

Cleveland Early College High School

Student Handbook



If found, please return to:

We are CREW, not passengers!
2022-2023

Cleveland Early College High School



2022-2023 Calendar

July

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Planning Days.....	July 27-29
Mandatory Workdays.....	August 2-3
First Day of School.....	August 3
Early Release.....	August 8-12
Progress Reports.....	September 1
Labor Day Holiday.....	September 5
End of 1st Quarter.....	September 29
Planning Day.....	September 30
CCC Fall Break.....	October 4-5
Report Cards Distributed.....	October 10
Early Release.....	October 11
Planning Day.....	October 17
Early Release.....	October 31
Progress Reports.....	November 3
Veteran's Day Holiday.....	November 11
Annual Leave Day.....	November 23
Thanksgiving Holidays.....	November 24-25
End of 2nd Quarter/Early Release.....	December 16
Planning Days.....	December 19-20
Annual Leave Days.....	December 21-22
Christmas Holiday Break.....	December 23, 26-27
Annual Leave Days.....	December 28-30
New Year's Holiday.....	January 2
Annual Leave Day.....	January 3
Planning Days.....	January 3-4
Early Release.....	January 5-6
Report Cards Distributed.....	January 9
Martin Luther King Holiday.....	January 16
Progress Reports.....	February 9
Planning Day.....	February 17
Early Release.....	March 14
End of 3rd Quarter.....	March 16
Planning Day.....	March 17
Report Cards Distributed.....	March 27
Easter Holidays.....	April 7, 10
Annual Leave Days.....	April 11-14
Progress Reports.....	April 20
Early Release.....	May 10-19
Last Day for Students.....	May 19
Mandatory Workday.....	May 22
Planning Day.....	May 23

Calendar Key

- Planning Day
- Early Release
- Mandatory Day
- Holiday
- Annual Leave Day
- Report Cards Distributed
- Progress Reports
- ⌋ End of 9 Wks

Please note students do NOT attend school on days that are shaded.

Report Card and Progress Report dates are subject to change because of days missed due to inclement weather.

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RESPECT

RESPECT

RESPONSIBILITY

GOOD CITIZENSHIP

SERVICE TO OTHERS / KINDNESS

SELF-DISCIPLINE

COURAGE

HONESTY / INTEGRITY

GOOD JUDGMENT

PERSEVERANCE

Laughlin Furniture Warehouse - For all your furniture deals!

CECHS Staff Roster

phone 704.476.8232 | fax 704.476.8233

Name	Position	Email
Arrington, Tonya	Career Development Coordinator	tmarrington@clevelandcountyschools.org
Bell, L'Tisha	College Liaison	belll388@cleveland.cc.edu
Bradshaw, Linda	Teacher Assistant	lebradshaw@clevelandcountyschools.org
Branch, Rhonda	Driver's Education Instructor	rhbranch@clevelandcountyschools.org
Carpenter, Michael	Social Studies Teacher	mscarpenter@clevelandcountyschools.org
Champion, Kamie	English Teacher	kwchampion@clevelandcountyschools.org
Chapman, Mike	School Resource Officer	mrchapman@clevelandcountyschools.org
Dedmon, Ashley	Data Manager	ardedmon@clevelandcountyschools.org
Elliott, Dennis	Math Teacher	dlelliott@clevelandcountyschools.org
Garcia, Miguel	ESL Teacher	magarcia@clevelandcountyschools.org
Greenlee, Edie	English Teacher	esgreenlee@clevelandcountyschools.org
Haynes, Grant	Instructional Technology Facilitator	mghaynes@clevelandcountyschools.org
Hux, Juls	School Counselor	jhux@clevelandcountyschools.org
Johnson, Amy	Exceptional Children's Teacher	aljohnson@clevelandcountyschools.org
Lipscomb, Mitch	Math Teacher	mlipscomb@clevelandcountyschools.org
Ludwick, Molly	Science Teacher	moludwick@clevelandcountyschools.org
Mitchell, Laura	Bookkeeper & Receptionist	lwmitchell@clevelandcountyschools.org
Nichols, Amber	Principal	aenichols@clevelandcountyschools.org
Owens, Beverly	Science Teacher	bsowens@clevelandcountyschools.org
Phillips, Claudia	Teacher Assistant	crphillips@clevelandcountyschools.org
Smith, Lakisha	Health Technician	lasmith@clevelandcountyschools.org
Turner, Brandi	School Nurse	bcturner@clevelandcountyschools.org
Woods, Pamela	Custodian	pmwoods@clevelandcountyschools.org

Student Handbook Information

The policies and information contained within the pages of the CECHS Student Handbook serve as a guide for students but should not be considered all-inclusive. In addition to the expectations and guidelines contained in our CECHS Student Handbook, the Cleveland County Schools office publishes a CCS Student Code of Conduct, which outlines school board policies related to student conduct both on and off school grounds. Included in the CCS Student Code of Conduct are the expectations, policies, guidelines, and appeals procedures of the school system. A copy of the CCS Student Code of Conduct is available on the Cleveland County Schools website. Students and parents should read and familiarize themselves with the information contained in both the CECHS Student Handbook and the CCS Student Code of Conduct. As situations arise, changes in school policies may be made during the school year at the discretion of the principal.

CECHS Mission

The mission of CECHS is to provide an environment where students become effective learners who display courage and responsibility, act with integrity, empathy, and respect, and improve their community through service and awareness.

CECHS Vision

The vision of CECHS is to guide students be effective learners, ethical people, and contributors to a better world.

Equal Educational Opportunity

All courses at CECHS are offered without regard to race, color, national origin, sex or handicap. If anyone feels that discrimination (described above) has occurred, contact the Cleveland County Schools administrative office at 476-8000.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that CECHS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CECHS may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary. The primary purpose of "directory information" is to allow CECHS to include this type of information from your child's education records in certain school publications. Examples include:

- A program showing your student's role in a school production;
- School yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Recognition of participation in community service

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require schools to provide military recruiters or colleges, upon request, with three directory information categories-names, addresses and telephone listings-unless parents have advised the school that they do not want their student's information disclosed without prior written consent.

