Dual Credit Handbook

A Policies and Procedures Manual for School Districts
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Personnel of Amarillo College

Dr. Fred Williams, President 3715124
Dr. R.E. Byrd, Vice President and Dean of Instruction 371-5127
Dennis McMillan, Registrar 371-5024
Renee Vincent, Director of the Moore County Campus 934-7221
Lou Ann Seabourn, Coordinator of Off-Campus Programs 3715122
Mauri Williams, Assistant Director Moore County Campus, Dual Credit 934-7221

Division Chairmen

Paul Matney, Language, Communication, and Fine Arts 371-5226
Jerry Moller, Behavioral Studies 371-5297
Glen Phillips, Amarillo Technical Center & Industrial Technology 335-4201
Art Schneider, Sciences and Engineering 371-5091
Bob Sloger, Business Division 371-5214

Department Chairmen

Dr. Robert Bauman, Biology 371-5093
Robert Boyd, Speech & Theater Arts 371-5232
Tom Cole, Business Administration 371-5242
Tom Hodges, English 371-5180
Mary Graff, Chemistry 371-5326
Duane Lintner, Computer Information Systems 371-5214
Danita McAnally, Radio/Television & Journalism 371-5273
Ed Nolte, Manufacturing Technologies 335-4391
John Pool, Mathematics 371-5325
Art Schneider, Physical Science 371-5328
Jack Stanley, Electronic Systems and Instrumentation Technologies 335-4318
Henry Wycoff, Automotive Technology 335-4209

Program Coordinators

Joyce Hinsley, Modern Languages 371-5078
Carol Nicklaus, Humanities 371-5354

Addresses of Amarillo College

Amarillo College
Attn.: ____________
P.O. Box 447
Amarillo, TX 79178
Internet: http://www.actx.edu
(806) 371-5000
Deliveries: 2011 S. Washington
Amarillo, TX 79109
GUIDELINES
AND
PROCEDURES

‘What sculpture is to a block of marble, education is to a human soul.’
Joseph Addison (1672-1719)
English essayist
Program Description and General Information

The Dual-Credit Program is a cooperative partnership between an independent school district and Amarillo College through which a student may be awarded both college and high school credit in courses which meet the requirements of both institutions. The high school will identify students who are eligible for dual-credit courses and will recommend courses which potentially qualify for dual-credit. Students who meet specific eligibility requirements will be permitted to enroll in those Amarillo College courses specified in the dual-credit agreement and to simultaneously earn credit toward high school graduation and college credit.

- Instructors of the dual credit courses must meet the minimum requirements of the Southern Association of Colleges and Schools Accrediting Agency. (Masters degree including 18 graduate hours in discipline unless SACS requirements permit otherwise).

- Dual-credit courses are joint college-level and high school courses that must meet both high school (TEKS) and college standards.

- The dual-credit agreement will be approved by the Superintendent of the ISD and the Vice-President of Academic Affairs of Amarillo College based on the recommendation of the appropriate individuals of each institution.

- The college faculty will meet with the high school faculty to match competencies and identify courses to be offered for dual credit. A departmentally approved syllabus must be used. Syllabi are kept on file in the department office.

- Each course is required to follow the college departmental guidelines and regulations. These regulations will vary from department to department. They should not be expected to be identical as the courses themselves are not identical. Before registering students for a dual credit class, the high school faculty must check with the college department or program chair to go over departmental policy.

- Claiming of ADA (Average Daily Attendance) for students in dual credit courses is the responsibility of the independent school district in accordance with the Texas Education Agency rules.
Amarillo College Dual-Credit Guidelines

A dual-credit program presents unique opportunities and challenges. The independent school district and Amarillo College will work together to provide an optimum learning experience for dual-credit students.

Amarillo College enters into contractual agreements with independent school districts to award dual-credit. In order to ensure that the dual-credit course meets the required college and high school learning experiences, the following options and guidelines are offered.

Definition of Terms

**Concurrent-credit** - a high school student who meets specific eligibility requirements enrolls in Amarillo College courses for college credit only

**Department Head** - refers to the Amarillo College faculty member who manages a particular program area

**Dual-credit program** - a cooperative partnership between an independent school district and Amarillo College enabling high school students to earn college credits while completing the requirements for high school graduation

**Dual-credit** - a high school student who meets specific eligibility requirements enrolls in Amarillo College courses and earns credit toward high school graduation and college credit concurrently

**Early admission** – a high school student enrolls in college level courses prior to graduating from high school

**Facilitator** - an instructor within an independent school district who provides classroom support for an alternate method of instruction; ie. telecourse, interactive video, online course

**Instructor** - a faculty member who meets the minimal requirements of the Southern Association of Colleges and Schools and teaches for Amarillo College full- or part-time or within an independent school district

**Interactive video** - instruction that provides two-way, real-time communication between instructor and students who are geographically separated

**Online Courses** - AC offers online courses taught over the Internet. Students access weekly lessons and assignments through the Internet. Students must have access to an IBM compatible computer with a modem, an Internet Service Provider, and a web browser(Netscape 4.0 or higher/Internet Explorer 4.0 or higher)

**Telecourse** - a college course which uses the telecourse program material as the basis of the course whether broadcast or from tape
I. Program Options and Guidelines

A. Option 1 - Concurrent Credit. A high school student enrolls in an Amarillo College course independent of high school enrollment, and the high school allows credit towards high school graduation. The student will be charged full tuition. See Concurrent Enrollment guidelines in the AC catalogue.

B. Option 2 - During High School Day. A high school student earns both high school and college credit for a course taught in the high school. The instructor must meet all qualifications for faculty teaching each respective course and be approved by the appropriate Amarillo College department.

1. The Amarillo College department chair will work with the appropriate high school staff to determine the learning experiences necessary to meet the essential requirements of both the high school and college course.

2. The teacher will:
   a. use a departmentally approved textbook and syllabus.
   b. be involved in the same instructor/course evaluation procedures as all Amarillo College faculty.
   c. follow all departmental guidelines provided by the department chairman.
   d. comply with all reporting requirements as directed by the Office of the Registrar.

