

# Wyoming

## Dual and Concurrent Enrollment College Classes for High School Students



## High School Counselor and College Adviser Handbook





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The purpose of this handbook is to explain some of the procedures that are commonly used statewide by both high school counselors and college advisers. Most of the information included in this handbook was provided by Brenda Abbott, Director of the Center for Secondary Students at Laramie County Community College, and Jackie Meeker, Director of Distance Education and BOCHES at Central Wyoming College.

# 1. Program Description

**C**oncurrent enrollment courses are college classes taught by high school faculty who have been approved as community college adjunct faculty and who are teaching said courses as part of their duties as a school district employee. As such, these college courses simultaneously satisfy high school graduation requirements. These courses have been approved by the college as having equivalent course content, learning objectives, and work assignments as an existing college course. Course content and learning objectives are equivalent to the related college course as determined and defined by the college faculty.

High school faculty teaching concurrent enrollment courses will be considered adjunct faculty for the purposes of the college. Adjunct faculty teaching concurrent enrollment courses are approved by the college and will be included in communications with all college adjunct faculty. Additionally, high school faculty teaching concurrent courses interact as required with a designated college representative for issues such as student records, grades, and other student or learning issues.

Because these are college courses, the student will be graded consistent with the standards, expectations and academic freedom governed by full-time and adjunct faculty at the college. The students will receive a grade on both college and high school transcripts.

**Dual enrollment credit** is given to qualified high school students who complete college level courses for which the college hires and pays the instructor, and for which the high school agrees to allow high school graduation credit.

Because it is a college course, the course will typically be delivered on the college's academic calendar and schedule; students and the local high school may need to make adjustments collaboratively to meet this schedule. The high school student will be treated as equal to any college student in that course. Coursework and grading will be according to the college standards and expectations. The students will receive a grade on the official college transcript, as well as the official high school transcript. Qualified high school students have access to the full variety of delivery modalities such as face-to-face, online, or compressed video when these modalities are available.

***The three programs listed below are other options for high school students seeking college credit; however, they are not part of the dual/concurrent enrollment program.***

1. **Jump Start courses** are college credit courses only, and do not qualify for high school credit. Jump start courses are college credit courses for which the college hires and pays the instructor either on-site at the college main campus or other classroom facility, or via a distance education medium, typically the Internet. Because it is a college course, the student will be graded according to college standards and expectations. The students will receive a grade on a permanent college transcript. Qualified high school students can enroll in these courses.

*The high school student will be treated as equal to any college student in that course. Coursework and grading will be according to the college standards and expectations.*

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2. **The International Baccalaureate (IB) Program** is an internationally recognized curriculum that offers 11th and 12th grade students an opportunity to earn the IB diploma. To earn the IB diploma, students complete and test in six IB subjects; write an extended essay of independent research guided by a faculty mentor; complete 150 hours of creative, action, and service activities (CAS); and participate in a critical thinking course called Theory of Knowledge. This advanced, comprehensive program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society. Students who take IB courses without completing the entire program may earn IB certificates by testing in selected IB courses.
  3. **The Advanced Placement (AP) program** is a curriculum in the United States and Canada sponsored by the College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college. Participating colleges grant credit to students who obtained high enough scores on the AP exams to qualify.

## II. Dual/Concurrent Enrollment Benefits

These courses:

- Serve as an impetus or vehicle for seamless transition between high school and post secondary education.
  - Establish a partnership to support student success.
  - Establish written agreements between the school district and a community college that clarify the process and mutual expectations.
  - Ensure that the high school faculty and students are informed of the rigor of college courses.
  - Ensure that more high school students are prepared for college-level work upon graduation.
- Serve as an access point for students who otherwise are unlikely to attend college.
  - Reduce the time associated with completing a postsecondary credential.
  - Provide opportunities for those who did not know that they were “college material.”
  - Facilitate successful student completion of college courses and demonstrate that there are college programs available for them.
  - Align and fortify curricular options available to advanced high school students through enrollment in college transfer and technical courses.
- Provide a head start for advanced students already planning to attend college or enter the workforce.
  - Ensure that more high school students are college-ready upon graduation and have acquired the skills necessary to compete in the state’s global economy.

