



TYLER ISD

SUCCESSFUL STUDENT OUTCOMES

Early College H. S.

Course Guide

2024-2025

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YOUR CHOICES:

The 2024-2025 Edition

As a Tyler ISD high school student you are encouraged to give careful consideration to the selection of your courses for the 2024-2025 school year. You should choose courses that prepare you for the future by choosing an academically challenging curriculum.

The guidance staff will be your partner to monitor your progress toward graduation during your high school years. However, it is very important that you and your parents take responsibility for ensuring all graduation requirements are completed in a timely fashion. Additionally, a student may not receive a high school diploma until the student has performed satisfactorily on required state assessments. Course planning and registration is important. You should select courses and programs that match your interest, your academic abilities, and your post-secondary goals. Careful consideration should be given to the combination of courses selected and the demand on time for studying, practicing, performing, or competing. Counseling staff are available to advise you and your parents as you plan courses to meet state graduation requirements and your career goals.

Under House Bill 5, students are now under the new Foundations plan with Endorsement or Distinguished Level of Achievement Plan. Freshmen entering high school in 2014 or after are required to complete the graduation plan set forth by House Bill 5. Any questions regarding graduation plans should be directed toward your high school counselor. Information is also available at www.tylerisd.org under the “Guidance and Counseling” and “Secondary Education” tabs.

Choices you make during high school years will determine the choices available to you for the rest of your life. Additional education or training gained through college, post-secondary education, technology training, military service, and vocational training can open up a world of opportunities. You should set goals that extend beyond high school and focus on what you need to do now in order to have the tools to reach those goals.

The Tyler ISD Program of Studies lists courses and programs that Early College High School generally makes available to students. It should be noted, however, that not all of the courses listed are scheduled every year, since it is not economically feasible to schedule classes in which only a few students enroll. Sufficient numbers of student requests for specific courses become a determining factor in the course being offered.

*****Disclaimer: State and local policy supersedes all statements in this course selection guide.*****

Early College High School



ESSENTIALS FOR GRADUATION

Tyler ISD students must meet or exceed the standards for graduation in three categories as follows:

Attendance

Policy FDD (LOCAL) states, "Students in grade 6-12 must be in attendance 90 percent of the days a class is offered to receive credit for the course." For the purposes of credit, there is no difference in an excused or an unexcused absence.

Course/State Assessment Requirements

All students shall complete the state and local graduation requirements in order to receive a high school diploma.

Required Exit Level Test – High school graduation requirements include the successful completion of the state mandated End of Course Exams.

Graduation

Tyler ISD does not award certificates of course completion. Only students who have met all state requirements may participate in commencement ceremonies. Students and parents must share the responsibility for monitoring progress toward meeting graduation requirements.

STATE GRADUATION PLANS

Students in Tyler ISD are required to plan their high school studies to meet the expectations of the Foundations with Multidisciplinary Endorsement Plan. The program provides the comprehensive background of coursework required by institutions of higher education and major employers in the business world. However, students are strongly encouraged to contact colleges or universities of their choice regarding specific entrance requirements.

- **College readiness.** Many colleges and universities require the Foundations with Endorsements for admission. In addition, students ranked in the top 10 percent of their graduating class from an accredited Texas public high school are eligible for automatic admission to most Texas public universities if they have completed the Distinguished Level of Achievement Program (DLA).
- **Recognition.** The Distinguished Achievement Program seal will be affixed to the Academic Achievement Record (AAR), or transcript.
- **Test results.** Research suggests that students who take additional English, math, social studies and science courses make higher scores on the SAT® or ACT® college entrance exams.

Performance Acknowledgments

A student may earn a performance acknowledgment on the student's transcript for outstanding performance in:

- a dual credit course by successfully completing at least 12 hours of college academic courses.
- bilingualism and biliteracy
- College Board Advanced Placement test by earning a score of 3 or above on a College Board Advanced Placement examination.
- an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace
- earning a state-recognized or nationally or internationally recognized business or industry certification or license

CLASS RANK AND STANDING

Class rank includes most core area courses and courses in Languages Other Than English, as outlined in the High School Grading Handbook [Policy EIC (LOCAL)]. If a student transfers into Tyler ISD with letter grades, these grades will be converted and recorded on the academic achievement record. For further information, please see Tyler ISD local policy code.

CLASS RANK

Rank in class is determined by a cumulative weighted numerical average of semester grades for the designated core area courses and courses in Languages Other Than English mentioned in the previous paragraph. This cumulative weighted average is for local ranking purposes only and is weighted as follows:

- On-level Courses - - Numerical average
- Pre-AP Courses - - Numerical average plus 5 points
- AP Courses - - Numerical average plus 10 points
- Dual Credit Courses - - Numerical average plus 10 points

Courses with a modified curriculum do not count toward class rank.

Pre-AP, AP, and Dual Credit weighted points are not reflected on a student's report card or transcript. **The weighted points are used for local ranking purposes only.**

VALEDICTORIAN AND SALUTATORIAN

The graduate with the highest cumulative weighted GPA shall be designated as the Valedictorian. The graduate with the second highest cumulative weighted GPA shall be designated as the Salutatorian. To be eligible for Valedictorian or Salutatorian honors, a student must have been initially and continuously enrolled in the assigned school for the four regular semesters (fall and spring) preceding graduation and must have completed the Distinguished Achievement Program for Graduation.

