



Chassell Early College

Handbook

2015-2016



DESCRIPTION

Chassell Early College (CEC) is a unique opportunity for Chassell High School students who are planning to pursue an associate's degree, four-year degree, or even employment after graduation. This program is designed to transition students to the college environment while earning their high school diploma. The program is three years in length, beginning in the eleventh grade, and concluding after a fifth year of high school. Students who successfully complete the program as outlined will complete CEC with both their high school diploma and an Associate of Science Degree in General Science or an Associate of Arts Degree in General Education, consisting of 63 college credits, which are fully transferrable to virtually any four-year institution.

Students in the CEC are immersed into the college environment. As high school students, they take classes at the Gogebic Community College Copper Country Campus, in an adult learning environment. This helps students bridge the learning and social gaps between high school and college.

Exit Outcomes

1. Students will have the opportunity to earn their high school diploma.
2. Students will have the opportunity to earn up to 63 transferrable college credits or an associate degree.
3. Students may earn a minimum of 30 transferrable college credits with the completion of 40 hours of career exploration.
4. Students will have the opportunity to develop success skills (college readiness and life management) that will help students transition to college and career.

BEING COLLEGE READY

College readiness is a measure of the preparedness of a student to succeed, without remediation, in a credit-bearing general education course at a postsecondary institution. To be accepted into the Chassell Early College program, a student must demonstrate both an academic readiness to successfully complete a college level class, and a readiness to function as an independent learner.

Our measure of academic readiness is the Compass test, a standard placement test administered by Gogebic Community College. Students interested in enrolling in the CEC program need to meet the current dual enrollment requirements (score 88 on Reading or 77 on Writing and 52 on the Math) to be considered college ready. Students who do not meet the

required minimum scores will not be allowed to enroll in the program. The test may be taken more than once, and the highest scores will always be used.

Our measure of academic independence will be the Academic Independence Survey, a student rating sheet completed by the student's teachers, principal and guidance counselor. Each individual will rate prospective students on a five point scale in five areas that positively influence academic and career success: attendance, preparedness, follow-through, communication, and responsibility. Students will be apprised of their average rating, and a recommendation will be made based on the results. A student who is academically college ready, but whose independence rating suggests that they are not college ready, may still choose to enroll in Early College, but he or she will be enrolled on probationary status. A copy of the Academic Independence Survey is included at the end of this guide.

ENROLLING IN EARLY COLLEGE

Students are encouraged to begin thinking about the Early College option in middle school. Those who are considering it should consider taking Algebra I during their eighth grade year. This is not mandatory, and schedule adjustments can be made for students who decide after middle school, or students transferring into the district, but taking Algebra I early will make later scheduling easier (A sample schedule can be seen later in this guide).

Students planning to enroll in the CEC program will need to make a formal commitment prior to the start of their junior year of high school. Interested students will take the Compass placement test in the spring of their sophomore year, and have an Academic Independence Survey completed by their teachers. Once they have satisfied the entrance requirements, students and their parents will meet with the guidance counselor to review the program and talk about expectations. Students, parents and school officials will sign an agreement indicating an understanding of the program. Students will then apply to Gogebic Community College, and once accepted, register for fall classes.

It should be noted that the CEC program is not a good fit for everyone. Students who are planning to pursue a specialized program such as nursing, construction management or welding, may be better served by utilizing other options. Students planning to play college athletics may also want to look at traditional dual enrollment options, as they would not be eligible to compete in athletics either in high school or in college as a fifth year student in the CEC program.

Because Early College is a blend of Chassell High School and Gogebic Community College, students will need to meet the requirements and expectations of both schools, as well as some

that are unique to the Early College program. The remainder of this guide outlines the CEC program, and defines its terms and parameters. Additional questions should be directed to the Principal.

ACADEMIC PROBATION

Statistically, students who earn less than a 2.0 in two or more of their classes during their first year of college are less likely to graduate. Also, courses in which a student earned less than a 2.0 rarely transfer. Because of this, Early College students are required to earn a minimum 2.0 in each of their CEC courses. If they do not, they will be placed on academic probation, and will need to meet with their advisor to develop a plan to improve performance. Failure to improve performance after one semester of probation will result in removal from the program. Students removed from the program will return to the four-year graduation track.

