

Administrative Education Policies

Title: Honors Program

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Author: Randy Horton

Purpose of the Policy: Establish and define the Honors Program at UME Preparatory Academy

Content:

Honors Program

“There are those who seek knowledge for the sake of knowledge; that is curiosity. There are those who seek knowledge to be known by others; that is vanity. There are those who seek knowledge in order to serve; that is love.”

Bernard of Clairvaux (1090-1153)

Overview & Philosophy

While seeking knowledge for knowledge’s sake or seeking it to be known by others is a part of human nature, UME Prep desires for its students to seek greater knowledge for the sake of greater service to each other, the Academy, and their fellow man. Though the Academy is founded on and wholly geared toward providing all of its students with a rigorous college preparatory education, some students will desire and strive to go further in their educational experience. More than earning extra credit or grade weighting, more than accolades on a transcript or filling in blanks on a college application, some will seek to inquire, to think, to communicate, and to take risks for the sake of pushing their own personal and academic goals because they want to strive to reach their highest potential. It is with these students in mind that the Academy has established the Honors Program.

Membership or enrollment in the Honors Program at UME Prep is considered a privilege and not a right – students are chosen for their inclusion in the program as much, if not more, than their own personal choice to participate. The best candidates for the Honors Program will be those that are principled, balanced, reflective, open-minded, and unafraid to fail. Students who wish to participate in the Honors Program should have more care and concern for *how* they learn and *what* they learn rather than what reward, accolade, or marks they receive from learning it.

The Honors Program at UME Prep will be based on content and student output of that content more than just having more work or more obstacles to overcome.¹ The goal of the Honors Program is to afford those students who have the desire and ability, to go into greater depth and breadth of study in a manner that is more collegiate. These students will need to be more self-disciplined and better at managing deadlines and their discretionary time in order to thrive in the program.

Administrative Organization of the Honors Program

The Honors Program at UME Prep will be under the guidance of the Dean of Academics and his or her designee(s) which may include but not be limited to: the Secondary Studies Coordinator, the Director of Curriculum & Instruction, and members of the Academic Affairs Committee. Ultimately, all final decisions regarding policy, operations, appeals, etc. lie with the Superintendent of Schools.

The Honors Program will be a separate, designated department of the Academy that students must apply for enrollment in; such enrollment policies, guidelines, and qualifications may be different, in whole or in part, from the enrollment policies, guidelines, and qualifications of the Academy at large. Within the Honors Program itself, different departments will offer different courses and will have their own unique approach to achieving program directives. Finally, the Honors Program will be constructed in such a way that all students will be able to complete all course or program requirements during the Academy's academic calendar/year (that is, no requirements will be made of the student when UME Prep is not in session).

Functional Organization of the Honors Program

The Honors Program at UME is structured in such a way to enable the Academy to offer several ways for your student(s) to maximize their educational career with us, uniquely prepare them for post-secondary studies, and, with select course offerings, earn early college credit. Any and all courses within the Honors Program are subject to being offered or not each year on the basis of student/stakeholder interest, staffing, and district resources. With this in mind, the Academy will offer its families and their students three primary ways of receiving honors credit²:

UME Prep Designated Honors Classes

Self-Contained Honors Courses³

These courses will not result in college credit for the student and will be taught on campus at UME Prep. These courses will be structured and operate according to relevant state guidelines, TEKS, and instructor expertise/preference.

¹ Students in the Honors Program will have more assignments or assignments that are more rigorous in nature than in non-Honors courses, but, this will be tied directly to TEKS and the curricular needs determined by Honors personnel

² While Dual Credit courses will allow students to earn college credit, such classes are not considered a part of the Honors Program UNLESS it is taught on the UME Prep campus by Academy personnel; please see separate policies relating to Dual Credit courses for additional information.

³ Which can include Dual Credit courses taught on campus by UME Prep instructors.

Embedded Honors Courses

These courses will be taught in a similar fashion as those courses in a collegiate setting where undergraduate and graduate students simultaneously attend the same class; at UME Prep, what this means is that honors and non-honors students will attend the same class with the same instructor. As with such post-secondary courses, the primary difference for students will come less in the way of inputs (i.e. teacher instructional methodology, core curricular text, class meeting schedule/times, etc.) and more in the way of output – instructor expectations of what students do with the information and content of what they are taught.