OTHER OPTIONS FOR ACQUIRING CREDIT

In addition to the campus course offerings during the regular school year, students in Tyler ISD have the options of summer school, credit-by-examination, and correspondence courses for acquiring credit toward graduation requirements. (Note: only two credits may be acquired through correspondence courses). For additional information please refer to the Tyler ISD Secondary Grading Handbook

Postsecondary Readiness

According to the state accountability system a graduate is deemed to be "Postsecondary Ready" if he/she graduates on the Foundation High School Plan with Endorsement (FHSP-E) **OR** Foundation High School Plan with Distinguished Level of Achievement (FHSP-DLA) **AND** meets at least one of the following criteria:

- Earn an industry (nationally recognized) certification
- Perform at or above criterion score on one or more AP examinations
- Complete a course for dual credit – 3 hours in ELA or Math
- Complete 9 hours or more of dual credit
- Complete 12 hours or more of earned postsecondary credit
- Earn an associate degree
- Achieve TSI benchmark scores on the TSI, SAT, or ACT
- Enlist in the U.S. armed forces

Summer School

Students who did not receive credit in a course due to a failing grade may repeat courses in the four core curriculum areas of English Language Arts, mathematics, science, and social studies. Courses are offered based on enrollment and availability of teaching staff.

Credit By Examination (CBE)

Students may take credit by examination to receive credit for high school courses. Students must score eighty (80) or better to receive credit in a course for which they have had no prior instruction. If a student has had prior instruction the course, he/she may take a credit by examination but must make a grade of seventy (70) or above to receive credit. See your counselor for information on the application process. Examination dates, fees and registration information may also be found on the Tyler ISD website under Assessment.

Local Credit Courses

The District may offer courses for local credit. Such courses shall not be counted toward state graduation requirements but may be counted toward local unit credit in addition to state graduation requirements.

Non Credit Courses

Seniors, who have passed all required End-of-Course examinations and are on track for graduation may choose to take one block off daily. This time can be used to attend college, to study, or to work. No credit is awarded for senior early release periods. Students may also serve as an office, teacher, counselor, or library aide. No credit is awarded for an aide position.

ADMISSION TO COLLEGE

The student who plans to attend college after high school graduation should begin early to plan a course of study to assure acceptance by the college or university of his/her choice. Students must graduate on the Distinguished Achievement program or the Foundation with Endorsement graduation plan to apply to a 4 year college or university right out of high school. Once the student has made a definite choice of the school he/she plans to attend, it is advisable to keep in contact with the school's admission office; by doing so, the student will know well in advance any entrance requirement changes. Generally, college admission is based on a specific high school curriculum, rank in class, and scores on college entrance exams. Most colleges post their catalogs to their websites.

The following examinations are administered during high school to demonstrate college-readiness and level of preparation for entrance into college:

- **PSAT-NMSQT** – This test, administered in mid-October of each year, is designed to aid juniors in estimating their ability to do college-level work and to guide them in making their college plans. National Merit and Commended Student status is determined based on PSAT scores earned during the junior year administration. PSAT scores are also used by many industries, private foundations, and universities for scholarship purposes. There are fees associated with this assessment.
- **ACT and SAT** – The Association of Texas College and Universities has approved a statewide system of testing prospective college students for the purpose of admission and counseling. Students should determine which test is required or preferred by the institutions they are considering to attend. These tests are administered several times during the year on Saturdays. Each of the tests requires advanced registration and payment of a testing fee prior to the actual exam administration (approximately one month in advance).
- **Advanced Placement (AP) Examinations** – Students enrolled in AP courses are expected to take the corresponding AP exam. These exams are administered each May in multiple subject areas with variable fees. Because AP courses are introductory college-level courses, the program promotes colleges and university policies that grant college credit and/or advanced standing to students with strong AP examination results (scores of 3, 4, or 5). Each university makes its own policy as to what is an acceptable score. It is advisable to take AP courses to prepare for AP exams. There are fees associated with these assessments.

- **Texas Success Initiative Assessment (TSIA)** – The TSIA is a measure of college readiness given to high school students. Students who are planning to take dual credit courses during their high school years must take and pass the TSI to be eligible. The following are performance exemptions for the TSI exam:
 - **ACT** – Obtaining a composite score of 23 or higher, with English and math score of 19 or higher.
 - **SAT** –For students taking the SAT after March 5, 2016, they need a math score of 530, a reading score of 480 and a writing score of 480. No composite score is needed.

Minimum scores for TSI testing are:

- Mathematics 950-990 **OR** 910-949 and Diagnostics Score of 6 or Higher
- English, Language Arts, & Reading 945-990 **AND** an Essay Score of 5-8
OR 910-944, Diagnostics Score of 5 or 6 **AND** an Essay score of 5-8

TSI scores are valid for five years from the date of testing. It is recommended students download the TSI Study App by going to Accuplacerpractice.collegeboard.org.

FINANCIAL AID

Financial aid can make higher education at a college, university, or technical school more accessible. The basic types of student aid are grants, scholarships, loans, tuition exemptions, and work-study. Sources of financial assistance include the federal and state governments, local banks, or credit unions, civic or church groups, student’s and parents’ employers or unions, and the college itself. When you request information from colleges, remember to ask for financial aid information, forms, and instructions. Some funds are limited and awarded on a first-come, first-serve basis, so apply early in your senior year. Pay attention to all published deadlines. Your best source of information is the financial aid office at the college you wish to attend.

