



**Abraham Lincoln High School**  
2285 South Federal Blvd.  
Denver, CO 80219  
720-423-5000  
Principal: Antonio Esquibel



## **Concurrent Enrollment**

### **Student/Parent Handbook**

### **What is Concurrent Enrollment?**

Concurrent Enrollment is a program in which qualified students in the 9th grade or higher in a school district or charter school take courses for both high school and college credit. Classes may be offered by an eligible institution of higher education and may deliver on the high school campus, college campus, online, or hybrid format. Concurrent Enrollment became state law in 2009 when both houses of the General Assembly unanimously passed the Concurrent Enrollment Programs Act and Governor Bill Ritter signed it into law. [Concurrent Enrollment Programs Act, , HB 09-1319; C.R.S. § 22-35-101].

### **Benefits of Concurrent Enrollment**

The benefits of Concurrent Enrollment classes are:

- Students can earn college credit for free and can even earn an associate's degree.
- Students can get a head start in their career paths.
- The classes are challenging and rewarding.

### **Concurrent Enrollment Law**

The Concurrent Enrollment Programs Act, [House Bill 09-1319](#) or CRS 22-35-101, was signed into Colorado law in 2009. While the state previously had the Post-Secondary Education Option (PSEO) Act, the intent of the 2009 house bill was to broaden access to, and improve the quality of CE programs while ensuring greater coordination, financial accountability, and transparency between secondary and postsecondary institutions. The bill also created the “5<sup>th</sup> year” **A**ccelerating **S**tudents through **C**oncurrent **E**nrollment**T** (ASCENT) Program – through which the high school may retain students for instruction beyond their senior year.

House Bill 1319 allows any 9-12 grade student who is college ready to take college course work if they have a post-secondary plan in place (Individual Career and Academic Plan [ICAP]). The bill also allows students to take a 5<sup>th</sup> year, comprised entirely of college classes, if they have met all their graduation requirements within a traditional four-year period and have taken 12 college credit hours prior to the end of their senior year. Finally, the legislation allows seniors to take remedial college coursework.

# Concurrent Enrollment District Guidelines

## Eligibility

A student is considered “college ready” through various means: test scores (ACT, SAT, ACCUPLACER, TABE), GPA, high school courses, attendance rates and teacher/counselor recommendation. In order to take a college course, students must meet college-ready benchmarks via the ACT, SAT, ACCUPLACER or TABE tests or successfully complete coursework: remedial coursework (only available to seniors), or 11<sup>th</sup> grade coursework in math or English. Certain courses, such as CU Succeed or Career and Technical Education (CTE) coursework, may not require test scores. Students should also maintain a 2.5 unweighted cumulative GPA and an 85% attendance rate to enroll in a CE course.

## Enrollment

- Students must apply to and be accepted to the college for admission.
- Students must fill out all appropriate paperwork by the district deadline (exact dates to be published each year, but late August for fall semester and early January for spring semester).
- Students must have an [ICAP](#) approved by a school counselor or administrator.
- Coursework must be related to the students' ICAP (graduation requirements, guaranteed transfer courses, or courses that apply towards a degree/certificate).
- Students who have met their graduation requirements at the end of their junior year may enroll in full-time college coursework their senior year. The above criteria must be met.
- Students must take courses that are guaranteed to transfer or are included within their declared degree/certificate plan.
- The Office of College and Career Readiness (OCCR) will not fund students to take courses over the summer. If students enroll in classes at a college over the summer, they are responsible for the tuition, and the class cannot be transcribed on their high school transcript using a CE course code.
- The OCCR will not fund students for online coursework unless extenuating circumstances prevent the student from participating in-person.

## Grade/Age Requirements

- Students in grades 9-12 may take CE courses.

- 5<sup>th</sup> year seniors who have not fulfilled DPS graduation requirements are eligible to enroll in up to 9 credit hours over the course of a school year (with a maximum of 6 credits per semester as a fulltime student, and 3 credits per semester as a part-time student).
- Students over 21 cannot enroll in CE courses.
- Students may only take remedial coursework in their senior year (CCR 092, MAT 050, MAT 055, supplemental labs). Seniors by credit may also enroll in remedial courses. (State designated early colleges may offer remedial coursework to students prior to senior year).