ADMINISTRATIVE WITHDRAWAL

An administrative withdrawal from one or all courses may be initiated by a classroom instructor for any of the following reasons:

1. Non-attendance/non-participation – a student either does not come to class, or attends class but refuses to participate.
2. Lack of prerequisites – it is apparent to the instructor that a student does not have the required background knowledge to be successful in the class.
3. Behavior – a student behaves in a manner that interferes with the instructional process

If a student is withdrawn during the first week of the semester, he or she will not receive a grade, and a record of attempting the class will not appear on the academic record. If the student is administratively withdrawn between the start of the second week and the end of the withdrawal period posted by G.C.C., the student will receive a W grade. Any student withdrawn after the official withdraw period will receive an F for each course from which he or she was withdrawn.

Any student who is administratively withdrawn will also be removed from the program. Administrative withdrawal may be appealed by submitting a letter of appeal to the Gogebic Community College Dean of Students within seven days of the end of the semester.

ATTENDANCE

Punctuality and regular attendance are indispensable to success in any human endeavor, and class work in college is not an exception. During the first week of classes, each instructor will announce and provide in writing the attendance requirements for that class. Each instructor keeps an accurate attendance record of the students enrolled in the class and reports excessive absences to the Dean of Students throughout the semester.

Absences exceeding 1/16th of total class hours will be considered excessive.

When a student has permission and is an official representative of the CEC or G.C.C., absences are listed as official and permission is granted for the student to make up studies within two weeks.

Absence and tardiness caused by factors beyond the student's control may be excused by the Dean of Students, with appeal available through the Student Personnel Committee, and the student may be permitted to make up studies within two weeks.

It is the personal responsibility of students who have been absent from classes to arrange make-up work with the instructor within three days after the absence has occurred. Students should endeavor to arrange for this make-up work during the office hours of the instructor. All make-up work must be completed within two weeks after the students return to class.

Any student who registers late for a course may have already been absent from class meetings. Such absences are to be reported by the instructor. Rules governing such absences are the same as for any absence during the school year.

Students with excessive absences may be administratively withdrawn from the class.

COURSE SEQUENCE

CEC program students are, at one time, completing their high school diploma and working on their college degree. The first two years of high school will be completely high school classes. The remaining three years will be a mixture of high school and college classes. During the first two years of Early College, all cohort members will take the same sequence of classes as outlined below. This schedule is designed to ease the students into the increased workload required by college courses, and to give them a broad foundation that will allow them to pursue either an Associate of Science Degree in General Science, an Associate of Arts Degree in General Education, or an Employability program of study. Students will work with their high school guidance counselor and their G.C.C. Student Success Coordinator to select their courses for year

three based on their academic goals. It is possible for a student to complete the third year while attending the Ironwood campus; however, to be a part of the CEC program, students will still need to be enrolled in at least one required course at Chassell High School.

A sample five-year schedule is outlined below:

Year One

English 9
Algebra I/Geometry
U.S. History & Geography
Science 9
Electives
Tutorial

Year Two

English 10
Geometry/Algebra II
World History & Geography
Biology
Electives
Tutorial

Year Three – Fall Semester – 7 Credits

Algebra II/Pre-Calculus
Chemistry/Physics
Electives
Tutorial
PLS 101 – Intro Am. Government (3)
ENG 101 – English Composition I (3)

Year Three – Spring Semester – 7 Credits

Analysis
Chemistry/Physics
Electives
Tutoria
ENG 102 – English Composition II (3)
PSY 101 – General Psychology (4)
ORI 100 – Freshman Orientation (1)

Year Four – Fall Semester – 10 Credits

Electives
Tutorial
BIO 101 – Principles of Biology (4)
ENG 201 – English Literature I (3)
ECON 201 – Macroeconomics (3)