### III. General Information

#### A. Purpose of the Memorandum of Understanding (MOU)

Before high schools and community colleges (and the University of Wyoming, in some cases) can offer dual and concurrent enrollment courses to high school students, they are required by state law to have a signed agreement known as a Memorandum of Understanding. This MOU is a common document that the Academic Affairs Council of the seven community colleges created and approved. Copies of the signed MOUs are housed at the Wyoming Community College Commission in the office of the Programs Team Manager. The PEOP Law (WYOMING POSTSECONDARY EDUCATION OPTIONS PROGRAM 21-20-201) requires that these agreements comply with minimum educational standards defined by the Wyoming Community College Commission and include the common elements of eligibility, quality and student performance, communication, student support services and transferability.

#### B. Faculty Requirements

High school faculty who teach concurrent enrollment courses are college adjunct faculty; therefore, their applications to teach a college course are reviewed in the same manner and according to the same standards as all other college adjunct faculty. All employment forms and transcripts must be submitted through the appropriate office.

A faculty credential approval process has been developed. See page 26 in the Manual of Procedures located on the dual/concurrent web page.

#### C. Program Coordination and Quality

The MOU requires each partnership to provide a liaison between the high school and college with responsibilities for coordinating advisement, arranging course schedules, regular and standardized communications, course transferability, and support services.

It is recommended that the high school provide a designated official at the high school to serve as the point of contact on matters related to concurrent enrollment. Duties include (but are not limited to) coordinating appropriate paperwork (WDE requirements, course summary form, student registration, etc.), acting as communication liaison for college with faculty and students, assisting college personnel in implementation of electronic course evaluations, etc. The designated high school official will also assure that each student and parent signs a copy of the Community College-High School Dual/Concurrent Registration form which discusses student responsibility and transfer issues. It is important that the student and his/her parents clearly understand that enrolling in a concurrent enrollment course will result in a college grade on a college transcript and a high school grade on a high school transcript.

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## IV. Student Information

### A. Non-discrimination Statement

Consistent with their mission to value diversity and to treat all individuals with dignity and respect, Wyoming Community Colleges do not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, or disability in admission or access to, or treatment or employment in its educational program services or activities. The colleges make reasonable accommodations to serve students with special needs and offers services to students who have the ability to benefit. Inquiries concerning Title VI, Title IX, or Section 504 may be referred to the Human Resources Officer at individual community colleges, or the Office of Civil Rights for Wyoming at Denver Office, Office of Civil Rights, U.S. Department of Education, Federal Building, 1244 Speer Blvd, Suite 310, Denver, CO 80204-3582, 303-844-5695, Fax 303-844-4303, TDD 303-844-3417, email OCR\_Denver@ed.gov.

The spirit of free inquiry, which characterizes the educational environment, must be allowed to flourish within the context of mutual respect and civil discourse. Discriminatory, threatening, or harassing behavior against any group or individual based on, but not limited to, gender, color, disability, sexual orientation, religious preference, national origin, ancestry, or age will not be tolerated.

### B. Course Offerings

The MOU requires colleges to collaborate with the appropriate personnel at the local high school to identify potential courses and faculty for that high school. For examples of course offerings in Wyoming High Schools, see the dual/concurrent web page for **Implementing SEA 52: Improving Equity and Access to Quality Dual and Concurrent Enrollment Programs through Consensus Building**, see pages 70-74. Many other colleges and high schools will share their offerings when contacted.

### C. Student Eligibility

The MOU states that in order for Wyoming High School students to be eligible for the Dual and Concurrent Enrollment Program, they must:

1. Be seniors, juniors, or have the permission of a high school official; and,
2. Have permission from their parent(s) or guardian(s) and a designated school official; and
3. Meet course entrance requirements and/or prior course work required before enrolling in a particular course.