Free Application for Federal Student Aid (FAFSA)

Completion of the FAFSA or TASFA is a graduation requirement for all students enrolled in a Texas public school district. Students in Grade 12 must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) before graduating from high school. All colleges will ask you to file a FAFSA if you are applying for financial aid. You must complete the FAFSA online as soon as possible after October 1st of your senior year. Student and parent income tax returns must be available when completing the FAFSA. Information from this form is used to determine eligibility for federal and state aid. You will need to work closely with the college financial office at the college you plan to attend. To apply for federal financial aid, you must:

- Be a U.S. citizen, permanent resident, or eligible non-citizen.
- Have a valid Social Security number.
- Have a high school diploma or a GED, and
- Be enrolled or accepted as a regular student working toward a degree or certificate in an eligible program.

The Texas Financial Aid Information Center (TFAIC) is a free public service available to all Texas students and families wanting to pursue a higher education. The center serves as a one-stop resource for schools, students, and families who have questions about financial aid eligibility, the application process, state financial aid programs, education-related tax benefits, and more. For help, call 1-888-311-8881.

Scholarships

The freshman year is the time to start preparing for the stiff competition for scholarships that students face in their senior year of high school. Involvement in extra-curricular activities, community activities, clubs, organizations, and volunteer work are of vital importance in the pursuit of scholarships. Preparation includes taking a rigorous foundation of academic courses. This will enable you to score higher on ACT and SAT exams by being better prepared. ACT/SAT exams should be initially taken in the spring of the junior year. ACT/SAT scores, class rank, grade point average (GPA), and involvement are key factors in scholarship competitions. Additional ACT/SAT exams should be taken as need to boost scores. Students are encouraged to keep a detailed list of activities each year for reference as a senior when applying for college admissions and scholarships.

Texas Grant Program (Contingent on funding)

Students graduating under the Distinguished Achievement Program or the Foundations with Endorsement Plan may be eligible for the Texas Grant. Eligible students must complete the Free Application for Federal Student Aid (FAFSA) in early spring of their senior year to determine financial need. For information about the Texas Grant and other financial aid options, contact the Texas Financial Aid Information Center by calling 1-888-311-8881 (toll free) or visiting www.CollegeForAllTexans.com.

NCAA COLLEGE – BOUND STUDENT ATHLETES

If you are planning to enroll in college and participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. Visit www.eligibilitycenter.org. Important changes are posted annually.

COLLEGE INFORMATION WEBSITES

Students should be aware that websites may sell personal data

Tyler ISD website - - www.tylerisd.org

TJC website - - www.tjc.edu

UT Tyler website- - www.uttyler.edu

Texas College website - - www.texascollege.edu

Free Application for Federal Student Aid - - www.fafsa.ed.gov

Get your FSA ID# (Both you and your parents need one) - - www.pin.ed.gov

Generation Texas (inspiration and information on going to college) - - <http://gentx.org>

Information about colleges and universities in Texas - - www.everychanceeverytexan.org

Comprehensive website - - www.collegeforalltexans.com

User friendly career/college search website - - nces.ed.gov/collegenavigator

Online application for state colleges and universities in Texas - - www.applytexas.org

Online application for selective colleges and universities - - www.commonapp.org

Register for SAT/send scores to colleges - - www.collegeboard.org

Register for ACT/send scores to colleges - - www.act.org

NCAA Clearinghouse (Intercollegiate Athletic Eligibility) - - www.eligibilitycenter.org

AP/College Board Information - - <https://apstudent.collegeboard.org>

Texas Higher Education Coordinating Board - - www.thecb.state.tx.us

STUDENT TIMELINE FOR COLLEGE ADMISSION

FRESHMAN YEAR

- Get to know your high school counselor
- Participate in school activities and organizations
- Look for opportunities for leadership and community service
- Attend local college fairs
- Start a student profile of activities and honors. Save it and update it annually.
- Take challenging courses (Pre-AP) for college preparation
- Study hard and keep grades high to earn the best possible class rank

SOPHOMORE YEAR

- Explore college choices on the internet and visit campuses
- Become familiar with the materials and additional assistance available in the guidance office
- Prepare for SAT/ACT and college by taking the most rigorous courses you can handle
- Attend College Night at TJC in November
- Continue school activity involvement and volunteer work
- Update student profile

JUNIOR YEAR (Fall)

- Take PSAT-NMSQT in October
- Attend College Night at TJC in November
- Visit with College Admission Representatives
- Challenge yourself with rigorous courses

JUNIOR YEAR (Spring)

- Take SAT or ACT in spring semester (fee waivers are available for students with financial need)
- Take SAT Subject Tests in late spring or June if you are considering a school that requires them (Rice, UT, SMU and other out of state schools – be sure to contact your college for requirements)
- Narrow college choices to a short list
- Visit websites for admission information and deadlines
- Continue to challenge yourself with Pre-AP and AP courses
- Continue school activity involvement. Update student profile
- Visit college campuses – take a tour
- If planning to play college athletics, register with the NCAA Clearing House at the end of your junior year
- Take AP examinations for courses taken

SENIOR YEAR (Fall)

- Check admissions, housing and scholarship deadlines for schools still on your list (Many are as early as November)
- Get organized. Mark your calendar with deadline alerts. Make files for each school and scholarship
- Attend College Night at TJC in November
- Take SAT or ACT again if necessary (to try for higher score) and SAT Subject Tests if needed
- Make sure SAT/ACT/AP scores and transcripts have been forwarded to colleges in which you have interest
- Use the internet for scholarship search, plus college websites for campus scholarships
- Prepare to do taxes early (FAFSA, the financial aid form, requires figures from completed tax return)
- Update and fine-tune your student profile. Do not forget to include community service, volunteering, summer enrichment study/travel, and part-time work