Year Four – Spring Semester – 10-11 Credits

Electives
Tutorial
MTH 110 – College Algebra (4)
ENG 202 – English Literature II (3)
CHEM 101 – Gen. Organic & Biochem (4)
or alternate humanities elective (3)

Year Five – Fall Semester – 14 Credits

Senior Project (online)

G.C.C. - Student's Choice (14)

Year Five – Spring Semester – 14-15 Credits

Senior Project (online)

G.C.C. - Student's Choice (14/15)

DISHONESTY, CHEATING

Dishonesty of any kind, including cheating on examinations or any assigned work, may be dealt with in any manner deemed suitable by the instructor, including the recording of a failing grade for the course. Cheating on examinations may also result in the student appearing before the Student Personnel Committee and removal from the CEC Program if circumstances warrant.

EXAMINATION and GRADES

G.C.C. classes usually hold two formal examinations each semester: the mid-semester and the final. All students are required to take these examinations and to complete all work as assigned.

Grade Honor Points per Credit

A Excellent	4.0
A-	3.67
B+	3.33
B Good	3.0
B-	2.67
C+	2.33
C Average	2.0
C-	1.67
D+	1.22
D Below Average	1.0
D-	0.67
F Failure	0.0
I Incomplete	0.0

Not used in Grade Point Average Calculation

CR - Credit Given

N/C - No Credit Given

AU - Audit

P - Passing

CX - Credit by Examination

LE - Credit for Life Experience

TR - Transfer Credit

W No Grade (Withdraw) - Given in courses dropped during the specified drop period.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

* Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

* Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

* Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- * School officials with legitimate educational interest;
- * Other schools to which a student is transferring;
- * Specified officials for audit or evaluation purposes;
- * Appropriate parties in connection with financial aid to a student;
- * Organizations conducting certain studies for or on behalf of the school;
- * Accrediting organizations;
- * To comply with a judicial order or lawfully issued subpoena;
- * Appropriate officials in cases of health and safety emergencies; and
- * State and local authorities, within a juvenile justice system, pursuant to specific State law.

FINAL GRADES

Final G.C.C. grades are recorded on the student's permanent record in the Dean of Students Office at the close of each semester. Such grades are also sent to the student at the permanent mailing address listed in the student's record. It is important to note that Chassell Early College grades are the foundation of your college transcript. All of the final grades you earn in CEC will be transferred to whatever four year institution you attend, along with your college grade point average.

It is equally important to note that all CEC grades taken during the first two years are also taken for high school credit, and their grades will be included on the high school transcript and computed in the high school grade point average. CEC classes taken during the fifth year will be taken for college credit only, and will not be included on the student's high school record.

GRADE POINT AVERAGE

Gogebic Community College computes its Grade Point Average (GPA) as follows: Quality points divided by semester hours. The GPA is used to determine your continuance in college, graduation from college, and academic status after each semester.

Quality Points (Sometimes referred to as Honor Points) are the numerical equivalent of the letter grades used to figure the GPA. For example: A=4, B=3, C=2, D=1, and F=0. Below is an example of the method of calculating your grade point average: An "Incomplete" grade calculates as a failing grade until it is replaced with a final grade.

Credit Grade Quality Points

English	3	C = 2	6 (3 x 2)
Political Science	3	D = 1	3 (3 x 1)
Geology	4	B = 3	12 (4 x 3)
French	4	C = 2	8 (4 x 2)
Physical Education.....	<u>1</u>	A = 4	<u>4</u> (1 x 4)
	15		33

$$33/15 = 2.20 \text{ GPA}$$

A copy of your permanent G.C.C. record is on file in the Office of the Dean of Students. It is a total record of your academic work at G.C.C. and includes the college courses you have taken, your grades, and your cumulative GPA. Questions concerning your academic record should be referred to the Dean of Student Services.

