.4				
	63	2.3				
	62	2.2				
	61	2.1				
	60	2.0				
0-59	FAILING					

EARLY GRADUATION

We encourage all students to complete four years of high school and to explore a variety of elective courses as part of discovering a possible career pathway. We support the efforts of students who want to graduate in three (or three-and-a half) years, but the student must be on the Recommended Plan or Foundation + Endorsement Plan. Graduation requires four years of English, Math, Science, and Social Studies, which will make it very difficult for a student to graduate in less than four years. The student will need to be highly motivated, will most likely need to complete some courses in summer school and/or bring high school credits from middle school, and will need to double-up on a few core courses for a year.

- Written permission. Parents or legal guardians must declare in writing the student's intent to graduate early and give their permission for the student to do so (academic advisors have a copy of this form). A copy of this statement, signed by the appropriate academic advisor and principal, must be on file in the Registrar's Office. A conversation with the student's academic advisor is strongly encouraged.
- Graduation ceremony. Early graduates are entitled to participate in graduation ceremonies if they have completed all courses and testing requirements for graduation. Also, to be recognized as an honor graduate at the ceremony the graduate must meet and be classified as a 12th grader at the beginning of the student's 3rd year of high school.

BCHS COLLEGE TESTING REQUIREMENTS

The Texas Success Initiative (TSI) is a state-mandated testing program created to assess a student’s “College Readiness” in first year college-level academic courses. The only test that can be used to satisfy the TSI requirement for any Texas post-secondary educational entity is the Texas Success Initiative Assessment (TSIA). This placement test helps counselors and advisors assist students in choosing the right classes to meet educational requirements and goals.

Before testing, all students must complete a pre-assessment activity that will be administered by BCHS. All students must have placement test scores, or proof of exemption, on file in the Admissions Office prior to academic advising and registration. These scores are used to place students in the appropriate level of coursework; and are not used as a condition for admission to the college. Students should test early to allow time for scores to be received and academic advising to be completed. Test dates are subject to change.

By the end of the freshman year, BCHS students must have passed at least the reading of the TSIA in order to continue on to their sophomore year at BCHS; by the end of the junior year BCHS students must have passed all sections of the TSIA (reading writing and math) in order to continue at BCHS. Students not meeting these requirements may be required to return to their attendance zone high school. Refer to the following chart for passing score information for each section of the TSIA.

More information can be found by visiting the website below:

https://www.blinn.edu/admissions/success_initiative.html

Reading	Writing	Math
351* or Above	A 340 on Sentence Skills and a 4 on the essay Or A 5 on the essay with no minimum score on the sentence skills section	350* or Above

*These scores are based on scores proposed by the Texas Higher Education Coordinating Board for the Fall 2017.

TSIA Testing FAQs

Do I have to take the TSIA?

YES! All BCHS students must have TSIA results on file in order to register for Blinn classes. You must pass the appropriate sections needed to enroll in the courses you need. All students must pass the reading and writing sections in order to continue enrollment at BCHS beyond the sophomore year.

How much does it cost?

There is NO FEE for BCHS students to take the TSIA on the BCHS campus.

When and where do I take the test?

All tests will be administered at BCHS. In coordination with appropriate staff, Dr. Caperton will arrange testing dates and times.

Where and when do I sign up?

Even though there is no cost, you will need to register with Enrollment Services (located in the Administration Building office) for tracking purposes before going to the testing room. For school organized administrations, BCHS staff will usually take care of registration for you. Students need to take a BCHS “testing ticket” with them to the Blinn Testing center which you can get from Dr. Caperton.

Can I take the sections separately?

Unless you have previously passed a section or are exempt from taking a section, you must take the entire test.

Where do I go if I still have questions?

Contact the BCHS Associate Principal in room 100A at BCHS.

BCHS POLICIES AND CONTRACTS

OPERATIONAL HOURS

Bryan Collegiate's operating hours will be from 7:15am to 4:30pm each day. Parents are able to drop their students off as early as 7:15am and the building will be open for students. Parents should arrange to pick their child up no later than 4:30PM each day unless they are staying after school for tutorials or other activity with a BCHS staff member.

Each Friday, Bryan Collegiate will dismiss early at 1:50PM. Any student not picked up after 2:00PM will be required to wait in the BCHS GoCenter until their ride comes.

OUTSIDE FOOD

It is permissible for parents/guardians or family members to bring their student food from outside the school; however, no other student shall receive outside food from a non-family member.

VEHICLES ON CAMPUS

High school students who drive to and from school in personal vehicles must:

- obtain and appropriately display a student parking permit;
- park in a designated student parking area on campus;
- adhere to individual school parking rules; and

Failure to obtain the required permit and/or to park in an approved student parking area may result in the loss of driving and parking privileges, towing, and other appropriate disciplinary action.

Bryan Collegiate High School parking permits are \$20.00. The following must be presented when purchasing a permit:

- Valid driver's license
- Current student ID
- Proof of insurance
- Completed application

Students will be issued parking permits after application requirements are met. All student vehicles must display a valid parking permit as instructed. Students are to park in lots designated for student use. Cars parked in unauthorized locations such as reserved spaces, handicapped spaces, or fire lanes may result in towing and/or citations.

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable suspicions exist to do so. A student has full responsibility for the security of his/her vehicle and will make certain that it is locked and that the keys are not given to others. A student will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons, that are found in his/her car and will be subject to disciplinary action by the campus as well as referral for criminal prosecution for having such objects or substances on school property. Searches of vehicles may be conducted at any time there is reasonable suspicion to do so, with or without the presence of the student. If a student needs to drive an

alternative vehicle to school for a brief period of time, the student must give notice to the front office. Students who park on campus must adhere to all regulations outlined in the student handbook.

If a vehicle subject to be searched is locked, the student shall be asked to unlock the vehicle. If the student refuses, the campus shall contact the student’s parents. If the parents also refuse to permit the vehicle to be searched, the campus may contact local law enforcement officials and turn the matter over to them. [See SEARCHES and Policy FNF (LOCAL).] Bryan ISD, nor Bryan Collegiate High School, are responsible for damage to vehicles or items in vehicles parked on campus at any time.

DRESS AND GROOMING

The district’s dress code is established to teach grooming and hygiene, prevents disruption, and minimizes safety hazards. All students are required to wear their school-issued identification badge, including temporary ID’s, with a lanyard around their neck during the instructional day. A fee of \$2.00 will be charged to the student for replacement of a lost ID badge. If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student can be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following:

ITEM	ACCEPTABLE DRESS	SPECIAL COMMENTS AND INTERPRETATIONS
Shirts, Blouses	Shirts/blouses must be: <ul style="list-style-type: none"> Sleeves are required on garments. Boys’ shirts; the length of an untucked shirt must be no longer than the tip of the longest finger with the student’s hand fully extended down the side of the student’s leg. 	Students are prohibited from wearing shirts/blouses that: <ul style="list-style-type: none"> Are sleeveless or reveal the shoulders/undergarments. Advertise alcohol, drugs, tobacco, the occult, or gangs. Have low-cut necklines Are see-through apparel or clothing with holes Have tube-tops, halter tops, spaghetti straps, half shirts, tank tops, muscle shirts, crop tops, or any shirt, which allows the navel or bra to show. Any shirt/blouse that does not come to the waistband or exposes the midriff while standing, walking or sitting must be worn with an undershirt that tucks in. Are excessively tight.
Pants, Slacks	Acceptable pants/slacks must be appropriately sized and worn at the waist and cover all undergarments.	The following are not acceptable: <ul style="list-style-type: none"> excessively long, large, or sag below the top of the hip line or allow undergarments to show NO skin showing above mid-thigh oversized, baggy, or excessively tight Athletic pants in grades 7-12 Joggers with no sweat or jersey material, must have drawstring at waistband
Shorts/Skorts	Acceptable length must be mid-thigh or longer	The following are not acceptable: <ul style="list-style-type: none"> Short shorts Athletic shorts in grades 7-12 Shorts with holes or tears Excessively tight shorts
Dresses, Skorts, Skirts	Grades K-6 must reach mid-thigh or longer and be worn with shorts or leggings underneath. Acceptable length must be mid-thigh or longer	The following are not acceptable: <ul style="list-style-type: none"> Short dresses, skorts, and skirts Clothing with holes or tears Dresses that are low cut in front/back or sleeveless Excessively tight dresses, skorts, and skirts
Shoes	Shoes shall be worn at all times. Shoes should be appropriate for identified curricular and co-curricular activities.	The following are not acceptable: <ul style="list-style-type: none"> House shoes, slippers, shoes with wheels Shoes without back in grades K-6