SENIOR YEAR (Spring)

- File FAFSA (Free Application for Federal Student Aid) (Federal Financial Aid Form) as early as possible in February
- Attend Financial Aid Nights at area colleges or your high school
- Take TSI if you are attending a Texas public college or university (if not EOC, ACT or SAT exempt)
- Wait for decisions from institutions. Make final decision and notify college of your choice
- Take AP Exams for courses taken through your high school years

College Admission Exams (ACT & SAT)

All students should take the SAT and/or the ACT in the spring of their junior year or as early as possible in the senior year. For more information please visit their associated websites: ACT (www.act.org) & SAT (www.collegeboard.org). SAT Reasoning Test and SAT Subject Tests cannot be taken on the same date.

Apply Texas

The “Apply Texas” Application for state colleges and universities is available online at www.applytexas.org. This is the common application used by all state colleges and universities.

Transcripts

Each student will receive one official high school transcript (free of charge) upon graduation from high school. Students can order additional transcripts from the Registrar’s office for \$2.00 each. Please allow 48 hours for processing.

College Scholarships

The best sources of scholarship information are periodic campus correspondence, campus websites, college websites, and college recommended internet search engines. Check with each college to which you are applying to make sure you receive their scholarship forms and meet their scholarship criteria and deadlines.

College admission and scholarship applications will have strict deadlines that must be observed. Students needing information or recommendations from counselors, teachers, or other school personnel must complete a student information sheet and present it to the recommender at least three weeks prior to the due date of any recommendation. Shorter notices do not allow enough time to prepare the best recommendation.

Dual Credit

May high school students receive college credit?

Yes. Under Texas law, qualified high school students may receive college credit, thereby reducing the time and attendance expense for their college education. The one way is through dual enrollment, and another is advanced placement.

What is the difference between the two?

- **“Dual Credit”** means that a high school student enrolls for a course, which is taught on the ECHS, JT, or REL campus or on a college campus, and may receive both high school and college credit for that one course. Classes are taught by college faculty or approved high school faculty.
- **“Advanced placement/college credit”** means that a student enrolls in an AP class in high school taught by a properly certified high school teacher, completes the course, and receives college credit only upon both satisfactory completion and acceptable scoring of an advanced placement examination from the College Board AND posting to an official transcript by an accredited college.

Which students are “qualified” for dual credit for next year?

High school students wishing to take a dual credit course must meet admission requirements for a public two-year college, with the exception of high school graduation. Students who will be seniors in high school must be TSI-exempt or must take and meet college standard on the TSI in the subject area for the course in which they plan to enroll. Students must successfully complete their dual credit courses with a grade of “C” or better to be eligible to enroll in subsequent dual credit courses.

Who Benefits?

Dual credit is a win/win situation for both the student and the State. The student is saved the expense of repeating courses in college which may be similar to those taken in high school. The State benefits by saving operating expenses for students attending college and taking courses similar to high school courses.

Please be aware that some Dual Credit classes may be delivered in an online format. Check with the high school instructor or counselor and ask any questions you might have before you register and pay your fees.

Before enrolling in an AP or Dual Credit course please be aware that public and private colleges and universities have policies and procedures in place to determine how they award credit for college courses taken while still in high school. It is the responsibility of the student and his/her parent/guardian to contact the post-secondary institutions directly as to determine their policy for awarding credit.

COURSE SELECTION PROCESS

Students are encouraged to carefully study the graduation plan of their choice and to take courses that will meet the requirements of their graduation plan. Classes with fewer than fifteen (15) students may not be offered. Students should always select alternate choices. The District will make every effort to meet all course requests within the context of scheduling and teacher availability.

High school level courses are designed for students who are working at grade level. These courses are offered to meet the needs of students who plan to attend a university, college, community college, or technical school. In addition, the District offers specialized classes for English Language Learners, Advanced Studies, Career and Technical Education and Special Education.

Career Preparation

Choose courses that interest and challenge you as well as prepare you for the future. Match your interest and academic abilities to enable you to develop a career pathway for the future. Choices you make during high school years will determine the choices available to you later in life. High School provides you opportunities to identify and explore your interests and abilities. The process is not an easy one, but that discovery can allow you to begin to develop your plans for college and a career before many of your peers.

SCHEDULE CHANGES

Fall schedule changes are only allowed for errors and prerequisite requirements. Elective choices made in the spring are final. To solve schedule conflicts, counselors may substitute an alternate choice for an elective. Because of the potential effect on class size, counselors cannot accommodate teacher change requests, “change of mind” requests, or lunch preferences. Necessary schedule changes (listed below) will be made ONLY during the first 2 weeks of school.

Valid reasons for a schedule change:

- Student has already earned credit for the class in which he/she is enrolled
- The student has not met a prerequisite for the course
- ARD committee decision
- Work-based learning program students who do not have a job by the deadline
- Student has failed the course under the same teacher, another teacher is available, and there is no negative impact on class size

Course requests for the 2024-2025 school year may be changed through Friday, February 23, 2024.