Note: No high school, community college, the University of Wyoming or BOCES/BOCHES can impose additional eligibility requirements.

### D. Placement Testing for Student Eligibility

Many college courses offered for concurrent enrollment credit have prerequisite skills which must be met before a student can register for credit in the course. Prerequisites inform prospective students what body of prior knowledge is necessary to be successful in a particular course. Students who

*Many college courses offered for concurrent enrollment credit have prerequisite skills which must be met before a student can register for credit in the course.*

cannot demonstrate the prerequisite academic requirements of a concurrent enrollment course on a placement exam will not be awarded college credit in the class, regardless of the final grade earned.

Prerequisite placement is most commonly met through ACT scores for students who are still in high school or who are entering college within a year after their most recent ACT testing date. A student's skill level will be assessed in three key areas (English, math and reading). Admission to a Wyoming community college is not based on these scores; however, all Wyoming students are encouraged to take the ACT to establish eligibility for the Hathaway Scholarship.

Students must take college placement tests in order to show proof of meeting course prerequisites unless students can demonstrate sufficient ACT scores. Students should check with the community college regarding the college's specific ACT score expiration policy. If a student has not taken the ACT, or if a student's scores do not meet placement requirements, colleges can use the COMPASS Academic Skills Assessment to place the student into concurrent enrollment courses. Students who have completed placement testing at one institution can transfer these assessment scores to another Wyoming community college. When transferring test scores, please contact the local college's Admissions Office for assistance in having these scores honored elsewhere in Wyoming.

- Students preparing to enroll in a concurrent enrollment ENGL 1010 course must provide satisfactory evidence of basic writing skills by attaining an English placement test score of ACT 21 or equivalent Compass test level.
- Students preparing to enroll in a college-level math course must provide satisfactory evidence of required math skills for that course by attaining a math placement test score of 21 on the ACT.
- Students whose reading assessment test scores are below college level will be limited to those courses for which they have the prerequisite reading level skills.

Placement Test	Math Score	English Usage	Reading
ACT	21	21	21
COMPASS	64	75	75

If a prerequisite concurrent enrollment course is listed for a subsequent concurrent enrollment course, the student must have completed satisfactorily (grade of C or better) the prerequisite course, scored at an equivalent level on the college placement test, or completed an equivalent course at a college/university with regional accreditation. Equivalent course completion must be demonstrated by submitting an official transcript; final determination will be made by the Student Records Office/Registrar. For additional information on this process, contact the concurrent enrollment contact person at your local college.

### E. Transferability

Dual and concurrent enrollment courses taken through Wyoming community colleges are fully transferable between colleges in the state, and to the University

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of Wyoming. Credit is generally transferable to public colleges and universities throughout the United States.

Students should be aware, however, that not all courses will fulfill the requirement for a chosen degree program, even when a college accepts the credit. So while COSC 1200 (Computer Information Systems) will be accepted by the University of Wyoming if a student majors in Business, it won't necessarily fit into a degree in Chemical Engineering.

## F. Distance and Online Courses

At the discretion of the HIGH SCHOOL, students may earn dual enrollment credit for courses provided by a college via distance delivery under the following conditions:

- Distance education courses may be delivered via telecourse, videotape, video conferencing system such as the Wyoming Equality Network (WEN), online, or any other means where instruction does not occur on the college's main campus or at an established outreach center.
- The college will provide the course syllabus and/or course outline for each distance course to the high school upon request.
- Each distance education course will be conducted following the regular schedule of the college.
- All course prerequisites must be met before students will be eligible to register for distance education courses, including English and Math placement scores, as appropriate.

The high school shall provide a classroom facilitator to monitor student progress and success.