C. Option 3 - Alternate Methods of Instruction.

1. Telecourse. The Amarillo College Telecourse course is completed in its entirety. Additional materials and requirements may be used by the high school for the high school portion of the class. Dual-credit students earn both high school and college credit.

   a. The instructional video is assimilated into the high school course by the facilitator. All the provisions listed apply to the requirements of the college course and are not meant to imply any restrictions on the high school course.

   b. An Amarillo College faculty member serves as the instructor for the dual-credit students. The instructor will:
      1. meet with the dual-credit class before or within the first week of the college semester.
      2. communicate as needed with the facilitator.
      3. follow the guidelines established by his/her department for successful completion.
      4. be responsible for all college credit grading and awarding of Amarillo College final grades.
c. The high school instructor serves as the facilitator for the dual-credit students and will:
   1. meet with the instructor and the department head prior to the beginning of the semester.
   2. teach to the telecourse syllabus provided by the instructor and remit assignments as due.
   3. teach from the required college textbook (including study guides) unless authorized by the department head to use a different text.
   4. show the instructional television tapes in class to dual-enrolled students. Telecourse lessons must be taped off-air and erased after viewing as required by copyright laws.
   5. communicate as needed with the instructor.
   6. assist the instructor in complying with all Amarillo College reporting requirements.

2. Online Course. The Amarillo College Online Course is completed in its entirety. Additional materials and requirements may be used by the high school for the high school portion of the class. Dual-credit students earn both high school and college credit.
   a. The online course may be used independently by a student at home or in a school computer lab or a class of students may enroll.
   b. An Amarillo College instructor serves as the instructor for the dual credit students. If the high school wants to add a high school component, the high school may assign a facilitator that incorporates both the internet course materials and high school course materials into the high school day.

3. Interactive Video Course. Students will participate in a class that is taught in an interactive classroom. The instructor will be an Amarillo College faculty member who is teaching from the Amarillo site.
   a. The Amarillo College faculty member and the site facilitator will meet prior to the beginning of class to discuss responsibilities and routines.
   b. The Amarillo College faculty member is responsible for:
      1. providing class materials to the site facilitator. The Facilitator will then make copies and distribute the materials to the class.
      2. all testing and grading. Tests will be sent to the facilitator to be administered.
      3. teaching and record keeping.
   c. The site facilitator is responsible for:
      1. duplicating and distributing class materials.
      2. monitoring testing situations.
      3. returning to the Amarillo College faculty member all written assignments and tests.
      4. assisting with discipline during the class period.
      5. assisting with the technical aspects of the equipment.

(See the “Checklist for Instructor and Class Facilitator” in the Appendix for further help.)
D. Option 4 - Attend an Amarillo College Class. High Schools may bring students to an Amarillo College campus to attend class. High school personnel will work with Amarillo College to make arrangements for class times and slots.

1. Amarillo College faculty will teach a course on the AC campus and dual credit students will be incorporated in the class.
2. Amarillo College will work with the high school to provide the secondary institution with grade reports for high school dual enrolled students.
3. Students will be charged full Amarillo College tuition in this case.

Note: Amarillo is phasing out the support instructor position, The support instructor agreement will be honored for the 2000-2001 school year. No new arrangements will be made to use a support instructor. As of the Fall of 2001, no support instructors will be used. Amarillo College will try to make available alternate means of instruction if a qualified faculty member is not available on site.

II. Student Guidelines

The dual-credit student will:

1. comply with the state-mandated Texas Academic Skills Program (TASP).
2. take applicable Amarillo College placement tests prior to enrolling in the dual-credit class.
3. complete the dual credit application acquiring the appropriate signatures.
4. be classified as a junior or senior and have a minimum of a B overall average.
5. meet established entrance requirements at Amarillo College as well as appropriate prerequisites for any course.
6. pay the costs associated with taking a college course(s) as established by contractual agreement.

III. Texas Higher Education Coordinating Board Rules

See the appendix for a copy of the latest copy of guidelines and rules that Dual-Credit Programs are required to follow. They include teacher credentials, class composition, student eligibility, and other pertinent information.
AMARILLO COLLEGE
ASSESSMENT LEVELS FOR DUAL CREDIT

<table>
<thead>
<tr>
<th>COURSES if you wish to enroll for:</th>
<th>ENROLLMENT ELIGIBILITY The following exemptions apply:</th>
</tr>
</thead>
</table>
| Freshman Composition I & II        | TASP exempt by test scores:
                                        | SAT Verbal & Math 500 and composite 1070
                                        | ACT English & Math 19 and composite 23
                                        | TAAS Writing 1770, Reading 89, Math 86
                                        | or TASP Writing score 220 or higher |
| College Algebra & higher math      | TASP exempt by test scores:
                                        Physics | SAT Verbal & Math 500 and composite 1070
                                        | ACT English & Math 19 and composite 23
                                        | TAAS Writing 1770, Reading 89, Math 86
                                        | or (If exempt due to TAAS scores, the AC Math Placement Test must be taken with a minimum score of 23 to enroll in a college math class.) |
| Courses with reading prerequisites | TASP exempt by test scores:
                                        (such as: Government of the U.S., U.S. History I & II) | SAT Verbal & Math 500 and composite 1070
                                        | ACT English & Math 19 and composite 23
                                        | TAAS Writing 1770, Reading 89, Math 86
                                        | or TASP Reading score 230 or higher |
| Other courses without prerequisites | TASP exempt by test scores:
                                        (such as: Humanities I & II, Economics, CIS courses, Accounting, Public Speaking, Chemistry, General Biology I & II, Life Science, Geology, Spanish.) | SAT Verbal 500 and composite 1070
                                        | ACT Reading 19 and composite 23
                                        | TAAS Writing 1770, Reading 89, Math 86
                                        | or TASP Reading 230 or higher |