AP (Advanced Placement) EXAMS

Students enrolled in AP classes are expected to prepare for and take the corresponding AP examination. The College Board AP Exams are given each year during the first two weeks of May and are administered during the school day. Each exam is approximately three hours and covers college-level content in a specific course. Individual tests may vary in format, but generally consist of both timed multiple choice and essay questions. Foreign Language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or higher. For more information, visit the AP website at: <https://apstudent.collegeboard.org/home>

- A \$15 test deposit is required by the end of January for each AP test a student intends to take in May.
- Partial fee waivers are available for students who qualify. See your counselor for more information.

TSI (Texas State Initiative) ASSESSMENT**Requirements**

Texas law requires a TSI Assessment for all non-exempt under graduate students entering a Texas public institution of higher learning for the purpose of placement. Students must take the TSI Assessment or an approved alternative test prior to enrolling in any college-level course work. The TSI Test is a computer-adaptive test measuring skills in Reading, Writing, and Mathematics. Any student who is attempting to enroll in college-level coursework and who is not exempt from the testing requirements must take the TSI Assessment. Check with your counselors regarding exemption requirements.

Registration

Early College High School students must take the TSI Assessment before the spring semester of their 9th grade year. ECHS students will be registered by their counselor. Students attending John Tyler HS or Robert E. Lee HS must either take and pass the TSI or earn an exemption prior to beginning a dual credit class. All high school students will be given the opportunity to take the TSI test on campus in the spring semester of their 11th grade year.

ADVANCED ACADEMICS PROGRAM

Pre-AP Program
Advanced Track
Grades 9-12

Advanced Placement Program
Grades 9-12

Tyler ISD/TJC Dual Credit Program
Grades 10-12

Information and Guidelines

Pre-AP Program (Pre-AP): The Pre-AP Program is a program offered to schools by College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, classroom assessments for learning, and collaborative educator workshops. They are designed to support all students across varying levels of abilities. They are not honors or advanced courses. The Program components provide educators and their students the space and time for deep engagement with content. It is not a requirement for students to have been identified for the Tyler ISD gifted/talented program to take Pre-AP or AP courses. Students should, however, have passed EOC or STAAR on the first test administration, be a strong B student, be well disciplined in class, and be motivated toward their own academic success.

College Board Advanced Placement (AP) Courses: The Advanced Placement (AP) Program is a collaborative effort between secondary schools, colleges, and universities. Advanced Placement courses must be authorized by a College Board audit in order for students to earn AP credit for AP courses. The AP Program offers students college-level material with rigor and challenge. Students have an opportunity to show mastery of the material by taking an AP exam in the spring. Students are charged a fee for each AP exam they take. Reduced fees are available for students on free and reduced lunch. Colleges and universities may grant credit, provide placement, or both based on varied levels of student performance on an AP exam.

Dual Credit (Tyler ISD/Tyler JC) Courses:

Summer Assignments for Pre-AP/AP Courses: Some Pre-AP and AP classes may require summer reading or summer assignments. Students must complete the summer assignments prior to the first day of classes and be prepared for immediate assessments, discussions, journals, blogs, and/or compositions during the first week of school. Failure to complete summer assignments is not a justification for dropping a course.

BROADCAST JOURNALISM A

TJC COMM 2315 NEWS REPORTING (3 hours) - Dual Credit

Grade: 11-12 Credit: 0.5

Prerequisite: COMM 2311 with a grade of "C" or better

This course focuses on advanced news-gathering and writing skills. It concentrates on the three-part process of producing news stories: discovering the news, reporting the news, and writing the news in different formats.

BUSINESS ENGLISH 4 B (1 semester)

TJC ENGL 2311 TECHNICAL AND BUSINESS WRITING (3 hours) - Dual Credit

Grade: 12 Credit: 0.5

Prerequisite: ENGL 1301 with a grade of "C" or better

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

CREATIVE WRITING

Grade: 9-12 Credit: 0.5

Creative writing allows high school students to develop versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English.

CREATIVE WRITING (1 semester)

TJC ENGL 2307 CREATIVE WRITING I (3 hours) - Dual Credit

Grade: 12 Credit: 0.5

Prerequisite: ENGL 1301 with a grade of "C" or better

Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama.

HUMANITIES A

TJC HUMA 1301 INTRODUCTION TO HUMANITIES I (3 hours) - Dual Credit

Grade: 11-12 (1 semester) Credit: 0.5

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

HUMANITIES2 A

TJC PHIL 1301 INTRODUCTION TO PHILOSOPHY (3 hours) - Dual Credit

Grade: 11-12 (1 semester) Credit: 0.5

A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications

HUMANITIES2 B

TJC PHIL 2306 INTRODUCTION TO ETHICS (3 hours) - Dual Credit

Grade: 11-12 (1 semester) Credit: 0.5

The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

INDEPENDENT JOURNALISM A

TJC COMM 1335 INTRODUCTION TO ELECTRONIC MEDIA (3 hours) - Dual Credit

Grade: 11-12 (1 semester) Credit: 0.5

An overview of the development, regulation, economics, social impact, and industry practices in electronic media.

JOURNALISM A (1 semester)

TJC COMM 2311 MEDIA WRITING (3 hours) - Dual Credit

Grade: 12 Credit: 0.5

Prerequisite: TSI Complete

Fundamentals of writing for the mass media. Includes instruction in professional methods and techniques for gathering, processing, and delivering content.

JOURNALISM B (1 semester)

TJC COMM 2305 EDITING AND LAYOUT (3 hours) - Dual Credit

Grade: 12 Credit: 0.5

Prerequisite: TSI Complete

Editing and layout processes, with emphasis on accuracy and fairness, including the principles and techniques of design.