Hair, Facial Hair	Hair shall be a natural color, clean, well groomed, and worn in a manner and style that is not distracting in the learning environment. Male students with beginning facial growth must keep it neatly trimmed and groomed or must be clean-shaven.	Hair shall not be: <ul style="list-style-type: none"> ● Distracting to the learning environment ● Students shall not have curlers or pin curls in hair ● Dyed an unnatural color ● Worn to cover facial features ● Full Beard
Jewelry	Earrings, hair jewelry, watches, bracelets, rings and necklaces that are not a safety hazard or a material or substantial disruption may be worn. Spacers are acceptable	The following are not acceptable: <ul style="list-style-type: none"> ● Jewelry that may be identified as gang related ● Chains, pocket chains, or chains attached to wallets, footwear, pants, or backpacks ● Body piercings, other than earrings, including, but not limited to nose rings and studs, eyebrow loops and studs, lip rings and studs, and tongue piercings.
General	School-approved uniforms for physical education, athletics, pep rallies, etc., may be worn only during the class or activity for which they are approved. For unique special events the campus administration may establish event-specific dress code requirements.	The following are not acceptable: <ul style="list-style-type: none"> ● Any clothing that is gang related, or promotes violence or violation of school rules, or are lewd, offensive, vulgar, contain obscene language, sexually explicit language or images, or that materially or substantially disrupts the learning environment ● Tattoos that are offensive, gang-related, or substantially disrupt shall be covered ● Extremely tight fitting clothes, such as spandex or bicycle shorts ● Leggings,(jeggings) as the primary garment ● Hoods as a head covering inside the building ● Clothing that is worn in any other way than the way it was designed to be worn ● Pajamas or loungewear ● Sunglasses, combs, picks, brushes, or headgear, including but not limited to hats, caps, sweatbands, bandanas, or do-rags visible during the school day ● Costume contact lenses

**Students assigned to DAEP must follow dress code guidelines per DAEP handbook.

Dress for Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the Student Code of Conduct.

BCHS LATE WORK POLICY

Bryan Collegiate High School will be implementing a system called the Intensive Care Unit (ICU). As part of this system there will be a reduction no more than one letter grade for all late work for high school courses.

Students enrolled in a Blinn must follow the late work policies of the instructor for that course.

GRADING GUIDELINES FOR BCBS

At minimum, each class would collect six major and six minor grades for the semester grading period; though teachers would be at liberty to collect more grades according to their specific needs. As always, grades would be posted on a weekly basis for parents, students, and faculty to monitor student progress as closely as possible.

RE-TEACH/RE-TEST PROCEDURES FOR BCHS

Senate Bill 2033 amends the Education Code to require a school district to adopt a grading policy before each school year that requires a teacher to assign a grade that reflects the student's relative mastery of an assignment. The policy may not require a teacher to assign a minimum grade for an assignment without regard to the student's quality of work and may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. The bill made its provisions applicable beginning with the 2009-2010 school year.

In response to SB2033 Bryan Collegiate has adopted the following campus procedures to benefit all students in achieving proficiency/mastery in all subject areas.

Re-Testing

Re-testing will be done following some type of re-teaching. An alternate form of the test or the same test may be utilized in the re-testing process. The teacher will provide the opportunity for re-testing; the student must take the initiative to retake the test. Only one re-test will be offered.

Any major test that culminates a unit of instruction may be considered to be the second opportunity for students to demonstrate mastery of previously non-mastered concepts.

Opportunities are provided to address re-testing through one or more of the following methods:

- demonstration of mastery of material through a medium other than the written test;
- oral proof of mastery;
- a different version of the test or the same test;
- revision within the writing process;
- test correction;
- computer-aided testing

Re-testing will take place within one week of the return of the original test.

Exceptions to Re-Testing

Grades for products that result from a full, extended process, such as process papers, research papers, lab practicals, and etc., do not necessarily fall within the re-teaching/re-testing guidelines. The process itself, and adherence to it, will provide several opportunities for students to make improved scores. By nature, semester exams are a type of re-testing in that they are cumulative for that grading period. Therefore, re-testing will not be offered for semester examinations.

Students who are found to be taking unfair advantage of the re-test opportunities will not be allowed to participate in the procedures. Unfair advantage is determined to be:

- Skipping school or class the day of either test or any day on which re-teaching/re-testing is offered; i.e., unexcused absences;
- Cheating on either the original test or on the re-test;
- Habitually failing major tests on the first attempt and failing to take advantage of re-teaching opportunities;
- Creating a disturbance that results in an office referral during re-teaching and/or re-testing.
- Failing to consistently take advantage of mutually acceptable scheduled tutorials;

- Failure to take a re-test at the appointed time. The original test grade will be recorded unless the teacher determines that credible extenuating circumstances exist.

Recording of Re-Testing Grades

Only one retest may be taken per failing test grade for a maximum high score of 70%. If the retest is failed, the higher grade of the two tests will be recorded.

Student Re-Test Procedures

1. The student must make a retest request within 24 hours of receipt of a failing grade (using the Retest Prescription Form). Only one retest may be taken per failing test grade for a high score of 70%.
2. Retest must be completed within one week from the original testing date
 - a. The teacher will designate the date(s) for tutorials and re-take as a piece of the student's prescription.
3. Retesting will take place on Saturday mornings during Saturday Opportunity School.
4. The prescription form must be completed and signed by the teacher, student and parent before a retest is given.
 - a. The Retest Prescription must be completed prior to testing and signed by the parent
 - b. A prescription is the teacher's professional judgment as to what information the student is expected to know at the proficient level.
 - c. Failure to complete the prescription prior to the testing date, will result in the retest not being given
5. Retest Prescription Forms can be obtained from the classroom teacher.

THE INTENSIVE CARE UNIT/CRITICAL CARE UNIT (ICU/CCU)

Student success is of vital importance to the faculty and staff at Bryan Collegiate. One of the support strategies we have implemented is called the Intensive Care Unit and the Critical Care Unit. The ICU/CCU allows students a structured time to complete work that is currently recorded as missing in a teacher's gradebook. The ICU/CCU will occur during the lunch periods and students will have lunch in the ICU/CCU room while completing their work.

Given below are some frequently asked questions in regards to the ICU/CCU.

What is the Intensive Care Unit (ICU)?

- The ICU is an intervention room to assist students who have not completed work or need an opportunity to redo poorly done work. It will be available only during learning communities and lunch time, Monday - Thursday 11:20 - 12:40 pm.

Why do we need to do something different?

- We have tried a variety interventions and consequences to try and help students turn in work. We have gotten close a few times but have not been as successful as we would like to be. This proposal has attempted to take into consideration all of the barriers that we have previously come up against. Our goal is a successful intervention for students!

How are students assigned to ICU?

- When a student misses an assignment or turns in poor quality work that needs to be redone, the teacher adds the student's name and assignment information to the ICU list.

What do students do in ICU?

- Students will complete the assignments listed on the ICU list. If they complete the assignment during ICU, they must stay in ICU for the entire time and will continue to work on other academic tasks.

Who is in charge of the ICU?

- There will be several teachers on the BCHS staff that will run the ICU/CCU rooms to ensure that work is being completed and that assistance is available if needed.

How will parents know if their student has been assigned to ICU?

- The parent link system will make automated phone calls and send automated emails each time a student fails to turn in an assignment. There is no action to be taken on the parent's part, the phone call is for notification purposes only.