If you do not want CECHS to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing by October 1st each year. CECHS has designated the following information as directory information:

- Student's name
- Address
- Telephone number
- Photograph
- Date and place of birth
- Course of study
- Dates of Attendance, Grade Level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Diplomas, honors, and awards received

School Food Service Guidelines

Breakfast and lunch will be prepared off campus by School Food Service and delivered daily for students who wish to purchase a lunch. **The CCC Yeti Café is off limits to CECHS freshmen & sophomores.** Yeti Café privileges ARE extended to juniors who have submitted parent permission forms and possess a Junior Blue Card. Seniors will be granted the privilege to eat lunch off campus pending the return of a signed "Request for Off-Campus Lunch Permission" form. Juniors and Seniors that leave campus without parent permission will be subject to disciplinary actions.

- **Breakfast** - \$1.30
- **Lunch** - \$2.15
- **Basket Lunch** - \$2.55

CECHS Lunch Guidelines

During lunch, students are expected to eat lunch in one of two places. Students may eat lunch in either the CECHS Multipurpose Room or at the picnic area outside closest to the flag poles. Students **ARE NOT** allowed to eat lunch in the hallways, labs, or classrooms unless given permission by CECHS Administration. Students will only be allowed to have food in a teacher's classroom pending classroom teacher permission.

Lunches being dropped off: Students may only have lunch brought to them by an approved parent or guardian. Food must be delivered no later than 15 minutes after the beginning of your lunch period and by 11:30 on Friday (due to college classes). This will ensure that students have enough time to eat before going to class. **All food must be delivered to the front office. Please do not deliver on the LeGrand side; you will be asked to drive around to the front of the school. Meal delivery services are not allowed on campus.**

CECHS Policies and Procedures

Academic Day: The building is open for students at 7:30 am. Students are to report to the multipurpose room until they are released to classes at 8:23 am. Students are not to be in the hallways prior to 8:23 am. When college classes are not in session, CECHS dismisses students at 2:30 pm. When college classes are in session, CECHS dismisses at 3:45 pm.

Backpacks: Students are expected to leave their backpacks in their lockers during the school day until dismissed for college.

Cell Phone Policy: According to the Student Code of Conduct, "Cell phones and other wireless communication devices may not be turned on, handled, or visible during the instructional day or other school functions without prior approval by the classroom teacher or the school administration." Students are expected to follow classroom expectations set by their instructor.

First offense	warning and phone put away
Second offense	student turns phone over to teacher for the remainder of the school day and parent contact
Third offense	student turns phone over to teacher for the remainder of the day (parent must pick up), and parent conference
Fourth offense	office referral for insubordination

Discipline: Due to the size of our staff, CECHS does not have in school suspension (ISS) or detention. Major disciplinary infractions usually result in out of school suspension (OSS). If a student is suspended from school, he/she may also miss college classes as well. Discipline for minor disciplinary infractions include but are not limited to: parent conference, administrative conference, on-site community service, etc. Students with excessive disciplinary infractions will have their admission rescinded. ***A copy of the complete Code of Conduct can be found at www.clevelandcountyschools.org.***

Dress Code: Students in violation of the dress code policy will have parents/guardians contacted to request a change of attire. Minimal interruption in instructional time is the goal. The Cleveland County Board of Education adopted a dress code to create a positive learning environment, teach good grooming and hygiene, instill discipline, avoid safety hazards, and teach respect for authority. Clothing that is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others, is prohibited. ***Student's dress is the responsibility of the student and his/her parents.*** The school administration and staff will determine if the attire violates the dress code.

Inappropriate Dress includes, but is not limited to:

- Caps, hats, bandanas, sweatbands, other head coverings
- Sunglasses except by prescription OR permission for school related activities
- Tops: see-through blouses, crop-tops, spaghetti straps or racer back tank tops
- Shorts, skirts, and holes in jeans must be fingertip length
- Undergarments must not be exposed
- Any wording or message appearing on the seat of pants
- Messages, imagery or advertisement on clothing, book bags, or jewelry that promote or encourage the use of tobacco, alcohol or illegal drugs, depict violence, are of lewd, obscene, vulgar or sexual nature or disruptive, ***as determined by administrators, faculty or staff of the school***
- Sleepwear or bedroom shoes

Fees: Students are expected to pay their grade level fees each year. Students will receive payment plan options on the first day of school.

	Technology Fee	Activity Fee	Graduation Fee	Total
Freshman	\$20.00	\$100.00		\$120.00
Sophomore	\$20.00	\$100.00		\$120.00
Junior	\$20.00	\$100.00		\$120.00
Senior	\$20.00		\$25.00	\$45.00

- Chromebook Repair Fees - Students will pay the following fees below for any Chromebook repairs including physical damage, loss, or loss of charger. Students who intentionally damage or lose their Chromebook will be charged the full price of replacement. Fees will reset each school year.
 - First Damage - \$10.00
 - Second Damage - \$20.00
 - Third Damage - \$30.00
 - Lost Charger - \$20.00
- Online payments can be made by going to the CECHS homepage. A small convenience fee will be applied to any online payments.

Lost and Found: There is a lost and found box in the hallway outside the cafeteria. Please place found items in this box. If you have lost something and it is not in the box, check with the front office.

Medication: Students may not possess any prescription or non-prescription medication at school. Students with a health concern, such as allergies, emotional difficulties, heart conditions, etc. that require taking medicine at school are required to have written permission. Parents and their doctor will be asked to sign a form authorizing the student to take any medicine. In addition, students are NOT permitted to share medications of any kind with other students.

Nurse: Mrs. Brandi Turner is our school nurse this year. She is housed at Shelby Intermediate School, so she is very close to us. She will be on-call if any need arises. Our School Health Technician, Ms. Lakisha Smith, is on campus for any immediate medical needs.

Public Displays of Affection are not allowed on campus at any time! Students are expected to keep hands, hips, and lips to themselves at all times!

PDA includes but is not limited to:

- Kissing
- Hugging that is deemed intimate in any way (“Catch & Release” only)
- Standing or sitting in between another person’s legs or sitting on another person’s lap or leaning on another person.

First Offense	Verbal redirection/warning/parent notified/Incident documented
Second Offense	Parent notification/Possible in-school community service
Third Offense	Conference with student, parent, & administrator for discussion of appropriate boundaries. Offense could result in out of school suspension.