PRACTICAL WRITING SKILLS

Grade: 9-12 Credit: 0.5

Prerequisite: None

The study of writing allows high school students to develop skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary.

READING 1

Grade: 9 Credit: 1.0

Reading 1 offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. Students participating in this course previously did not meet standard on their RLA STAAR exam.

READING 2**Grade:** 10-12 **Credit:** 0.5

Reading 2 offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. Students participating in this course previously did not meet standard on their English I EOC exam.

RESEARCH AND TECHNICAL WRITING**Grade:** 9-12 **Credit:** 1**Prerequisites:** none

The study of technical writing allows high school students to develop skills necessary for writing persuasive and informative texts. This rigorous composition course asks students to skillfully research a topic or a variety of topics and present that information through a variety of media. (Recommended for students taking TJC ENGL1301 & ENGL 1302)

VISUAL MEDIA ANALYSIS & PRODUCTION (1 semester)

TJC COMM 1307 INTRODUCTION TO MASS COMMUNICATION (3 hours) -- Dual Credit

Grade: 12 **Credit:** 0.5**Prerequisite:** TSI exempt or passed TSI Reading

Survey of basic content and structural elements of mass media and their functions and influences on society.

MATHEMATICS & COMPUTER SCIENCE

(4 Credits Required)

ADV QUANTITATIVE REASONING A (1 semester)

TJC MATH 1350 Mathematics for Teachers I Dual Credit (3 hours)

Grade: 10-12 Credit: 0.5

Prerequisite: Algebra 2 & TSI exempt or TSI Math score of 350

This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the conceptual development of the following: sets, functions, numeration systems, number theory and properties of the various number systems with an emphasis on problem solving and critical thinking.

ADV QUANTITATIVE REASONING B (1 semester)

TJC MATH 1351 Mathematics for Teachers II Dual Credit (3 hours)

Grade: 10-12 Credit: 0.5

Prerequisite: Algebra 2 & TSI exempt or TSI Math score of 350

This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the concepts of geometry, measurement, probability and statistics with an emphasis on problem solving and critical thinking.

Pre-AP ALGEBRA 1

Grade: 9 Credit: 1

Prerequisite: 8th Grade Math (or equivalent)

Students follow the College Board Framework to develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities as an extension of regular Algebra 1 topics.

Pre-AP ALGEBRA 2

Grade: 9-11 Credit: 1

Prerequisite: Algebra 1(PAP preferred)

Students follow the College Board Framework to build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course as an extension of regular Algebra 2 topics.

DISCRETE MATHEMATICS A (1 semester)

TJC MATH 1332 CONTEMPORARY MATHEMATICS (3 hours) - Dual Credit

Grade: 11-12 Credit: 0.5

Prerequisite: TSI Non-Algebra Complete and Algebra II

Intended for Non-STEM majors. Topics include introductory treatments of sets and logic, financial mathematics, probability and statistics with appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication should be embedded throughout the course. Additional topics may be covered.

INDEPENDENT STUDY IN MATH 2A (1 semester)

TJC MATH 1316 PLANE TRIGONOMETRY (3 hours) – Dual Credit

Grade: 10-12 Credit: 0.5

Prerequisite: Appropriate placement test score or TSI Algebra Complete

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

INDEPENDENT STUDY IN MATH 2B (1 semester)

TJC MATH 2413 CALCULUS I (4 hours) - Dual Credit

Grade: 10-12 Credit: 0.5

Prerequisite: MATH 1314/1414 and MATH 1316, or MATH 2412 with a grade of “C” or better or acceptable placement test score

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

INDEPENDENT STUDY IN MATH 3A (1 semester)

TJC MATH 2414 CALCULUS II (4 hours) - Dual Credit

Grade: 10-12 Credit: 0.5

Prerequisite: MATH 2413 with a grade of “C” or better

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

INDEPENDENT STUDY IN MATH 3B (1 semester)

TJC MATH 2415 CALCULUS III (4 hours) - Dual Credit

Grade: 10-12 Credit: 0.5

Prerequisite: MATH 2414 with a grade of “C” or better

Advanced topics in calculus, including vectors and vector valued functions, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green’s Theorem, the Divergence Theorem, and Stokes’ Theorem.

PRE-CALCULUS 1 A (1 semester)

TJC COLLEGE ALGEBRA 1314 (3 hours) - - Dual Credit

Grade: 10-12 Credit: 0.5

Prerequisite: Algebra 2 & TSI exempt or TSI Math score of 350

This college level course is an in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

PRE-CALCULUS 1 B (1 semester)

TJC MATH 2412E PRE-CALCULUS (4 hours) - - Dual Credit

Grade: 10-12 Credit: 0.5

Prerequisite: TJC College Algebra 1314

This college level course is an in-depth study of algebra, trigonometry, and other topics for calculus readiness.

AP ENVIRONMENTAL SCIENCE

Grade: 11-12 **Credit:** 1

Prerequisite: PAP Math & Science preferred

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography

ENVIRONMENTAL SYSTEMS

Grade: 12 **Credit** 1.0

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

PHYSICS

Grade: 11-12 **Credit:** 1

Prerequisite: Algebra 2 (may be taken concurrently)

- waves – sound, light, mirrors, lenses, electricity – static, current, circuits, nuclear power
- mechanics – motion, Newton’s Law, thermodynamics – fluid mechanics

PHYSICS A DC

TJC PHYS 1401 COLLEGE PHYSICS I (4 hours) – Dual Credit

Grade: 11-12 **Credit:** 0.5

Prerequisite: MATH 1314/1414 and MATH 1316, or MATH 2412 with a grade of “C” or better TSI Reading Complete or TSIA2 ELA Complete

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton’s Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton’s Laws of Motion, and gravitation and other fundamental forces; emphasis will be on problems solving.

