

Hamlin Collegiate Independent School District

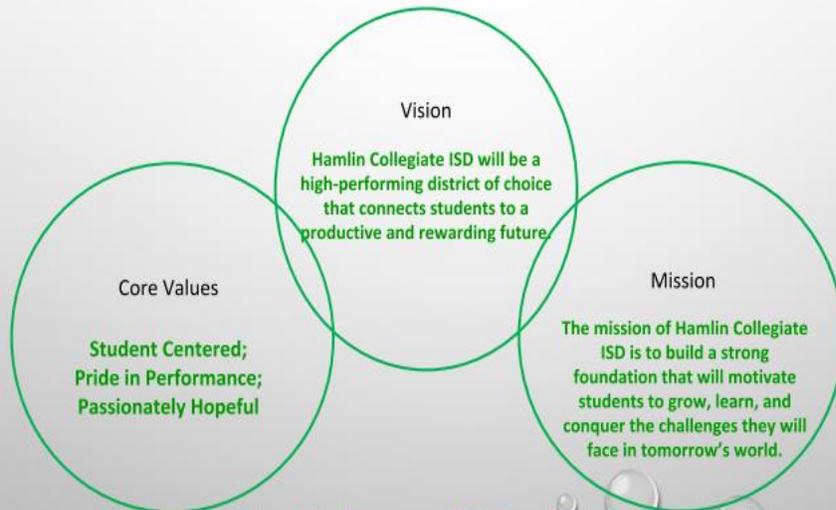
Dual Credit Handbook

2020-2021



HCISD Mission Statement

HAMLIN COLLEGIATE ISD **DEVELOPING TOMORROW'S LEADERS**



Work Hard, Love Kids & Be Positive

Hamlin Collegiate High School (HCHS) Background

The Early College movement has gained momentum across Texas over the past decade. Early College High Schools are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools provides dual credit at no cost to students. It also offers rigorous instruction and accelerated courses. Early College High School provides academic and social support services to help students succeed and increase college readiness, and finally helps reduce barriers to college access. HCISD joined this movement when partnering with the CEN Network.

HCISD is offering students the opportunity to earn college credit in addition to high school credit. The dual credit program aligns course offerings with courses offered at Cisco College, West Texas A & M, Western Texas College and Texas Tech University thus allowing the student an opportunity to earn college credit while attending classes at Hamlin Collegiate High School. HCISD feels compelled to let students and parents know about the benefits as well as cautions of this program.

- ❖ The high school course will be listed on the high school transcript as a dual credit course.
- ❖ The college credits will be posted on the student's transcript at the providing college.
- ❖ Students must meet state and school requirements before they will be allowed to enroll in dual credit courses.
- ❖ These classes will follow the high school calendar and meet Monday-Friday on the regular Hamlin Collegiate High School bell schedule.
- ❖ Hamlin Dual Credit Classes will have a syllabus and attendance policy unique to the dual credit classes.

Prior to enrolling, students must satisfy Texas Success Initiative (TSI) requirements. Students wishing to enroll in dual credit courses are required by law to be assessed for basic reading, writing, and mathematic skills before they can enroll in college coursework. The Accuplacer test is designed for TSI purposes.

Students may take college-level courses related to the area(s) of the test they pass. Students must meet the TSI requirements on the approved placement test or be EXEMPT based on their EOC, ACT or SAT (PSAT) scores.

Eligibility Requirements to Enroll in Academic Course for Dual Credit. (Students must meet applicable eligibility requirements for at least ONE of the listed assessments.)

TSIA- Minimum Placement Scores

ELAR (Reading & Writing)	945
Math	950

OR...One of the following standardized test scores in the box below may be used as a substitute to satisfy TSI requirements as well as at least a 4000 on English 2 EOC.

	ACT		SAT
English	19	Verbal	500
Math	19	Math	500
Composite	23	Combined	1070

FINANCIAL AID

In 2019, Texas joined Louisiana as one of three states requiring that all graduating seniors complete a Free Application for Federal Student Aid, or as it is more commonly known, a FAFSA application.