Dual Credit⁴, UME Prep Campus

Owing to the varied nature of Dual Credit course offerings, the Academy has determined that only those Dual Credit courses taught by UME Prep instructors on our campus will qualify as an honors course, receive any additional grade weighting in the determination of a student's final GPA, and be designated as honors on official UME transcripts.

Students may wish to pursue Dual Credit course offerings through other means than listed above, but they should note that any and all such courses, if accepted by the Academy for credit, will be awarded non-honors status and receive no additional grade weight or distinction on official UME Prep transcripts.

Curriculum Within the Honors Program

All curriculum utilized within the Honors Program will conform to state guidelines and requirements as found in Texas Administrative Code (TAC), Title 19, Part II, Chapter 74, 'Curriculum Requirements.'⁵

Other specifics about Honors Program instructional materials are found below:

UME Prep Designated Honors Courses

Self-Contained Honors

Course materials, texts, key curriculum documents (scope and sequence, curriculum map, syllabus, etc.), and supplemental materials will be dependent on the course in question, the instructor, and additional Academy requirements (if any).

Embedded Honors

Course materials, texts, key curriculum documents (scope and sequence, curriculum map, syllabus, etc.), and supplemental materials will largely be the same for both honors and non-honors students. Modifications and additions regarding curriculum are dependent on the course in question, the instructor, and additional Academy requirements (if any).

⁴ All Dual Credit classes taught on campus at UME Prep or awarded credit by the Academy will conform to the guidelines and standards in TEC Ch. 28, Subchapter A (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm#28.009>) and TAC Title 19, Part1, Ch. 4, Subchapter D, Rule §4.85 ([http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=4&rl=85](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=4&rl=85)).

⁵ See full details at: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>.

Dual Credit⁶

For certified Dual Credit classes taught on campus by UME Prep instructors, the originating post-secondary institution will determine all relevant course materials and documents. The student (and his or her parents) will bear the responsibility for purchasing or acquiring these materials.

Fees for the Honors Program

UME Prep Designated Honors Courses

As an open enrollment, tuition free charter school, there will be no fees charged to students or their parents for any UME Prep Self-Contained or Embedded Honors course. All instructional materials will be provided to all students in accordance with state statute.

Dual Credit

Dual Credit courses offered at UME Prep and taught on campus by UME Prep instructors will be subject to fees and costs being assessed as mandated by the originating collegiate institution. It will be the responsibility of the student and his or her parent(s) to account for these costs and pay for them according to guidelines established and maintained through the originating collegiate institution.

Students Initially Eligible for the Honors Program

Eligibility in the Honors Program is based primarily on a student's academic ability or capability and secondarily on his or her mental, emotional, and social well-being. UME Prep encourages ALL interested students who meet the following minimum qualifications to consider becoming a member of the Honors Program⁷:

1. Minimum grade requirements considered for entrance into the Honor's Program will be an accumulated grade average of 90 (all course averages combined must be at or above 90) with no single high school credit-bearing course grade below 82
2. Those that have completed a written application and required essay
3. Those that have received the necessary instructor or administrative recommendation(s)
4. Those that have maintained good standing according to the terms of the Student Code of Conduct and all relevant district policies
5. Those that have maintained good standing with the administration during the previous academic school year in terms of district resources
6. Those that have not been placed on Conduct Probation at any time during the semester preceding their application for entrance into the Honors Program
7. Those that have not been suspended for any reason, including tardies, at any time during the previous academic school year

⁶ Students who wish to participate in Dual Credit classes taught on the UME Prep campus must also meet all of the minimum requirements of the collegiate institution that is sponsoring the course.

⁷ All students who transfer to UME Prep during the year and who meet the minimum requirements for the Honors Program, are eligible to seek admission to the program **within 6 weeks** of their enrollment at the Academy; enrollment to any specific course will be dependent on maintaining class size limitations as authorized by the Board and found in our charter with the state.

Students who wish to apply for entrance into the Honors Program, who enroll at the Academy from any non-accredited institution or from a homeschooling background, will need to complete one full academic year at UME Prep or receive administrative approval to waive this requirement in order to submit their application.