## Campus Locations

Onsite (High School Campus): Onsite college courses are offered at high schools within DPS. Textbooks are provided for on-campus courses.

Off-site Campus (College Campus): In addition to the courses offered on high school campuses, students may take classes at a community college campus, or technical colleges, such as Emily Griffith or Pickens Tech. Students may also take courses at CU Denver or Metro, and *the family is responsible for the cost difference above the community college rate of tuition (approximately \$150 per credit) and any fees.* CE students attend off-site classes with adult learners. For off-site classes, the student is responsible for their own textbooks.

## Tuition Repayment

Students and parents sign the Program Agreement form when enrolling in CE classes. Depending on school policy, students may be responsible for reimbursing their high school if the student gets a final grade of D, F, or the student withdraws after the drop date.

## Texts

DPS loans free college texts to students for onsite courses (at the high school). Texts must be returned in good condition at the end of each semester to avoid fees.

If you must purchase texts for off-site (at the college campus), texts may be purchased new or used, or rented from online textbook websites, or from the college bookstore. College texts generally cost between \$50-\$300 each.

## College Opportunity Fund (COF)

COF is a stipend from the state of Colorado that funds a portion of the college tuition for students receiving Colorado resident tuition rates. All students apply for COF to participate in Concurrent Enrollment, or students will be billed for the COF stipend, currently \$85 per college credit. For more COF details, go to [College Opportunity Fund](#).

## Financial Aid

Students are not eligible for federal financial aid while participating in Concurrent Enrollment.

# Courses

## Guaranteed Transfer (GT) Pathways Courses

GT Pathways courses are transferable to many degree plans in all public Colorado colleges and universities. Many courses also transfer out of state, based on the transfer policies of the receiving institutions.\* GT Pathways courses include core, general education, courses such as English, Math, Sciences, Arts & Humanities, Social & Behavioral Sciences, and World Languages.

*\*Confirm that your CE courses transfer to your schools of choice before registering each semester.*

## Online Courses

Students are encouraged to take traditional, in-class college courses to experience college life and develop self-advocacy, time management, and communication skills before taking online college courses.

## FERPA

Due to FERPA (Family Education Rights and Privacy Act), college in-progress grades are recorded and reported in the college information management system and are not available in the DPS system until final course grades are reported on the high school transcript. Students are encouraged to self-advocate as much as possible and are encouraged to be transparent with their parent/guardian and share grades and attendance information.

## College Content

Neither students nor their parent/guardians can ask for adjustments to the content or delivery of college curriculum. They may, however, preview textbooks and ask a professor for a copy of the syllabus before the semester begins, to determine if the class is appropriate for them.

## Transportation

Students taking classes at the college campus are responsible for their own transportation to campus.

## Calendar and Attendance

### Calendar

- **On-Campus Courses** typically start when DPS classes begin and follow the college calendar for end dates, due to grade reporting deadlines. On-campus classes follow the same holidays and breaks as DPS high schools.
- **College-Campus Courses** follow the college calendar start and end dates, holidays and breaks.

## Drop vs. Withdraw

It is important to note the difference between dropping a class and withdrawing from a class. A drop has a different impact on a student's record than a withdrawal.

### Drop

When students drop a class, the class will not appear on their transcript. DPS will not be billed for this course. Drop dates usually occur within the first few weeks of the semester. Calendar reminders are sent for drop dates with major college partners: this is the last day that a student can withdraw from the class without a financial penalty. No one but the student will know that they were enrolled in the class in the first place – it will not appear on their record.

### Withdraw

Once the drop date has passed, a student can withdraw from a class. A student can usually withdraw up until a few weeks before the end of the semester. A student who has withdrawn from a class will receive a 'W' grade on the college transcript and an 'F' grade on the high school transcript. Withdrawing from a --class is recommended when a student is in danger of failing, or if there are extenuating circumstances that might cause a student to fail. The 'W' on the college transcript is viewed differently by each receiving institution. The receiving institution may view it as an 'F', or they may not penalize a student for it at all. If a student is in danger of failing, a 'W' provides the student with an opportunity to explain the situation to the receiving institution.

