

**A Basic Guide for Houston Community College Instructors Teaching Challenge Early
College High School Students**

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**for the Faculty of Houston Community
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A Brief Introduction to the Challenge Early College High School

In 2003, a collaborative effort between Houston Community College-Southwest's West Loop Campus (HCC-SW) and Houston Independent School District (HISD) began in order to offer to a specific student population the opportunity to earn college credit while still attending high school. According to the [Early College Initiative Program's](#) web site, "Early College High Schools focus on students for whom a smooth transition into postsecondary education is now problematic: low-income students, students of color, English Language learners, and first-generation college goers." According to HISD's literature,

An early college provides high school-age students a "seamless" pathway from high school to college. Housed on the HCCS campus, with articulated sharing of space and staff, CECHS allows the high school students to gradually integrate into college course work through his or her traditional high school degree plan. This integration requires dual enrollment, with the student having to show mastery of the knowledge and skills necessary for success (THEA or another HCCS designated entrance test). Upon successful completion of the HISD standards for graduation, the students may elect to leave CECHS for higher education, or they may chose [sic] to remain for an additional year. During this additional year, the students will be enrolled primarily in college credit bearing courses, and with individualized support provided by CECHS. Students who graduate from CECHS at the end of this additional year will have not only a [Texas Scholar diploma](#), but also will have accumulated 61 college credits, transferable to the post-secondary institution of their choice. In both cases, CECHS will provide strong support to each student and the family in obtaining entrance to and success in, higher education.

This collaboration, partially funded by the Bill and Melinda Gates Foundation through the [Early College Initiative Program](#), [Houston A+ Challenge](#), and the [Middle College Consortium](#) resulted in the creation of the Challenge Early College High School (CEC) on the grounds of Houston Community College-Southwest's West Loop Campus. The Application for Admission to the CEC states:

In July 2003, the Houston Independent School District, Houston Community College Systems and [Houston A+ Challenge](#) jointly created the Challenge Early College High School (CECHS). This unique school is specifically designed to provide students the opportunity to begin college after the tenth or during the eleventh grade. The school redefines the typical comprehensive high school experience in a small school setting housed on a community college campus. This program enables students to move progress [sic] in five years from the ninth grade through the first two years of college in five years, earning the associate of arts (A.A.) degree.

CEC has been sharing our physical space at the West Loop since August 2005, due to a build out on our campus. Since January of 2005, CEC students have been embedded in HCC classes, five students at a time, so that they can benefit from exposure to real college students in a real college classroom with real college professors. Although the transition did not always go smoothly, the bugs are being worked out of the system and HCC-SW, West Loop can look forward to a long, fruitful partnership with the CEC. HCC's West Loop campus has served as the prototype and model for the Challenge Early College High School, and the program has been expanded as of Fall 2006 to HCC-Central Campus and HCC-Southeast. Educators and administrators from all over the United States are interested in this program and often visit us to get the flavor of what we are doing.

According to the article "WORKING: Area needs more college grads to fill jobs" by L. M. Sixel in the January 25, 2006 *Houston Chronicle*, Houston is far behind other large US cities in the number and percentage of its population earning bachelor's degrees. Based on data collected by the Atlanta Regional Council for Higher Education, "[w]hen it comes to the number of area residents enrolled in colleges and universities, Houston ranks 59th out of 60. For the number of degrees it confers each year, Houston ranked 57th out of 60." Barton Smith of the [Institute for Regional Forecasting](#) at UH said that Houston has **never** [emphasis added] had a sufficient number of people with bachelor's degrees to fulfill the Greater Houston Metropolitan Area's needs for educated workers. Clearly this "should be a wake-up call to us," Smith said. Also clearly, Houston Community College—our [vision, values, missions and goals](#)—must meet the test implied in Sixel's article, and the CEC is one part of helping to meet the educational and, thus, the

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economic needs of the Greater Houston Metropolitan Area. HCC should be among those organizations at the forefront of Houston's economic growth, and by offering [Dual Credit](#) courses through the CEC, and giving a head start to high school students, we are doing just that.

The CEC differs from other [Dual Credit \(DC\)](#) courses in that the high schools exist on the campuses of HCC-SW, HCC-Central, and HCC-SE, the students are embedded five at a time into our regular HCC classes, and the policies that apply are HCC's policies. There is no special accommodation for the CEC students.