PRINCIPLES OF TECHNOLOGY A

TJC PHYS 2425 UNIVERSITY PHYSICS I (4 hours) – Dual Credit

Grade: 11-12 **Credit:** 0.5

Prerequisite: MATH 2413 with a grade of “C” or better TSI Complete

Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving. Basic laboratory experiments supporting theoretical principles involving the principles and applications of classical mechanics, including harmonic motion and physical systems; experimental design, data collection and analysis, and preparation of laboratory reports.

SCIENTIFIC RESEARCH AND DESIGN IIIA (1 semester) – TJC BIOL 2404 Anatomy & Physiology (4 hours) – Dual Credit

Grade: 11-12 Credit: 0.5

Corequisite: BIOL 0094 A&P Resource (CAP)

Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content may be either integrated or specialized.

SCIENTIFIC RESEARCH AND DESIGN IIIB (1 semester)

TJC BIOL 2406 Environmental Biology (4 hours) – Dual Credit

Grade: 11-12 Credit: 0.5

Prerequisite: TSI Reading Complete or TSIA2 ELA Complete

Principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research. Laboratory activities will reinforce principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research.

SPECIALIZED TOPICS IN SCIENCE 1A (1 semester)

TJC CHEM 1405 Introductory Chemistry I (4 hours) – Dual Credit

Grade: 11-12 Credit: 0.5

Prerequisite: TSI Reading Complete or TSIA2 ELA Complete

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for students who are not science majors. Suitable for elementary education majors.

SPECIALIZED TOPICS IN SCIENCE 1B (1 semester)

TJC PHYS 1402 College Physics II (4 hours) – Dual Credit

Grade: 11-12 Credit: 0.5

Prerequisite: PHYS 1401 with a grade of "C" or better TSI Reading Complete or TSIA2 ELA Complete

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving.

LANGUAGES OTHER THAN ENGLISH

(2 Credits Required)

SPANISH 1 ADVANCED

Grade: 9-12

Credit: 1

Prerequisite: None

- an expansion of the on-level language class, designed to provide opportunities for talented language students beyond those available in the regular language classes
- stresses the development of low/intermediate proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages
- expands the use of grammatical constructions and vocabulary and begins the development of expository composition
- culturally related activities and regions are explored
- preparation to enter the AP program

SPANISH 2 ADVANCED

Grade: 9-12

Credit: 1

Prerequisite: Spanish 1 (or equivalent)

- an expansion of the on-level language class, designed to provide opportunities for talented language students beyond those available in the regular language classes
- stresses the development of low/intermediate proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages
- expands the use of grammatical constructions and vocabulary and begins the development of expository composition
- culturally related activities and regions are explored
- preparation to enter the AP program

SPANISH 3 A (1 SEMESTER)

TJC SPAN 1411 BEGINNING SPANISH I (4 hours) - Dual Credit

Grade: 9-12

Credit: 0.5

Prerequisite: Spanish 1 and 2 (or equivalents)

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

SPANISH 3 B (1 SEMESTER)

TJC SPAN 1412 BEGINNING SPANISH II (4 hours) - Dual Credit

Grade: 9-12

Credit: 0.5

Prerequisite: SPAN 1411 with a grade of "C" or better

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level.

SPANISH 3 ADVANCED

Grade: 9-12

Credit: 1

Prerequisite: Spanish 1 and 2 (or equivalents)

- grammar and vocabulary skills to develop speaking and writing proficiency

AVID

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID 1/EDUC 1300

Grade: 9 Credit: 1

Prerequisite: Committee Approval based on national and local criteria

Requirement: Enrollment in one or more advanced level classes

This course includes writing to learn, test-taking skills, rigorous and relevant curriculum, Socratic method, extracurricular activities such as cultural and career events and college field trips. Eligible students in AVID 1 may receive .5 credit for Professional Communications. Grades for Professional Communications will be based upon the semester two average in AVID and recorded on the transcript. The AVID1 elective course will serve as a review of the AVID philosophy and strategies such as note-taking skills, subject specific, collaborative tutorial groups and the organizational tool. Students will work on academic and personal goals, communication, adjusting to the high school setting, increasing awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking and research techniques.

AVID 2/EDUC 1300

Grade: 10 Credit: 1

Prerequisite: Committee approval based on national and local criteria

Requirement: Enrollment in one of more advanced level classes

This course includes writing to learn, test-taking skills, rigorous and relevant curriculum, Socratic method, extracurricular activities such as cultural and career events and college field trips. Eligible students in AVID 2 may receive .5 credit for Professional Communications. Grades for Professional Communications will be based upon the semester two average in AVID and recorded on the transcript. During the AVID 2 elective courses, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio and also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 3

Grade: 11 Credit: 1

Prerequisite: Committee Approval based on national and local criteria

Requirement: Enrollment in one or more advanced level classes

This course includes writing to learn, test-taking skills, rigorous and relevant curriculum, Socratic method, extracurricular activities such as cultural and career events and college field trips. Eligible students in AVID 3 may receive .5 credit for Professional Communications. Grades for Professional Communications will be based upon the semester two average in AVID and recorded on the transcript. The AVID 3 elective course focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and support and/or confirm their postsecondary plans.