Students enrolling in a TASP exempt certificate program must show proof of college level reading ability. This may be done by being exempt from the TASP or by taking the AC reading placement test. The AC reading placement test may be taken at the Amarillo College Testing Center. Make reservations by calling 371-5445.
Rumuneration

Amarillo College will remit to the high school instructor or independent school district a stipend based on a uniform formula. Amarillo College has adopted the following remuneration schedules:

**High School Faculty Serving as College Instructor-of-Record**

<table>
<thead>
<tr>
<th>Number of Students Per Course</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>$200</td>
</tr>
<tr>
<td>6 - 10</td>
<td>$400</td>
</tr>
<tr>
<td>over 10</td>
<td>$600</td>
</tr>
</tbody>
</table>

**High School Faculty Serving as Facilitator**

<table>
<thead>
<tr>
<th>Number of Students Per Course</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>$150</td>
</tr>
<tr>
<td>6 - 10</td>
<td>$300</td>
</tr>
<tr>
<td>over 10</td>
<td>$450</td>
</tr>
</tbody>
</table>
Checklist for Students
Dual Credit Enrollment

Make sure you have the following materials for registration:

- Verification of passing TASP or a state approved alternative test, or proof of exemption
- “Dual Credit Application” signed by parent, principal, and student
- “Amarillo College Student Application for Admission” form
- “Residency Information” questionnaire
- Completed demographic form
- ‘Student Schedule” form
- Fees - $10.00 per hour (3 hour course is $30.00).

Spring Registration: If a student was enrolled in dual credit the previous fall semester, they will need:

- “Student Schedule” form
- Check testing status - Different classes require different tests
- Fees - $10.00 per hour.
“Life is amazing: and the teacher had better prepare himself to be a medium for that amazement.”

Edward Blishen (1930–92)
British author
History

Amarillo College was created by a vote of local citizens on July 16, 1929. Beginning in rented quarters in the old Municipal Auditorium, the College enrolled its first student in September of 1929.

The College moved to its present location with the construction of its first permanent building, now Ordway Hall, in 1937. Today, Amarillo College operates from five campuses encompassing over 73 acres.

After serving primarily as a junior college offering arts and sciences courses, the curriculum was expanded in 1942 to include vocational courses. The trend continued with the return of World War II veterans seeking post secondary education under the provisions of the so-called G.I. Bill.

In 1958 Amarillo college was granted its own Board of Regents independent of the trusteeship of the Amarillo public schools. The 1960s brought expansion in college facilities and programs. A number of allied health and occupational-technical programs were added to the curriculum along with an extensive array of continuing education and community service courses.

Amarillo College now serves a multitude of people each year in academic, occupational-technical, and continuing education programs.
Mission

Amarillo College, a public community college, provides educational programs, services, and resources for the residents of Amarillo and its surrounding area. With fundamental principles affirming the value of education, the freedom for teaching and learning, and the worth and dignity of each individual, the College emphasizes innovation, excellence, and leadership in its mission to be an exemplary community college.

Goals of Amarillo College

♦ provide programs leading to associate degrees and certification in university parallel and occupational-technical areas,
♦ provide courses and programs to enhance occupational skills and to meet community employment needs,
♦ provide courses and programs to broaden awareness and enrich personal development
♦ provide basic skills and other developmental education,
♦ provide student and educational support services,
♦ be a center for social and cultural interaction, and
♦ participate in community research and economic development.

Commitments of Amarillo College

In these goals Amarillo College is committed to:

♦ excellence in teaching and learning
♦ high academic standards
♦ lifelong learning
♦ faculty development and research
♦ total growth of the student
♦ students’ pursuit of success
♦ academic freedom and diversity of thought
♦ an open-door admission
♦ community awareness of college programs
♦ minimal tuition and fees
♦ efficiency and accountability
♦ staff support and development
♦ fiscal responsibility
♦ institutional evaluation and planning
♦ the value of the associate degree
Code of Ethics

Professional Educators affirm the inherent worth and dignity of all persons and their right to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These traits flourish where both freedom and responsibility are esteemed.

In order to more adequately express the affirmation of our professional responsibilities, we the faculty of Amarillo College do adopt the following code of professional ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation or retirement, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a
fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague’s innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the right and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

(Source: Texas Community College Teachers Association)
Class Rolls

State funding is determined from reports which are based on the class rolls that are verified by the instructor each semester. Since the majority of our funding is from the state, it is important we receive these records on time and that they are accurate. Instructions for verifying and returning the forms are sent to you with the class rolls. Dual credit students must be enrolled properly. If a student’s name is not on your roll, it is a sign that the student is not officially enrolled in the proper class. Contact either the Coordinator of Off-Campus Programs or the Registrar to correct the matter.

“TWELFTH DAY CLASS ROLLS MUST BE TurnED IN PROMPTLY!”
( preferably within twenty four hours from the time they are received)

Student Evaluations

Each dual credit instructor of record will be required by the department or division chairman to provide each dual credit student the opportunity to evaluate the course. The chairman will review the evaluations and discuss them with you. Instructions for conducting the evaluation will be provided by the chairman.

It is important that these evaluations be completed since this is one factor used in evaluating supplemental faculty for subsequent employment.

Drop Procedure

Dual credit students wishing to drop a class must complete the Amarillo College paper work. Students who do not officially drop, but stop attending or only drop the high school course, will be treated as if they are still enrolled. This usually results in failure of the class. Forms for dropping may be obtained by calling the Coordinator of Off-Campus Programs.

Financial Aid Implications:
Withdrawing from a dual-credit course may seriously affect future federal financial aid. When a student applies for federal student aid at Amarillo College, the Financial Aid office evaluates all previous grades made by that student at Amarillo College. This includes dual credit courses.

The student’s previous academic history at Amarillo College must reflect at least a 2.0 cumulative grade point average and at least an 80% course completion rate. Any course in which an F, I, W, N, or AU was received does not count as a completed course. Students who do not meet these criteria are placed on financial aid suspension. They are not eligible to receive Federal Title IV student aid until the student’s suspension status has been changed according to Amarillo College’s Satisfactory Academic Progress Policy.