HISD's recruitment literature for the CEC states that its mission is "to graduate confident, ethically responsible, lifelong learners who are prepared to succeed in higher education and be productive citizens in our world;" a mission that all of us echo for all of our students. The CEC model is part of the future of Community Colleges throughout the United States, and as one of only a handful of operating examples in the country, HCC may serve as the prototype for other, similar programs. The higher education paradigm is shifting into an untested and unknown future and HCC is in the vanguard of both accepting and developing new educational models with our [WebCT](#) classes, our [Faculty Certification in Technology](#) program, our [Dual Credit](#) relationships with a variety of secondary schools in a variety of school districts, and now our commitment to the CEC and the [Early College Initiative Program](#). As professional academics, we must embrace this new future and make it our own.

This guide is just that, a guide for all of us who teach CEC students. It is meant to alleviate concerns, dispel rumors, provide necessary information, and give us a support system and supporting documentation that will make it easier to do what we really want to do, which is teach. It is my hope that this guide helps you. I would appreciate any input you can give me to improve and update both this little manual and the CEC system as a whole. It is we, the faculty, who are on the front lines, and who know best the needs of our students and our institution. Therefore, to success—our success, and by extension, the success of our students.

Start of Semester Letter to HCC Faculty

Dear Fellow Faculty and Challenge Early College Instructors,

It's that time again when we start a new semester. I always look forward hopefully to classes filled with eager, highly self-motivated students who come to us wanting to learn and willing to do whatever it takes to succeed academically . . . then the reality hits and the difficulty of dealing with students who don't even want to be in class takes over with all of the challenges that make teaching at HCC so demanding and, for me as well as for most of us, so rewarding. One of our newest and toughest tasks at HCC is the Challenge Early College (CEC), and all of the challenges (there's that word again) that come with teaching our traditional students and now teaching the dual credit high school students embedded into our classes. I have been with HCC full time since January 2005, and since 1998 as a "full-time" adjunct and am familiar with most of the problems and the possibilities that exist in our classrooms.

As the faculty liaison between HCC and the CEC (my "job description" follows, below), I want all of you to know that I take this position very seriously and always attempt to be *the* voice for the HCC faculty as well as an "explainer" for the CEC. I take all of our concerns to the CEC team and work diligently to smooth out the rough spots and to make our relationship with the CEC as successful as possible. In order to do this, I need as much input from you as possible. We need to work together and pull together because we are all in this together and the challenges before us can be ironed out only if we are all willing to try to make this process work. Faculty input is essential to the process, and I need to know what your concerns are so that they can be addressed as fully as possible.

Since student success is a significant part of our mandate at HCC, who better to understand what that means than those of us on the front lines? Please contact me within the first three weeks of classes to let me know your specific concerns, problems, etc, and to give me any suggestions for improvement that I can pass on to the CEC. We must make this connection between HCC and the CEC function as effectively and efficiently as possible, and it's only with faculty participation, involvement, and commitment that we can do this. I continue to do everything in my (limited) power to ease this process and to attempt to ensure that our concerns are heard and that the problems are rectified. I do hope you will help me to help us all. We can make this a success, and we can help our students truly to succeed!

Please go the [Southwest College Learning Web](#) to find out more about the Challenge Early College.

With Best Wishes for Everyone's Success,

Ruth Dunn

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First Week Roll Sheets and Rosters