## CCD Policies

### Student Code of Conduct and Academic Integrity

Once the drop date has passed, a student can withdraw from a class. A student can usually withdraw up until a few weeks before the end of the semester. A student who has withdrawn from a class will receive a 'W' grade on the college transcript and an 'F' grade on the high school transcript. Withdrawing from a --class is recommended when a student is in danger of failing, or if there are extenuating circumstances that might cause a student to fail. The 'W' on the college transcript is viewed differently by each receiving institution. The receiving institution may

The Community College of Denver expects its students to be accountable for their conduct and to represent the College in a positive, responsible manner. The Student Code of Conduct exists to provide parameters for students and their behavior as they represent the College during the entirety of their CCD experience. If a student displays behavior that is a violation of the Student Code of Conduct, they will be adjudicated through the conduct process as outlined here:

<https://www.ccd.edu/administration/non-academic-departments/office-student-conduct/student-code-conduct>.

Issues related to Academic Dishonesty are reported to the Provost.

## **Cheating/Plagiarism**

Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. **DO NOT PLAGIARIZE.** Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized papers

## **Attendance**

Attendance at all class sessions is critical for academic success. Regular and punctual attendance is expected, and each instructor will keep a complete record of student attendance for the entire length of each course. As a CCD student, you will be counted absent from missed class meetings, beginning with the first day of class. Faculty must report any student who does not attend the first 15 percent (census date) of the course and you will be dropped and not be allowed to re-register for the course. Any corequisite required for a course that is dropped for non-attendance may also be dropped. Faculty may give a failing grade to any student who has missed at least 15 percent of a class after the first class meeting. You are responsible for properly processing a withdrawal from a class if you want to avoid receiving a failing grade.

You must provide instructors with a valid reason for an absence in a timely manner.

However, accommodations may not be made for missed course assignments, participation, quizzes, tests or class sessions. You are responsible for learning the material that was taught during the absence and completing all class assignments.

The attendance policy for health sciences and other programs may differ because of clinical requirements or rules set by approving agencies.

Online students must complete a graded assignment within the first 15 percent of the course (census date). Depending on the instructor, this can be a discussion post, assignment, quiz, or some other assessable activity. Please check with your instructor if you have questions.

## **CCD Grade Policy & Academic Policies & Standards**

You are evaluated in class using a letter-grade system which is based on how many course learning outcomes you have met. Instructors have the authority to assign grades. For more information, read your course syllabus and ask your instructor to explain their grading system.

This is the meaning of each grade.

For CCCS Inventory of Common Grading Symbols, Credit Hours, Extenuating Circumstance Appeal Process, Grade Appeals, Grade Point Average (GPA), and Repeating Courses please visit <http://catalog.ccd.edu/enrollment-student-services/academics-information/#policiesstandardstext>.

## CCD Student Supports & Services

### Counseling Services

Counseling services are available to registered CCD students from the Auraria Campus and our locations at Lowry and the Advanced Manufacturing Center. The Counseling Center is located in Tivoli Student Union\*, and each student is eligible for up to eight sessions each academic year.

Our new location is in Tivoli Student Union, room 245. All phone numbers and other contact information remain the same.

Services Include:

- stress management
- grief support
- self-care support
- anxiety support
- crisis support

Call 303.352.6436 or stop by to schedule an appointment. We are open Monday through Thursday, 8:30 a.m. - 5:00 p.m. We are closed on Fridays.

For more information visit: <https://www.ccd.edu/employees/departments/student-conduct-support/counseling-center>.

### Tutoring Support

CCD's EXCEL Zone helps all students succeed.

Its mission is to provide students with innovative learning experiences through academic coaching, individual/group tutoring, technology tools/resources such as individual study spaces, collaboration spaces/tools, professional tutoring, study skills/strategies, computer-use zones and printing stations. A calendar of 'EXCEL Extensions' is available now in the events calendar. Coming soon - virtual tutoring!