UME Prep Academy does not discriminate on the basis of race, color, national origin, sex, religion, disability, or age in its programs, activities, educational services, or employment⁸.

Eligible Courses/Classes in the Honors Program

The Honors Program is open only to those students who are in 9th – 12th grade or those who are eligible to take any high school honors credit-bearing course, regardless of their own grade designation, at the time they are taking that class. The Honors Program will initially award honors credit to core academic courses⁹ (English, History, Math, and Science) and allow students to earn honors credit through the following means:

1. Taking any UME Prep class/course designated as an honors course
2. Taking Dual Credit classes taught on campus by UME Prep instructors

Non-Eligible Courses/Classes in the Honors Program

In general, the following classes will not be eligible for any type of Honors designation, award, or final course grade multiplier unless otherwise noted by the Academy¹⁰:

1. Non-AP/IB honors classes either from an accredited or non-accredited academic institution¹¹
2. Dual Credit courses not taught on campus by UME Prep instructors
3. Courses taken online, either wholly or in part¹²
4. Courses where credit was awarded by exam¹³
5. College courses completed, either at 2 or 4 year institutions

Grade Weighting

Because there are more rigorous courses due to their actual content, and, in the case of students taking courses a year or more ahead of schedule, are more rigorous due to the accelerated nature of when the course is taken relative to the student taking it, the question inevitably arises as to whether or not such courses should be given extra weight as a legitimate or appropriate means of awarding credit more in line with the effort given.

⁸ Please see the end of this policy for the Academy's extended Non-Discrimination Statement

⁹ As UME Prep expands and has the room, resources, and personnel to do so, additional non-core academic courses will also be offered as part of the Academy's slate of honors credit bearing classes; such classes could include offerings in Fine Arts or other elective areas and may also include those courses completed on campus through the Texas Virtual School Network (TXVSN).

¹⁰ Note this is in terms of course grade weight multiplier only; the Academy will award the student credit in accordance with TAC §74.26

¹¹ In accordance with state statute, such courses may be awarded non-honors credit by the Academy.

¹² Such classes may include distance learning classes (like those through TTUISD) or those through the TXVSN (Texas Virtual School Network).

¹³ This includes any non-honors class that a student takes a year or more in advance of his or her current grade or classification; the Academy does not award honors credit solely because a student took a given course ahead of schedule.

Some schools do not grant extra weight for Gifted & Talented, AP/IB, or Honors courses because such courses contain their own inherent incentive and that students who wish to enroll in these courses will do so for the natural challenge they provide. Notwithstanding this, at the end of their high school career, students must still compete for a finite number of openings at the college or colleges of their choice. So, other schools grant a great deal of weight to these kinds of classes with the skewed results being so great that many may not hope to vie for any kind of academic honors or accolades.

Texas' policy to automatically admit any student who graduates in the top 10% of his or her class to any general (public) academic teaching institution must also be kept in mind.¹⁴ This rule, as it is currently structured, would lead schools to rank students based on criteria the local school board has adopted. Likewise, Valedictorian, Salutatorian and other honors students (like top 10%), not to mention any and all students seeking to secure scholarship funding, must be determined so that these students can more readily pursue their post-secondary educational career. If such determinations are to be made, there must be a means, in as balanced a manner as possible, to account for each student's academic career in light of the standards set forth by the Academy.

AT UME Prep, all classes designated as Honors, AP, or IB¹⁵, as well as any Dual Credit class taught on campus by UME Prep instructors, will have an additional weight added to the final course grade¹⁶. The Academy holds that grade weighting should be reflective of the greater depth, breadth, and quality of workmanship within the most academically rigorous courses our students undertake. This additional recognition must be maintained in balance with non-Honors, AP/IB, Dual Credit, or other classes that may be offered at UME Prep.¹⁷

Due to the national (AP) and international (IB) rigor and standardization of curriculum, the grade weight multiplier is higher for AP and IB courses than it is for Academy honors and UME Prep instructor led Dual Credit courses. However, in order for students to receive the final grade multiplier for any and all completed AP or IB courses, they must take the corresponding AP or IB exam¹⁸. Because AP or IB courses receive the highest grade multiplier, the Academy will only recognize those students who performed at their highest level if they seek to transfer in such courses. With this in mind, there is no additional grade multiplier for any AP or IB course completed with a final course grade of 70 – 79, regardless if the student took the corresponding college exam; the student will still receive credit for the

¹⁴ For greater detail, refer to Texas Administrative Code, Title 19, Part 1, Ch. 5, Subchapter A, Rule §5.5 (can be accessed at: [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=5](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=5)).