What will the ICU room look like and where will it be located?

- The ICU will be primarily located in room 109. It will be well stocked with school supplies, textbooks, novels, project materials, etc. We don't want to allow any excuse to get in the way of completing assignments. Students will also have the computers available for use.

Why use learning community time instead of before or after school?

- Since this is during the school day, students are a captive audience and it allows the intervention to be immediate.

Can a student attend morning/afternoon, PCC, tutorials in place of ICU?

- No. Once they have been assigned to ICU they must attend. If they already completed that specific assignment they will need to work on other academic tasks to prevent future ICU assignments. Students are always welcome and encouraged to attend tutorials but we must keep to the integrity and fidelity of the ICU plan.

What are the reasons why a student would be assigned to the ICU?

- Didn't complete/turn in homework; didn't read assigned material or watch a "flipped" video lesson; turned in poor quality work and needs to redo to show mastery of learning.

What if students do not go to ICU when they are assigned?

- If students do not show up to ICU or are consistently late they will be referred to the office for administrative consequences.

How will students in ICU get their lunch?

- Students will report to ICU immediately at 11:20. Once the students are settled and working, a BCHS staff member will escort the students to lunch.

What if students don't have needed classroom materials to complete an assignment? (graphic organizers, rubrics, instructions, etc.)

- A box will be placed in room 102 teachers are expected to put all needed materials in the correct folder in the box.

What happens if I do not finish the assignment I need to turn in during ICU?

- Students will continue to attend ICU until all assignments are complete.

BRYAN COLLEGIATE HIGH SCHOOL STUDENT AND PARENT CONTRACT

(A signed copy of this contract must be on file with the office.)

Bryan Collegiate High School offers a rigorous academic program within a small personalized setting. The goal is that all students attending BCHS will be successful in Pre-AP/Honors and Dual Credit courses, complete the distinguished achievement high school graduation plan, and enroll in a four-year college or university after high school graduation. To ensure these and any other goals are achieved, all stakeholders must be fully committed to the following responsibilities.

Students will complete the following expectations:

- Maintain at least a 2.0 in Blinn courses. A 2.0 is equivalent to a grade of “C”.
- Complete all BCHS community service requirements for graduation.
- Take all Pre-AP, Honors and Dual Credit courses as appropriate.
- Strive to complete all components of the Distinguished Achievement Graduation Plan.
- Set aside time for homework every night to help ensure assignments are completed on time.
- Come prepared for every class every day and turn in all assignments on time.
- As a Senior students will:
 - Apply to at least three four-year colleges or universities.
 - Complete and submit Federal Application for Student Financial Aid (FAFSA), Texas Application for Student Financial Aid (TASFA) and/or scholarships.
- Follow the BISD Student Code of Conduct and the Blinn Student Code of Conduct.
- Maintain satisfactory citizenship and attendance in all classes.
- Communicate with parents and staff regularly regarding progress, goals, questions, comments, and concerns.

Parents will:

- Attend both of the mandatory individual family meetings. The first meeting will be when the student is a freshman and the second meeting will occur during the student’s senior year.
- Provide time and space for their student to complete school work at home, knowing that their student will have homework every night.
- Provide or arrange for transportation to and from school. The building is open from 7:15am to 4:30pm.
- Review progress reports when they are sent home every three weeks.
- Maintain accurate contact information with the school by reporting any changes in address or telephone numbers immediately.
- Communicate with students and staff regularly regarding progress, goals, questions, comments, and concerns.

Both students and parents sign this contract as an acknowledgement of the policies, procedures and expectations of enrollment at Bryan Collegiate High School.

BRYAN COLLEGIATE HIGH SCHOOL & BLINN COLLEGE DUAL CREDIT COURSE POLICIES

As students begin taking dual credit (DC) courses taught by Blinn instructors, we want to ensure that all students and parents/guardians are aware of the Blinn College expectations, policies, and resources. This contract highlights many of the concerns students and parents/guardians might have; however, we highly encourage you to take the time to read the Blinn Handbook. While in a Blinn course (regardless of location) all students are held to the expectations, policies and consequences explained in the Blinn Handbook. You can find this document online at <http://catalog.blinn.edu/>

Students and parents/guardians need to read the following contract. Your signature on the BCHS contract that is kept on file in the office indicates that you understand and agree to these policies and expectations.

I. Attendance

- a. Students are expected to attend all classes. An accurate record of each student's attendance is kept by each instructor. A student who acquires the equivalent of two weeks of absences will be withdrawn from the course and not allowed to attend class. For example, if a course is on Tuesday and Thursday, a student who misses more than four class meetings will be dropped.
- b. If a student is dropped from a Blinn course for lack of attendance, s/he may be required to leave BCHS and attend his/her attendance-zoned campus.
- c. If a student would like to contest the drop and be reinstated after excessive absences, s/he must contact the respective Blinn instructor and the Blinn Division Chair to appeal the decision. This is the student's responsibility – it is neither the parent or BCHS' responsibility.
- d. If ill, students must contact their instructor within 24 hours of illness, and maintain continuous contact thereafter.

II. TSIA Testing

- a. Students must pass the reading section of TSIA by the end of their sophomore year and pass the writing and math section by the end of their junior year in order to continue enrollment at BCHS.
- b. Blinn allows students to take the TSIA for free once each semester and the BCHS testing coordinator schedules this testing.

III. Blinn Email

- a. All Blinn students have a Blinn email account. Most Blinn instructors will use this email account to communicate with students. BCHS students must check this email regularly.
- b. The Blinn email account may not always be accessed from BCHS; therefore, students will need to check it off-campus or have their Blinn email account forwarded to their BISD Google Account.

IV. Late Work

- a. Late work is not accepted.
- b. Any exceptions to this policy are at the instructor's discretion. Students should not depend on, nor expect, an exception.

V. Drop/Failure of a Blinn Course

- a. If a student drops or fails a Blinn course, the following are the consequences:
 - i. Drops for non-attendance may result in removal from BCHS for the subsequent semester. Students are allowed up to two weeks worth of absences before being dropped from class.
 - ii. Drops or failure of a course because of lack of academic success
 1. All students must maintain at least a 2.0 cumulative GPA with Blinn College. Students that move to the Academic Suspension list with Blinn College will not be able to return to BCHS for the remainder of their high school career.
 2. Current BCHS Freshmen and Sophomores
 - a. Freshmen who do not pass their PHED course(s) will be subject to enrollment review.
 - b. Sophomores who do not pass their ARTS course will be subject to enrollment review.
 3. Current BCHS Juniors
 - a. Students must not fail (Letter Grade of 'F') more than one course per semester in order to remain at BCHS.
 - b. Students must not be credit deficient on their personal graduation plan in order to continue into their senior year.
 4. Current BCHS Seniors
 - a. Students must pass ENGL 1301 to remain at BCHS.
 - b. Students must not fail (Letter Grade of 'F') more than one course during the fall semester in order to remain at BCHS.
- b. In order to drop a Blinn course, students must follow the drop procedures available from the BCHS counselor. In order to drop a Blinn course, a student must meet the following criteria:
 - i. Student must have no more than 1 absence in the course for which they are requesting to drop.
 - ii. Student must have turned in all assignments (no missing assignments).
 - iii. Student must have met with their instructor during office hours at least three times, and these meetings are documented.
- c. Beginning with the 2020 cohort, students will be allowed to drop no more than one course (this includes drops for non-attendance) throughout the duration of their junior and senior year. The next time a drop is processed, the student will drop all of their remaining courses and will withdraw from BCHS for the subsequent semester.

For students who may have extraordinary circumstances, these will be addressed on a case-by-case basis by the BCHS administration.