Note: Distance courses for dual enrollment offered by Wyoming community colleges and the University of Wyoming may be located through the **Wyoming Switchboard Network (WSN)** at <http://wyomingswitchboard.net>, **Wyoming Course Locator and Support Services (WyClass)** at <http://wyclass.wy.edu/Distance+course> or the **Wyoming Distance Learning Center (WyoDLC)** at <http://www.wyodlc.org>.

- Students enrolled in a distance education course shall be required to report course expectations and progress to the high school facilitator.
- The high school shall be responsible for the monitoring of standards established by the high school.

## G. Federal Financial Aid

Because concurrent/dual enrollment students are still in high school and are considered "non-degree seeking," they do not qualify for Federal Financial Aid. The college transcript students generate through a concurrent/dual enrollment program, however, will be used to determine their eligibility for Federal Financial Aid after they've been graduated from high school and have matriculated to a post-secondary institution.

*The college transcript students generate through a concurrent/dual enrollment program, or Federal Financial Aid after they've been graduated from high school and have matriculated to a post-secondary institution.*

The financial aid requirements are as follows:

### Standards of Satisfactory Progress

Federal and state regulations require an institution to establish Standards of Satisfactory Progress for all students receiving federal and/or state financial aid. Applicants must maintain satisfactory academic progress both prior to and during the semesters aid is received. Standards of satisfactory progress are as follows:

*Students on financial aid probation must attain requirements #1 and #2 (listed to the right) and participate in financial aid counseling or be suspended from participation in all financial aid programs.*

1. Maintain a minimum 2.0 cumulative grade point average.
2. Students are also expected to make “normal” progress toward their degree objective within a maximum time frame. Generally, students are eligible for financial aid at community colleges up to a total of 96 credit hours attempted. Each semester, there must be a completion rate of 67 percent (two-thirds) of the total enrolled credit hours. Examples of this requirement:

Enrolled Credits per semester	Calculation of 67 percent per semester	Minimum credits required to complete
20	(x.67)=	13
15	(x.67)=	10
12	(x.67)=	8
9	(x.67)=	6
6	(x.67)=	4

3. Completed courses with a grade of “D” or better will be counted to meet the minimum requirements, including required developmental courses. Credits with the following grades are not counted toward the minimum requirements: F (Failure), Z (Audit), X (Incomplete), U (Unsatisfactory), T (Temporary), W (Withdrawal) and WI (Withdrawal by Instructor).
4. Failure to maintain the requirements in paragraphs 1 and 2 above will result in limiting funding to one additional semester on financial aid probation. Students on financial aid probation must attain the above requirements and participate in financial aid counseling or be suspended from participation in all financial aid programs. The student will also be required to attend financial aid counseling while on suspension.
5. If suspended, a student may file a written appeal for reconsideration with the Dean of Student Services, explaining any extenuating circumstances.
6. In order to reinstate financial aid eligibility once suspended, the student must complete a minimum of 12.0 additional credit hours with a 2.0 grade point average or better.

### H. Grade Guideline for Parents

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student’s educational records. It applies to schools receiving funds through a U.S. Department of Education program. Once



a student registers for a college course, including dual enrollment and concurrent enrollment courses, information from the student's record cannot be shared with others – even parents – unless the student gives written permission. The law does allow an institution to disclose records without consent in some special cases, including health and safety. For more FERPA information, please visit the U.S. Department of Education website at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

All parent or guardian inquiries related to a high school student's performance in a concurrent enrollment class must be directed to the student's high school guidance counselor or teacher. If the student is a home school student, inquiries should be made directly by the student. In 1974, federal legislation created FERPA (Family Educational Rights and Privacy Act), which is designed to establish the requirements regarding privacy of students' educational records. FERPA regulations govern the release of educational records, as well as access to them. At postsecondary institutions, all students and former students, regardless of their age, are protected by this legislation. Consequently, college employees cannot discuss class performance, attendance or course placement scores with parents or guardians of high school students. The student may directly contact the college employees for information, but parents or guardians with questions should contact their student's high school guidance counselor, who will then contact the college for more information.