Every school is required to have a Satisfactory Progress policy. If a student is planning to attend another school besides Amarillo College, they should contact that school’s Financial Aid Office to determine how a student’s college academic history, including dual credit courses at Amarillo College will effect their eligibility for financial aid.
Grade Reports

A final grade report is made each semester and the grade which will be entered on the student transcript is mailed to the student.

A grade report form and a letter of instruction will be provided by the Registrar’s Office to each instructor for each class. Be sure to note the deadline dates. Dual credit deadlines are not always consistent with the on-campus dates.

Before returning the grade sheets to Amarillo College, make a copy for your high school counselor.

Attendance/Grade Records Policy

Attendance records must be carefully kept by faculty in order to comply with requests from the Registrar’s Office. These records are official records of Amarillo College and will be the source documents consulted in the event the Coordinating Board officials audit our enrollment reports.

Faculty must keep the record of grades on file in their offices at least five years. If they leave the faculty, the record of grades are to be given to the department chair or immediate supervisor. Faculty on temporary appointment and part-time faculty must turn in their grade and student attendance records to their department chair at the end of each academic year or at the conclusion of their teaching responsibilities.

Faculty will be provided with computer generated forms for record keeping. This will necessitate the keeping of two sets of records by dual credit faculty members, one for the high school and one for the college.

Syllabi

A syllabus is required for each course taught at Amarillo College. A copy of the current syllabus must be kept on file in the appropriate departmental office.

Changing Grades

Occasionally it will be necessary to change a student’s final grade. A “Change of Grade Form” should be completed, in duplicate, and submitted to the Registrar’s Office. Grade Change Forms may be obtained by calling the Office of Off-Campus Programs. If over six months have elapsed since the grade was assigned, the Vice President/Dean of Instruction must approve the change.
Affirmative Action

Amarillo College is an equal opportunity employer and will assure that:

1. Persons are recruited, hired, and promoted for all positions without regard to race, religion, color, national origin, sex, or age.
2. Placement decisions are based on an individual's qualifications for the positions being filled.
3. Other personnel actions, such as compensation, benefits, transfers, layoff, returns from layoffs, College-sponsored training, educational, tuition assistance, and social and recreational programs, are administered without regard to race, religion, color, national origin, or sex.

Employment Forms

When a dual credit instructor is employed initially, an application form must be completed to provide stipend information and comply with state and federal requirements. Also, official college transcripts are required to be on file with the Office of Personnel Services in compliance with accreditation requirements.

To be turned in:
   Amarillo College Application Form
   Official College Transcripts

Privacy Act

The Federal Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) guarantees students 18 years of age or older access to their records, but guarantees privacy of these records from disclosure, unless released by the student. Student records are not open for public inspection; for example, care should be taken, if grades are posted, to insure that the procedure does not conflict with the intent of this Act.
“it is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein (1879-1955) Physicist
Lucille King Lynn Library

The Lucille King Lynn Library is a member of the Harrington Library Consortium. This membership allows all students and faculty holding a library card from any school or city in the dual-credit service area to use the library. They may check out materials, take advantage of library tours, use the online services, or take advantage of the expertise of the library staff.

Web/site
http://www.hlc-lib.org/aclib/

An user friendly web page provides patrons with a wide range of information; from on campus activities to full text electronically retrieved periodicals from around the world. It allows patrons to search library catalogs and databases; look up reference information in dictionaries, directories, and other sources; read full-text periodicals from Texas, the USA, and around the world; use search tools, subject bibliographies, and AC faculty web sites; read the Lynn Library’s What’s New, bibliographies, and guides; and find full-text information in The Electronic Resource Library and other text archives.

Databases

Databases may be chosen from the Lynn Library homepage. The Lynn Library offers the following databases:

Ovid - Ovid databases offer over 1100 full-text periodicals from ABI/Inform and Periodical Abstracts. Ovid is powerful software for searching the ABI/Inform business and Periodical Abstracts databases.


ERIC database and ERIC Digests - The Lynn Library now offers the ERIC database and its companion ERIC Digests database. Choose Databases on the Lynn Library homepage.

OCLC FirstSearch - OCLC FirstSearch service gives library users access to 8 online databases. Included are these OCLC databases: WorldCat, OCLC NeffFirst, Modern Language Association, New York Times, Psych Info, Wilson Select, World Almanac, and World Book.

FirstSearch offers a variety of document delivery choices, including E-mail, interlibrary loan, fax, overnight carrier, and regular mail. OCLC provides access to FirstSearch only
through libraries.

**Harrington Library Consortium Online Catalog** - HLC provides information about 2,200,000 items at more than 50 Panhandle libraries. Students primarily use the online catalog to locate books on their research topics. It features easy search techniques for locating materials by author, title, subject, and call number, as well as by keyword.

**TexShare** - TexShare is a cooperative program designed to improve library service to students, faculty, and staff of Texas institutions of higher education. Cooperative development of collections and the efficient sharing of those collections is the focus of the program, which emphasizes electronic information resources as well as traditional collections of books and journals.

**College Source** - [http://www.hlc-lib.org/aclib/dbases/](http://www.hlc-lib.org/aclib/dbases/) - 9,000 college catalogs available online. These are complete catalogs including course descriptions, faculty information, admission requirements and more.


**Services:**
The Lynn Library Staff will be glad to accommodate dual-credit faculty and students. Library tours and research seminars may be arranged on the Washington Street Campus. To arrange a tour or other service, contact Jan Jones (371-5403).
Advising and Counseling Center

Advising and Counseling services are available for all students and prospective students. Professional counselors are available to help individuals evaluate academic, personal, and career options. The Advising and Counseling Center is located in the Student Service Center on the Washington Street Campus. The phone number is 371-5440.