VI. Plagiarism

- a. It is the responsibility of instructors to maintain scholastic integrity at Blinn College by refusing to tolerate any form of scholastic dishonesty. If there is compelling evidence that a student is involved in cheating or plagiarism, the instructor should assume responsibility and address the infraction. Likewise, any student accused of scholastic dishonesty is entitled to due process as outlined in the Scholastic Dishonesty Policy (found in the Blinn Handbook). A student receiving an "F" in a course because of scholastic dishonesty **may not withdraw from that course.**

VII. Scholastic Suspension/Probation and Behavior

- a. Scholastic

- i. A student who falls below a 2.0 cumulative grade point average (GPA) at the close of any long semester or summer school will be placed on scholastic probation. A student who fails to achieve a minimum 2.0 semester and cumulative GPA at the end of subsequent semesters will be placed on scholastic suspension. A student with a semester GPA of greater than 2.0 and a cumulative GPA of less than 2.0 will remain on scholastic probation. Students being placed on scholastic probation at the end of the long semester or summer school will receive an email at their Blinn College Buc account. Students being placed on scholastic suspension at the end of the long semester or summer school will be mailed a letter at their permanent address by Blinn College. Any student who moves from academic probation to academic suspension will not be able to continue at BCHS and will have to return to their home campus for the duration of their high school career and will not be able to return to BCHS.
- b. Behavioral
 - i. Blinn College maintains rules and regulations (incivility protocol) and reserves the right to dismiss or to place on disciplinary probation a student for violation and infraction of rules.
 - ii. A Blinn instructor can begin an incivility protocol for a student breaking rules or being disruptive in class. The first time a student is removed for incivility, the student, instructor and a BCHS administrator will meet before that student may return to class. Please read the Blinn College Student Handbook which outlines the specific incivility protocol. A student can be removed from the course for incivility.
 - iii. If you are removed from a Blinn classroom as a disciplinary action, you will ultimately be removed from BCHS and/or receive additional disciplinary consequences from BCHS.

VIII. Blinn Resources

a. Library

Regular Semester Hours (Fall & Spring)	
Sunday	5:30 pm – 9:30 pm
Monday - Thursday	7:45 am – 9:30 pm
Friday	7:45 am – 5:00 pm
Saturday	9:30 am – 2:30 pm

- b. Learning Center: The Learning Center provides FREE tutoring for ALL Blinn students in a variety of subjects including accounting, biology, chemistry, computer programming, mathematics, Microsoft Office applications, physics, and foreign languages. The student must bring the course textbook, class notes, and any other course resources to tutoring sessions. The student is responsible for reviewing the material and working the problem on his/her own before coming in for tutoring. A student who is prepared and has a good attitude will get the most out of a tutoring session. For more information - <http://www.blinn.edu/labs/bryan/index.htm>

Regular Semester Hours (Fall & Spring)	
Sunday	5:30 pm – 9:30 pm
Monday - Thursday	7:45 am – 9:30 pm
Friday	7:45 am – 5:00 pm
Saturday	9:30 am – 2:30 pm

- c. The Writing Center - The mission of The Bryan Writing Center is to help students become better writers. This is accomplished in a comfortable environment through one-on-one consultations with experienced, degreed writing tutors. The Writing Center is not an editing service. We will work with writers during any stage of the writing process: understanding an assignment, choosing a topic, brainstorming, planning, revising, editing, and documenting sources. Rather than focusing on a specific piece of writing during a session, the tutors help students improve their writing skills overall. For more information visit the Writing Center website at <http://www.blinn.edu/brazos/humanities/writingcenter/>
- d. Math tutorials meet on the second floor of the library.
- e. Meet with your instructor!

IX. Blinn Instructor Office Hours and Attending Extra Credit Sessions

- a. Get a pass from the BCHS office
- b. Get approval from your BCHS teacher if a class will be missed.
- c. Your Blinn instructor must sign and date the pass; turn the pass into the office upon returning to BCHS to have your absence excused for missing the high school class.

X. Blinn Calendar

- a. Blinn is in session when BISD is not. All students must be in attendance when Blinn is in session. Please refer to the BCHS instructional calendar to see the difference in days.
- b. BISD will not provide transportation on these days. Students must find their own transportation to and from school on these days.

BCHS HIGH SCHOOL COURSE OFFERINGS

The most important decision a principal makes is the selection of the faculty and staff. The teachers at Bryan Collegiate High School are hard working, dedicated and committed to making a difference in the lives of the students we serve. In order to become a member of the Bryan Collegiate High School Team, all candidates must agree to support the ECHS Core Principles and common instructional framework. All of our teachers also sponsor at least one club and mentor students. We conduct Professional Learning Community meetings once per week. Professional Learning Communities' concept is a process which requires educators to work collaboratively and interdependently as they develop and apply shared knowledge regarding how they can fulfill their collective purpose of high levels of learning for all students. All core (math, science, English, history) courses are taught at the Pre-Advanced Placement (Pre-AP) or honors level. Course curriculum is written with the specific intent of preparing students for dual credit courses they will be enrolled in while at Bryan Collegiate High School. The following course descriptions are ones that are currently offered at BCHS.

ENGLISH LANGUAGE ARTS

Course Name	Semesters	Credit	Grades Offered			
			9	10	11	12
English I Pre-AP	2	1	X	X	X	X
English II Pre-AP	2	1		X	X	X
English III Honors	2	1			X	X
Dual Credit English	2	1				X
Reading I	1-2	.5 - 1	X	X	X	X
Reading II	1-2	.5 - 1	X	X	X	X
Reading III	1-2	.5 - 1	X	X	X	X
Practical Writing Skills	1-2	.5 - 1			X	X
Creative Writing	1-2	.5 - 1			X	X

English I Pre-AP

Grade Placement: 9

Semesters: 2; Credit: 1

Prerequisite: none

English I Pre-AP includes a comprehensive study of grammar, composition, and vocabulary, as well as in-depth study of the major literary genres: short story, poetry, drama and the novel. Outside reading, which includes a summer reading selection and vocabulary, are ongoing units of study. English I Pre-AP seeks to explore various writing modes to include both expository and creative writing skills while following the Texas Essential Knowledge and Skills.

English II Pre-AP

Grade Placement: 10

Semesters: 2; Credit: 1

Prerequisite: English I Pre-AP

English II Pre-AP is a literature-based writing program designed for students who have mastered basic English skills and who are both able and willing to work independently at a rapid pace. Outside reading, which includes a summer reading selection and vocabulary, are ongoing units of study. Heavy emphasis is placed on analytic reading and writing skills required for success at the college level. Students also review grammar and reading techniques and narrative writing.

English III Honors

Grade Placement: 11

Semesters: 2; Credit: 1

Prerequisite: English II Pre-AP

The literary genres of poetry, drama, prose fiction, and non-fiction are studied within the structure of Honors English III. The course is designed to meet the needs of the college-bound junior and therefore emphasizes critical reading and writing skills. The writing process, from the discovery of a topic to the preliminary draft to the final edited draft, is studied in detail. The course will focus on a critical survey of American and British literature from the colonial period through the twentieth century, and this literature will provide the topics/basis for much of the writing.

Practical Writing Skills

Grade Placement: 11-12

Semesters: 1-2; Credit: .5 - 1

Prerequisite: Teacher recommendation

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing the course are able to analyze and evaluate their writing.

Reading I, II, and III**Grade Placement: 9 – 11****Semesters: 1 – 2 for each level; Credit: .5 - 1****Prerequisite: Teacher recommendation**

Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect.

MATHEMATICS

Course Name	Semesters	Credit	Grades Offered			
			9	10	11	12
Algebra I Pre-AP	2	1	X	X	X	X
Geometry Pre-AP	2	1	X	X	X	X
Algebra II Pre-AP	2	1		X	X	X
Dual Credit Math Courses	1	1			X	X
Strategic Learning for High School Mathematics	2	1	X	X		
Dual Credit Math Lab	2	1			X	X

Algebra I Pre-AP

Grade Placement: 9

Semesters: 2; Credit: 1

Prerequisite: none

Algebra I Pre-AP is designed for the math student who wishes to move up to the AP or DC math program. This course covers the content of Algebra I and goes beyond the regular course in both content and depth. Content of this course, which is not found in the regular course, includes more in-depth work with functions, inequalities, and algebraic proofs.