- ✚ Most faculty members already know how to handle first week/add-drop period registration problems, so this is merely a reminder.
- ✚ Print out your roll sheets each class day before the 12th day rolls (the official green roll sheets) come out.
- ✚ Call roll every day and make sure students are where they are supposed to be.
 - ❖ If they are not on your roll sheet, send them to the registrar.
 - ❖ If they are [DC](#) or CEC students, e-mail or call your Department Chair and [Lynn Herrera](#) (copy [Ruth Dunn](#), and everyone else on the contact list-page 17) as quickly as possible—ideally, within hours of discovering the problem.
 - ❖ Announce to your classes, every day during the add/drop period, that students must make sure to let you know they are in class if they come in late or if they are not on the roll.
- ✚ Always ask to see fee/registration slips during the add/drop period for any student not on your roll sheet.
 - ❖ Print out a new roll sheet for each class you are teaching, before class, each class day. They should be accurate and up to date.
- ✚ If any CRNs are incorrect, contact your department chair and [Lynn Herrera](#) (copy [Ruth Dunn](#), and everyone else on the contact list-page 17) as quickly as possible—ideally, within hours of discovering the problem.
- ✚ If you have a problem with the actual number of students exceeding the enrollment caps for your course, contact your Department Chair and [Lynn Herrera](#) (copy [Ruth Dunn](#), and everyone else on the contact list-page 17), as quickly as possible—ideally, within hours of discovering the problem.
 - ❖ Your Department Chair should be able to remedy the problem with the help of the registrar's office.
- ✚ When the 12th day rolls come out (the official green roll sheets), any student who is still in your class but not listed must be sent to the registrar immediately.
 - ❖ Students not appearing on the official (green) rolls should not be in class!
- ✚ Any other problems, contact me ([Ruth Dunn](#)), and I'll try to get you an answer ASAP.

Academic Honesty

Academic honesty seems to be almost oxymoronic these days and enforcing academic honesty is a continuous battle. However, regardless of the difficulties inherent in enforcing academic honesty, it is a task that faculty must take seriously. I require every student to sign an [Academic Dishonesty Policy Statement](#) which is on the last 4 pages of [my syllabus](#) before they are permitted to turn in any assignments or take any tests. HCCS's policy concerning academic dishonesty is on pages 27-28 of the [Student Life](#) section of the most current [HCCS Student Handbook](#). The policy, which should be incorporated into your syllabus, states:

“Scholastic Dishonesty

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion. “Cheating” on a test includes: Copying from another student’s test paper; Using materials during a test that are not authorized by the person giving the test; Collaborating with another student during a test without authority; Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test; Bribing another person to obtain a test that is to be administered. “Plagiarism” means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit. “Collusion” means the unauthorized collaboration with another person in preparing written work offered for credit.

Violations

Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition. Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.”

Attendance and Withdrawal Procedures for CEC

Because the CEC is a public high school, some of its procedures may differ from ours at HCC. Generally, this should not cause you any extra work. Instructors may make their own classroom attendance policies insofar as your policies do not deviate from the policies of HCC as stated in the most current [HCC Faculty Handbook](#).

CEC students may be withdrawn from HCC-SW classes in the same way you would withdraw any student. Use the Early Warning System for any student having some kind of difficulty in your course. If any student is having academic trouble in the course, you might want to provide extra tutoring or send the student to the on-campus tutors. If any student is having attendance problems, you should use whatever criteria you would normally use if you refer any student for any help of any kind so long as it falls within the policies of the most current [HCC Faculty Handbook](#).

Course Loads—Faculty/Course Caps

Course loads and course caps are determined by Dr. Tannahill, your Department Chairs, (sometimes with recommendations from Discipline Committees), often with faculty input and the assistance of the Campus Coordinator. Our current agreement with the high school, based on faculty participation, is that there will be no more than five CEC students embedded into any given course for which they are eligible, and that the total number of students (CEC and traditional students combined) will not exceed the course caps set by the Academic Dean and Department Chair. It is between each of us and our individual Department Chair to determine how many courses with embedded CEC students we will be teaching each semester.

Curriculum

CEC students will follow the [Texas Higher Education Coordinating Board](#) approved curriculum for HCC. Our classes are college-level classes irrespective of the age of the student body. We must not “dumb down” our course material or make any special accommodations, other than those that we would make for traditional students. Maintaining academic rigor, requiring all students to perform at the college level, and upholding the highest academic standards must not be sacrificed for the CEC students or for any

students. Remember, academic excellence is one of our most important goals at HCC (see page 16, below). Your department chair will have information about the core curriculum statement that should be included in your syllabus.

Discipline on the Campus and in the Classroom

I am sure that you already make reference to classroom discipline and classroom behavior in your syllabus. However, it is better to have classroom policies that are stricter than you might really enforce than more lax, because you can always back off, but you can't make the policies stronger. I have very strict classroom policies concerning discipline and if you would like to borrow my ideas or words, feel free. You can find my syllabus on the [Learning Web](#), or [on my web site](#).