General services of the Center include:

- Education and Career planning and academic course advisement for prospective students interested in college

- Academic advising for those majoring in General studies, Elementary Education and persons who are undecided about a major

- Comprehensive services for students planning to transfer to universities or entrance into professional schools

- Counseling to assist those who are having personal or life adjustment difficulties.

The Washington Street Center is open from 8:00 a.m. until 7:30 p.m., Monday through Thursday, and from 8:00 a.m. until 5:00 p.m. on Friday.
Testing Services

Testing Services, a unit of the Amarillo College Advising and Counseling Center, supports instruction and academic planning by providing various assessment services for students and prospective students. The Testing Center is located in the Student Service Center on the Washington Street Campus. The phone number is 371-5445.

Amarillo College’s academic honesty policy, published in the Student Rights and Responsibilities bulletin states: “students are expected to maintain a high standard of individual honor in their scholastic work.” Students who are guilty of cheating, plagiarism, or dishonesty may be excluded from classes with a grade of F, or in flagrant cases, may be suspended from the College.

Amarillo College administers a variety of different tests. Tests given are:

- **ACT (American College Testing)** - ACT is a standardized test which measures skills in English, Mathematics, Social Studies, and Science reasoning. The ACT test is often used as a criterion for college admission. Although neither the ACT or SAT (Scholastic Assessment Test) is required for admission to Amarillo College, academic credit may be awarded based upon scores achieved.

- **SAT (Scholastic Assessment test)** - The SAT program has two components: SAT I - Reasoning Test and SAT II -Subject Tests. Both measure skills important for academic success, and are often used to grant admission, credit, and/or placement in college.

- **TASP (Texas Academic Skills Program)** - The TASP program is designed to ensure that students have the academic skills necessary for effective performance in college-level course work. The TASP test is a diagnostic assessment for skills in reading, writing, and mathematics.

  TASP must be taken prior to enrollment in college credit classes unless a student is TASP exempt.

  TASP testing is available six times per year on dates set by the Texas Higher Education Coordinating Board, in cooperation with National Evaluation Systems. Amarillo College also serves as a special accommodations test center for students who have requested and documented exceptional testing needs. In addition, Amarillo College provides TASP testing on alternate dates for students whose religious practices prevent Saturday testing.

  Advance registration and payment are required for the TASP test. Registration materials and further information about TASP are available from Testing Services.

- **Alternative Testing** - Students should make every effort to take TASP before enrolling at Amarillo College. If this is not possible, alternative tests to the TASP are offered through Testing Services. The alternative tests offered at Amarillo college are MAPS and ACCUPLACER. Alternative tests measure reading, mathematics, and writing skills, and a multiple-paragraph written essay of 300 to 600 words. Alternative tests are to be used...
only for initial testing: the TASP test must be used for all retakes. Questions about alternative testing needs should be directed to Testing Services.

Legislative and policy changes may affect information on testing services.

Dates and times of tests vary. Check with the high school counselor for information (registration forms, dates, guidelines, etc.) about each test. To schedule a test call the Amarillo College Testing Center.
ACcess Division

Any student who needs assistance in a course may request a tutor through Peer Tutoring. Peer tutors are available at no cost in almost every subject. Tutoring can help students understand course material better while gaining confidence in their own abilities. All tutoring is done on the AC Campus. Students may make arrangements by calling the Peer Tutoring Coordinator at 371-5432.

In addition ACcess offers Lunch and Learn Seminars. These seminars are held on the Washington Street Campus at noon on selected Thursdays. Each seminar is recorded and tapes may be checked out at the Reserve Desk on the first floor of the Lynn Library. A handout accompanies each tape and the handout may be duplicated. For more information about these seminars, contact Ann Britt at 371-5464. Topics for the Lunch And Learn Seminars include:

- 20 Ways to Succeed in College
- Taming Time and Building a Study System
- Tackling the Textbook and Getting Control
- Taking Note of Lectures
- Analyzing Your Learning Style
- Memory Techniques - Remembering and Recall
- Stressing the Point
- De-Traumatizing Test Taking
- Math! A Four Letter Word
- Test Review: The Light at the End of the Tunnel

Another service of the ACcess division is TASP Preparation Seminars. These seminars are designed to give students information about preparing for and taking the TASP test. The seminar also offers ideas to help a student with study methods and test taking techniques. For information on the TASP Preparation Seminars contact Ann Britt at 371-5464.
Professional Development

Amarillo College has a comprehensive development program designed to promote quality performance and to improve skills of all employees in tasks related to organizational, program, and staff development. Under the plan, faculty, classified employees, and administrators each have committees representing their particular concerns who prioritize and plan activities. Each representative committee sends its ideas to a central clearinghouse committee for further refinement, elimination of duplication, and prioritization for budget purposes.

As Amarillo College employees, dual-credit instructors are encouraged to participate in Professional Development activities. If you would like to receive information about upcoming activities or to become involved in the program, please contact Patsy Lemaster, Coordinator of Professional Development, at 3715254 or by e-mail at lemast-pc@actx.edu.
First Center
Faculty Innovation & Resource Services for Technology

The Center is designed to promote the use of technology in the academic setting, assist with the development of Web-based courses, work with individual faculty regarding the use of technology, and provide technical support for distance education classes.

Keys to the success of the Center are:

1. Use of existing human and physical facilities
2. Willingness of the technologically astute faculty to assist their colleagues in learning the technology needed to offer a class over the Internet
3. Utilization of talented Cooperative education Graphic Design, Photography, CIS, and CAD students enrolled in the External Learning Experience Internship Cooperative Education Program
4. Desire to put Amarillo College into the 21st century on the upswing of the cutting edge.

Location: Room 113, Lynn Library, Washington Street Campus
Phone: 371-5148
Please direct questions to: Dr. M. Karen Ruddy -- mkruddy@actx.edu
APPENDIX

“No bubble is so iridescent or floats longer than that blown by the successful teacher.”
Sir William Osler (1849-1919)
Physician
Chapter 9 SUBCHAPTER H. PARTNERSHIPS BETWEEN SECONDARY SCHOOLS AND PUBLIC TWO-YEAR ASSOCIATE DEGREE-GRANTING INSTITUTIONS

Section 9.141. Purpose.
9.142. Authority.
9.143. Types of Partnerships.
9.144. Partnership Agreements.
9.145. Concurrent Course Credit.
9.147. Tech-Prep Education.