*Students should be aware that a college instructor's grading criteria may differ from that of teachers in high school. It may also differ from college instructor to college instructor, and students should pay close attention to course expectations, attendance, and grading information provided in the instructor's course syllabus.*

### **I. Course Change Policies**

Students should pay close attention each semester to the deadlines for adding, dropping, and withdrawing from college credit courses. Deadlines for concurrent enrollment courses offered on each high school campus will be set jointly by the high school and the cooperating community college in an effort to meet the administrative and billing needs of both institutions. Deadlines for adding, dropping or withdrawing from dual enrollment courses taken through any college are established by that college for all students. Each high school student taking a class is personally responsible for also knowing and adhering to those effective dates. Not doing so could result in negative consequences, especially to a student's college transcript, future financial aid, and/or high school transcript (and therefore graduation requirements!)

### **J. Grading Information**

The MOU states that grading shall be valid and reliable and based on student academic performance. Weighted grades may be used in secondary schools, but the final grade point average (GPA) shall be computed on a 4.0 (A=4.0, B=3, C=2, D=1, F=0) scale.

At the beginning of every dual and concurrent enrollment course, students should receive a syllabus from the instructor that provides grading criteria for the course. The courses for which students receive high school and college credit will be recorded on an official college transcript. Grades for dual credit courses will be distributed to the student's high school for inclusion on the high school transcripts.

Students should be aware that a college instructor's grading criteria may differ from that of teachers in high school. It may also differ from college instructor to college instructor, and students should pay close attention to course expectations, attendance, and grading information provided in the instructor's course syllabus.

If an instructor fails to provide a grading scale in the course syllabus, students should ask the instructor to provide a written copy of it. Students are also encouraged to speak with their instructors directly if there are concerns about course requirements, testing or grades.

#### **K. Tuition and Fees**

By WS 21-20-201, if there is a concurrent and dual enrollment agreement, students cannot be charged.

As required by Wyoming Statute 21-20-201, (d), “The school district and the university or community college district entering into an agreement for purposes of this section shall, if there are any fees within the agreement, establish fees to be assessed the school district for student participation under the program, the payment schedule for the established fees and other necessary arrangements to facilitate fee payment and collection.”

#### **L. Textbooks and Materials**

The high school is responsible for ensuring that textbooks and materials are available for these students. As required by Wyoming Statute 21-20-201(d), “Any textbooks, materials or equipment purchased under the established fees shall be addressed within the agreement entered into between the university or college and the school district. The university or community college shall not directly assess and collect any fee from the participating student, parents or guardians for textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution.”

#### **M. College Resources**

The MOU states that dual enrollment high school students will have access to all the standard support services that any college student has available. Concurrent enrollment students will access these services through their high school counselor’s office.

### **V. Related Information**

#### **A. Transitional Advising**

*by Brenda Abbott, Laramie County Community College*

Concurrent enrollment programs identify and document curriculum alignment for a non-duplicative and seamless transition from high school courses to college courses in the same program of study. Some uninformed students, however, are not confident enough to accept the credits offered, much less seek out and enroll in concurrent enrollment courses at their high school. It is not unusual to meet a student in the middle of his senior year who is unaware of such programs and/or who has already missed opportunities to take several free college courses. The primary goal of dual credit programs – as a tool to create a seamless transition to a college program of study – is seldom explained to students. A one-on-one transitional advising session, ideally in the sophomore year, can help students understand the future implications of their ACT scores, the advantages of earning college credit while still in high school and how to choose those courses wisely. A good transitional advising program considers the following:

*By WS 21-20-201, if there is a concurrent and dual enrollment agreement, students cannot be charged.*



*The high school is responsible for ensuring that textbooks and materials are available for these students.*

*Recovering credits for high school graduation through a program which also places those credits on a college transcript offers added value and might motivate a student trying to turn his educational life around.*