¹⁵ At this time, UME Prep is not offering AP or IB courses on campus or through the Academy via digital or other means; students may be eligible to transfer these classes in for credit at the Academy subject to guidelines established for transfer of credits.

¹⁶ For any AP/IB credit(s) a student wishes to transfer in to UME Prep, all relevant documentation (i.e. official recognition from the entities that govern those programs that credit was successfully earned) must be presented to the Academy in a timely manner; if applicable, the Academy will issue a grade weight for AP/IB classes based on UME Prep's scale, not the scale of the originating school.

¹⁷ Such classes may include distance learning classes (like those through TTUISD) or those through the TXVSN (Texas Virtual School Network).

¹⁸ If the AP or IB organizations have, as part of their program, scholarship/financial assistance elements to reduce the cost of student exam fees, the Academy will participate as able and in accordance with relevant local, state, and federal statute(s).

course, just not the extra grade multiplier on his or her transcript. The chart below highlights how the Academy has assigned course weights:

UME Prep Grade Weighting Scale

	No Course Multiplier		Honors Grade Multiplier		AP/IB Grade Multiplier		Notes
Course Grade	0		1.04		1.06		
100	100	4.00	104	4.00	106	4.00	
97	97	4.00	100.88	4.00	102.82	4.00	
95	95	4.00	98.8	4.00	100.7	4.00	
93	93	4.00	96.72	4.00	98.58	4.00	
90	90	4.00	93.6	4.00	95.4	4.00	
87	87	3.67	90.48	4.00	92.22	4.00	
85	85	3.33	88.4	3.67	90.1	4.00	
83	83	3.33	86.32	3.33	87.98	3.67	
80	80	3.00	83.2	3.33	84.8	3.33	
77	77	2.67	80.08	3.00	77	NA	Grades in 70's = no AP weight bump at all
75	75	2.33	78	2.67	75	NA	
73	73	2.33	75.92	2.33	73	NA	
70	70	2.00	72.8	2.33	70	NA	

General Expectations of Students Within the Honors Program

Students who have applied for and received approval to become a member of UME Prep’s Honors Program will be expected to demonstrate mastery in their courses with the following guidelines/expectations, which include but are not necessarily limited to:

UME Prep Honors Courses

Self-Contained Honors Classes¹⁹

All Self-Contained Honors classes will be subject to Academy policies and procedures relating to the Honors Program, any specific rigor and requirements of the instructor/curriculum, and the expectations of Embedded Honors classes.

Embedded Honors Classes

All students who are members of an Embedded Honors course will have the following Academy expectations:

1. ***All students will be instructed in the same manner, regardless of whether a student is pursuing honors credit***

With Embedded Honors classes, the Academy maintains that it is not solely the input that determines honors status, but what the student is asked to do in relation to the input given.

¹⁹ Includes Dual Credit classes taught on campus by UME Prep instructors.

2. ***All students who seek to receive honors designation must fully follow/meet the general guidelines as outlined by the Academy***

This encompasses all Academy guidelines relating to academic and work ethic qualifications, grade averages, factors affecting universal entrance or general promotion within the honors program, etc.

3. ***All honors students will be expected to complete or demonstrate mastery on written, oral, electronic or other evaluative instruments which may or may not factor in with the same weight or percentage of final course grade as non-honors students***

Honors students may have major and minor assignments that are the same, in terms of weight and rigor, as those of completed by non-honors students. However, honors students should expect, depending on the course, instructor, and nature of material being taught, to have more evaluative assessments than non-honors students and to have assessments that are of a greater rigor, complexity, and differing weight than those for non-honors students.

4. ***All honors students will be expected to demonstrate their ability in the area of research***

Depending on the course, instructor, and nature of the material being taught, the honors student will be asked to research material not covered or to research material more in depth than what non-honors students are doing.