9.141. Purpose.
(a) The Coordinating Board encourages and supports partnerships between secondary schools and public two-year associate degree-granting institutions, including such initiatives as Tech-Prep and concurrent course credit which allow secondary students to receive both high school and college-level credit for college-level courses.
(b) The purpose of this subchapter shall be to provide rules and regulations for public two-year associate degree-granting institutions in partnership initiatives with secondary schools.

9.142. Authority.
Texas Education Code, Sections 29.182, 29.184, 61.076(a), 61.951 through 61.851, 130.001(b)(3)-(4), 130.008, 130.090, and 135.06(d), authorize the Coordinating Board to adopt policies, enact regulations, and establish rules for public two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses which grant credit toward the student's high school academic requirements and/or college-level credit. In addition, the Carl D. Perkins Vocational and Applied Technology Education Act (hereinafter known as "the Act"), as amended, authorizes the State Board of Education in its capacity as the State Board for Career and Technology Education to designate the Coordinating Board as the administering agency of the Tech-Prep Education Act, or that section, part, or title of the Act referring to Tech-Prep Education.

9.143. Types of Partnerships.
(a) Partnerships for Award of High School Credit Only. Contractual agreements between public school districts and public two-year associate degree-granting institutions in which the latter provide instruction in courses to high school students for award of high school credit only. Rules for these agreements are located in Subchapter G, Section 9.125 of this title (relating to Contractual Agreements).
(b) Partnerships for Award of Concurrent Course Credit. Partnerships between secondary schools and public two-year associate degree-granting institutions in which the latter provide instruction to high school students for immediate award of both high school credit and college certificate and associate degree credit.
(c) Partnerships for Tech-Prep Programs. Partnerships between public school districts and public two-year associate degree-granting institutions to allow for the articulation of high school technical courses taught by the high school to high school students for immediate high school credit and later college credit, to be awarded upon enrollment of the students in a two-year associate degree-granting institutions in an associate degree or certificate program.
(d) Partnerships for Remedial or Developmental Instruction for High School Graduates. Partnerships between public school districts and public two-year associate degree-granting institutions to provide instruction by the latter to high school students for either remedial course work to prepare students to pass the Texas Assessment of Academic Skills (TAAS) test or developmental course work to prepare the students to pass the Texas Academic Skills Program (TASP) test.

9.144. Partnership Agreements.
(a) Need For Partnership Agreement. For any instructional partnership between a secondary school and a public two-year associate degree-granting institution, an agreement must be approved by the governing boards or designated authorities of both the public school district or private secondary school and the public two-year associate degree-granting institution prior to the offering of courses.
(b) Elements of Partnership Agreements. Any partnership agreement as described in Section 9.143 of this title (relating to Types of Partnerships) must address the following elements:
9.145. Concurrent Course Credit.

(a) Student Eligibility Requirements.

(1) To be eligible for enrollment in a concurrent credit course in an associate degree or level two certificate (TASP-eligible) program, the high school student must present a passing score on the Texas Academic Skills Program (TASP) test or a Board-approved alternative assessment instrument in at least one area (mathematics, reading, writing) as deemed applicable by the college for the intended concurrent course in which the student shall enroll. Students who are exempt from taking the TASP test or the alternative assessment are also exempt for purposes of concurrent course credit. Concurrent course credit students must comply with the rules and regulations of Chapter 5, Subchapter P of this title (relating to Testing and Developmental Education).

(2) To be eligible for enrollment in a concurrent credit course in a TASP-waived college certificate program, the high school student must have passed all sections of the exit-level TAAS test.

(3) Students who are home-schooled or enrolled in private or non-accredited secondary schools must satisfy subsection (1) of this section.

(4) The class load of a high school student shall not exceed two college credit courses per semester. However, under special circumstances that indicate a student with exceptional academic abilities is capable of college-level work, based on such factors as grade-point average, ACT or SAT scores, and other assessment indicators, the chief academic officer of a public two-year associate degree-granting institution may grant exceptions to this requirement.

(b) Faculty Qualifications.

(1) All instructors must meet the minimal requirements as specified by the Commission on Colleges of the Southern Association of Colleges and Schools.

(2) The college shall select, supervise, and evaluate instructors for courses which result in the award of concurrent credit.

(3) Instructors teaching courses which result in the award of concurrent credit must be regularly employed faculty members or must meet the same standards, review, and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

(4) Official transcripts of instructors must be kept on file at the college.

(c) Location and Student Composition of Classes for Concurrent Course Credit.

Concurrent credit courses must be taught on the college campus or in classes composed solely of concurrent, advanced placement (AP), and/or college credit students. Exceptions for a mixed class, one composed partly of students enrolled for high school credit only and partly of students enrolled for concurrent, AP, and/or college credit, will be allowed under one of the following three conditions:

(1) If the course involved is required for completion under the State Board of Education Recommended High School Program graduation requirements and the high school involved is otherwise unable to offer such course; or

(2) If the high school involved is classified by the Texas University Interscholastic League as a Class AA school or below, the mixed class will be allowed until September 2002, by which time small school districts should have developed the capacity to receive concurrent credit courses from colleges via instructional telecommunications; or

(3) If the mixed class is limited to enrollment of high school honors students, all of whom will be taught the college-level course.
(d) Student Services.

(1) Students must be given access to the college library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where concurrent course credit is offered.

(2) Students enrolled in concurrent course credit must be provided adequate academic support services including academic advising and counseling.

(e) Eligible Courses.

(1) Courses offered for concurrent course credit must be identified as college-level academic courses in the current edition of the Community College General Academic Course Guide Manual or as college-level technical courses in an approved Tech-Prep or Associate of Applied Science (AAS) degree or certificate program.