Shuttle Bus Guidelines: Bus transportation will be provided in a **limited format**. Students will be given the opportunity to use the shuttle bus system. Students wishing to take advantage of the shuttle bus system will be transported to CECHS on the campus of Cleveland Community College by way of a non-stop direct shuttle run from each of the four district high schools. In the morning, each student will be responsible for getting to the shuttle site by way of personal vehicle or the traditional school bus system when CCS is in session. The shuttle bus will leave each of the campuses at or about 8:00 am. In the afternoon, students will have the opportunity to ride the return shuttle to their shuttle site; however, it will be the responsibility of the parents to meet the shuttle bus in a timely manner at or about 4:15 pm. Of course, parents will have the option of providing their own transportation to and from CECHS for their students.

CECHS students are not allowed to enter the zone high school buildings at their shuttle sites. They are not allowed to loiter on the shuttle site campuses in the mornings or afternoons. On days when CECHS will be in session while Cleveland County Schools is not, the shuttle bus system will provide transportation from the shuttle sites to CECHS in the morning and a return shuttle from CECHS to the shuttle sites only; however, the students must find alternative transportation to and from the district zone high schools. **SHUTTLE ONLY DAYS: August 3 - 12**

There WILL BE NO shuttle service on May 19, 2023, the last day of school. School will dismiss at 11:00am. Please make the necessary transportation arrangements for those school days.

NOTE: September 29, 2022 and February 16, 2023 are REGULAR SCHOOL DAYS for CECHS but early release parent/teacher conference days for the rest of Cleveland County Schools.

Sign In/Sign Out: Students who arrive to school after 8:30 AM are required to sign in at the front office. ALL students are required to have prior parent/guardian permission to sign out from school. Parents/guardians of non-driving students must come in to the front office to sign out their student.

Student Drivers: Students must register their vehicle, complete a student parking application, and pay a \$5.00 parking fee. Student drivers will be given the opportunity to select their parking spot in which they will receive a parking hanger that corresponds with their parking space. The signed and submitted student parking application seals the agreement that students will abide by all CECHS and CCC student driver and parking guidelines, rules, and regulations. **Students shall not drive from the CECHS campus to another building on the CCC campus.**

Transportation Changes: Any transportation changes (e.g. a car rider needs to ride the bus) must be made by 2:30 PM each day before students go to college.

Visitors: All visitors must enter through the front office to register, gain approval, and receive a visitor's pass before visiting within the building or on school grounds. Students are not to bring guests or visitors to school without permission.

Weather Policy: If any of the four county attendance zones are closed because of inclement weather, CECHS will close. Decisions concerning closings and delays will be available by 6:00am and will be posted on the [Cleveland County Schools website](#) or by calling the Weather Hotline at 704-476-8001. Closing information will be available from local and regional media outlets. In the event that inclement weather creates a school delay situation that creates an overlap in CECHS and CCC college classes, CECHS students are expected to prioritize and attend their college classes. If CECHS is not in session, students ARE NOT expected to attend CCC classes.

Attendance

For a complete list of Attendance Guidelines: [School Board Policy 4400](#)

Attendance Guidelines: Attendance in school is central to educational achievement and school success.

All children between the ages of seven (7) and sixteen (16), and all children under age seven (7) who are enrolled in public school in grades kindergarten or higher, are required by state law to attend school regularly. Parents and legal guardians must ensure that students attend and remain in school daily. **Poor attendance may result in termination from CECHS.**

Class Attendance: To be counted present in high school courses, a student must be in attendance at least one-half of the class period. Attendance is recorded per high school class. **Students who arrive at school after the school day begins are to report to the office to sign in.**

Excused Absences: *Excused absences are still considered absences.* Parents may submit notes for absences within two days of the student's absence to be considered to be coded excused. When cumulative absences exceed ten (10) days, a statement from a physician is required to excuse an illness.

Unexcused Absences: An absence will be deemed unexcused unless the student's parent/guardian or custodian provides written documentation of the reason(s) for the absence to the principal's designee within two (2) school days of the student's return to school. Three (3) unexcused tardies to school, per class or unexcused early dismissals from school will constitute an unexcused absence.

Excessive Absences: Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. To be eligible to receive academic credit for a high school course, a student must attend a minimum of 168 classes in yearlong courses and 84 classes in semester courses. **Therefore, on the 7th absence in a semester course or the 13th absence in a yearlong course, a student may lose the opportunity to receive credit for the course.** The student shall receive a grade of FF unless the student's academic average for that course is failing, in which case, the actual failing grade shall be assigned. Students with excessive absences will have the opportunity to apply for an attendance waiver.

Notification of Excessive Unexcused Absences: The principal or designee shall notify the parent/guardian or custodian of the child's excessive unexcused absences in accordance with G.S. 115C-378 as follows:

- After the third unexcused absence, the principal or designee shall notify the parent/guardian or custodian by mail.
- After not more than six (6) accumulated unexcused absences, the principal or designee shall notify the parent/guardian or custodian by mail that the parent/guardian or custodian may be in violation of the North Carolina Compulsory Attendance Law and may be prosecuted if the absences cannot be justified as excused under the standards stated in the section entitled "Excused Absences." A copy of the notice may be directed to the social worker, counselor, or other appropriate school personnel, who will work with the student and family to improve attendance.
- After ten (10) accumulated unexcused absences in a school year, the principal or designee shall notify the parent/guardian or custodian by certified mail of the student's excessive number of unexcused absences. The principal also shall review any reports or investigation prepared pursuant to G.S. 115C-381 and shall, if possible, confer with the student and the student's parent/guardian or custodian to determine whether the parent/guardian or custodian received notification pursuant to the requirements of this policy and the Compulsory Attendance Law and made a good faith effort to comply with the law. Where the parent/guardian or custodian has made a good faith effort, the principal may file a complaint with the juvenile court counselor pursuant to Ch. 7B of the General Statutes that the child is habitually absent from school without a valid excuse.

LEGAL REF: G.S. 115C-36, -307(f), -378 to -381, -391; 16 N.C.A.C.6E.0101 to 6E.0104

Adopted: July 12, 2004

Hospital/Homebound: If a student is unable to attend school and is receiving hospital/homebound instruction from CECHS, the student will not be counted absent for those days covered by the hospital/homebound instruction. However, if hospital/homebound instruction is needed for more than one semester, a student may be referred to his/her traditional school.