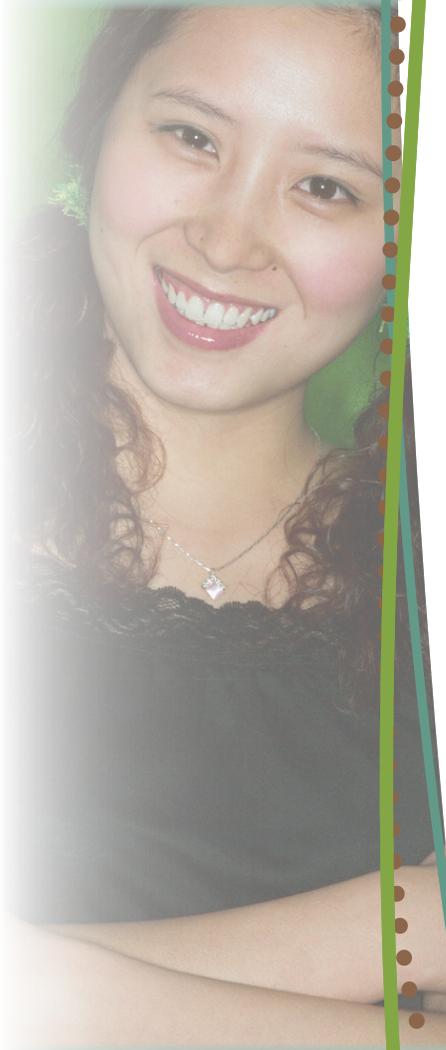
- Transitional advising differs from counseling, career coaching and academic advising.
- Transitional advising should never be perceived simply as recruitment for the local college.
- Transitional advisers should know the applicable high school graduation requirements and the college and state's general scholarship requirements.
- Transitional advisers can use Career Pathway templates/roadmaps to illustrate the use of free college credits in a way that is relevant to a student's intended post-secondary Program of Study, including the ability to suggest valid alternatives to recommended courses when necessary.
- Transitional advisers can explain how ACT scores determine prerequisite placement in specific college courses.

Students and their parents should already understand the advantages to earning college credit before the student sits down in an approved concurrent enrollment class on the first day. Dually enrolled students often fall into a gap between high school advising (designed to help them reach high school graduation) and college advising (designed to help them reach college graduation), but a transitional adviser can help students plan ahead and use their dual credits more effectively. All students who are eligible for free college credit should receive the correct information in a timely manner. Parents should be invited to attend transitional advising sessions with their students to ask general questions and meet the transitional adviser.

Educators should understand how concurrent enrollment courses form stepping stones on pathways from high school to postsecondary programs of study. Transitional advisers should know exactly which locally approved concurrent enrollment courses are part of those career pathways. Earning concurrent enrollment credit in a favorite CTE class, and simultaneously starting a college transcript along a career pathway, could have a major impact on the educational future of a previously unmotivated student. **High school students who see the value of concurrent enrollment courses within the more focused and relevant picture of their own educational goals are positioned to take full advantage of Wyoming's dual credit opportunities.**

If a school decides to implement a Transitional Advising program, one approach to providing transitional advising services would be to have a college's transitional advisers work closely with a high school's graduation coaches. Another approach would be to have transitional advisers from the college visit a high school's campus a few afternoons a semester. Prior to those visits, someone on the high school campus could pre-schedule students in twenty minute appointments for an initial session planned around a one-page checklist covering the main points of making a smooth transition from high school to college. In twenty minutes, a TA can gather information, answer a few questions, and schedule a longer, more in-depth advising session on the college campus.