(2) Instruction and materials for concurrent course credit must be at the equivalent level of the instruction and materials used for the identical course taught on the main campus of the college.

(f) Grading Criteria. For technical and academic concurrent credit courses, grading criteria should be devised to allow faculty the opportunity to award high school only or high school and college credit depending upon student performance.

(g) Transcripting of Credit. For technical and academic concurrent credit courses, high school as well as college credit should be transcripted immediately upon a student's successful completion of the performance required in the course.

(h) Funding.

(1) The state funding for concurrent credit courses will be available to both public school districts and public two-year associate degree-granting institutions based upon the current agreement between the Commissioner of Education and the Commissioner of Higher Education.

(2) The college may claim funding for all students enrolled in concurrent course credit.

(3) Only a public community/junior college may waive tuition and fees for a Texas public high school student enrolled in a course for which the student may receive concurrent course enrollment credit. Public technical colleges and other public two-year associate degree-granting institutions may not waive tuition and fees.


(a) As outlined under Chapter 9, Subchapter G, Section 9.125 of this title, (relating to Contractual Agreements for Instruction with Public Secondary Schools) community/junior and technical colleges may contract with public secondary school districts to provide remedial courses for students enrolled in public secondary schools in preparation for graduation from high school. Such courses are not eligible for state formula funding.

(b) High school students who have passed all sections of the exit-level TAAS test may be permitted to enroll in state-funded developmental courses offered by a college at the college's discretion if a need for such course work is indicated by student performance on the TASP test or an approved alternative assessment instrument.

(c) Remedial and developmental courses may not be offered for concurrent course credit.

(d) Only a public community/junior college may waive tuition and fees for a Texas public high school student enrolled in a remedial course or a developmental course. Public technical colleges and other public two-year associate degree-granting institutions may not waive tuition and fees.

9.147. Tech-Prep Education.

(a) General Provisions.

(1) The State Board of Education, in its capacity as the Board for Career and Technology Education, is the eligible agency responsible for implementation and evaluation of all programs funded in Texas under the Act, as amended, until such time as the Act amends the provision defining the eligible agency.

(2) The State Board of Education, in its capacity as the eligible agency, has designated the Texas Higher Education Coordinating Board as the administering agency responsible for the operation and supervision of that section, part, or title of the Act referring to Tech-Prep Education.
(b) State Administration of Tech-Prep.

(1) The Board shall annually award Tech-Prep funds to eligible consortia in accordance with the Act, as amended, and the Code.

(2) Notwithstanding provisions of the Act and the Code, annual awards to eligible consortia shall be based upon a formula which shall be adopted by the Board after a public hearing.

(3) To be eligible for an award, a consortium shall submit an application and all supporting documentation on an annual basis and in a manner and time frame determined by Board staff that documents and ensures the progress of local consortium activities addressing the requirements of the Act and the Code and enables the state to meet state goals, objectives, and performance criteria, and to meet federal evaluation criteria as designated in the Consolidated State Plan.

(4) Board staff shall assist local consortia with the evaluation of local activities and provide technical assistance to consortia that do not meet evaluation criteria standards or upon request by the consortia.

(5) Board staff shall provide oversight of all Tech-Prep activities to ensure that funds provided by the Act for Tech-Prep education are expended according to provisions of the Act, and the Code.

(c) Consortium Responsibilities.

(1) Each consortium shall create, evaluate, and maintain a long-term strategic plan that addresses goals, objectives, activities, and evaluation criteria supporting local, state, and federal goals and evaluation criteria.

(2) Each consortium shall develop and implement local activities and coordinate the expenditure of funds in accordance with guidelines determined by the Act and the Code, as well as state and local goals and objectives.

(3) Each consortium shall maintain the records on local activities and budgetary expenditures to support evaluation criteria and participate in a scheduled, systematic, evaluation program.

(4) Each consortium shall provide reports on activities, activity outcomes, and budgetary expenditures in a manner and time as established by Board staff.

(5) Each consortium shall ensure that every local school district and public college and university in the consortium service area will have the opportunity to develop Tech-Prep programs of study as defined by the Act and the Code.
# ACADEMIC SCHEDULE CHANGE

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Date</th>
<th>Fall</th>
<th>May-Term</th>
<th>Mid-Winter</th>
<th>Summer I</th>
<th>Spring</th>
<th>Summer II</th>
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**Last Name** | **First** | **M.I.** | **Major** |
---|---|---|---|
| | | | |

**Circle Answer:**

- Complete Withdrawal? Y / N
- Class Canceled? Y / N
- Non-Compliance Y / N

<table>
<thead>
<tr>
<th>A = Add Course ID</th>
<th>X = Drop Course ID</th>
<th>Name</th>
<th>Course Number</th>
<th>Section</th>
<th>Hour &amp; Day</th>
<th>Instructor</th>
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No changes will be accepted without the required signatures.

- **Student’s Signature**
- **Advisor’s Signature**

---

# AMARILLO COLLEGE REQUEST FOR TRANSCRIPT

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>Date of Birth</th>
<th>Social Security Number</th>
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**Name Last Used at AC (if different)** | **First Semester at AC** | **Last Semester at AC** | **High School Attended** |
---|---|---|---|
| | | | |

**Current Address (Street)**

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
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</table>

**CHECK APPROPRIATE BOXES**

- 0 Hold for Fall
- 0 Spr
- 0 Sum I
- 0 Sum II
- 0 Mini semester grades
- 0 Hold for degree notation
- 0 Academic
- 0 Continuing Education
- 0 Mail to:

**RULES GOVERNING TRANSCRIPT SERVICE**

1. The transcript includes only the course work completed at Amarillo College. All other transcripts are property of Amarillo College and will not be furnished.
2. Record confidentiality requires that transcripts be released only to the student of record.
3. Allow a minimum of THREE days for processing during peak periods such as end of term and registration.
4. Financial and academic obligations to the College must be resolved before transcripts will be issued.