To apply for dual credit financial aid for Cisco College:

1. You and a parent need to apply for an FSA ID at <https://studentaid.ed.gov/sa/fafsa/fillin-out/fsaid> Click on the green button that says "Create your FSA ID now" and follow the instructions. This pin number will be necessary to complete your FAFSA. Please keep a record of your passwords.
2. Complete the online FAFSA (Free Application for Federal Student Aid) at www.fafsa.ed.gov You will need various financial documents to complete this application (ie. Tax return, etc.)
3. Check email.....Financial Aid will notify you if you are eligible to receive aid. If additional eForms are needed, Financial Aid will provide instructions through email.
4. Contact the office of Dual Credit to find out if you have been awarded the TPEG funds. Please allow up to four weeks for financial aid to process your FAFSA.

Financial Aid Contact Information: Linda Sellers 254-442-5155 or Tammy Waters 325-794-4413

How to enroll in Dual Credit Courses at Hamlin Collegiate High School:

- The student will indicate he/she wants to enroll in one of the dual credit classes when choosing classes on their course request form.
- TSI requirements must be met.
- Come to the office and get a registration packet from Mrs. Hastings, and she will send it in to the appropriate school along with TSI reports.

Advantages:

- Students may take college classes during the day, while attending high School.
- Students do not have to drive long distances at night to take classes.
- Students in athletics and other extra-curricular activities earn college credit and still have time for events, practices, & games.
- Students may save hundreds of dollars in student fees, housing, and transportation costs normally incurred while attending college.
- Course credits are transferrable to most colleges.
- Students can graduate with a free Associate degree

Cautions:

- A student must receive a letter grade of “A”, “B”, or “C” or a numerical grade of 70 or above in order to receive high school credit for the college class. If a graduating senior takes a dual credit class that is required for graduation, he or she is in danger of not graduating if they do not pass the class with a 70 or above.
- If a student chooses to take a class that is not required for their graduation plan or their endorsement, it will not be figured in their GPA for ranking and award purposes.
- College courses are **more difficult** than the high school courses most students are accustomed to taking. **Therefore, students must be self-motivated and exercise self-discipline when attempting the more challenging curriculum.**
- The grades earned in the course will be entered on your high school transcript as well as on your college transcript. The only grades used in your HS GPA will be dual credit courses from your junior year and the first semester of your senior year. **The second semester of your senior year will NOT be computed in to your GPA for ranking and award purposes.**
- The college teachers do not post progress or six weeks grades. **They do not send failure notes or call parents. (FERPA)**

****Remember.....This is the beginning of your college GPA!!!!!!**

HCHS Student Expectations

- Commit to HCHS for entire four-year program.
- Commit to at least two to three hours of study time per night.
- Commit to stay organized, avoid procrastination, and manage time effectively.
- Commit to a healthy life style.
- Participate in all non-traditional learning experiences and assessments.
- Ask for help when needed.
- Participate in all HCHS activities including individual assignments, group work, presentations, off campus learning, service learning, job shadowing, university visits, and travel opportunities.
- Produce high quality work or rework until it is high quality.
- Maintain high academic and behavior standards at all times.
- Be a positive ambassador for the HCHS program and district.
- Commit to excellent attendance and be on time for school and for all classes.
- Comply with all HCHS policies and procedures.
- Earn a two-year Associate's degree and transfer to a four-year university.

HCHS Parent Expectations

- Support your student's educational experience in every way possible.
- Provide transportation to your student's school, library, or team group meeting on days and times that HCHS schools are not in session.
- Attend all scheduled parent meetings and volunteer to help when possible.
- Ensure your student's attendance to all high school and college classes as well as off campus learning activities. Attendance is very important. Please ensure your student is in school unless he/she is ill. Routine doctor, dentist visits, family errands, etc. should be scheduled after school hours.
- Provide financial support for off-campus learning activities and recommended educational trips, and/or support your student in fund-raising opportunities to cover these costs.
- Understand that the HCHS program is a four-year commitment and does not offer a trial period.
- Provide space and time (two to three hours) daily for your student to do homework and study without other responsibilities (for example: work, chores, babysitting, etc.).
- Check your student's high school and college grades online (Parent Portal, ICU, Student College Portal-Canvas) weekly and provide assistance if he/she is experiencing difficulty OR contact the HCHS Coordinator and Counselor for assistance.
- Make every effort to ensure that your student gets enough sleep each night.
- If you have Internet access, understand your student will need to be online to do work.
- As a college student, your student will be exposed to college materials. If you have questions about the appropriateness of certain material, please contact the HCHS Coordinator.
- Please understand that your student will be doing more work than a traditional high school student and may have extra stress. Help is always available to you and your student.
- Show your support and understanding in a positive way. The transition to high school is challenging for any 9th grader.

