Early College Earned Credit Training

Development Sessions for Robust Program Implementation

The list of trainings and workshops below may be helpful to implementing a robust early college program that focuses on high school and regional community college partnerships.

# Improving Early College Students Access to High Value General Education Credit

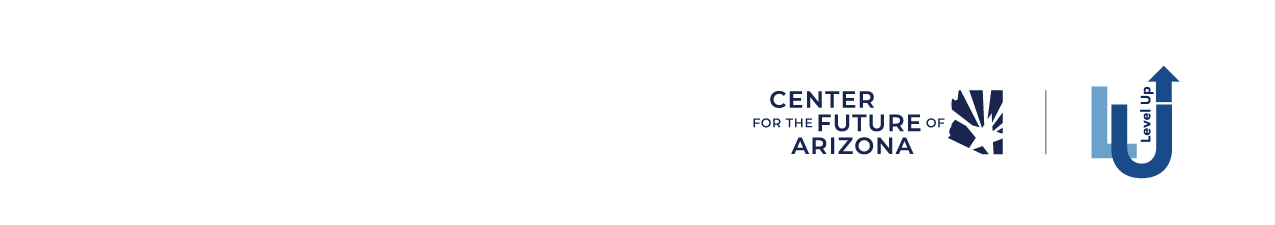
## Audience

* Community College Early College Program Administrators, Academic Deans, and Department Chairs
* High School Administrators (persons responsible for high school schedules, curriculum specialists, and department chairs)

## Description

General Education is an approved college curriculum that is transferable to ABOR universities and required for an associate’s degree. The program requirements are also complementary to high school graduation requirements. In this session, participants will elevate general education early college strategy to improve student access to high value credit in dual and concurrent enrollment programs.

## Objectives

1. Provide a historical perspective of the relationship between high schools and community colleges.
2. Define academic college programs.
3. Identify high value general education courses that satisfy high school graduation and college program requirements.
4. Differentiate between college credit earned by course completion, nationally recognized exams, and work-based certificates.
5. Explore ways to leverage course titles to increase student access to college credit.
6. Negotiate the use of honors tags for student access to college credit and the value of it.
7. Use contact hour requirements for college courses to inform scheduling and the amount of credit applied to the high school transcript.
8. Establish a list of pre-approved college courses that will satisfy high school graduation requirements and the amount of credit that will be applied to the high school transcript.
9. Generate opportunities for students to earn mathematics credit in an algebra-based pathway or college mathematics.
10. Generate opportunities for students to earn science in a majors or foundational pathway.
11. Coordinate the assessment of general education student learning outcomes with the partner college.

*Specialized programs such as Hoop of Learning*

1. Identify culturally relevant courses that satisfy high school graduation and college program requirements.

## Materials

* General Education Narrative
* Alternative Credit Prior Approval Form\_Any Course
* Alternative Credit Prior Approval form\_Pre-Approved List
* HS Class Registration Guide
* HS Student Advisement Sheet\_GenEd College Credit
* Student Typologies\_Advisement

### Additional Materials

* College Course Catalog
* High School Course Catalog
* College Contact Hour Calculator
* High School Instructional Minutes Per Class
* Specialized Program Purpose Statement (e.g. Hoop of Learning)

# Should I (or my child) earn college credit in high school?

## Audience

* High School Students
* High School Guardians
* High School Counselors

## Description

There are many ways to earn college credits in high school that apply to university transfer and an array of community college certificates and degrees that prepare students for high demand and high wage jobs. Equip yourself with information to make informed choices about high school class selection, AP exams, and early college programs to elevate your career opportunities and lower costs along the way.

## Objectives

1. Demonstrate a survey of community college academic programs including certificates of completion, associate’s degrees, bachelor’s degrees, and the AGEC.
2. Differentiate between college credit earned by course completion, nationally recognized exams, work-based certificates, dual enrollment, and concurrent enrollment.
3. Provide a survey of cost comparisons between community college tuition, prior learning assessment fees, and university tuition.
4. Explain the Arizona General Education Curriculum (AGEC) and its alignment with high school graduation requirements.
5. Provide a list of high value general education courses that satisfy high school graduation and college program requirements.
6. Offer guidelines and resources for earned math and science credit as it relates to student math placement and college and career interests.

## Materials

* HS Registration Guide
* HS Student Advisement Sheet\_GenEd College Credit
* Occupational Programs of Study Templates

### Additional Materials

* College Webpages
* AZ Transfer Website
* AP Credit By Policy Website

# Strengthening Early College Occupational Programs of Study

## Audience

* High School CTE Directors and Program Leads
* Community College Occupational Deans, Department Chairs, and Program Directors

## Description

Establish early college programs of study for high school students to make progress towards completing occupational certificates and degrees.

## Objectives

1. Use the ADE-CTE program-specific curriculum and identify clusters of college courses that complement it.
2. Identify work-based certificates that are the equivalent to college credit.
3. Use the high school scope and sequence and college course requisites to establish a sequence of college course offerings.
4. Identify high value general education courses that satisfy degree requirements for the occupational program.
5. Draft early college occupational programs of study that include high school graduation requirements, general education and occupational colleges courses, and opportunity for earned credit with nationally recognized exams and work-based certificates.

## Materials

* Programs of Study\_Occupational Narrative
* Occupational Programs of Study Templates
* QRG\_Occulational EC Programs of Study

### Additional Materials

* College Course Catalog
* High School Course Catalog
* College Contact Hour Calculator
* High School Instructional Minutes Per Class
* ADE-CTE Website
* AZ Transfer Website
* AP Credit By Policy Website