**Date Picked Up** __________________________

---

**Student’s Signature**

---

**Data of Request**

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RETURN TO THE REGISTRAR'S OFFICE • AMARILLO COLLEGE • P.O. BOX 447, AMARILLO, TX 79178
AMARILLO COLLEGE
CONTRACT FOR GRADE OF "I" (INCOMPLETE)

<table>
<thead>
<tr>
<th>Student’s Last Name, First Name, M.I.</th>
<th>S.S.#</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number &amp; Section</th>
<th>Instructor</th>
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</thead>
<tbody>
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Student is **contracting** to receive Grade of “I” for the following reason (check):

- [ ] one test/final to make-up
- [ ] one theme/paper to turn in
- [ ] completion of a project/lab/clinical assignment
- [ ] other (fill in) ____________________________

An "I" may not be given for:

- poor attendance
- a majority of work/lab/project/clinical to be completed
- opportunity to repeat any portion of the course

Criteria for Course Completion:

Student cannot be required to enroll in or sit through the class the next time it is offered.

DISCLOSURE TO STUDENT: If the conditions for making up an INCOMPLETE are not met by Deadline Date (see below), the course grade will be changed to "F". After signing this contract, student may not drop the course and may not receive a grade of “W”. Student is entirely responsible for completing the work that will remove the “I”.

Student’s Signature ____________________________ Date _________/_______/______

GUIDELINES FOR INSTRUCTOR: If satisfactory work is completed by the Deadline Date listed below the instructor will initiate a Change of Grade Form in the Registrar’s Office. If instructor is to be absent from the Amarillo College campus during time “contract” is to be completed, he/she should file appropriate evaluation tools with the department chairman or someone designated by the chairman.

<table>
<thead>
<tr>
<th>Date of this Contract</th>
<th>Date for Completion (may not exceed 3 months)*</th>
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<tbody>
<tr>
<td><strong><strong><strong>/</strong>_____/</strong></strong>___</td>
<td><strong><strong><strong>/</strong>_____/</strong></strong>___</td>
</tr>
</tbody>
</table>

Instructor’s Signature ____________________________ Chairman’s Approval* (Needed if date extends more than 3 months).

White -- Registrar   Yellow -- Chairman   Pink -- Instructor   Gold -- Student
AMARILLO COLLEGE
CHANGE OF GRADE FORM

Any grade change must be made by the instructor of record, or in the absence of the instructor, by the department chair. Request for grade changes made more than six (6) months after the initial grade determination, must also be approved by the division chair and Dean of Instruction. Grade changes will not be made without sufficient justification.

<table>
<thead>
<tr>
<th>Name</th>
<th>Social Security Number</th>
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<tbody>
<tr>
<td>Address</td>
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</table>

Change the grade made in: ____________________________ (Semester/Year)

For: ____________________________ from _____ to _____

(Course Rubric/Number: Title)

Reason for Change: ____________________________

______________________________  ________________________________
Instructor Signature          *Department Chair Signature

*If 6 month period lapsed.

______________________________  ________________________________
*Dean of Instruction Signature

GUIDELINES:

Grades should be changed when an error is discovered. Changes for other reasons should be made from a common concept of academic integrity.

A grade should not be changed unless the instructor (of record) can support the change with his/her records or official college records.

Grade should not be changed arbitrarily because a student wants to improve a grade-point average. There must be some extenuating circumstance or justification to convince the instructor that such a change would be consistent with the “common concept of academic integrity.” Likewise a letter grade should not be arbitrarily changed to “W” unless mitigating circumstances prevented the student from processing a withdrawal.

Successfully repeating a course does not justify changing a previously earned grade to a “W” since policy allows students to improve their GPA by repeating courses.

For graduation purposes, students may petition the Dean of Instruction for permission to exclude from the GPA calculation any course not required for their major.

j\acavp\files\misc-changegr.wpd 1/28/00
**Checklist for Instructor and Class Facilitator**

**Interactive Video Classes**

1. Exchange contact information: phone (school, cell, home), fax, email address, physical address.

2. Exchange phone/fax/physical location information for school and interactive video room.

3. Discuss calendar similarities and differences and how they will be handled: start and end dates, breaks, etc.

4. Discuss attendance policies and how differences will be handled.

5. Turn on equipment prior to time class is to start.

6. Decide how the connection will be made, e.g. who will dial whom, whether it will be a direct connect or through the MCU which will dial the sites.

7. Make some back up plans in case of equipment failure, e.g. first call each other on the phone to try to identify the problem, who will call the technician at PIN.

8. Work with the institution to make sure facilities are clean, neat, a comfortable temperature, well lighted, etc.

9. Discuss how attendance will be taken, e.g. by the instructor or by facilitators at the receive sites.

10. Discuss any special needs, e.g. six-week grade reports to high school, 12th day enrollment reporting for college.

11. Determine method/s of sending and receiving class materials, homework, and exams back and forth; how much lead-time is needed for duplication of materials, etc.

12. Discuss how discipline problems and distractions will be handled, e.g. how to keep attention focused on the instructor and learning activities, what behaviors are expected or prohibited (chewing gum, eating, combing hair, etc.) since the “norms” may be different at each institution.

13. Discuss expectations, e.g. the importance of being supportive of each other, discussing problems with each other-not third parties, ways to integrate the two classrooms so they function as one class.
14. Make a plan for communication when questions and problems arise.

15. Discuss testing procedures, e.g. proctoring, security before and after testing.

16. Discuss who will provide what student support services: who will procure textbooks, how will students get tutoring if needed, etc.

17. Discuss special policies or other information impacting class at both sites, e.g. snow cancellation policies, holidays, advance reporting of events that require absences of students (band contests, senior trips, athletic events).

18. Ensure that sites will be ready to start class ON TIME. Open the room and connect in plenty of time for students to be seated and ready to begin at the appointed time.

19. Discuss procedures for notifying students if for any reason the instructor must cancel class, especially with short notice: The instructor and facilitator need contact information for the students.