Make-Up Work: When any absence occurs, whether excused or unexcused, the student is expected to make up missed work. Students are entitled to make up work from an excused absence without receiving penalties to their marks or grades. Each teacher will establish his/her own procedure for making up absences/work in core courses.

Academics

Academic Guidelines: The following academic course of study provides specific courses that are required for high school graduation. Students are dually enrolled in college courses making them eligible to graduate with a college associate degree or certificate.

NC Course of Study Graduation Requirements:

CONTENT AREA	FUTURE-READY CORE
English	4 Units Required: English I, II, III, and IV
Mathematics	4 Units Required: NC Math 1, 2, 3, and a 4th math (approved college course or NC Math 4)
Science	3 Units Required: Earth/Environmental Science, Biology, and Chemistry
Social Studies	4 Units Required: World History, Civic Literacy, American History, and Economics/Personal Finance
Foreign Language	2 Units Required: SPA 111 & SPA 112
Health & PE	1 Unit Required: PED 110 and HEA 110
Electives	10 Units Required: College Associate Degree Requirements
TOTAL	28 COURSE UNITS

Failure is Not an Option: CECHS is committed to all students excelling in the classroom and mastering the content of all subject areas. Student work that does not meet the standard set forth by the classroom teacher may be graded as “NY” for “NOT YET” and returned to the student for significant improvement. Students who fail to successfully complete coursework or submit work that does not meet the standard set forth by the classroom teacher will be required to participate in academic support.

Grading Scale and Quality Points: Students are encouraged to make the best possible grades. Honors and college courses require a deeper understanding of content, faster pace, and more rigorous coursework. Parents must understand that honors and college courses will indeed require more from the students.

Class Rank and GPA: The official class rank shall be calculated using the weighted grade point average in which quality points are provided for passing grades in high school and college-level courses. Schools may recalculate class rank for determination of valedictorian, salutatorian, and other graduation honors. Honor graduates may be recognized during the graduation process.

High School Weighted Grading Scale:

Numerical Grade	Letter	Honors Courses (quality points)	CCC Courses (quality points)
90 – 100	A	4.5	5.0
80 – 89	B	3.5	4.0
70 – 79	C	2.5	3.0
60 – 69	D	1.5	2.0
0 – 59	F	0	0

Honor Roll: Academic recognition is given to students each nine weeks through the Honor Rolls. Each Honor Roll is unweighted. The requirements for each Honor Roll are as follows:

- A Honor Roll-no grade lower than an A
- B Honor Roll-no grade lower than a B

Criteria for students who completed the following courses in middle school:

Math 1	<u>Students will be required to demonstrate content mastery in Math 1 to continue with Math II Honors in high school. Content mastery is demonstrated with an achievement level of 4 or higher on the Math 1 EOC at the end of the year and a final course grade of B or higher.</u> Students who did not demonstrate content mastery will be required to repeat this course in high school.
Earth & Environmental Science	<u>Students will be required to demonstrate content mastery in this course by earning a course grade of B or higher.</u> Students who did not demonstrate content mastery will be required to repeat this course in high school.
World History	<u>Students will be required to demonstrate content mastery in this course by earning a course grade of B or higher.</u> Students who did not demonstrate content mastery will be required to repeat this course in high school.

Note: This is criteria used by Cleveland County School principals to guide the decision to require a student to retake a high school course they took in 8th grade. This is a guideline, not a district policy; therefore, the decision to make a student retake a high school course is up to the principal.

High School Course Sequence

All CECHS students take the same high school course sequence outlined below:

9 th Grade Year
English I Honors NC Math 1 Honors or NC Math 2 and NC Math 3 Honors World History Honors Freshman Seminar
10 th Grade Year
English II Honors NC Math 2 and NC Math 3 Honors Earth & Environmental Science Honors Biology Honors American History: The Founding Principles, Civics & Economics Honors (class of 2025) Sophomore Seminar
11 th Grade Year
English III Honors American History Honors Chemistry Honors Junior Seminar
12 th Grade Year
Honors American History: The Founding Principles, Civics & Economics (class of 2023 & 2024) Economics/Personal Finance (class of 2025) English IV HonorSenior Seminar

*** STUDENTS ARE EXPECTED TO GRADUATE IN FOUR (4) YEARS WITH A DEGREE OR CERTIFICATE!**

Junior Marshals: The top students in the junior class as determined by weighted GPA at the end of the student's sophomore year will be selected to serve as junior marshals for graduation. The number of junior marshals will vary depending on graduation class size and the number of students with the same GPA. Students who have received OSS or have exhibited unsatisfactory qualities of character during high school will not be qualified for this honor.

NC High School Diploma Endorsements

North Carolina students may receive one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for college or careers.

- **Career Endorsement** indicates completion of a rigorous course of study that includes a Career Technical Education concentration, completion of Future-Ready Core mathematics requirements, earn an unweighted GPA of at least 2.6, and earn benchmark ACT or SAT reading score.
- **College Endorsement** indicates readiness for entry into NC Community Colleges with completion of Future-Ready core mathematics requirements, unweighted GPA of at least 2.6, and earn benchmark ACT or SAT reading score.
- **College/UNC Endorsement** indicates readiness for entry into a four-year university in the University of North Carolina system with the completion of Future-Ready core mathematics requirements, three units of science, U.S. History, two units of a world language (other than English), earn a weighted GPA of at least 2.5, and earn benchmark ACT or SAT reading score.
- **NC Academic Scholars Endorsement** indicates students have completed a balanced and academically rigorous high school program preparing them for post-secondary education with the completion of Future-Ready core

mathematics requirements, three units of science (Earth/Environmental, Biology, and Chemistry or Physics) four course credits of social studies, two units of a world language (other than English), four elective credits in one subject area (CTE, add-on certificate), and an unweighted GPA of at least 3.5.

Scholarships: Students are encouraged to research scholarship opportunities through various search tools and resources. Students are also encouraged to research specific university and organizational scholarships that may be applicable to their post-graduate plans and eligibility. A scholarship list is posted on the CECHS Counselor Connection web page with application, eligibility and deadline information for locally sponsored scholarships as well as some state/national opportunities. It is important for seniors to frequently check postings. Several senior scholarships are due in the fall of the senior year: Morehead-Cain (UNC), Parks (NCSU) and Levine Scholars (UNC Charlotte). A. Mickey Church Scholarships are awarded from the CCS Educational Foundations to the top 10% of graduating seniors with a weighted 4.0 GPA.