5. ***All honors students will be expected to demonstrate their ability in the area of the written word***

Depending on the course, instructor, and nature of the material being taught, the honors student will be asked to author (original) material not being written by or to write more in depth than what non-honors students are doing.

6. ***All honors students will be expected to demonstrate their ability in the area of the spoken word***

Depending on the instructor, course, and nature of the material being taught, the honors student will be asked to present originally authored or researched material in oral, audio, or visual forms within a classroom setting; such material may not be presented by or at the same depth/level of complexity as non-honors students.

7. ***Honors students may be asked to demonstrate their ability by participating in off-campus activities***

Depending on the instructor and course, assignments may be given that require the students to complete their task by engaging in off-campus activities ranging from local field trips (museums, historic sites, etc.) to homework assignments (interviewing people about current events, etc.). While non-honors students may have the *option* of doing these same activities, honors students may be *required* to do them.

Any and all such required trips or off-campus assignments will be communicated in advance so that students and their parents are aware of this extra element. If such an event or assignment creates a financial hardship, or if an honors student is prohibited by a family situation, school-sponsored activity/event, or any other emergency situation beyond their control that keeps them from completing the assignment, the Academy will work with them so that they have the opportunity to complete it as given, at a later date, or will be given another (commensurate) opportunity, of equal weight and bearing, to help fulfill the course requirements.

Expectations of Students to Remain in Good Standing Within the Honors Program

Any student may be administratively removed from the Honors Program at any time for violating district, local, state, or federal statutes (see this and other sections of this policy for relevant guidelines). However, a student enrolled in the Honors Program will be expected to maintain his or her status according to the following guidelines:

1. No Honors or AP/IB course grade below 70 at any grading period checkpoint
 - a. If a student has a course grade below 70 at any grading period check, he or she will be placed on Honors Academic Probation for the remainder of the semester
 - b. If a student completes the year with a course grade below 70, he or she will not remain in the Honors Program or be allowed to re-apply to the program for the following academic school year
 - c. If a student completes the academic year with a course grade of 70-79, he or she will not receive any AP or IB grade weighting but will be allowed to re-apply to the Honors Program for the following academic school year
2. No Honors or AP/IB course grade below 80 at any grading period checkpoint
 - a. If a student has a course grade below 80 at any grading period check, he or she will be placed on Honors Academic Watch
 - b. If the student has a course grade below 80 at a second consecutive grading period check or has a course grade below 80 in 2 out of 3 grading period checks, he or she will be placed on Honors Academic Probation
 - c. If a student finishes the year with a course grade average below 80, he or she, along with a parent or legal guardian, will be required to have a meeting with a member of the administration charged with managing or administrating the Honors Program before enrolling in future honors courses
3. No non-Honors or AP/IB course grade below 85 at the end of a semester or academic year
 - a. If a student has a non-honors course grade below 85 at the end of the Fall semester, he or she will be placed on Honors Academic Watch
 - b. If a student completes the academic year with a non-honors course grade below 85, he or she will be required to have a meeting with a member of the administration charged with managing or administrating the Honors Program before enrolling in future honors courses
4. No Work Ethic course grade below 90 at the end of a semester or academic year
 - a. If a student has a Work Ethic course grade below 90 at the end of the Fall semester, he or she will be placed on Honors Academic Watch
 - b. If a student completes the academic year with a Work Ethic course grade below 90, he or she will be required to have a meeting with a member of the administration charged with managing or administrating the Honors Program before enrolling in future honors courses
5. Student must have passed any and all state assessments (STAAR, EOC, etc.)
6. Take a minimum of 2 Honors, AP, or IB courses (any combination) each semester the student is eligible to do so
7. Maintain good standing according to the terms of the Student Code of Conduct and all relevant district policies

8. Maintain good standing with the district during the academic school year in terms of district resources
9. No verified act of academic dishonesty, cheating, or false representation of any level/kind of a student's work, effort, academic mastery, or ability – including any act of plagiarism – will be allowed:
 - a. Any one such act will have the grade weight multiplier removed from the class/course in question
 - b. Any one such act will result in that student being removed from the Honors Program, barred from any future participation in the program (if not a graduating senior), and the loss of all grade weights for any and all honors or AP/IB courses.