AVID 4/FINANCIAL MATH

Grade: 12 Credit: 1

Prerequisite: Committee Approval based on national and local criteria

Requirement: Successful completion of graduation requirements

The AVID4 elective course focuses on writing and critical thinking (an extension of AVID 3 activities). The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry, study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. In addition to the academic focus, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to apply to a minimum of 6 college/universities (can be a combination of both four-year and two-year).

ELECTIVES **(5.0 Credits Required)**

ACCOUNTING I

TJC ACCT 2301 PRINCIPLES OF FINANCIAL ACCOUNTING (3 hours) – Dual Credit

Grade: 9 – 12 Credit: 0.5

Prerequisite: Meet TSI college-readiness standard for Mathematics)

This course is an introduction to the fundamental concepts of financial accounting as prescribed by U.S. generally accepted accounting principles (GAAP) as applied to transactions and events that affect business organizations. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a balance sheet, income statement, statement of cash flows, and statement of shareholders' equity to communicate the business entity's results of operations and financial position to users of financial information who are external to the company. Students will study the nature of assets, liabilities, and owners' equity while learning to use reported financial information for purposes of making decisions about the company.

ACCOUNTING II

TJC ACCT 2302 PRINCIPLES OF MANAGERIAL ACCOUNTING (3 hours) – Dual Credit

Grade: 9 – 12 Credit: 0.5

Prerequisite: ACCT 2301 with a grade of "C" or better

This course is an introduction to the fundamental concepts of managerial accounting appropriate for all organizations. Students will study information from the entity's accounting system relevant to decisions made by internal managers, as distinguished from information relevant to users who are external to the company. The emphasis is on the identification and assignment of product costs, operational budgeting and planning, cost control, and management decision making. Topics include product costing methodologies, cost behavior, operational and capital budgeting, and performance evaluation.

BUSINESS INFORMATION MANAGEMENT IA

TJC BCIS 1405 BUSINESS COMPUTER APPLICATIONS (4 hours) - Dual Credit

Grade: 9 – 12 Credit: 0.5

Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

STATISTICS A

TJC PSYC 2317 STATISTICAL METHODS IN PSYCHOLOGY (3 hours) – Dual Credit

Grade: 11 - 12

Credit: 0.5

Prerequisite: PSYC 2301 and MATH 1314/1414

This course covers descriptive and inferential statistics used in psychological research and assessment. It includes measurement; characteristics of distributions; measures of central tendency and variability; transformed scores; correlation and regression; probability theory; and hypotheses testing and inference. (PSYC 2317 is included in the Psychology Field of Study.)

SPECIAL EDUCATION AND STUDENTS WITH DISABILITIES

CURRICULUM COMPONENTS

Special Education services are available on both high school-campuses in Tyler ISD. While many services are provided in the general education classroom setting, we do provide a continuum of services including classes taught by special educators focused on attainment of grade level skills for graduation and/or functional academic skills needed to ensure successful integration into the community and the world of work.

Services are provided until the student graduates or no longer meets the age requirements as referenced in the Texas Education Code 29.001 and 29.003.

A student receiving special education services who is younger than 22 years of age on September 1 of a scholastic year may be eligible for services through the end of that scholastic year or until graduation.

Graduation constitutes a release from services and is a change in placement. A student receiving special education services may graduate and be awarded a regular high school diploma if the student meets all of the requirements for graduation. Graduation requirements differ based on the year the student entered 9th grade.

Students with disabilities may participate in a graduation ceremony after completing four years of high school (TEC § 28.025 (f))

Special Education

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with non-disabled peers in the public school system.

Tyler ISD is committed to meeting the needs of students who have cognitive, physical, emotional or learning differences. Each campus utilizes a Student Support Team that meets to discuss and recommend intervention strategies through general education programming. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student.

An ARD Committee includes:

- The student and his/her parent;
- District representative;
- Evaluation representative;
- At least one of the student's general education teachers;
- A special education teacher (The child's disability may require a teacher certified in a specific area, such as Visual or Auditory impairment);
- Related services provider, if required;
- Language Proficiency Assessment Committee representative, if required;
- Career and Technical Education Representative, if CTE is being considered for the student.
- The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP). The IEP is implemented in the least restrictive environment appropriate for the student.

- The student and parents have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Parents also receive information from Texas Education Agency in the booklet, “A Guide to the Admission, Review and Dismissal Process.” Information about these rights are provided and explained to parents and/or adult students at least one time per year, and: when a student is initially referred for evaluation, when requested by parent, and at the initial filing of a due process hearing.

Students with Disabilities–Section 504

The Rehabilitation Act of 1973, reauthorized in 2008, commonly referred to as “Section 504,” is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks. See the school counselor or campus 504 Coordinator for more information about services for qualifying students.

Students with Dyslexia and Related Disorders

Students with dyslexia have difficulty with reading, writing and/or spelling. Each campus has a teacher (the dyslexia Designee) knowledgeable about dyslexia and Dyslexia intervention. This person is trained to reevaluate, instruct, and monitor eligible students. Schools serve students with dyslexia or related disorders in a variety of ways determined by a campus 504 committee. Services may include specialized instruction, classroom accommodations, and assistive technology. See the school counselor or campus 504 Coordinator for more information about services for qualifying students.