Testing: Students will be expected to take final exams at the end of each high school course. In addition, students will take other assessments designed to improve their preparation for education, training, and work after high school.

Grade Level	Content Area and Standardized Testing
9th	Math 1 EOC, Math 3 EOC
10th	English II EOC, Biology EOC, PreACT
11th	PSAT, ASVAB, ACT

Although all juniors take the ACT in the spring semester, students who are planning to enroll at a 4-year college/university are encouraged to register for additional college entrance exam opportunities (SAT/ACT) prior to the fall of their senior year. Students who are eligible for ACT/SAT Testing Fee Waivers are required to submit a signed release to the School Counselor for processing.

Academic Integrity

The following offenses constitute violations of the academic integrity code:

Cheating (Individual or Collusive): Sharing email account passwords, giving, taking, or presenting information or material that unethically or fraudulently aids self or others on any work to be considered in the determination of a grade or the completion of an academic requirement or the enhancement of one’s record or academic career; To practice or attempt to practice dishonesty or deception in the taking of tests or in the preparation or submission of academic work purporting to be one’s own; to copy or attempt to copy another person’s test, paper, or other graded work in a course; to use or to provide any notes or other prepared materials that a student is not permitted to consult during a testing period or to bring those materials into the testing area with the intent to use; to submit identical or near identical papers or coursework for credit in more than one course without permission of the instructor; to steal, deface, or destroy any research materials or technology that may deprive others of their use; to obstruct or interfere with another student’s academic work; to retain, possess, or circulate previously used exams, copies of blank tests, or other assignments without the instructor’s permission; To allow another person to copy tests, papers, or other graded course work; to provide assistance to others in the preparation of graded course work without the express consent of the instructor. Questions related to homework or other assignments should be directed to the instructor. Failing to

report that another student has used your work or another’s work, with or without consent is a violation of academic integrity.

Lying: Committing a forgery or giving a statement known to be false or dishonest, orally or in writing, for the purpose of, or having the effect of, protecting or improving one’s grades in a course, one’s academic record, or one’s academic standing.

Plagiarizing: The act of willfully copying a sentence, several sentences, or a significant part of a sentence from any source, including internet sites, that has been written by someone other than the person submitting the paper, and then neglecting to indicate that the material has been copied; also, copying from another writer by changing one or two words in the sentence, or to rearrange the order of the wording, or to paraphrase, or to summarize information and then neglect to furnish documentation. For all assignments, especially team or collaborative assignments check with the teacher to find out what level of cooperation and/or sharing is permitted.

Attempting: Attempting to participate in any act that if completed would result in loss of academic integrity. A student caught —attempting to participate in such an act will face the same consequences as one who actually commits a violation.

Consequences for committing acts of academic dishonesty:

1st Offense	Student may receive a zero on the assignment, parent contact, receive a written reprimand, may be assigned an alternative assignment
2nd Offense	Student may receive an “F” in the course or be assigned alternative assignments to rectify the failing grade or possibly be assigned online Credit Recovery. Student may also lose the privilege of being recognized with honors by any organization sponsored by the school.
3rd Offense	Student will lose the privilege of being recognized with honors by any organization sponsored by the school. NOTE: Depending upon the severity of the violation, additional consequences may be determined by the principal and CCS district administration.

Cleveland Community College / CCP Courses

Common College Classes: The common college classes are listed in the table below by the year each course will be offered. If a student earns a grade below “C” he/she may be required to recover that course the next semester. Students must score a “C” or higher in all required college courses in order to receive credit.

9th Grade Year
<p>PED 111-Physical Fitness I (1 hr. Other Required/Elective credit + NC High School Diploma Requirement) HEA 110-Personal Health/Wellness (3 hr. Other Required/Elective + NC High School Diploma Requirement)</p> <p>Additional General Education credit courses:</p> <ul style="list-style-type: none"> ● ACA 115-Success & Study Skills (No transfer credit) ● CIS 110-Intro. to Computers (3 hr. Technology/Additional General Education credit)

- COM 110 - Introduction to Communication (3 hr.)
- COM 120 - Interpersonal Communication (3 hr.)
- HUM 110 – Technology in Society (3 hr.)

10th Grade Year (4 of 6 core classes)

ART 111 Art Appreciation (3 hr. Humanities/Fine Arts credits)
 MUS 110 Music Appreciation (3 hr. Humanities/Fine Arts credits)
 POL 120 American Government (3 hr. Social/Behavioral Science Credit)
 PSY 150 Introduction to Psychology (3 hr. Social/Behavioral Science Credit)
 SOC 210 Intro. to Sociology (3 hr. Social/Behavioral Sciences)
 COM 231 Public Speaking (3 hr. CCC Required Communications Credit)
 2 electives

11th Grade Year

SPA 111-Spanish 1 (3 hr. Add'l General Edu.) & SPA 181-Spanish 1 Lab (1 hr. Other Required/Elective)
 SPA 112-Spanish 2 (3 hr. Add'l General Edu.) & SPA 182-Spanish 2 Lab (1 hr. Other Required/Elective)
 MAT 143** or MAT 171 **
 ENG 111-Writing and Inquiry (3 hr. English)***
 Other suggested courses:

- Additional General Education Credit
- Humanities/Fine Arts Credit

12th Grade Year

ACA 122-College Transfer Success (1 hr. CCC required)
 BIO 111-General Biology 1 (4 hr. Natural Sciences)
 BIO 112-General Biology 2 (4 hr. Natural Sciences, A.S.)
 ENG 112-Writing/Research in the Disciplines (3 hr. English)
 MAT 143, MAT 171, or MAT 172
Any other pending degree requirements

****College Math Courses:** If a student does not place into college math, a corequisite course must also be completed successfully.

*****College English Courses:** If a student does not place into college English, a corequisite course must also be completed successfully.

Reminder: In order to graduate from CECHS in 4 years, students must satisfy all requirements for a NC High School Diploma as well as the requirements for the Associate in Arts, the Associate in Science, or other approved certificate

College in Perspective: Students have a unique opportunity. CECHS is a 4 year program. Graduates will meet all requirements for both the NC high school diploma AND one of the approved CCC associate degrees or certificates.