Any discipline problems should be addressed with the student at once and should also be referred your Department Chair and [Neal Tannahill](#) (see page 17 for phone numbers and e-mail addresses). A disruptive student may be removed from the classroom at the discretion of the instructor insofar as it falls within the policies of HCC as stated in the most current [HCC Faculty Handbook](#). Pages 27-32 of the [Student Life](#) section of the most current [HCCS Student Handbook](#) give specific rules concerning discipline and include:

Student Conduct

Basic Standards

Financial Responsibility

Use of Identification Card

Scholastic Dishonesty

Violations

Other Offenses

The College Dean of Student Development may initiate disciplinary proceedings against students who:

- Conduct themselves in a manner that significantly interferes with college teaching, research, administration, disciplinary procedures, or other authorized college activities (including its public service functions) on the college premises
- Damage, deface, or destroy college property or the property of a member of the college community or a campus visitor
- Damage, misuse, or reprogram without proper authorization or install viruses on college computers or other equipment
- Knowingly give false information in response to requests from the college
- Engage in hazing, as defined by state law and college regulations
- Forge, alter, or misuse college documents, records, or id cards
- Violate college policies or regulations concerning parking, registration of student organizations, use of college facilities, or the time, place, and manner of public expressions
- Fail to comply with lawful directions of college officials acting in the performance of their duties
- Commit any act which is classified as an indictable offense under either state or federal law while on campus or while involved in college-sponsored activities
- Fail to comply with the college's attendance policy or other academic requirements of the college and its programs
- Use, possess, and/or sell any illicit drug or narcotic, as those terms are defined by the Texas controlled substance act, on college system property or at any college-related events or activities

Disruptive Behavior

Smoking

Drug-Free Schools

Searches

Student Discipline

Definitions

Initiation of Disciplinary Action

Summoning Student
Administrative Disposition of a Violation
Disciplin[ary] Committee
Notice[s]
Student Rights
Hearing
Evidence
[Hearing] Record
Appeal
Penalties

Grading

HCC's standard grading scale applies to all students enrolled in academic and/or workforce courses at HCC. 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F. Withdrawal (W), Incomplete (I), and In Progress (IP) grades are at the discretion of the instructor insofar as all grading falls within the policies of HCC as stated in the most current [HCC Faculty Handbook](#). HCC faculty produces our standard, end-of-semester grade sheets for each CRN. There is no separate grading or grading scale at our end, and whatever adjustments need to be made at the high school level are made there and are of no concern to our every day practices. The 12th day rolls, which are the official date-of-record, green roll sheets, have grading sheets attached for each CRN, with students' names listed just as they are listed on the roll sheet.

Record Keeping/Extra Paperwork

There is no extra record keeping or extra paperwork associated with CEC/DC students. The 12th day rolls, which are the official date-of-record, green roll sheets, have grading sheets attached for each CRN, with students' names listed just as they are listed on the roll sheet.

School Holidays/Academic Calendar

The embedded CEC students follow the [HCC academic calendar](#). HCC faculty are not effected in any way by HISD's academic calendar with the possible exception of CEC student absences on days when they are required to take state or district-mandated standardized tests, in which case HCC faculty will be notified via e-mail.

Student Registration

CEC students must qualify for registration and admission in the same way as traditional students.

Student Activities

All students, including the CEC students should be encouraged to get involved in the life of the college by attending events, volunteering in College-sponsored community activities, and joining student organizations. A list of [Student Organizations](#) can be found on the HCCS home page by clicking on Student Organizations. Other student activities can be found by accessing the [HCC-SW website](#). Information about other student activities, such as field trips, [service learning](#), etc. may be found in the [HCC Faculty Handbook](#).

Student Rights and Responsibilities

Pages 3-5 of the [Student Life](#) section of the most current [HCCS Student Handbook](#) enumerate the rights and responsibilities of our HCC students. These include:

- “The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the educational community.
- “Protection of Freedom of Expression
- “Evaluation—Students shall have protection through proper channels as established by the College System against improper academic evaluations.
- “Protection Against Improper Disclosure
- “Freedom of Association

- “Freedom of Inquiry and Expression
- “As constituents of the educational community, students will be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body.
- “Exercise of Rights of Citizenship—College students are both citizens and members of the academic community. As citizens, students will enjoy the same freedom of speech, peaceful assembly, and the right of petition that other citizens enjoy. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority will not be used merely to duplicate the function of general laws.
- “The enumeration of the above rights and responsibilities shall in no way be interpreted as denying the existence of other rights and responsibilities which a student holds as a student or citizen.
- “In all aspects of student rights, the student body collectively and individually has the responsibility of participating as citizens of the academic community to assist the College System in accomplishing its stated purposes. By virtue of enrolling in HCCS, students have indicated that they will assume responsibility for their behavior and acknowledge and share [certain] responsibilities [as listed on page 4 of the [Student Life](#) section of the most current [HCCS Student Handbook](#).]”