For more information visit:

<https://www.ccd.edu/org/excel-zone>

## **Library Resources**

The Auraria Campus library can be used by CCD students to borrow & return books. Make course reservers, have study sessions in their community rooms, print, scan & copy materials.

For more information visit:

<https://www.ccd.edu/administration/departments/office-student-life/lending-library>

Current CCD students may also borrow textbooks and calculators to use for semester classes from the lending library. Students must register to use the textbooks or calculators (as available) from the Office of Student Life, Tivoli Student Union, Room 243.

For more information visit:

<https://www.ccd.edu/administration/departments/office-student-life/lending-library>

## **Americans with Disabilities Act Amendments Act of 2008 (ADAAA)**

All students who identify themselves to faculty as having a disability or suspect that they have a disability, and plan to take courses at the CCD campus, are encouraged to contact the Accessibility Center (AC). The AC office is located in room 121, Confluence Building. Faculty is not obligated to provide accommodations without proper notification from the AC Office. Students may also contact AC staff by telephone to make an intake appointment at (303) 556-3300 or by email at [ccd.access@ccd.edu](mailto:ccd.access@ccd.edu).

For more information visit:

<http://www.ccd.edu/accessibilitycenter>

For accommodations in HS college classes please see the [bookmarked page](#). The bookmarked page is on page 12 of this document and is titled DPS Learning Accommodations.

## **Student Life**

Our mission is to be a direct catalyst for engaging and developing each CCD student to lead, succeed and serve in a diverse campus and global community. Whether it's assisting you in finding the right club or organization, giving you access to our Food Pantry, or helping you with textbooks through the Lending Library, our committed Student Life staff is here to help. Student Life is conveniently located in Tivoli Student Union, suite 243.

For more information visit:

<https://www.ccd.edu/org/office-student-life>

## **Desire2Learn (D2L)**

Desire2Learn (D2L) is a learning management system that enables students to access course material online. At CCD, this is where students can access their syllabus, post discussions, interact with their instructor, view grades, and engage in online coursework if necessary. All CCD students will be required to access their D2L account.

Abraham Lincoln High School professors will be required to use D2L in the classroom and update coursework, graders, and interact with students throughout the duration of the course.

## **ALHS Concurrent Enrollment Resources**

At Abraham Lincoln our mission is to prepare all students to be successful in college. It is important that students not only take college classes, but have the necessary wrap around supports needed for success. Our goal is that all students are able to go to college and more importantly complete their education students at any 2 or 4 year institution of their choice.

### **Facilities**

#### **Tutoring Center & Support**

All Concurrent Enrollment teachers are available every Friday from 2:25 – 3:35 in the afternoon to help students with tutoring. Individual teachers will also have other tutoring opportunities after school and on Saturdays. Please see course syllabus and talk to your instructor for those tutoring opportunities.

Our library also acts as our main location for the tutoring center for our college classes. On Tuesdays and Thursdays afterschool from 2:35 - 3:35 school content teachers and paraprofessionals are available in the library to support students with tutoring.

#### **Library & Computer Lab**

The school library is open from 7:00 - 4:00 Monday - Friday. Students can use the library to print and use their computers to do research. The library also has an open study area where students can use to work on their homework before school, afterschool, and during lunch.

The library also has desktop computers that students can also utilize to print and do research.

### **Equipment**

#### **Chromebooks for all students & IT support**

Beginning the 2019-2020 school year, Abraham Lincoln will become a 1:1 school within Denver Public Schools. This means that every student at ALHS will be given a chromebook for their personalized learning. Teachers were given training on implementing digital learning in the classrooms. Not only do students get a chromebook with internet access at the school to engage in their learning, they also will receive a hotspot device with a set number of GB that will allow students to access the internet at home. This will ensure that students are able to turn in assignments and do research from home.

Because all students have chromebooks and will have access to the internet, our school technology partner, Jeffrey Roberts, has regulated and blocked sites that are inappropriate for students. These devices are to be used for educational purposes and site blockers and constant monitoring and updates will happen to ensure students are using these devices for academic purposes.