We encourage college course success for several reasons:

- Poor performance (“D” or “F”) in college courses and course withdrawals are the primary contributors to students not completing degree requirements in four years
- Students are receiving an exceptional opportunity to take college courses at no cost.

Academic Success Policy: Any student that receives an unsatisfactory progress report in a Cleveland Community College course will meet with the Cleveland Community College Liaison to discuss current academic challenges and plans for success. Students may be placed on academic probation or suspension for dropping and/or failing college level courses.

Benchmarks for CCP Math/English Courses: Students are required to meet a testing benchmark score for direct placement into gateway Math and English courses. Juniors and Seniors may also place with an eligible unweighted GPA of at least 2.8.

- MATH PSAT Math score of 510 or PreACT/ACT Math score of 22
- ENGLISH PSAT Evidenced Based Reading/Writing score of 460
Or PreACT/ACT English score of 18 AND Reading score of 22

College Course Withdrawals:

Students may withdraw from a course only with the principal's permission if it is determined to be the most appropriate action OR the student is failing the course and have satisfied the following criteria:

- 1) Student shall have no evidence of attendance issues
- 2) Student must provide evidence of consistent correspondence with the college course instructor
- 3) Student must provide evidence of consistent correspondence with CECHS college liaison
- 4) Student must provide evidence of consistent correspondence with CECHS counselor
- 5) Student must provide evidence that they have actively sought and taken advantage of tutoring and available academic support services
- 6) Student must notify high school counselor and college liaison in person or via email explaining why they want to drop the course and submit a withdrawal request form.

The High School counselor and college liaison will then discuss the request with the student and the principal. The principal may approve or deny any withdrawal requests.

Consequences for Withdrawing from College Courses:

- Student will receive a WF on high school/college transcript.
- Student will be placed on academic probation after dropping 2 classes (cumulative). Student will fall behind on their course sequence possibly resulting in a revised academic success plan.
- The principal will initiate a conversation with parents to see if CECHS is the best fit for the student.
- The student may be required to take summer college courses in which the parent may be responsible for paying any applicable fees.

Textbook purchasing guidelines: CECHS will only purchase textbooks for courses that satisfy the approved Associate Degrees (Associate of Arts or Associate of Science). CECHS will pay for the textbooks of all degree counting courses. If a student chooses a course that does not satisfy the approved Associate Degree, the total book purchase will be the responsibility of the student. In the event that a student is required to repeat a college course during the summer, if we have a copy of the textbook we may loan the textbook to a CECHS student; however, if we do not have the textbook it will be the student or parents' responsibility to purchase the textbook.

Summer College Courses can be taken if students meet the following criteria:

1. Rising juniors and seniors with an unweighted GPA of 3.0 or better.
2. Retake a course for credit.
3. Students are responsible for purchasing textbooks, access codes, or paying any fees associated with taking summer courses. If CECHS currently owns the required text, students may check one out for summer use.

Academic/Service Clubs

Beta Club: Membership in the National Beta Club is offered to rising 10th, 11th, and 12th graders who attain and maintain a minimum unweighted 3.5 GPA. This club promotes the ideals of academic achievement, character, service and leadership among high school students. Student members are required to attend meetings, participate in service projects and other organization activities.

National Honor Society: Membership in the National Honor Society represents the highest honor and trust that can be bestowed upon high school students in the junior or senior year of high school. The National Honor Society recognizes students for outstanding scholarship, leadership, character and service. Membership in the society is indicative that the student has attained and is demonstrating and promoting all of these qualities, and is exerting an effort to improve the conditions of the school and community. For membership in the CECHS chapter of the National Honor Society, students must attain and maintain a 3.65 unweighted GPA and complete a minimum of 10 community service hours per semester. Selection for membership is by a faculty review committee and is based on outstanding scholarship, character, leadership and service. Once selected, members have the responsibility to continue to demonstrate these qualities.

Junior Civitan: is a community service organization for students. Junior Civitan members seek to meet the needs of our world and promote progress in a world of change. You can be a part of your local Junior Civitan club's commitment to making a difference.

Enrichment Clubs

On Fridays from 2:30-3:45 pm 9th, 10th and 11th grade students participate in a variety of enrichment clubs. Students will have the opportunity to change clubs at the semester break (with the exception of Yearbook). Enrichment Clubs listed below are subject to change.

Art: Art club is a place where students can practice the arts and hone their individual skills. From mixed medium to photography and various crafts, students can find where their talents lie and explore new avenues of enrichment and expression.

Garden Club: Students will learn basic principles of gardening, including composting and vermiculture, as well as participate in environmental volunteer projects.

Fellowship of Christian Athletes: FCA is a community working to see the world transformed by Jesus Christ through the influence of coaches, athletes and students (athlete outside of school or non-athlete). FCA will have regular Bible studies, guest speakers, food, and fun.

Hispanic Culture: is a fun way to experience the diversity, flair, and rhythm of the Hispanic world! We will explore the culture and customs of Spanish-speaking countries as we participate in a variety of activities focusing on the traditions and the people. We learn and participate through music, food, art, study of current events, and celebrations!

Quiz Bowl: is an academic trivia competition in which two teams of four students compete head to head using a buzzer system to be the first to answer questions read by a moderator. The fast-paced format tests the combined knowledge of the teams to determine the ultimate winner.

Science Explorers: Students will learn real-world applications of science and exploration. We will also learn about forensic anthropology, and will connect with scientists and National Geographic Explorers in order to conduct DNA and chemical analysis from soil samples.

Sports: We walk. We run. We play soccer, kickball and disc golf. Last but not least, we play football. In other words, we just have fun!

Yearbook (Yearlong):

- Work as a team to complete all sections of the yearbook
- Write articles/captions and take photos for the yearbook
- Meet with advisors, administrators, students, and/or teachers to get background information or to conduct interviews
- Meet deadlines and be responsible for completing your own pages (designing layouts, proof-reading, editing, working with online programs)
- Come to club on time and prepared to work

NCDPI Comprehensive and Innovative High School Design Principles

What is the NCDPI/ Comprehensive Innovative High Schools partnership?

The North Carolina Department of Public Instruction has partnered with 127 Comprehensive Innovative High Schools to facilitate the transformation of high schools to become academically rigorous and focused institutions which succeed in graduating all students prepared for college and work.