Tutoring

An on-line tutoring service [SMARTHINKING™](#) provides web-based tutoring to WebCT and Distance Education students. The Mathematics Department, Science Department, and Accounting all offer regularly scheduled, on-campus tutoring throughout each long semester, and the English Department has regularly scheduled English tutors in the Student Success Center (and at the Alief writing lab) to offer face-to-face help for students who need additional aid with their writing skills. Dr. Cheryll Cody offers a several hour long tutoring/review near the end of the semester for History students. There are math tutors offering end of term reviews for their departmental final exams as well. Furthermore, the high school itself offers specialized tutoring in all academic courses for students enrolled in HCC classes.

Any instructor may offer individual or group tutoring as you see fit throughout the semester. There is also an [Early Warning System form](#) which notifies students and counselors of academic problems, offers information for assistance, and requires follow-up by both student and faculty member. The form goes directly to the counselors who can then proceed with directing the student to the necessary assistance. There are computer-based programs that serve as lab tutorials for Math, some of the Natural Sciences, and English. However, there clearly needs to be more work done in the area of supplying tutoring for all of our students.

Appendix I—Some Valuable Links

[Link to HCCS-SW Dual Credit Handbook](#)

[Link to HCCS Student Success Handbook](#)

[Link to Current HCCS Faculty Handbook](#)

[Link to HCCS Faculty Handbook \(2005-2006 Draft\)](#)

[Link to HCCS Student Handbook](#)

[Link to the Learning Web](#)

[Link to Student Organizations](#)

[Link to Service Learning Information](#)

[Link to HCCS 2005 Fact Book](#)

[Link to the HCCS Academic Calendar](#)

[Link to Texas Higher Education Coordinating Board](#)

[Link to SMARTHINKING®](#)

[Link to HCCS Early Warning System Form](#)

[Link to Early College High School Initiative](#)

[Link to The Bill and Melinda Gates Foundation](#)

[Link to The Gates Millennium Scholars Program](#)

[Link to The Bill and Melinda Gates Foundation Access to Learning Award Application](#)

[Texas Scholars Program](#)

<http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf>

Appendix II—Important Information about Roll Sheets

From Dr, Neal Tannahill, Academic Dean, SW College First Academic Week, Spring 2006

“Faculty [need] to check [every day for the first few weeks] the online class rosters for the courses they are teaching. Over the weekend[s], the computer system [purges] the names of students who [have] not paid. For example, [one semester] my distance education course roster went from 30 students on Saturday to 26 students on Sunday morning. Some of these students forgot to pay, some paid by credit card and the card was refused, and some relied on financial aid which did not come through. Some may just have dropped.

“Students who are no longer on class rosters must be directed to the registrar to resolve the matter ASAP. Faculty members and students should not assume that these problems will resolve themselves or go away. **Students should not be allowed to continue in class if they do not resolve the registration issue** (emphasis added). . . .

“Every semester, students arrive in my office months into the semester telling me that they have been sitting in a particular class and do not appear on the class roll. The student risks losing credit for the class and the institution loses state funding. Both the student and the instructor are responsible for the situation. **Students should be responsible for their own registration and faculty members should be responsible for their class rosters. Therefore, it is imperative that these issues be resolved . . . before the official date of record arrives** (emphasis added).”

Appendix III—HCC-CEC Dual Credit Management Plan

Challenge Early College High School- Houston Community College-Southwest Dual Credit Management Plan by Dr, Neal Tannahill, Academic Dean (HCC Southwest College) Fall Semester 2005

The Challenge Early College (CEC) High School represents a partnership between the Houston Independent School District (HISD) and Houston Community College to enable CEC students the opportunity to earn a substantial number of college hours by the time they graduate from high school.