HCHS Program Expectations

- Provide enhanced learning experiences both on and off campus.
- Provide accelerated instruction in a small school environment.
- Prepare students to start college coursework in their ninth grade year.
- Provide the opportunity to rework high school assignments until mastery is achieved.
- Support students by developing meaningful relationships with teachers, administrators and college faculty.
- Provide quality teaching from specially trained 100% highly motivated and qualified staff.

- Provide assessment of learning in traditional and non-traditional methods.
- Provide access to an HCHS Coordinator and Counselor
- Conduct a program to acclimate all incoming students to the HCHS environment.
- Provide student access to college courses based on scheduled course sequence.
- Provide opportunity for students to earn an Associate's Degree or up to 60 college credits.
- Free tuition and textbook costs for college courses taken.
- Provide college and career preparation including service learning, university visits, and career tour.

HAMLIN COLLEGIATE HIGH SCHOOL

450 SW AVENUE F • HAMLIN TEXAS 79520
PHONE: (325) 576-3624 • FAX: (325) 576-3926

Dual Credit Contract 20-21

Student Name: _____

I will be taking college courses for dual credit through Cisco College during my tenure at Hamlin Collegiate High School. My parents and I agree to the following provisions:

1. The credits for the courses will be recorded on my high School transcript. They will be computed in my college 4pt GPA, but will not count for my HS GPA (award purposes) unless it is a core class.
2. I must receive a grade of C (70) or better in each course to receive high school graduation credit.
3. My parents are aware that they do not have access to any information regarding my academic progress at the college/university. My parents are in agreement that they will not contact the college/university professor at any time during the duration of the course as per Family Education Rights & Privacy Act (FERPA).
4. I understand that HCISD will pay for my dual credit classes, and that I must maintain a C (70) or higher in dual credit classes or I will be put on "academic probation" and will remain on it until they pass that class.
5. I understand that if I drop a course, I will be required to reimburse HCISD for the course that I dropped according to the drop schedule set forth by Cisco College.
6. Upon graduation from HCHS, I am responsible to request an official transcript from Cisco College to go to my respective college.

STUDENT AGREEMENT:

I have read the guidelines on this form for dual credit enrollment and agree to comply with the rules and regulations for students at HCHS & Cisco College. In addition, I authorize Cisco College to release my grades to my high school and/or proctor.

Student Signature: _____

Date: _____

Sample HCHS Four Year Schedule

4 YEAR GRADUATION PLAN

Student Name: _____

Expected Graduation: _____

Date Initiated: _____

Freshmen Year	
	Credit
1. Eng I or Eng I H	
2. Algebra I	
3. Biology or Biol H	
4. AVID & DC Educ 1300/DC Bus Mgmt	
5. Spanish I	
6. Princ AG, Health Sci, Manuf, Bus	
7. BIM 2 & DC BCIS	
8. Band or Princ Ed/HR	
9. Athletics or PE	
Total Credits:	
Junior Year	
	Credit
1. Eng III or Eng DC	
2. MMA or Alg II (DC 1314)	
3. DC Anat & Phys	
4. US History or DC US Hist	
5. AVID & DC Psych 1300/2301	
6. CTE-	
7. Elective-	
8. Elective-	
9. Elective-	
Total Credits:	

Sophomore Year	
	Credit
1. Eng II or Eng II H	
2. Geometry	
3. IPC or Chemistry H	
4. World History	
5. Spanish II / Spanish III	
6. AVID & DC Spch 1315/DC Mus 1306	
7. Elective-	
8. Elective-	
9. Elective-	
Total Credits:	
Senior Year	
	Credit
1. Eng IV or Eng DC	
2. Pre-Cal or DC Math 1316	
3. Advanced Science	
4. Social Studies-Gov/Eco or DC Gov 2305	
5. AVID DC Elect & DC Gov 2306	
6. CTE-	
7. Elective-	
8. Elective-	
9. Elective-	
Total Credits:	