Jeffrey Roberts will support students with any issues with the chromebooks. This includes issues with internet, applications, google services such as google docs and gmail, and other errors that may occur. Students that have issues with their chromebook can go to the library for troubleshooting Monday - Friday during lunch or they can also email Mr. Roberts at [Jeffrey\\_Roberts@dpsk12.org](mailto:Jeffrey_Roberts@dpsk12.org) to set up an appointment.

## Services

### Advising

Emmanuel Garza is the Post-Secondary Coordinator at Abraham Lincoln High School. Students can meet with Mr. Garza to talk about plans for college courses at ALHS & CCD. His work hours are Monday – Friday: 7:30am – 4:00pm. You can also reach him at (720) 930-6290 or [Emmanuel\\_Garza@dpsk12.org](mailto:Emmanuel_Garza@dpsk12.org)

Scott Gallegos is the College Pathways Program Advisor at CCD. Students will meet with Mr. Gallegos if they are taking courses at CCD to ensure they are taking the correct courses for their degree. He can be contacted at (303) 352-6354 or [Scott.Gallegos@CCD.edu](mailto:Scott.Gallegos@CCD.edu)

### Desire2Learn Support

Our college instructors, who are required to use the D2L learning platform, will assist students with any minor issues that may occur on the platform. If an issue cannot be solved by the instructor, students will need to reach the D2L technical support number at (888) 800 - 9198.

For students taking online classes, the class D2L will not be accessible until the first day of class.

### Orientation

Students at ALHS will spend the first week of their college classes learning about the Community College of Denver. The objectives are:

1. To ensure that students are aware of and actively choosing to enroll in CCD courses. We want to orient students to the college experience so they understand the difference between their role as high school students and as college students with regard to academic standards and expectations, academic policies and code of conduct, and rights and responsibilities, as defined by the college.
2. To explain in detail the college syllabus so that students are fully aware of the course content, what they can expect to learn, how they will demonstrate their learning, the types of assignments and assessments they will have, a calendar of learning &

assessments, homework expectations, and the instructor's policies on grading, absences, missed assignments and tests, etc.

3. To assess the students' preparation and potential for academic success and identify students who may not have the skills, commitment, interest, or motivation necessary to succeed in college courses so we can provide them with appropriate supports and resources or alternate options if they choose not to participate.

The following links are resources that will be used during the first week:

### [CCD Orientation Video](#)

- <https://www.youtube.com/watch?v=1VgBVeWAt7o>

### [Appendix Resources](#)

- <https://drive.google.com/file/d/1k2WTpfSWRM-61cz8rBCjLaFdh6yx6-bP/view?usp=sharing>

### [1st Week Orientation Handout & Commitment](#)

- [https://drive.google.com/file/d/11ZxwZPYw3HTO4pH3NYonZelf\\_gzJCphu/view?usp=sharing](https://drive.google.com/file/d/11ZxwZPYw3HTO4pH3NYonZelf_gzJCphu/view?usp=sharing)

## **Opportunities for Family Engagement**

Abraham Lincoln HS students and families taking a Concurrent Enrollment course will have the opportunity to learn about the benefits of college classes once a semester. In the Fall, families and students will have the opportunity to attend an invitational lunch to celebrate students taking college courses.

During the breakfast, parents will learn:

- how their son/daughter can earn & transfer college credits
- how to help support their son/daughter in their academic journey
- the importance of a college education
- an overview of attendance and grade requirements

The Spring celebration and information session event and date has not been determined. But, updates will go out through LancerConnect, a communication school update sent by email and text, that goes out to teachers and students. Students will also be notified through their college classes.

## **Teacher Night**

A great benefit of taking a college class in HS, is that parents will get to meet their son/daughter's college teacher during regular school year open houses and teacher nights.

Because teachers at ALHS are required to use Schoology, which is an online platform for students which is similar to D2L, parents can access their child's grades in their HS and college classes.

## **DPS Learning Accommodations**

Students in CCD concurrent enrollment classes are considered college students, even when the classes occur on the high school campus. Therefore, the accommodations that they may be offered must be in line with college policies, not the high school policies they may be used to.