Geometry Pre-AP

Grade Placement: 9 - 10

Semesters: 2; Credit: 1

Prerequisite: Algebra I Pre-AP

Geometry Pre-AP is designed to give students a solid geometric background to be successful in calculus. The course encompasses a more challenging study of the material presented in a regular geometry course. The major fields of study are axiomatic systems, lines, segments, angles, triangles, polygons, circles, solid geometry polyhedrons, and measurement. The use of higher-level thinking, analysis and synthesis, and abstract reasoning skills are emphasized, as are basic trigonometric relationships.

Algebra II Pre-AP

Grade Placement: 10 - 11

Semesters: 2; Credit: 1

Prerequisite: Geometry Pre-AP

Algebra II Pre-AP is an advanced course in second year algebra for accelerated students who wish to move up through the advanced placement mathematics program. Algebra I concepts will be extended to include polynomial functions, matrices, complex numbers, exponential and logarithmic functions, probability and statistics. Throughout the course, the student will be exposed to application problems requiring reading analysis, transition into algebraic equations, and obtaining solutions with algebraic skills.

Dual Credit Math Lab

Grade Placement: 11 - 12

Semesters: 1-2; Credit: 0.5-1 (local)

Prerequisite: concurrent enrollment in a dual credit math course

Dual credit math lab is designed to support students who are taking a dual credit math class on the Blinn campus. Students will work with a high school teacher to review concepts taught in class, to complete homework assignments, and to study for tests.

Strategic Learning for High School Mathematics

Grade Placement: 9 - 10

Semesters: 2; Credit: 1

Prerequisite: none

Strategic Learning for High School Mathematics is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of personalized learning goals.

SCIENCE

Course Name	Semesters	Credit	Grades Offered			
			9	10	11	12
Biology Pre-AP	2	1	X	X	X	X
Chemistry Pre-AP	2	1	X	X	X	X
AP Physics I	2	1		X	X	X
Environmental Systems	2	1				X
Dual Credit Science	1	1			X	X
AP Physics Lab	2	1			X	X

Biology I Pre-AP

Grade Placement: 9 - 10

Semesters: 2; Credit: 1

Prerequisite: none

Biology is the study of living things and their relationships to each other and the environment. This course focuses on life-long learning skills such as critical thinking skills and problem solving by using hands-on activities. This course prepares students for higher-level science courses.

Chemistry I Pre-AP

Grade Placement: 10

Semesters: 2; Credit: 1

Prerequisite: Algebra I, Biology

Chemistry I Pre-AP is a college preparatory general chemistry course designed to give students a thorough study of the field. The comprehensive coverage of chemical principles places emphasis on developing process and thinking skills as well as basic laboratory skills. Successful completion of the course should prepare students to take college chemistry or Chemistry II AP.

AP Physics I

Grade Placement: 10 - 12

Semesters: 2; Credit: 1

Prerequisite: Pre-AP Chemistry and concurrent enrollment Pre-AP Algebra II

This course is equivalent to a first-semester college course in which includes major topics in physics, measurement, Newtonian mechanics, rotational dynamics angular momentum, work, energy and power. Emphasis is placed on a thorough algebraic analysis of mathematical solutions to physics problems. It is a critical thinking course and is designed for students who plan to major in science or technology in college. This course will target skill and content preparation needed to be prepared to take the College Board's AP Physics I exam for potential college credit.

Environmental Systems

Grade Placement: 12

Semesters: 2; Credit: 1

Prerequisite: senior classification and two other science credits (Chemistry and Physics)

Students will study the relationships between the environment and human behavior. Is there such a thing as noise pollution? What about our freshwater supply? Is it really in danger? What can we do to be good stewards of our natural resources? Students study a variety of topics that include: ecosystems and biomes, sources and flow of energy through an environmental system, and changes in environments.

AP Physics Lab

Grade Placement: 10 - 12

Semesters: 1-2; Credit: 0.5-1 (local)

Prerequisite: concurrent enrollment in AP Physics

AP Physics lab is designed to support students who are taking AP Physics at Bryan Collegiate High School. Students will work with the AP Physics teacher to review concepts taught in class, to complete homework assignments, and to study for tests.

SOCIAL STUDIES

Course Name	Semesters	Credit	Grades Offered			
			9	10	11	12
AP Human Geography	2	1	X	X	X	X
World Geography Pre-AP	2	1	X	X	X	X
AP World History	2	1		X	X	X
Dual Credit US History	2	1			X	X
Dual Credit Government	1	.5				X
Dual Credit Economics	1	.5				X

AP Human Geography

Grade Placement: 9 - 12

Semesters: 2 Credit: 1

Prerequisite: None

The purpose of Human Geography is to introduce students to the impact of humans on our planet and the motivation behind it, to identify the differences between groups and the reasons for their actions. It is a systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. This course is equivalent to an introductory college course in Human Geography.

World Geography Pre- AP

Grade Placement: 9

Semesters: 2; Credit: 1

Prerequisite: None

World Geography Pre-AP analyzes world cultures by identifying specific regions of the world and gaining physical and human geographic knowledge of the area through historical study and current events. Accompanying the regional studies are a number of basic units such as population growth, environmental control, earth science, cartography, and global and economic interdependence. The class requires various projects, reports, exams, and varied assignments that allow students to acquire in-depth understanding of the material. An emphasis is also placed on writing, reading, and note taking skills in preparation for World History AP and future college history courses.

AP World History

Grade Placement: 10

Semesters: 2; Credit: 1

Prerequisite: World Geography

AP World History is a university level course, covering approximately 10,000 years of international human history. Building upon the skills and knowledge from Pre-AP Geography, this course develops further understanding of cross-cultural patterns and themes, analytical and comparative skills, the evolution of societies, and issues based on factual and interpretive historical evidence. Students should expect that the reading and writing load will be substantially heavier than most high school history classes. This course demands that students develop and sharpen their analytical thinking, reading and writing skills, and that they learn a good deal about the critical nature of the discipline of history. The capstone of the year is the Advanced Placement exam in May; but along the way, there are several important requirements that each student must successfully complete. Among these are major tests over several chapters of reading, in-class essays, abstracts, formal papers, and a comprehensive end-of year examination.

LANGUAGES OTHER THAN ENGLISH

Course Name	Semesters	Credit	Grades Offered			
			9	10	11	12
Spanish I	2	1	X	X	X	X
Spanish I/II for Native Speakers Pre-AP	2	2	X	X	X	X
Spanish II Pre-AP	2	1	X	X	X	X
Spanish III Pre-AP	2	1	X	X	X	X
Mandarin Chinese I	2	1	X	X	X	X
Mandarin Chinese II Pre-AP	2	1	X	X	X	X
Mandarin Chinese III Pre-AP	2	1	X	X	X	X
Dual Credit Language	1	1	X	X	X	X

Spanish I

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: None

Spanish I introduces the student to basic vocabulary, grammatical structures, phonics, and reading in Spanish. Emphasis is placed on the oral, auditory, reading and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day.

Spanish I & II Pre-AP for Native Speakers

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Teacher recommendation

Spanish for Native Speakers I gives the opportunity to improve oral language, reading skills and writing skills in standard Spanish. The course will cover Spanish literature, composition, speaking and culture. Spanish for Native Speakers I gives native speakers the opportunity to condense the traditional year course to one semester. Spanish for Native Speakers II give native speakers the opportunity to advance skill in oral language, reading and writing in standard Spanish. The course will cover advanced level Spanish literature, composition, speaking and culture. Spanish for Native Speakers II gives native speakers the opportunity to condense the traditional year course to one semester. Credit is granted upon completion of standards of course as determined by teacher.

Spanish II Pre-AP

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Spanish I

Spanish II Pre-AP sharpens the student's language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing and research of cultural topics.

Spanish III Pre-AP

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Spanish II

Spanish III Pre-AP places more emphasis on writing and oral proficiency. All major verb tenses and grammar topics are reviewed or introduced. Cultural understanding and higher level thinking skills are improved through reading poems, songs, short stories and articles. Students create original compositions and research in Spanish.