Total Cumulative Credits: _____

Graduation Plan:	Cr.	End.
English	4	
Mathematics	3	1
Science	3	1
Social Studies	3	
LOTE	2	
Fine Arts	1	
Physical Education	1	
Electives	5	2
Total Credits for Graduation	22	26

Distinguished? Y or N

(4 Math incl Alg. 2 & 4 Science)

Endorsements:

- _____ STEM
- _____ Business & Industry
- _____ Arts & Humanities
- _____ Public Service
- _____ Multi-Disciplinary

HAMLIN COLLEGIATE HIGH SCHOOL 4 YEAR GRADUATION PLAN

Circle One Pathway:

Business
Welding
HVAC
Animal Science
Health- Therap Pharmacy Tech
Health- Nursing
2+1 Teacher
Robotics (Manuf)
Drone (Aviation)

*Every student in HCHS will complete the Business Pathway for CTE funding.

*Every student must complete 7 ELECTIVE courses (3 hour) equaling 21 elective hours to receive an Associates Degree as well as 39 hours in the core curriculum.

Student:

Career Choice: _____

College/Technical School/Military _____

Graduate with your class? Y N

Pass all required testing (5 EOC's)? Y N

Attend school regularly? Y N

Complete assignments? Y N

Improve study skills? Y N

Attend tutorials (if needed)? Y N

Other? _____

Parent:

Monitor academic progress? Y N

Monitor attendance? Y N

Communicate with student? Y N

Communicate with teachers? Y N

Other? _____

Associate of Arts Degree

Core Requirements	Status	CC or Transfer	Hours
ENGL 1301 (Must be College Ready in Writing)			3hrs
ENGL 1302 (Pre-requisite: ENGL 1301)			3hrs
(Pre-requisite: ENGL 1302) Humanities: (Choose <u>One</u>): ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2341 FREN 2311, 2312 SPAN 2311, 2312			3hrs
MATH 1314 or higher-- MATH 2413 if Math or Science Major; MATH 1324 if Business Major(Must be College Ready in Math)			3hrs
Lab Science: (Choose <u>One</u>) <i>Science/Allied Health Major:</i> BIOL1406, 2401, CHEM 1411, 2423, PHYS1401,2425 <i>Non-Science Major:</i> BIOL 1408, CHEM 1405, GEOL 1403, 1404, PHYS 1403, 1404, 1415, 1417 (Must be College Ready in Reading for lab sciences)			4hrs
Lab Science: (Choose <u>One</u>) <i>Science/Allied Health Major:</i> BIOL1407, 2402, CHEM 1412, 2425, PHYS1402,2426 <i>Non-Science Major:</i> BIOL 1409, CHEM 1405, GEOL 1403, 1404, PHYS 1403, 1404, 1415, 1417 (Must be College Ready in Reading for lab sciences)			4hrs
Fine Arts (Choose <u>One</u>): ARTS 1301, DRAM 1310, MUSI 1306			3hrs
HIST 1301 (Must be college ready in Reading)			3hrs
HIST 1302 (Must be college ready in Reading)			3hrs
GOVT 2305 (Must be college ready in Reading)			3hrs
GOVT 2306 (Must be college ready in Reading)			3hrs
Social /Behavioral Science (Choose <u>One</u>): SOCI 1301, 1306, PSYC 2301,2314,2319, ECON 2301,2302, HIST 2321,2322, or AGRI 2317 (Must be College Ready in Reading for PSYC)			3hrs
Component Area Option: (Choose <u>One</u>) AGRI 2317, BCIS 1305, SPCH 1315, 1321, PHIL 1301, 2306, Any Economics, Any Psychology, Any 4 hour Lab Science, Any Foreign Language, or Any Literature			3hrs
Component Area Option: (Choose <u>One</u>) AGRI 2317, BCIS 1305, SPCH 1315, 1321, PHIL 1301, 2306, Any Economics, Any Psychology, Any 4 hour Lab Science, Any Foreign Language, or Any Literature			3hrs

***If you would like to receive an Associate in Arts degree you will need to complete 16 hours of electives in addition to your core curriculum. Only 6 of these 16 hours may be technical.