GRADUATION

Chassel Early College students in good standing at the beginning of their senior year may choose to participate in all senior activities, including Commencement exercises, with their class. Students choosing this option will not receive their actual diploma until they have successfully completed all of their graduation requirements as outlined. Early College students will also be eligible to compete for school and foundation scholarships along with their class. It is the responsibility of the student to request a deferral for any scholarship awarded.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students in the Early College program will receive a high school diploma upon successful completion of the following requirements:

English 9

English 10

ENG 201 and ENG 202 – English Literature I and II

ENG 101 and ENG 102 – Composition I and II

Algebra I

Geometry

Algebra II

Pre-Calculus (optional)

MTH 110 – College Algebra

U.S. History & Geography

World History & Geography

PLS 101 – Intro to American Government

ECO 201 – Macroeconomics

Science 9

Biology

Chemistry or Physics

Physical Education

Tutorials

Foreign Language (2 credits)

Senior Project

Visual or Performing Arts

General Electives

INCOMPLETES

It is expected that students will fulfill all CEC course requirements to warrant a grade for each course at the end of the semester. However, should a student receive an incomplete due to illness or other extenuating circumstances, the incomplete is to be made up within 30 days unless other arrangements have been made with the instructor and the Dean of Students. An incomplete will revert to a grade specified by the instructor if not made up within the time allotted. An incomplete grade will count as a failing grade until the final grade is entered.

NON-DISCRIMINATION POLICY

It is the policy of Gogebic Community College and Chassell Early College not to discriminate on the basis of race, sex, age, color, religion, national origin or ancestry, marital status, disability, political affiliation or belief in its educational programs, activities, admissions, or employment policies as required by Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act. of 1973, and the American's With Disabilities Act of 1990.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or any inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Dean of Students Services
Gogebic Community College
E4946 Jackson Road
Ironwood, MI 49938
Telephone: (906) 932-4231

The Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability, and protect qualified applicants and employees with disabilities from discrimination in hiring, promotion, discharge, pay, job training, fringe benefits, and other aspects of employment. The law also required that covered entities provide qualified applicants and employees with disabilities with reasonable accommodations that do not impose undue hardship. The law covered applicants to and employees of most private employers, state and local governments, educational institutions, employment agencies and labor organizations.

TUITION AND FEES

State law requires that all school districts pay a pupil's tuition and mandatory course fees, including technology fees, materials fees (including textbooks), registration fees, and any late fees charged by the postsecondary institution, **if the amount of foundational money generated**

for the course is great enough to cover the expense. Eligible charges do not include transportation, parking costs, or most activity fees. Under the law, the total amount of tuition and fee support shall not exceed either of the following:

- The total amount of the tuition and fees for the course(s)
- The statewide pupil-weighted average foundation allowance, adjusted for the proportion of the school year that the pupil attends the postsecondary institution.

The student or his or her parent(s) or guardian(s) are responsible for any ineligible costs, and for costs beyond the amount covered by the school. An example from the 2013-2014 academic year is provided below.

This example is for illustration purposes only; these are not actual costs for the upcoming year.

BIO 101 – Principles of Biology (4 credits)

Tuition and Fees.....\$854.00
 Rented Textbook.....\$ 45.00

Total Cost: **\$899.00** **Maximum paid by Chassell: \$1,003.72**

PLS 101 – Intro to American Government (3 credits)

Tuition and Fees.....\$450.00
 Rented Textbook.....\$ 50.00

Total Cost: **\$500.00** **Maximum paid by Chassell: \$ 501.86**

Students who are removed from class through Administrative Withdrawal, or who choose to not finish a class in which they enrolled, will be responsible for repaying the Chassell Township School District for some or all of the expenses incurred. MCL 388.514(9) and MCL 388.1904(9) state that the eligible pupil shall repay to the school district any funds that were expended by the school district for the course that are not refunded to the school district by the eligible postsecondary institution. If the eligible pupil does not repay this money, the school district may impose sanctions against the eligible pupil as determined by school district policy. This subdivision does not apply to an eligible pupil who does not complete the course due to a family or medical emergency, as determined by the eligible postsecondary institution.

WITHDRAWING FROM EARLY COLLEGE

Students may voluntarily withdraw from the program at any time prior to the start of their fourth year. Students choosing to withdraw from the program will immediately revert to the traditional high school graduation requirements, and will be rescheduled accordingly.