ELECTIVES

Course Name	Semesters	Credit	Grades Offered			
			9	10	11	12
Path College Career I	2	1	X			
Path College Career II	2	1		X		
Path College Career III	2	1			X	
Path College Career IV	2	1				X
Digital Design and Media Production	1	1	X	X		
Digital Communications in the 21 st Century	1	1	X	X		
Study Hall	1-2	0	X	X	X	X
Early Release	1-2	0		X	X	X
Late Arrival	1-2	0		X	X	X
Office Aide	1-2	0	X	X	X	X

Path College Career I

Grade Placement: 9

Semesters: 2; Credits: 1

Prerequisite: freshman classification

The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary courses focus on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal/interpersonal and cognitive skills that are essential to productivity in both the collegiate and business worlds. Further, high school Path students will be expected to meet the rigor of the Distinguished Achievement Plan (DAP), and will be availed to an inter-disciplinary tutorial support structure that will promote the attainment of the four advanced measures of the Distinguished Achievement Plan (DAP), i.e. passing AP exams, juried research, and successful dual credit coursework. Most importantly, Path courses are unique as they contemporaneously develop the cognitive, social, and reasoning skills that are vital to student post-secondary success in college and in the workforce. There will be an emphasis on study skills and time management, along with the creation and development of a graduation portfolio.

Path College Career II

Grade Placement: 10

Semesters: 2; Credits: 1

Prerequisite: sophomore classification

The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary courses focus on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal/interpersonal and cognitive skills that are essential to productivity in both the collegiate and business worlds. Further, high school Path students will be expected to meet the rigor of the Distinguished Achievement Plan (DAP), and will be availed to an inter-disciplinary tutorial support structure that will promote the attainment of the four advanced measures of the Distinguished Achievement Plan (DAP), i.e. passing AP exams, juried research, and successful dual credit coursework. Most importantly, Path courses are unique as they contemporaneously develop the cognitive, social, and reasoning skills that are vital to student post-secondary success in college and in the workforce. There will be an emphasis on study skills and time management, along with the creation and continued development of a graduation portfolio.

Path College Career III

Grade Placement: 11

Semesters: 2; Credits: 1

Prerequisite: junior classification

This is a junior-level support class focused on the skills and strategies necessary to be successful in school and begin the transition to post-secondary education. There will be an emphasis on study skills and time management, along with the creation and continued development of a graduation portfolio. All PCC III students are required to complete a community service project and present to their peers. During the spring semester, students will begin the college application process by completing the three college essays. Additionally, emphasis will be placed on preparing for and taking the SAT and ACT.

Path College Career IV**Grade Placement: 12****Semesters: 2; Credits: 1****Prerequisite: senior classification**

This course is the senior-level support class and will focus on a successful transition from high school to college. Emphasis will be placed on good academic skills, including study skills and time management. Students will be guided through the entire transition process, from applying to college, applying for financial aid and applying for scholarships. During the spring semester students will engage in lessons on personal finance as well as lessons for post high school life.

Digital Design and Media Production**Grade Placement: 9-10****Semesters: 1; Credits: 1****Prerequisite: none**

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

Digital Communications in the 21st Century**Grade Placement: 9-10****Semesters: 1; Credits: 1****Prerequisite: none**

Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future.

Office Aide**Grade Placement: 9-12****Semesters: 1-2; Credits: .5- 1(local credit only)**

Office aides assist clerical staff in the principals' offices, advisor's office, registrar's office, or attendance office. No state credit is awarded.

BCHS DUAL CREDIT COURSE OFFERINGS

Early colleges are different from other dual credit programs in whom they serve and how they serve that population. A typical dual credit program offers between 12 and 30 hours of college credit for students at a regular high school that have demonstrated readiness for college level work, usually in the 11th or 12th grade. In contrast, early colleges are small high schools, often located on a college campus and focused on a population of students who would be traditionally lost in transition between high school and college.

Early college high schools are purposefully designed to provide students with a personalized, blended, and supportive program that introduces college-level skills and course work in the 9th or 10th grade and gives them an opportunity to earn either an Associate's degree or up to 60 college credit hours in addition to a high school diploma. At the same time, students are provided with a series of support structures, including counseling, mentoring, and tutoring designed to help them succeed. The overall goal of the Early College High School Program is to create a seamless transition between high school and college by compressing the timeline for and increasing opportunities to obtain a college degree.

College/University Core Curriculum

All colleges and universities have core curriculum. This is a specific list of courses all students are required to take regardless of their major. This section includes information from the Blinn College course catalogs regarding the requirements of the core curriculum. If you are interested in another university please research their core curriculum requirements. The core curriculum includes a series of basic intellectual competencies - reading, writing, speaking, listening, critical thinking, and computer literacy - that are essential to the learning process in any discipline, core components and related educational objectives, and perspectives.

Dual Credit Alignment

The following pages detail the dual credit offerings through Blinn College and how they align to high school courses.

BCHS Charter Agreement

Appendix C: BCHS Dual Credit Course Alignment 2018-2019

In Conjunction with the Blinn College 2018-2019 Catalog, Vol. 79

Course Number	Blinn College Course Name	Credit Hours	PEIMS Number	High School Course Name	Credit
ACCT 2301	PRINCIPLES OF FINANCIAL ACCOUNTING	3	13016600	ACCOUNTING I	1
ACCT 2302	PRINCIPLES OF MANAGERIAL ACCOUNTING	3	13016700	ACCOUNTING II	1
AGRI 1121	LIVESTOCK JUDGING	1	13000300	LIVESTOCK PRODUCTION	1
AGRI 1131	THE AGRICULTURE INDUSTRY	1	13000200	PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES	1
AGRI 1315	HORTICULTURE	3	13002000	HORTICULTURE SCIENCE	1
AGRI 1319	INTRODUCTORY ANIMAL SCIENCE	3	13000700	ADVANCED ANIMAL SCIENCE	1
AGRI 1329	PRINCIPLES OF FOOD SERVICE	3	13001300	FOOD TECHNOLOGY AND SAFETY	1
AGRI 2301	AGRICULTURAL POWER UNITS	3	13000240	AGRICULTURAL POWER SYSTEMS	1
AGRI 2303	AGRICULTURE CONSTRUCTION I	3	13005300	MILL AND CABINETMAKING TECHNOLOGY	2
AGRI 2304	AGRICULTURE CONSTRUCTION II	3	13032300	WELDING	2
AGRI 2330	WILDLIFE CONSERVATION AND MANAGEMENT	3	13001500	WILDLIFE, FISHERIES AND ECOLOGY MANAGEMENT	1
ANTH 2301	PHYSICAL ANTHROPOLOGY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
ANTH 2302	INTRODUCTION ARCHAEOLOGY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
ANTH 2346	INTRODUCTION TO ANTHROPOLOGY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
ANTH 2351	CULTURAL ANTHROPOLOGY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
ARCH 1403	ARCHITECTURAL DESIGN I	3	13004600	ARCHITECTURAL DESIGN	1
ARCH 1404	ARCHITECTURAL DESIGN II	3	13004700	ARCHITECTURAL DESIGN II	2
ARTS 1301	ART APPRECIATION	3	03500100	ART I	1
ARTS 1303	ART HISTORY I	3	03501700	ART III – HISTORY	1
ARTS 1304	ART HISTORY II	3	03501700	ART III – HISTORY	1
ARTS 1311	DESIGN I	3	N1170139	ART DESIGN I	1
ARTS 1312	DESIGN II	3	N1170140	ART DESIGN II	1
ARTS 1316	DRAWING I	3	03500500	ART II DRAWING	1
ARTS 1317	DRAWING II	3	03501300	ART III DRAWING	1
ARTS 1320	INTERIOR DESIGN	3	13004300	INTERIOR DESIGN	1
ARTS 1321	INTERIOR DESIGN II	3	13004400	ADVANCED INTERIOR DESIGN	1
ARTS 2316	PAINTING I	3	03500600	ART II PAINTING	1
ARTS 2341	ART METAL I	3	03501100	ART II JEWELRY	1
ARTS 2346	CERAMICS I	3	03500900	ART II CERAMICS	1
ARTS 2347	CERAMICS II	3	03501800	ART III CERAMICS	1
ARTS 2348	DIGITAL ART	3	03503200	ART IV GRAPHIC DESIGN	1
ARTS 2356	PHOTOGRAPHY	3	03501200	ART II PHOTOGRAPHY	1
BCIS 1301	MICROCOMPUTER APPLICATIONS	3	03580900	INDEPENDENT STUDY IN TECHNOLOGY APPS	1
BCIS 1305	BUSINESS COMPUTER APPLICATIONS	3	13011400	BUSINESS INFORMATION MANAGEMENT	1