Electives:

(3hr) _____ (3hr) _____ (3hr) _____
 (3hr) _____ (3hr) _____ (1hr) _____

SUGGESTED ELECTIVES

Students interested in the following majors at a university might consider selecting from these courses as part of their requested 16 hours of electives for the AA degree. Required courses for each major will vary for each university so these are suggested courses and may not be required or accepted at every university. Check with the Transition Center for specific courses for your major and university.

Agriculture – AGRI 1307, 1315, 1319, 2301, 2303, 2304, 2317, 2330

Art – ARTS 1311, 1312, 1316, 1317, 2316, 2317, 2326, 2328, 2348, 2349

Athletic Training – BIOL 2401, 2402, KINE 1101, 1102, 2101, 2102, 2356

Biology/Chemistry – BIOL 1406, 1407, CHEM 1411, 1412, PHYS 1401, 1402, MATH 1316, 2412, or 2413

Business – ACCT 2301, 2302, BUSI 1301, ECON 2301, 2302, MATH 1324, 1325

Education (Early Childhood) – EDUC 1301, 2301, TECA courses

Education (Secondary) – EDUC 1301, 2301, Courses in your teaching field

English – Additional Literature, 2 years of Foreign Language

Foreign Language – 2 years of Foreign Language, HIST 2321, 2322

Government – HIS 2321, 2322, SOCI 1301, ECON 1301, 2301, 2302, PSYC 2301

History – HIST 2321, 2322, 2301, SOCI 1301, ECON 1301, PSYC 2301, KINE 1101 or 2101

Kinesiology – KINE 1101, 1102, 1304, 1306, 1308, BIOL 2401, 2402

Mathematics – MATH 1316 OR 2412, 2413, 2414, PHYS 1401, 1402

Nursing – BIOL 1322, 2401, 2402, 2421, CHEM 1411, 1412, PSYC 2301, 2314

Physics – CHEM 1411, 1412, PHYS 2425, 2426, MATH 2413, 2414

Pre-Engineering – MATH 2413, 2414, CHEM 1411, 1412, PHYS 1401, 1402

Pre-Medical -- BIOL 1406, 1407, CHEM 1411, 1412, PHYS 1401, 1402, MATH 2413

Pre-Physical Therapy -- BIOL 1406, 1407, 2401, 2402, CHEM 1411, 1412, PHYS 1401

Sociology – SOCI 1301, 1306, PSYC 2301, 2319, Additional Literature, Foreign Language

Psychology – PSYC 2301, PSYC 2314, PSYC 2319, SOCI 1301, Additional Literature, Foreign Language

Undecided OR General Studies – 16 hours electives for any of the above majors.

Academic Counseling

Students should meet frequently with their HCHS counselor to plan for the future. The HCHS counselor will develop individualized plans for each HCHS student according to the student's academic strengths and weaknesses.

Academic Guidelines

When enrolled in a college course, HCHS students are governed by HCISD Policies as outlined in the Student Handbook. Districts policies and procedures as outlined in the HCISD Student Handbook and HCISD Board Policy.

Academic Probation

HCHS students are college students and therefore governed by the academic policies.

Notice:

Failing one or more core classes at three-week progress report
(Student receives a verbal notice about grades.)

Warning:

Failing college class
First term college GPA is less than 2.0
(Student assigned to mandatory tutorials)

Probation:

Failing college class
At the end of any term in which the student is on Academic Warning and college GPA is still less than 2.0 On Academic Warning for two consecutive semesters
(A contract will need to be signed by a parent if placed on academic probation. Students may be required to pay back expenses on failed classes in order to continue the program.)

Suspension:

Failed two consecutive college courses in the 1st year of program
On Academic Probation and both student's overall college and his/her GPA from the just completed term fall below 2.0
(Student exited from the HCHS program)

Other considering factors:

Student has not passed all sections of the TSI by the end of their sophomore year.
Student has not earned credits for their core classes will not be allowed to enroll in college courses.

Attendance

Attendance is crucial part of success at HCHS. Students are expected to attend all high school and college classes. Students are also expected to attend all off-campus activities and any planned educational travel. If possible, personal appointments should be scheduled outside the school day.