Student Admissions

Each student selected to attend the CEC must demonstrate basic academic skills sufficient to enable the student to qualify for college-level dual credit coursework by the time he or she is a high school junior. CEC enrollment is capped at 400 students.

Testing and Course Placement

CEC students will apply for admission to HCC and take the HCC placement test when they begin their study at the high school. CEC students will be allowed to take college courses based on the same academic skill standards required for non-dual credit students.

Summer Classes

After students complete their sophomore year, they may take a maximum of two dual credit courses the following summer (one in each summer session). After students complete their junior and senior years, they may take a maximum of four dual credit courses the following summer (two each summer session).

Exceptions to course load requirements

Freshmen and sophomores who wish to take college-level courses must apply through the HCC Early Admissions Process. Students who wish to take more than the maximum number of courses specified in the chart must appeal to the SW College Challenge Early College Enrollment Committee, which is chaired by the academic dean.

Course Calendar

All dual credit courses taught by HCC faculty members must be taught on the HCC calendar. Dual credit courses taught by qualified Challenge instructors may be taught on the high school calendar, beginning earlier and ending later than the HCC semester. No dual credit class will extend beyond one full semester. CEC students taking college-level dual credit courses taught by HCC regular instructors other than POFT 1329 must enroll in regular college sections with other HCC students rather than separate sections. The maximum number of CEC students embedded in a regular HCC course is nine; the preferred number is no more than five. Dual credit developmental courses may be taught in separate Challenge-student only sections as well. Exceptions to this rule must be approved by the academic dean.

Class Size

All dual credit courses, including have a minimum enrollment consistent with HCC-Southwest standards for comparable courses that are not taught for dual credit.

Satisfactory Academic Progress

CEC students are expected to earn at least a 2.00 grade point average in their college work. A student who earns less than a 2.00 grade point average in any semester will be on academic probation the following semester. The student will be limited to one dual credit course, preferably a course previously attempted by the student. Any student who fails to maintain at least a 2.00 grade point average for two consecutive semesters will be removed from the program and returned to a traditional high school.

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Appendix IV—Houston Community College: Vision, Values, Mission, and Goals

VISION 2003-2006

We are one of the largest community colleges in the world with untapped resources—we will be the best!

We have a strong collective vision to build “A Learning College”—our students will excel!

We have one of the most diverse communities in the nation—we will aggressively reach everyone!

We have some of the best talent in any college on our faculty, board administration and staff—we will be the best-operated learning college!

Our community wants us to succeed—*We will excel!*

VALUES 2003-2006

The Houston Community College System is committed to:

- Learning
- Student achievement
- Excellence
- Academic, professional, and personal integrity
- Creative and critical thinking
- Individual dignity and worth
- Diversity
- Global awareness and involvement
- Civic responsibility
- Collaboration and partnerships
- Outstanding service
- Economic readiness

MISSION 2003-2006

The Houston Community College System is an open-admission, public institution of higher education offering opportunities for academic advancement, workforce training, career development, and lifelong learning that prepare individuals in our diverse communities for life and work in a global and technological society.

Houston Community College System provides:

- Affordable and accessible education
- Associate degrees and certificates
- University transfer and general education
- Workforce education courses and programs
- Corporate training
- Continuing education
- Adult literacy and developmental programs
- Personal enrichment opportunities
- Comprehensive student support services
- Access to advanced technology
- International programs and partnerships

GOALS AND OBJECTIVES 2003-2006

Goal 1. Focus on Student Learning

- 1.1 Incorporate in each discipline and program teaching activities that embrace students' different learning styles.
- 1.2 Develop and support a faculty that embraces the principles of the Learning College.
- 1.3 Expand the use of technology by faculty to more effectively support and enhance instruction.

Goal 2. Close the Gaps in Student Enrollment

- 2.1 Meet enrollment targets through implementation of the Strategic Marketing Plan.
- 2.2 Implement recruitment strategies to increase new student enrollment by five percent (5%) annually.
- 2.3 Increase the number of students receiving financial aid by six percent (6%) annually.

Goal 3. Ensure Student Access and Success

- 3.1 Fully implement the Student Success Model to facilitate academic and social achievements of students.
- 3.2 Implement a comprehensive student counseling and advisement system to guide students from initial enrollment through completion of their goals.
- 3.3 Expand online services that support the student learning experience.