Students may be eligible for reasonable accommodations, but NEVER course modifications. A reasonable and effective accommodation is not intended to heighten nor lessen the student's chance for success or failure, but to insure equal access. All approved accommodations must be previously documented in an IEP, 504 Plan, or Doctor's clinical evaluation.

Students requesting accommodations will need to fill out the following online form:

[https://docs.google.com/forms/d/e/1FAIpQLScrVwQB\\_gCOAN5RUIABeiH4u3-K1e6IU8MatNyEJ-nc7QP2w/viewform?pli=1](https://docs.google.com/forms/d/e/1FAIpQLScrVwQB_gCOAN5RUIABeiH4u3-K1e6IU8MatNyEJ-nc7QP2w/viewform?pli=1)

## **CE FAQ**

### **What if my child wants to take a concurrent enrollment class, but does not meet the enrollment criteria?**

The student must meet the course prerequisites defined by the college.

### **Can my child take full-time classes at the college?**

If a student wants to be full-time at the college before they have completed their senior year in high school, they must have completed all high school graduation requirements.

### **Can my child be remediation-free by taking concurrent enrollment courses?**

Absolutely! Passing a concurrent enrollment course is one option to becoming college ready. Students that receive a passing grade in a remedial or a 100-level English and Math class will be remediation-free. They can take this course at the high school or on the college campus and need to meet the qualifications to take the course.

### **How can my child get into a concurrent enrollment course?**

This depends on the college and the course as colleges have different placement criteria. Typical placement criteria is based on scores via testing (ACT, SAT, Accuplacer) or performance in past classes and current GPA. The school admin can give more detailed feedback on what exactly is required for the course your student is interested in. It is recommended that all students should have a 2.5 GPA to be eligible for classes. Students should also have good attendance, 85% or better.

### **What time of the year should my child enroll for Concurrent Enrollment courses?**

Students should enroll in courses the semester before they want to begin courses (the spring for fall classes and the fall for spring classes.) They will need to complete an application and paperwork in order to register. If they are taking classes at the college campus, they will also need to meet with an advisor.

### **Does Concurrent Enrollment credit receive honors credit towards cumulative GPA?**

Post-secondary credits are counted towards GPA like an honors credit.

### **What is the difference between AP classes and Concurrent Enrollment?**

AP classes are offered through the high school as the high school curriculum. To earn college credit for an AP class, students will need to receive a qualifying score on the AP exam. AP classes are free of charge, regardless of your final grade. However, there is a fee to take the AP test. A Concurrent Enrollment class is a college course. By passing a Concurrent Enrollment course, you will earn college credit. Concurrent Enrollment is paid for by the district (community college rate of tuition, only), but if a student does not pass the class with a C or better, the student may be responsible for paying back the tuition.

### **My child would like to take a concurrent enrollment course, but the school does not offer it. Why is that?**

There are a few possible reasons.

The school may not have the appropriate staffing. Depending on the subject area, particularly in math, it can be difficult to find qualified instructors. Without a qualified instructor, courses cannot be offered.

Schools are strongly encouraged to only offer courses that are guaranteed to transfer (GT) or part of the students' postsecondary plan. If there are not enough students who plan to enroll in that program the non-GT class is a part of, the school will not offer the course. A concurrent enrollment course needs to have at least 10 students to enroll.

### **Is the parent or guardian ever financially responsible for the courses?**

DPS Concurrent Enrollment budget covers the cost of the tuition up to the community college rate. Any overages beyond that in tuition and fees may be billed to the student, depending on whether the student is taking a course at the college or high school campus. Students who fail to complete the course or the fail the course may be responsible for paying back their school (depending upon school policy). Please contact your school administration for more info.

### **What is considered a failing grade for Concurrent Enrollment?**

Colleges consider a grade lower than C- a failing grade, and the student will not receive college credit. However, high schools consider grades of D- and higher to be passing. If a student receives a grade between a C- or F, they will receive high school credit but not college credit.

**If my child fails a Concurrent Enrollment class, does he or she have to pay back the tuition?**

Please contact your school’s admin for more info regarding this.