Parents' Responsibility

Parents will be notified when unexcused absences occur. If your son/daughter is going to be absent, parents should notify the HCHS Coordinator and send a note. Parents will be notified in cases of excessive tardiness. Students are to follow the HCISD absences policy.

Cheating and Plagiarism

Cheating and plagiarism are considered serious offenses by HCISD.

Cheating

Students must be completely honest in all phases of their work. Cheating includes, but is not limited to, the following:

- Dishonesty of any kind on examinations, assignments, or program requirements;
- unauthorized possession of examinations or unapproved notes or sources at any time, whether used or not;
- copying or obtaining information from another student during an examination or performance of a lab skill or competency;
- Alteration or falsification of course or academic records; and
- Unauthorized entry into or presence in any office.

Academic Integrity

Documenting the use of others' work is important because it recognizes the original author's effort, establishes the student writer's credibility, and supports the audience's future research. Plagiarism is offering the work of another as one's own, intentionally or unintentionally, without proper acknowledgment. Students who fail to give appropriate credit for ideas or material they take from another, whether a fellow student or a resource writer, are guilty of plagiarism (i.e., stealing the words or ideas of another)

The college may contract with companies or organizations that provide plagiarism-detection services. Such companies may receive students' work for the purpose of comparing the students' work with a reference database. Students enrolling at an IHC (Cisco College) agree as a condition of their enrollment that their work may be submitted to such companies for the purpose of plagiarism detection and that the company may retain a copy of the work for plagiarism-detection purposes. Such companies will not copy, use, or distribute the students' work.

Responding to Violations

The Faculty have the responsibility to initiate disciplinary action in response to violations of the rules regarding academic honesty. A faculty member is responsible for collecting any evidence of cheating at the time it occurs. A student may not withdraw from the course during the investigation of an incident of academic dishonesty or when a course grade of F has been imposed. A record will be kept of any imposed penalty or disciplinary action.

Penalties

If, in the judgment of the instructor, cheating, plagiarism, or collusion has occurred, he or she may assess a penalty with a recorded reprimand:

- Recommendation for suspension from the College or expulsion from a program, which is submitted to the provost; the provost's decision is final.
- Failure of the course; the student may appeal the grade through the Final Grade Appeal process.
- Failure of the assignment by the instructor; the instructor's decision is final.
- Reduced grade on the assignment by the instructor; the instructor's decision is final.
- A reasonable penalty assessed by the instructor; the instructor's decision is final.

The instructor will notify the student of his or her decision concerning the student's grade and whether or not further disciplinary action is recommended before filing the report as indicated below. If a student will not meet with the instructor or if notification cannot take place because of a student's unavailability or incorrect contact information, the process proceeds as specified. Faculty should also communicate with their department chairs/program directors and deans regarding any violation of the college honesty code. Should the instructor recommend suspension or expulsion of the student, the Dean of Secondary Education has the responsibility and authority to determine whether the student will be suspended or expelled.

Course Offerings

HCISD ensures the HCHS courses listed for the Associate of Arts will be offered so that students are able to complete the graduation plan in four years. HCHS does this by providing the schedule, instructors, materials, facilities and/or transportation relating to the specific courses. Only courses described in the approved list for an Associated of Arts degree are provided to HCHS students at no cost.

A student may desire to pursue a course pathway other than offered by HCHS. Should a student choose to take a different college course to substitute for one offered by HCHS then the student will do so under the dual credit procedures and be responsible for ensuring the course is applicable to his/her degree plan (course of study) and/or the transferability of the course. To be fully informed of options and potential consequences, students are encouraged to visit with their high school counselor or a college advisory prior to enrolling in other college courses and/or higher education institutions.

Exit and Withdrawal Procedure

I understand that if I drop a course, I will be required to reimburse HCISD for the course that I dropped according to the drop schedule set forth by Cisco College

A student enrolled in a HCHS may elect to withdraw from the program at semester end, ONLY after ALL supports have been exhausted. A student/parent conference must be held prior to exit to discuss the ramifications of leaving the program. The campus administration may elect to involuntarily exit a student after all supports have been exhausted. Prior to involuntary exit, a growth plan will be developed, a faculty mentor will be assigned, tutorials will be required, and regular student check-ins will be mandatory.