Goal 4. Develop and Maintain Outstanding Educational Programs

- 4.1 Develop and apply standards for achieving exemplary status in all academic and workforce educational programs (to include measures such as completion rates, transfer success, placement rates, etc.)
- 4.2 Improve student success in mathematics through implementation of the Math Project.
- 4.3 Enhance the quality of HCCS distance education courses and services.

Goal 5. Ensure a Quality Learning College Environment

- 5.1 Optimize use of existing facilities and implement the Facilities Master Plan to support enrollment growth.
- 5.2 Improve HCCS' organization and administrative processes to ensure a quality working and learning environment.
- 5.3 Create a work environment where employee skill and competence are recognized and valued and where training and professional development are viewed as critical.
- 5.4 Improve the reliability and functionality of the technology infrastructure to better serve the needs of the HCCS learning environment.

Goal 6. Connect the Learning College to the Local and Global Community

- 6.1 Implement the Learning Corridor Initiative to attract students of all ages to HCCS and prepare them to build community.
- 6.2 Gain support for HCCS as a critical part of Houston's economy and success.
- 6.3 Strategically use HCC-TV to promote the benefits of HCCS to the community.

Approved by the HCCS Board of Trustees, May 22, 2003 and May 27, 2004.

excerpted from: [HCCS 2005 Fact Book](#); January 27, 2006, 12:26 pm CST

Appendix V—Essential Contact Information

Contact Information for Challenge Early College

(as of Friday, August 25, 2006)

Ruth Dunn, Instructor of Sociology/HCC-CEC Faculty Liaison
Phone: 713-718-7999 (work); 281-655-5954 (home); 713-410-3400 (cell)
Email: ruth.dunn@hccs.edu
Office: F04 Student Success Center, West Loop Campus
Office Hours: 07:00 am-07:40 am MW
02:00 pm-03:15 pm MW

Lynn Herrera, Student Recruiter/Dual Credit Chairperson (HCC Southwest College)
Phone: (713) 718-7716
Email: lynn.herrera@hccs.edu

Neal Tannahill, Academic Dean (HCC Southwest College)
Phone: (713) 718-7746
Email: neal.tannahill@hccs.edu

Sabrena Belz, Dual Credit Liaison (HCC Southwest College)
Voice Mail: (281) 794-2079
Email: sabrena.belz@hccs.edu

Sandra Roman, Campus Coordinator (HCC Southwest College, West Loop Campus)
Phone: (713) 718-7868
Email: sandra.roman@hccs.edu

Justin Fuentes, Principal (Challenge Early College High School)
Phone: (713) 664-9712
Email: jfuentes@houstonisd.org

Bridget Beyer, Discipline and Attendance (Challenge Early College High School)
Phone: (713) 664-9712 ext. 309
Email: bbeyer@houstonisd.org

Appendix VI—HCC Faculty Liaison with the Challenge Early College—Job Description

The SW College Faculty Liaison works with faculty, staff, and students to ensure the smooth operation of the West Loop Challenge Early College High School dual credit program.

Primary duties and responsibilities

Serve as a liaison between HCC faculty and administration and high school officials and students on issues involving student registration, school holidays, grade reporting, curriculum, student behavior, student attendance and withdrawals, student academic progress, and student activities.

Secondary duties and responsibilities

Serve as a resource to the Challenge Early College High School administration, students, and parents on HCCS policies and procedures regarding such matters as attendance, grades, academic honesty, student rights and responsibilities, withdrawals, tutoring, and student activities.

Specific tasks

- Contact each dual credit instructor either in person or by telephone at least once a semester.
- Confer with each department chair with faculty participating in the dual credit program on a regular basis throughout the semester, but particularly if any major concerns should develop.
- Oversee the distribution and collection of dual credit class rolls.
- Help SW College dual credit instructors resolve instructional problems related to dual credit, including grade sheets, attendance rosters, and student behavior issues.
- Maintain open lines of communication by e-mail and telephone with dual credit instructors, high school administration, Southwest College department chairs, Lynn Herrera, and the academic dean.
- Meet regularly with the Challenge Early College High Administration on issues related to student placement, registration, grades, student academic performance, etc.
- Ensure that the Challenge Early College Administration and students are aware of tutoring resources, advisement activities, student activities, cultural events, etc. so that Challenge dual credit students have the opportunity to be fully engaged in the life of our college.
- Perform other related duties as assigned.