Opting In or Out of the Honors Program

UME Prep recognizes that not all students who enroll in the Honors Program will wish to remain a part of it, or, in the case of some who may not have previously thought they could participate effectively within it, may wish to enroll after the academic year begins. With this in mind, the Academy maintains a 6-week deadline for students who may wish to change their status in the Honors Program according to the following:

Opting Out

1. No student may be removed or ask (or have anyone ask on his/her behalf) to be removed from the Honors Program prior to the 6 week deadline (unless for reasons indicated elsewhere in this policy).
2. No student may be added or ask (or have anyone ask on his/her behalf) to be added to the Honors Program prior to the 6 week deadline (unless for reasons indicated elsewhere in this policy). The most notable exception to this in the case of a student's new or initial enrollment at UME Prep (see p. 4, Footnote #8)
3. A student or parent-initiated request to be removed from the Honors Program will have both the student's and parent/legal guardian's authorization; the student's request will be taken under advisement of the administration
 - a. The administration will confer or communicate, as needed, with all relevant stakeholders (student, parent/legal guardian, teachers, etc.)
 - b. The administration will accept the student or parent-initiated request to be removed from the Honors Program if it deems that it is in the best educational interest of the student
 - c. If a student's voluntary request to be removed from the Honors Program is granted, he or she may apply for the Honors Program the following academic year but will have to meet any initial candidate requirements at the time²⁰
 - d. The administration will not bar or place additional requirements on a student who re-applies to the Honors Program if it determines it is in the best educational interest of the student to allow them to revoke their initial program membership

²⁰ This means that no student will be 'grand-fathered' into the Honors Program under qualifications of a previous academic year

4. One or more of the Honors Program instructors may advise the administration that a student is unable to adequately or reasonably accomplish the goals and expectations of the Honors Program; instructors may only make this suggestion, if, in their professional determination, it is in the best educational interest of the student
 - a. The instructor(s) in question will formally submit to the administration their reason(s) the student should not continue to participate in the Honors Program
 - b. The administration will take the request under advisement and render a decision after conferring or communicating with all relevant stakeholders (student, parent/legal guardian, teachers, etc.)
 - c. The administration will accept the instructor-initiated request to remove the student from the Honors Program if it deems that it is in the best educational interest of the student
 - d. If an instructor's request to remove a student from the Honors Program is granted, the student may apply for the Honors Program the following academic year but will have to meet any initial candidate requirements at the time
 - e. The administration will not bar or place additional requirements on a student who re-applies to the Honors Program if it determines it is in the best educational interest of the student to revoke their initial program membership

Opting In

1. A student or parent may initiate a request to submit an Honors Program application after the beginning of the academic year
 - a. The student in question must meet all initial candidate requirements as stated elsewhere in this policy
 - b. The administration will take the request under advisement and render a decision after conferring or communicating with all relevant stakeholders (student, parent/legal guardian, teachers, etc.) that is in the best educational interest of the student
2. An instructor may initiate a request for a student to submit his or her Honors Program application after the beginning of the academic year
 - a. The student in question must meet all initial candidate requirements as stated elsewhere in this policy
 - b. The administration will take the request under advisement and render a decision after conferring or communicating with all relevant stakeholders (student, parent/legal guardian, teachers, etc.) that is in the best educational interest of the student

Designations/Awards of the Honors Program

For all students that graduate UME Prep through the Honors Program²¹, the following academic honors will be awarded depending on the nature and level of their participation:

With Honors: students who take the minimum number of Honors courses and finish with a final grade average of 90.0 – 94.9

Distinguished w/Honors: students who take the minimum number of Honors courses and finish with a final grade average of 95.0 – 96.9

Distinguished w/High Honors: students who take the minimum number of Honors courses and finish with a final grade average of 97.0 – 100.0

Non-Discrimination Statement:

It is the policy of UME Prep not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational (career and technology) programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 18973, as amended. It is the policy of UME Prep not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

²¹ Students who graduate outside of the Honors Program will receive the award of “Commended Scholar” for a 4.0 GPA