Design Principles: Each child in every school is entitled to achieving high equitable academic and effective outcomes. To that end, the following five design principles for High School Innovation Projects are non-negotiable for all involved in leading high school transformations:

- **Ready for College:** High School Innovation Projects (HSIP) are characterized by the pervasive, transparent, and consistent understanding that the school exists for the purpose of preparing all students for college and work. They maintain a common set of high standards for every student to overcome the harmful consequences of tracking and sorting.
- **Require Powerful Teaching and Learning:** HSIP are characterized by the presence of commonly held standards for high quality instructional practice. Teachers in these schools design instruction that ensures the development of critical thinking, application, and problem solving skills often neglected in traditional settings.
- **Personalization:** Staff in High School Innovation Projects understand that knowing students well is an essential condition of helping them achieve academically. These high schools ensure adults leverage knowledge of students in order to improve student learning.
- **Redefine Professionalism:** The responsibility to the shared vision of the HSIP is evident in the collaborative, creative, and leadership roles of all adult staff in the school. The staff of these schools take responsibility for the success of every student, hold themselves accountable to their colleagues, and are reflective about their roles.
- **Purposeful Design:** High School Innovation Projects are designed to create the conditions that ensure the other four design principles: ready for college, powerful teaching and learning, personalization, and redefined professionalism. The organization of time, space, and the allocation of resources ensures that these best practices become common practice.

Expeditionary Learning

What is Expeditionary Learning? Expeditionary Learning is a school model that emphasizes high achievement through active learning, character growth, and teamwork. Expeditionary Learning emphasizes **five core practices** that support teaching and learning in its schools.

The Core Practices:

- **Learning Expeditions:** These studies are the curriculum units in Expeditionary Learning schools. Learning Expeditions support literacy (reading, writing, math) and address required grade level academic content and skills. Final projects assess student learning.
- **Active Learning:** Teachers help students to become active and collaborative learners: to make connections, to experiment, and to develop empathy and understanding for events, people, and subjects. Students learn by doing.
- **School Culture and Character:** Expeditionary Learning provides a school culture which is characterized by a climate of physical and emotional safety, an ethic of service and responsibility, and a commitment to high quality work.
- **Leadership and School Improvement:** Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.
- **School Structures:** Expeditionary Learning schools use flexible scheduling during the school day so students can complete quality projects, use community resources and do fieldwork (authentic field trips connected to the learning expedition.)

Other components of Expeditionary Learning in high schools:

- **A crew structure:** Crews are similar to advisories: a small group of approx. 12-15 students is assigned to a faculty member. Crews meet at least once a week. In addition to supporting the academic careers of each student, crews build teamwork, character and community through team projects, adventure, and service.
- **Seminar:** A time for students to extend their knowledge, skills, abilities both in the classroom and in the real world
- **School-wide portfolio culture:** All students maintain portfolios of their achievements. Students reflect on their learning, needs, and goals through student led conferences, formal portfolio reviews and presentations.
- **College ready:** The school expects that all students are capable of high level work and will prepare all students for college. An active program of connecting students to higher education -- counseling, school visits, assistance with portfolio preparation and career planning, help in the application process -- is a part of every student's academic life.
- **Responsibilities beyond academics: service and adventure.** Service is a part of student life in two ways: an ethic of service will be developed in students through daily practices that help maintain the school facility and school culture; and opportunities will be provided for genuine service learning through service projects that go beyond token charity work to involve students in extended service connected to their academic learning. Adventure, when applicable, is integrated into the academic work; a physical education /wellness curriculum and the values of the school culture help build courage, character, team skills and community. Students are afforded opportunities and possible scholarships for summer Outward Bound courses.
- **Fieldwork and internships:** Fieldwork is a regular part of curricular studies. Students ground their learning in the real world, not just through visits, but through academic work that engages them in real world settings.

Internships and intensives (end of semester, weeklong enrichment programs) are a part of the school experience.

What's the Outward Bound connection?

Expeditionary Learning has its roots in the Outward Bound program and applies its principles and practices to the classroom:

- Learning by doing in a variety of contexts and environments (such as field studies and using community resources)
- Highly focused instruction with maximum of application
- Modeling, doing and thinking together versus passive, episodic experiences
- Challenge and teamwork to help everyone succeed

What is Crew all about?

In Expeditionary Learning Schools, each student is well known by at least one adult within the school. One structure for developing this relationship is Crew. A crew comprises a body of people who work at a common activity, toward a common goal, generally in a structured organization. The word has particular nautical references to the tasks involved in operating a ship.

At CECHS, Crew is

- Building positive relationships
- Building a sense of community and belonging
- Providing academic monitoring and support
- Developing a unique school culture
- Building self-esteem and developing personal growth
- Ensuring high school success and college readiness
- Developing 21st Century Skills
- Developing healthy habits
- Developing a culture of service
- Developing leadership skills

Field Work and Intensives (mandatory participation): Students in 9th, 10th and 11th grade participate in a variety of off-campus field work experiences related to our interdisciplinary intensives. These experiences are an important part of our high school program, and participation is expected and required. Some of our field work experiences require students to participate in off-campus, overnight trips. All trips have an adventure skill (hiking, climbing/rappelling, kayaking, white water rafting, etc.) to give our students an opportunity to experience a variety of outdoor activities before they graduate from high school. Typically these field work experiences/trips occur when students will not miss college courses. The \$100 activity fee covers all expenses related to our field work experiences. We may offer fundraising opportunities to help parents pay this fee. If students' fundraising efforts exceed their fee balance, the excess will go to the CECHS General Fund.

Grade Level Presentations (mandatory participation): CECHS students in all grade levels produce and present intense projects and portfolios such as Student Led Conferences, Mock Interviews and Senior Talks.

- **9th & 10th grade Student Led Conferences:** Students put together a digital portfolio of their work and then present it to their parents in a Student Led Conference format. The students are able to showcase areas of academic strength as well as areas for growth to communicate how well they have met content specific and

grade level learning targets. . Student Led Conferences are scheduled twice each year, once in the fall and once in the spring.

- **11th grade Mock Interviews:** Create, critique and present resumes and personal portfolios and then participate in Mock Interviews. Every CECHS junior will have an opportunity to experience a professional interview before a panel of CCC college instructors and professionals from the Cleveland County community.
- **12th Grade Senior Talks:** Senior Talks are hosted **during the semester seniors are enrolled in English IV**. Seniors produce and present a 7 to 10 minute presentation before an audience of peers, parents, faculty and community stakeholders about an assigned topic.