BCIS 1420	INTRODUCTORY C PROGRAMMING	4	03580200	COMPUTER SCIENCE 1	1
BIOL 1308	BIOLOGY FOR NON SCIENCE MAJORS	3	13037200	SCIENTIFIC RESEARCH & DESIGN I	1
BIOL 1406	GENERAL BIOLOGY I	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 1407	GENERAL BIOLOGY II	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 1408	INTRODUCTORY BIOLOGY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 1411	GENERAL BOTANY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 1413	GENERAL ZOOLOGY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 2401	ANATOMY AND PHYSIOLOGY I	4	13026000	ANATOMY AND PHYSIOLOGY	1
BIOL 2402	ANATOMY AND PHYSIOLOGY II	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 2404	INTRO TO ANATOMY & PHYSIOLOGY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 2406	ENVIRONMENTAL BIOLOGY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 2420	MICROBIOLOGY FOR NON- SCIENCE MAJORS	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BIOL 2421	MICROBIOLOGY FOR SCIENCE MAJORS	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
BUSI 1301	BUSINESS PRINCIPLES	3	13011200	PRINCIPLES OF BUSINESS, MARKETING & FINANCE	1
BUSI 2301	BUSINESS LAW	3	13011700	BUSINESS LAW	1
BUSI 2371	BUSINESS LEGAL ENVIRONMENT	3	13012100	BUSINESS MANAGEMENT	
CHEM 1405	INTRODUCTION TO CHEMISTRY I	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
CHEM 1407	INTRODUCTION TO CHEMISTRY II	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
CHEM 1411	GENERAL CHEMISTRY I	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
CHEM 1412	GENERAL CHEMISTRY II	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
CHEM 1470	GENERAL CHEMISTRY FOR ENGINEERS	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
CHEM 2423	ORGANIC CHEMISTRY I	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
CHEM 2425	ORGANIC CHEMISTRY II	4	13037200 13037210	SCIENTIFIC RESEARCH & DESIGN I, II, III	1

			13037220		
COMM 1307	MASS COMMUNICATION	3	03231000	INDEPENDENT STUDY IN JOURNALISM	1
COSC 1420	C PROGRAMMING I (SAME AS BCIS 1420)	4	03581000	INDEPENDENT STUDY IN TECHNOLOGY APPS	1
COSC 1430	COMPUTER PROGRAMMING	4	03581000	INDEPENDENT STUDY IN TECHNOLOGY APPS	1
COSC 1436	PROGRAMMING FUNDAMENTALS I	4	13027600	COMPUTER PROGRAMMING	1
COSC 1437	PROGRAMMING FUNDAMENTALS	4	13027700	ADVANCED COMPUTER PROGRAMMING	1
COSC 2425	COMPUTER	4	03581000	INDEPENDENT STUDY IN TECHNOLOGY APPS	1
COSC 2436	PROGRAMMING FUNDAMENTALS III	4	03581000	INDEPENDENT STUDY IN TECHNOLOGY APPS	1
CRIJ 1301	INTRODUCTION TO CRIMINAL JUSTICE	3	13029200	PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY	1
CRIJ 1306	COURT SYSTEMS & PRACTICES	3	13029600	COURT SYSTEMS & PRACTICES	1
CRIJ 1307	CRIME IN AMERICA	3	13029800	FEDERAL LAW ENFORCEMENT AND PROTECTIVE SERVICES	1
CRIJ 1310	FUNDAMENTALS OF CRIMINAL LAW	3	N1303013	INTRODUCTION TO AMERICAN LAW	1
CRIJ 2313	CORRECTIONAL SYSTEMS & PRACTICES	3	13029700	CORRECTIONAL SERVICES	1
DRAM 1310	INTRODUCTION TO THEATRE	3	03250100	THEATRE ARTS I	.5
ECON 2301	PRINCIPLES OF ECONOMICS (MACRO)	3	03310300	ECONOMICS (MACRO)	.5
EDUC 1301	INTRODUCTION TO THE TEACHING PROFESSION	3	13014200	PRINCIPLES OF EDUCATION AND TRAINING	1
ECON 2302	PRINCIPLES OF ECONOMICS (MICRO)	3	03310301	ECONOMICS ADVANCED STUDIES	.5
ENGL 1301	COMPOSITION I	3	03220400	ENGLISH IV	.5
ENGL 1302	COMPOSITION II	3	03220400	ENGLISH IV	.5
ENGL 2307	CREATIVE WRITING I	3	03221200	CREATIVE WRITING	.5
ENGL 2308	CREATIVE WRITING II	3	03221200	CREATIVE WRITING	.5
ENGL 2311	TECHNICAL AND BUSINESS WRITING	3	03221100	RESEARCH/TECHNICAL WRITING	1
ENGL 2322	BRITISH LITERATURE I	3	03221800	INDEPENDENT STUDY IN ENGLISH	.5
ENGL 2323	BRITISH LITERATURE II	3	03221800	INDEPENDENT STUDY IN ENGLISH	.5
ENGL 2327	AMERICAN LITERATURE I	3	03220300	ENGLISH III	.5
ENGL 2328	AMERICAN LITERATURE II	3	03220300	ENGLISH III	.5
ENGL 2332	WORLD LITERATURE I	3	03221800	INDEPENDENT STUDY IN ENGLISH	.5
ENGL 2333	WORLD LITERATURE II	3	03221800	INDEPENDENT STUDY IN ENGLISH	.5
ENGR 1304	ENGINEERING GRAPHICS I	3	13036500	ENGINEERING DESIGN AND PRESENTATION	1
ENGR 1305	ENGINEERING GRAPHICS II	3	13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION	1
FREN 1411	BEGINNING FRENCH I	4	03410100	LOTE LEVEL I – FRENCH	1
FREN 1412	BEGINNING FRENCH II	4	03410200	LOTE LEVEL II – FRENCH	1
FREN 2311	INTERMEDIATE FRENCH I	3	03410300	LOTE LEVEL III – FRENCH	1
FREN 2312	INTERMEDIATE FRENCH II	3	03410400	LOTE LEVEL IV – FRENCH	1
GEOG 1301	PHYSICAL GEOGRAPHY	3	03380001	SOCIAL STUDIES ADVANCED STUDIES	1
GEOG 1302	HUMAN GEOGRAPHY	3	03380001	SOCIAL STUDIES ADVANCED STUDIES	1
GEOG 1303	WORLD GEOGRAPHY	3	03380001	SOCIAL STUDIES ADVANCED STUDIES	1
GEOL 1403	PHYSICAL GEOLOGY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
GEOL 1404	HISTORICAL GEOLOGY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
GEOL 1445	OCEANOGRAPHY	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
GERM 1411	BEGINNING GERMAN I	4	03420100	LOTE LEVEL I – GERMAN	1
GERM 1412	BEGINNING GERMAN II	4	03420200	LOTE LEVEL II – GERMAN	1
GERM 2311	INTERMEDIATE GERMAN I	3	03420300	LOTE LEVEL III – GERMAN	1
GERM 2312	INTERMEDIATE GERMAN II	3	03420400	LOTE LEVEL IV – GERMAN	1