**My child has an Individual Education Program (IEP). Will the IEP dictate the accommodations for a concurrent enrollment course?**

Since requirements under the IDEA do not apply to the postsecondary level, services in the IEP would not be required for concurrent enrollment classes. Although the IEP team plays a key role in providing recommendations and documentation for requested accommodations, decisions about the accommodations provided in college classes will be determined by the college, following 504 and ADA guidelines.

**What concurrent enrollment courses would benefit my child the most?**

All of our college partners have catalogs that outline degree plans, which is a good place to start. Typically STEM-based students need MAT 121 and liberal arts-based students need MAT 120 or MAT 135.

**What if my child does not know what he or she wants to study?**

Students have access to different 100-level courses for students who are unsure of their plan of study. Please contact the school admin for direction and assistance.

## **Tips on the Academic Differences between High School & College**

Students are much more likely to achieve their academic goals when they are aware of and prepared for the expectations of college. Below are some tips on the academic differences between high school and college, such as the rules and responsibilities, classes, teachers and instructors, tests, and grades.

Following the Rules in High School	Choosing Responsibility in College
High school is mandatory and usually free.	College is voluntary and expensive.
Your time is structured by others.	You manage your own time.
You can count on parents and teachers to remind you of your responsibilities and to guide you.	You must set your responsibilities and priorities and are primarily responsible for yourself.
Each day you proceed from one class directly to another, spending six hours each day in class.	You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class.
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your advisor. Schedules tend to look lighter than they really are.

<b>Guiding principle:</b> You will usually be told what to do and corrected if your behavior is out of line.	<b>Guiding principle:</b> You are expected to take responsibility for what you do and don't do.
<b>Going to High School Classes</b>	<b>Succeeding in College Classes</b>
The school year is 36 weeks long; some classes extend over both semesters and some don't.	The academic year is divided into two separate 16 week semesters.
You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly to keep up with class material.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading which may not be directly addressed in class.
<b>Guiding principle:</b> You will usually be told in class what you need to learn from assigned readings.	<b>Guiding principle:</b> It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.
<b>High School Teachers</b>	<b>College Instructors</b>
Teachers remind you of your incomplete work.	Instructors may not remind you of incomplete work or assignments you still need to turn in.
Teachers approach you if they believe you need assistance.	Instructors are usually open and helpful, but most expect you to initiate contact if you need help.
Teachers provide you with the information you missed when you were absent.	Instructors expect you to get from classmates any notes or information from classes you missed.
Teachers often write information on the board to be copied in your notes.	Instructors may lecture nonstop, expecting you to identify the important points in your notes; therefore, good notes are essential.
Teachers often draw direct connection into and lead you through the thinking process.	Instructors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Instructors expect you to read, save, and consult the course syllabus (outline) to know when assignments and papers are due.
Teachers carefully monitor class attendance.	Instructors may not formally take roll, but they are still likely to know whether or not you attended.
<b>Guiding principle:</b> High school is a teaching environment in which you acquire facts and skills.	<b>Guiding principle:</b> College is a learning environment in which you are responsible for your learning experience.
<b>Tests in High School</b>	<b>Tests in College</b>
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may cover large amounts of material. A particular course may have two or three tests in a semester.
Make-up tests are often available.	Make-up tests are seldom an option. If they are, you need to request them.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant.
<b>Guiding principle:</b> Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you.	<b>Guiding principle:</b> Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.
<b>Grades in High School</b>	<b>Grades in College</b>
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
Extra credit projects are often available to help you raise your grade.	Extra credit projects, cannot, generally speaking, be used to raise a grade in a college course.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected.
You may graduate as long as you have passed all required courses with a grade of "D" or higher.	You may graduate only if your average in classes meets the standard of a 2.0 or a "C" average.
<b>Guiding principle:</b> "Effort counts." Courses are usually structured to reward a "good-faith effort."	<b>Guiding principle:</b> "Results count." Though "good-faith effort" is important in regard to the instructor's willingness

to help you achieve good results, it will not substitute for results in the grading process.