NC HIGH SCHOOL FUTURE-READY CORE COURSE OF STUDY

ENGLISH 4 Credits _____ English I _____ English II _____ English III _____ English IV	SOCIAL STUDIES 4 Credits _____ World History _____ American History I _____ American History II _____ Civics & Economics _____ World History _____ American History _____ Economics & Personal Finance _____ Civic Literacy
MATHEMATICS 4 Credits _____ Math 1 _____ Math 2 _____ Math 3 _____ 4 th Math (College)	SCIENCE 3 Credits _____ Earth/Environmental Science _____ Biology _____ Chemistry
HEALTH & PHYSICAL EDUCATION 1 Credit _____ Health & PE (CCC Course PED 111 Physical Fitness I)	WORLD/FOREIGN LANGUAGES <i>2 required Credits for UNC System</i> _____ Spanish 111 / 181 _____ Spanish 112 / 182

ELECTIVES 12 Credits (Seminar, CCC Courses)

- 1 ACA 115 Study Skills
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

Testing Benchmarks & Results:

PreACT (10th)	Student's Scores
18 English 22 Reading 22 Math	_____ English _____ Composite _____ Reading _____ Math

PSAT (11th)	Student's Scores
460 EBRW 510 Math	_____ EBRW _____ Math

ACT (11th)	Student's Scores
18 English 22 Reading 22 Math	_____ English _____ Reading _____ Math

SAT	Student's Scores
480 ERW 530 Math	_____ EBRW _____ Math

ASVAB SCORE: (11th)	
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CCC ASSOCIATE IN ARTS DEGREE REQUIREMENTS

ENGLISH Composition (6 SHC)

_____ ENG 111 Writing Inquiry (3 SHC)

_____ ENG 112 Writing/Research in the Disciplines (3 SHC)

Communications (3 SHC)

_____ COM 231 Public Speaking (3 SHC)

HUMANITIES/FINE ARTS (6 SHC) *Select two courses from the following from at least two different disciplines*

_____ ART 111 Art Appreciation (3)

_____ ENG 231 American Literature I (3)

_____ ART 114 Art History Survey I (3)

_____ ENG 232 American Literature II (3)

_____ ART 115 Art History Survey II (3)

_____ MUS 110 Music Appreciation (3)

_____ PHI 215 Philosophical Issues (3)

_____ MUS 112 Introduction to Jazz (3)

_____ PHI 240 Introduction to Ethics (3)

Social/Behavioral Sciences (9 SHC) *Select three courses from the following from at least two different disciplines*

_____ HIS 111 World Civilizations I (3)

_____ POL 120 American Government (3)

_____ HIS 112 World Civilizations II (3)

_____ PSY 150 General Psychology (3)

_____ HIS 131 American History I (3)

_____ SOC 210 Introduction to Sociology (3)

_____ HIS 132 American History II (3)

Mathematics (3-4 SHC) *Select one*

_____ MAT 143 Quantitative Literacy (3)

_____ MAT 171 Precalculus Algebra (4)

_____ MAT 152 Statistical Methods (4)

Natural Sciences (4 SHC) *Select one*

_____ BIO 111 General Biology I (4)

_____ CHEM 151 General Chemistry (4)* with approval

Additional General Education Hours (13 - 14 SHC)

1. CIS 110 Introduction to Computers (3)

2. _____ (SHC)

3. _____ (SHC)

4. _____ (SHC)

5. _____ (SHC)

6. _____ (SHC)

Other Required Pre-Major/Elective Hours (15 SHC)

1. ACA 122 College Transfer Success (1)* Required CCC

2. _____ (SHC)

3. _____ (SHC)

4. _____ (SHC)

5. _____ (SHC)

6. _____ (SHC)

CCC ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS

ENGLISH Composition (6 SHC)

_____ ENG 111 Writing Inquiry (3 SHC)

_____ ENG 112 Writing/Research in the Disciplines (3 SHC)

Communications (3 SHC)

_____ COM 231 Public Speaking (3 SHC)

HUMANITIES/FINE ARTS (3 SHC) *Select one of the following courses*

_____ ART 111 Art Appreciation (3)

_____ ENG 231 American Literature I (3)

_____ ART 114 Art History Survey I (3)

_____ ENG 232 American Literature II (3)

_____ ART 115 Art History Survey II (3)

_____ MUS 110 Music Appreciation (3)

_____ PHI 215 Philosophical Issues (3)

_____ MUS 112 Introduction to Jazz (3)

_____ PHI 240 Introduction to Ethics (3)

Social/Behavioral Sciences (6 SHC) *Select two courses from the following from at least two different disciplines*

_____ HIS 111 World Civilizations I (3)

_____ POL 120 American Government (3)

_____ HIS 112 World Civilizations II (3)

_____ PSY 150 General Psychology (3)

_____ HIS 131 American History I (3)

_____ SOC 210 Introduction to Sociology (3)

_____ HIS 132 American History II (3)

Mathematics (8 SHC)

_____ MAT 171 Precalculus Algebra (4)

_____ MAT 172 Precalculus Trigonometry (4)

Natural Sciences (8 SHC) *Select one discipline area (two courses in each discipline)*

_____ BIO 111 General Biology I (4) AND BIO 112 General Biology II (4)

_____ CHEM 151 General Chemistry I (4) AND CHEM 152 General Chemistry II (4)* with approval

_____ PHY 151 College Physics I (4) AND PHY 152 College Physics II* with approval

Additional General Education Hours (11 SHC)

- | | | | |
|----|--|----|--------------|
| 1. | CIS 110 Introduction to Computers (3)* Required CCC | 2. | _____ (SHC) |
| 3. | _____ (SHC) | 4. | _____ (SHC) |
| 5. | _____ (SHC) | 6. | _____ (SHC) |

Other Required Pre-Major/Elective Hours (15 SHC)

- | | | | |
|----|--|----|--------------|
| 1. | ACA 122 College Transfer Success (1)* Required CCC | 2. | _____ (SHC) |
| 3. | _____ (SHC) | 4. | _____ (SHC) |
| 5. | _____ (SHC) | 6. | _____ (SHC) |