_____ is requesting permission to enroll in the Early College program. Students who want to enroll in Early College must score high enough on G.C.C.'s Compass placement exam to meet the dual enrollment cut scores established by the State. Students are also asked to show that they are college ready by obtaining input from their current teachers relating to five areas that lead to academic success. Please rate this student in each area described below. Students whose Compass scores indicate academic readiness, but whose Independence Scale scores do not, may still be admitted to the Early College program, but on probationary status.

Please rate each area by circling the appropriate number using this five point scale:

1.....	2.....	3.....	4.....	5.....
No		Unsure		Yes
Very rarely		Sometimes		Nearly always

Attendance – The student comes to class, is on time, and mentally present as well. When absent, it is with good reason, and arrangements are made to make up work missed.

1.....2.....3.....4.....5

Preparation – The student comes to class with the necessary materials, ready to learn, with assignments complete. Time and materials are organized thoughtfully.

1.....2.....3.....4.....5

Follow-Through – The student works on reading and written assignments to their completion. Dependable and reliable. Follows through on commitments.

1.....2.....3.....4.....5

Communication – The student communicates appropriately, asks questions and contributes effectively to discussions, advocates for self, and is aware of body language.

1.....2.....3.....4.....5

Responsibility – The student takes responsibility for his or her own actions, for his or her role in interpersonal interactions, and for his or her academic performance.

1.....2.....3.....4.....5

	<ul style="list-style-type: none"> • Scoring – Students with an average score of 3.75 to 5.0 will be accepted into the UHEC program. • Students with an average score of 3.0 to 3.74 may be accepted into the UHEC program on probationary status. • Students with an average score below 2.5 will not be able to enter the program.
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CHASSELL EARLY COLLEGE AGREEMENT



My daughter/son _____ would like to enroll in the Chassell Early College Program. Prior to enrollment, my son/daughter and I met with the guidance counselor to review the following points regarding Early College:

- The Chassell Early College (CEC) program is significantly more labor intensive than a traditional high school class. For every hour spent in an Early College class, there is an expectation that one to two hours will be spent by the student outside of class working on class material. This may include studying, completing assignments, reviewing notes, and/or pre-reading for the next class session.
- All CEC classes taken during the junior and senior year are being taken for both college and high school credit. The grade earned will be recorded on both the high school transcript and the college transcript, which will follow the student through college, and each grade point average will be affected accordingly. CEC classes taken in year five will be taken for college credit only, and will not impact high school records.
- Ultimately the student is responsible for his or her course selection. Many of the CEC courses, especially early in the sequence, are laid out for the student. But decisions made about coursework in the second semester of year four and in year five should be made in consult with the G.C.C. Student Success Worker, with consideration given to the student's plans after graduation.
- It is the student's responsibility to be aware of and meet all timelines, including scheduling and withdrawal dates.
- Students may voluntarily withdraw from the program at the end of any semester up to the end of their junior year. Students withdrawing from the program will be placed in the traditional four year graduation track and scheduled accordingly.
- There may be some costs involved. Chassell Township School District will assume financial responsibility for tuition and fees up to the amount required by dual enrollment legislation. Because the number of courses, the number of credits, the fees, and the textbooks vary, it is impossible to guarantee that all costs will be met. We will notify you as early as possible with the amount we will cover.
- In the event a student drops a class or withdrawals from the program after the withdrawal date and does not complete the semester course(s) Chassell Townships Schools will seek reimbursement for all expenses for the course(s).
- Students will be responsible for providing their own transportation to and from class.
- Participation in the CEC program is a privilege, not a right. Students who do not maintain the minimum academic or conduct standards may be placed on probation (as outlined in the guide) or removed from the program.
- Placement status – check one
 - This student has met both the academic and independence scale criteria, and may be enrolled with no restrictions.
 - This student has met the academic criteria, but the Academic Independence Survey indicates that there are concerns about his or her ability to be successful in college level courses. Consequently, this student is being enrolled on probationary status, which will be reviewed after his or her first semester.

I have reviewed these items and the Early College Guide, and understand and agree to the expectations.

student

counselor

parent

Superintendent