FERPA (Family Educational Rights and Privacy Act)

Parents have the right to inspect and review education records, to seek to attend education records, and to have some control over the disclosure of information from education records, however, these rights transfer to the student when the student turns 18 or attends a post-secondary institution. Parents may contact the HCHS Coordinator or Counselor at any time, but please do not attempt to contact college instructors directly. Information about FERPA and waivers are discussed in detail at HCHS parent meetings.

Grades

College instructors award letter grades for college courses. Grade reports and progress reports are not issued during the course of the semester for college courses. At the beginning of each course, a syllabus is provided outlining content to be covered, the assignments, and how the instructor will grade. It is important for students to realize college instructors assign and grade significantly fewer lessons than the traditional high school teacher. It is the student's responsibility to monitor grades throughout the semester. Instructors will only communicate with the student about his/her grade status; therefore, parents must communicate with their student about academic progress.

A student's high school (numeric) grade for the college course will be reported on his/her high school report card at the end of each semester and on the high school transcript. The student's college (letter) grade will be reported on the student's college transcript.

Personal Counseling

An HCHS Counselor is available on campus to assist student with a wide range of personal concerns, including such areas as social, family, or emotional issues. The HCHS Counselor is also prepared to assist students with the unique challenges they face as ECHS students.

School Calendar and Class Time

The HCHS Program will follow a schedule that facilitates the offering of college and high school courses simultaneously. To meet the minute requirements of a college course it may be necessary for students to attend class outside the normal school hours. This is determined on a semester basis and will be communicated to the students at the beginning of each semester.

Student Code of Conduct

All HCHS students must follow the HCISD Code of Conduct.

Supports and Tutorials

AVID Course

Advancement Via Individual Determination (AVID) is an academic course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

During ninth grade AVID, students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

During the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

Tutorials

Tutorials are an integral component of HCHS. Tutorials provide an opportunity for all students to get help needed in specific content areas each week. Student should attend tutorials if they feel that they need additional assistance or homework help.

Technology

Hamlin Collegiate ISD is pleased to offer our Hamlin Collegiate students and staff access to an Apple MacBook Laptop computer. Use of the wireless network will provide the High School access to numerous integration opportunities, using many on-line tools, for educational purposes. Hamlin Collegiate ISD strongly believes in providing a quality education, providing the basis for students to become life-long learners in the 21 st century. Internet connection at home will be beneficial to students. We are trying to identify Internet Service Providers that will provide services to families at a low monthly cost and to identify appropriate hot spots within our community for Internet access after school hours. Students may use Hamlin Collegiate ISD's wireless access anytime. The MacBook will have many uses at home without Internet access, but the students' ability to get full benefit from their MacBook will be much greater if they have Internet access. We hope that you share our excitement of being able to offer the MacBook as an instructional tool for our students and teachers at Hamlin Collegiate High School. The impact on teaching and learning will be enormous. Our students will gain access to up to date information and will be able to use this information to enhance learning. In addition, technology skills will increase and better prepare students for higher education and the workforce. As with any new initiative, there will be constant assessment and necessary changes to make this project work to the maximum benefit of our students. We are committed to that goal.

Textbooks and Materials

HCHS has lockers for student use. Students are encouraged to bring backpacks to carry books and supplies needed for daily class assignments. College textbooks are very expensive and will be purchased each semester as needed. Teachers will provide textbooks for class use as needed. Students should carry their AVID binder, flash drive and planner with them at all times.

TSIA (Texas Success Initiative Assessment)

The TSI Assessment (TSIA) is part of the Texas Success Initiative program designed to help your college determine if you are ready for college-level course work in the areas of reading, writing, and mathematics. As an HCISD student, you are required to take the TSI Assessment to determine your readiness for college-level work. Based on how you perform, you may either be enrolled in a college-level course and/or be placed in the appropriate developmental course or intervention to improve your skills and prepare you for success in college level courses.

For more information on TSIA visit:

<http://www.collegeforalltexas.com/index.cfm?objectid=63176344-FFFA-217B-60C9A0E86629B3CA>