GOVT 2305	AMERICAN GOVERNMENT FEDERAL	3	03330100	UNITED STATES GOVERNMENT	.5
GOVT 2306	AMERICAN GOVERNMENT STATE	3	03380001	SOCIAL STUDIES ADVANCED STUDIES	1
HIST 1301	UNITED STATES HISTORY I	3	03340100	UNITED STATES HISTORY	.5
HIST 1302	UNITED STATES HISTORY II	3	03340100	UNITED STATES HISTORY	.5
HIST 2301	TEXAS HISTORY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
HIST 2311	WESTERN CIVILIZATION I	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
HIST 2312	WESTERN CIVILIZATION II	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
HIST 2313	HISTORY OF ENGLAND I	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
HIST 2314	HISTORY OF ENGLAND II	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
HIST 2321	WORLD CIVILIZATION I	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
HIST 2322	WORLD CIVILIZATION II	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
MATH 1314	COLLEGE ALGEBRA	3	03102500	INDEPENDENT STUDIES IN MATH I	1
MATH 1316	PLANE TRIGONOMETRY	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1324	MATHEMATICS FOR BUSINESS & SOCIAL SCIENCES I	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1325	CALCULUS FOR BUSINESS & SOCIAL SCIENCES II	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1332	CONTEMPORARY MATHEMATICS I	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1333	CONTEMPORARY MATHEMATICS II	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1342	ELEMENTARY STATISTICAL METHODS	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1350	FUNDAMENTALS OF MATHEMATICS I	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1351	FUNDAMENTALS OF MATHEMATICS II	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 1414	COLLEGE ALGEBRA FOR SCIENCE & ENGINEERING	4	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 2313	CALCULUS I	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 2320	DIFFERENTIAL EQUATIONS	3	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 2412	PRECALCULUS MATH	4	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 2413	CALCULUS I	4	03102501	INDEPENDENT STUDIES IN MATH II, or III	1

			03102502		
MATH 2414	CALCULUS II	4	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MATH 2415	CALCULUS III	4	03102501 03102502	INDEPENDENT STUDIES IN MATH II, or III	1
MUSI 1306	MUSIC APPRECIATION	3	03155600	MUSIC APPRECIATION I	1
PHED 1102	BEGINNING AEROBICS	1	PES00054	AEROBIC ACTIVITIES	.5
PHED 1107	BEGINNING BOWLING	1	PES00055	INDIVIDUAL OR TEAM SPORTS	.5
PHED 1110	FITNESS CONDITIONING	1	PES00054	AEROBIC ACTIVITIES	.5
PHED 1111	BEGINNING GOLF	1	PES00055	INDIVIDUAL OR TEAM SPORTS	.5
PHED 1115	BEGINNING JAZZ DANCE	1	PES00054	AEROBIC ACTIVITIES	.5
PHED 1122	VOLLEYBALL	1	PES00055	INDIVIDUAL OR TEAM SPORTS	.5
PHED 1123	BEGINNING WEIGHT TRAINING	1	PES00055	INDIVIDUAL OR TEAM SPORTS	.5
PHED 1125	WOMEN'S WEIGHT TRAINING	1	PES00055	INDIVIDUAL OR TEAM SPORTS	.5
PHED 1127	YOGA	1	PES00054	AEROBIC ACTIVITIES	.5
PHED 1128	BASKETBALL	1	PES00055	INDIVIDUAL OR TEAM SPORTS	.5
PHED 1164	INTRODUCTION TO PHYSICAL FITNESS & WELLNESS	1	PES00055	INDIVIDUAL OR TEAM SPORTS	.5
PHED 1304	PERSONAL HEALTH	3	03810100	HEALTH EDUCATION	.5
PHIL 1301	INTRODUCTION TO PHILOSOPHY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PHIL 1316	HISTORY OF RELIGIONS I	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PHIL 1317	HISTORY OF RELIGIONS II	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PHIL 2303	INTRODUCTION TO LOGIC	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PHIL 2306	INTRODUCTION TO ETHICS	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PHIL 2321	PHILOSOPHY OF RELIGION	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PHYS 1401	COLLEGE PHYSICS I	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
PHYS 1402	COLLEGE PHYSICS II	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
PHYS 1403	STARS AND GALAXIES	4	03060100	ASTRONOMY	1
PHYS 1410	ELEMENTARY PHYSICS	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
PHYS 2425	UNIVERSITY PHYSICS I	4	13037200 13037210 13037220	SCIENTIFIC RESEARCH & DESIGN I, II, III	1
PHYS 2426	UNIVERSITY PHYSICS II	4	13037200	SCIENTIFIC RESEARCH & DESIGN I, II, III	1

			13037210 13037220		
PSYC 2301	GENERAL PSYCHOLOGY	3	03350100	PSYCHOLOGY	.5
PSYC 2306	HUMAN SEXUALITY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PSYC 2308	CHILD PSYCHOLOGY	3	13024700	CHILD DEVELOPMENT	1
PSYC 2314	LIFE SPAN GROWTH AND DEVELOPMENT	3	13014300	HUMAN GROWTH AND DEVELOPMENT	1
PSYC 2315	PSYCHOLOGY OF ADJUSTMENT	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PSYC 2316	PSYCHOLOGY OF PERSONALITY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
PSYC 2317	STATISTICAL METHODS IN PSYCHOLOGY	3	03380001	SOCIAL STUDIES ADVANCED STUDIES	1
PSYC 2319	SOCIAL PSYCHOLOGY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
SGNL 1401	AMERICAN SIGN LANGUAGE I	4	03980100	LOTE LEVEL I – AMERICAN SIGN LANGUAGE	1
SGNL 1402	AMERICAN SIGN LANGUAGE II	4	03980200	LOTE LEVEL II – AMERICAN SIGN LANGUAGE	1
SGNL 2301	AMERICAN SIGN LANGUAGE III	3	03980300	LOTE LEVEL III – AMERICAN SIGN LANGUAGE	1
SGNL 2302	AMERICAN SIGN LANGUAGE IV	3	03980400	LOTE LEVEL IV – AMERICAN SIGN LANGUAGE	1
SOCI 1301	INTRODUCTION TO SOCIOLOGY	3	03370100	SOCIOLOGY	.5
SOCI 1306	SOCIAL PROBLEMS	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
SOCI 2301	MARRIAGE AND FAMILY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
SOCI 2319	MINORITY STUDIES I	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
SOCI 2336	CRIMINOLOGY	3	03380001 03380021 03380031 03380041	SOCIAL STUDIES ADVANCED STUDIES I, II, III or IV	1
SPAN 1411	BEGINNING SPANISH I	4	03440100	LOTE LEVEL I – SPANISH	1
SPAN 1412	BEGINNING SPANISH II	4	03440200	LOTE LEVEL II – SPANISH	1
SPAN 2311	INTERMEDIATE SPANISH I	3	03440300	LOTE LEVEL III – SPANISH	1
SPAN 2312	INTERMEDIATE SPANISH II	3	03440400	LOTE LEVEL IV – SPANISH	1
SPCH 1311	INTRODUCTION TO SPEECH	3	03241400	COMMUNICATION APPLICATIONS	.5
SPCH 1315	PUBLIC SPEAKING	3	13009900	PROFESSIONAL COMMUNICATIONS	.5
SPCH 1318	INTERPERSONAL COMMUNICATION	3	03240900	PUBLIC SPEAKING I	1
SPCH 2335	ARGUMENTATION AND DEBATE	3	03240600	DEBATE I	1
SPCH 2341	ORAL INTERPRETATION	3	03240200	ORAL INTERPRETATION I	1
TECA 1303	FAMILIES, SCHOOL AND COMMUNITY	3	13024900	FAMILY AND COMMUNITY SERVICES	1
TECA 1311	EDUCATING YOUNG CHILDREN	3	13014400	INSTRUCTIONAL PRACTICES IN EDUCATION & TRAINING	1
TECA 1354	CHILD GROWTH AND DEVELOPMENT	3	13024700	CHILD DEVELOPMENT	1