Appendix VII

An Open Letter to Challenge Early College/Dual Credit Students

Challenge Early College/Dual Credit, Student Success Agreement

An Open Letter to Challenge Early College/Dual Credit Students

Welcome to Houston Community College Southwest! I am delighted that you have chosen to begin your college education by participating in the HCC dual credit program. The courses you are taking are fully transferable to public colleges and universities in the state of Texas and generally transferable to colleges and universities throughout the United States.

College Standards

College courses are both interesting and challenging. You will learn a great deal, but you will be expected to work hard. On average, college students should plan to study at least two hours a week for every hour spent in the classroom. Students taking a three-semester hour class should set aside a minimum of six hours a week to study. Some students will need to study more. Most students should schedule extra study time when exams are planned or course projects are due.

Pay careful attention to your instructor's system for assigning grades. If you do poorly on a test or assignment, most college instructors will not allow you to repeat the work in order to improve your grade. You should not expect to receive extra course credit for attendance. Also, your instructor will probably not allow you to do extra work to bring up a poor grade.

The grade you earn in this course will become part of your permanent college record. We all hope that your grade is a good one, but if you find yourself doing poorly in the class, you may wish to drop. Students who withdraw before the official drop date will receive a W on their transcript. If you need to drop, be sure that you complete the appropriate paperwork and do so before the last date for course withdrawal. Furthermore, the grade you earn in your college class is also the grade for your high school class. If you fail the college course, you also fail your high school course.

College Subjects

College courses sometimes deal with controversial issues or subject matter that high school courses would ordinarily avoid. Your instructor will teach the same course he or she teaches on our college campus.

Classroom Behavior

College students are adults and they are expected to behave as adults. Instructors will not tolerate side conversations among students that are not part of an organized discussion activity. Students who fail to pay attention or who disrupt class will be asked to leave the classroom. If students persist in disruptive behavior, they will be dropped from the course.

Attendance Policy

Be sure that you understand your instructor's attendance policy. Your instructor may drop you from the course if you miss more than six hours of class. In contrast to high school, the college does not distinguish between excused and unexcused absences. If you miss class because you are ill or attend a school function, those absences will count against you. Your instructor may also have a tardy policy whereby he or she counts you as absent if you arrive late to class.

Academic Honesty

Students are expected to adhere to the highest standards of academic integrity. Students who copy the work of others either in whole or in part without proper scholarly attribution are guilty of plagiarism. Students who plagiarize assignments from printed or online sources or cheat on tests will be subject to serious penalties, which could include a failing grade on the assignment in question, a failing grade in the course, and suspension from the college.

Don't Be Afraid to Ask

Your instructor is available to answer questions about course materials or class policies. If you have any concerns about your performance in the course or you are not sure whether you understand an assignment, please schedule a conference with your instructor. All of us at Houston Community College are dedicated to helping you achieve your goals. Don't be afraid to ask questions.

Have a Wonderful Semester

I wish you the best for an excellent semester. I am sure that you will not only learn a great deal, but that you will enjoy your courses as well. If you have questions about the college that I can answer, please call me. I always enjoy speaking with students. My telephone number is (713) 718-7743.

Sincerely,

Neal Tannahill

Academic Dean
Houston Community College Southwest

Challenge Early College/Dual Credit Student Success Agreement

I appreciate the opportunity to earn both high school and college credit by taking a dual credit course provided by Houston Community College and I agree to the following:

- I understand that college courses require a substantial amount of work outside the classroom and I commit to do my best to master course material satisfactorily.
- I will adhere to the highest standards of academic integrity in taking exams and preparing assignments.
- I understand that the college's attendance policy provides that I may be dropped if I miss more than six hours of class time, including absences caused by illness, family emergency, or school activities. I recognize that the college does not have an excused absence policy.
- I will conduct myself as an adult college student. I will participate in class discussions and other activities organized by my instructor, but I will not engage in side conversations with other students or disrupt the class in any fashion. I recognize that if I fail to behave appropriately, I will be asked to leave the classroom and may be dropped from the course.

Student's name, printed: _____

Student's signature: _____

Date: _____