A transitional adviser from the college should only meet with a credit deficient student upon referral and with full cooperation from the student's high school counselor. High school students who are credit deficient, but who have full schedules and no chance of recovering everything they need in time for graduation, should talk to a high school counselor first about earning college credits that



*The individual academic scores on the ACT are used to determine a student's readiness for college academic classes, yet few students are able to accurately recall those numbers if asked to do so.*

can be transferred in. Recovering credits for high school graduation through a program which also places those credits on a college transcript offers added value and might motivate a student trying to turn his educational life around. **The high school counselor must be in full agreement that any selected courses will fit the student's needs with regard to graduation requirements.**

All Wyoming students should take the ACT in their junior year and should plan to take it more than once before graduation. The composite score is used to determine scholarship eligibility, so the composite score is usually the number remembered by students and their parents. However, the individual academic scores on the ACT are used to determine a student's readiness for college academic classes, yet few students are able to accurately recall those numbers if asked to do so. **The individual scores identify students who are not yet meeting basic college level competencies in math and English by the end of the eleventh grade, a full year before graduation when there is still time to do something about it.** A secondary/postsecondary team approach to transitioning students successfully from high school into college can help facilitate practical strategies for improvement.

### B. High School Classes Compared to College Classes

High School	vs	College
A teaching environment in which you acquire facts and skills.		A learning environment in which you take responsibility for applying what you have learned.
<b>Homework</b> Teachers check your completed homework and usually assign a grade to it.		Instructors assume that you have completed your homework and may not always check it. They will, however, assume you will be able to perform the same work on a test.
<b>Behavior</b> You will usually be told what to do and corrected if your behavior is out of line.		You are expected to take responsibility for what you do and don't do and for the consequences of your decisions.
<b>Assignments</b> Teachers remind you of incomplete assignments and usually tell you what you need to learn from assigned work.		Instructors assume you are mature enough to take responsibility for assignments and proceed from the assumption that you have read and understand them. They may not remind you of missing work.
<b>Reading Assignments</b> Reading assignments may be discussed and re-taught in class.		Reading assignments may be both frequent and lengthy, and the material may not be covered in class.
<b>Assistance</b> If teachers are concerned and believe you may need assistance, they may approach you.		Instructors are usually helpful and willing to offer assistance, but they expect contact to be initiated by you.



<p><b>Office Hours</b> Teachers often make themselves available for conversation before, during, and after class.</p>	<p>Instructors post their office hours and generally expect you to see them during those times.</p>
<p><b>Absences</b> Teachers often provide you with information you missed when an absence occurs.</p>	<p>Instructors expect you to obtain any missed class notes or assignments from your classmates. Excessive absences may result in a lower course grade or being dropped from the course.</p>
<p><b>Textbooks</b> Teachers present information to help you understand the material in your textbook.</p>	<p>Instructors may not always follow the textbook. They expect you to read assignments before class, provide background information or illustrations and expect you to incorporate these with your assigned reading.</p>
<p><b>Class Notes</b> Teachers often write information on the board to be copied into class notes.</p>	<p>Instructors may lecture nonstop, expecting you to identify the important points and to write these in your class notes without direction.</p>
<p><b>Due Dates and Reminders</b> Teachers often remind you of tests and due dates.</p>	<p>Instructors expect you to read and refer to the course syllabus for tests and assignments due dates.</p>
<p><b>Studying</b> You often hear or read information only once to learn all you need about the material.</p>	<p>Class notes and textbook material should be reviewed regularly.</p>
<p><b>Tests</b> Tests are given frequently on small amounts of material.</p>	<p>Testing may not occur often, and your course may only have two or three tests over the semester. You are expected to organize the material and your class notes to prepare for the test.</p>
<p><b>Make-Up Tests</b> Make-up tests are sometimes offered.</p>	<p>Instructors seldom make available make-up test opportunities. If a make-up test is an option, it is up to you to request it.</p>
<p><b>Grades</b> Grades are given for almost all assigned work.</p>	<p>Grades are not necessarily provided for all assigned coursework.</p>
<p><b>Final Course Grade</b> Homework grades and extra credit opportunities may help raise your overall class grade when test grades are low.</p>	<p>The final grade is usually determined by grades on tests and major writing assignments.</p>