

Dual Enrollment Partnership Agreement

Victoria College

an educational institution in the County of Victoria, in the State of Texas, and

Cuero High School

agree to enter into a partnership to offer dual credit courses to eligible students, which will allow them to earn college credits while simultaneously granting credit toward their high school graduation requirements. This Memorandum of Understanding (MOU) shall be in effect from **August 1, 2019 to July 31, 2020**.

The Dual Enrollment Program does not compete with, nor take the place of, high school courses. Courses offered are college courses; they exceed in the scope of or the depth of the Texas Essential Knowledge and Skills (TEKS), which correspond to high school courses.

Both the College and the school district agree that all course policies and practices are under the jurisdiction of the College. In consideration of this partnership agreement, the parties agree to the following:

1. Student Eligibility Requirements

To be eligible for enrollment in a concurrent credit course the high school student must

- Attend a mandatory Dual Enrollment Information session for parents/guardians/responsible adults and students.
- Meet all requirements for Dual Enrollment admission to the College as listed in the Dual Enrollment & Early Admission Guide and the current college catalog, as well as other requirements that may be imposed by the school district.
- High school students are eligible to participate in the Dual Enrollment Program upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the Texas Higher Education Coordinating Board or other forms of college readiness listed in **Appendix A** and Victoria College Dual Enrollment course pre-requisites.

2. Dual Credit Faculty Qualifications, Selection, Supervision, and Evaluation

All individuals teaching dual credit courses will be referred to as Dual Credit Faculty and must meet the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements for community college faculty and must provide courses that adhere to college-level quality and rigor. The Vice President of Instruction, in conjunction with the appropriate dean, will select personnel to teach college course(s) at high schools, including regular, adjunct faculty or public school teachers. Public school teachers who teach dual credit courses will be considered adjunct faculty and must follow all departmental policies including, but not limited to, submitting employment applications and official transcripts, interviewing with the dean, and being subject to regular evaluations. High school dual credit faculty members will be compensated in accordance with current college policy for all classes meeting minimum enrollment criteria. Compensation for courses with fewer than the minimum number of students enrolled will be prorated according to the number of students enrolled.

- a. Dual Credit Faculty will submit all required reporting documents such as roster verification, learning outcome results, syllabi, and submission of both letter and numerical grades by the deadline set by the college.

- b. Faculty teaching college courses are expected to reach out to students who need academic assistance and direct them to the appropriate College or High School support services.

3. Location, Size, and Student Composition of Classes

Courses may be conducted at the college, at the high school(s), one of the Victoria College centers, or online. When the course is offered at the college, the college will provide facilities (a classroom with desks and a place for telecommunications equipment) and other equipment as needed. When the course is offered at the high school, the high school will provide facilities and equipment as needed.

Unless other arrangements have been made, the school district and college agree to the following statements regarding the provision of facilities and communications lines.

- a. When the courses are offered via telecommunications, originating from the college campus and going to a high school campus where the college has not established a center, the college is responsible for facilities and equipment to deliver the course, and the school district is responsible for ensuring that there are adequate facilities, equipment, and communication lines to receive the course.
- b. For courses offered via telecommunications, originating from the college campus and going to a college center, the college is responsible for equipment to deliver and to receive the course, and the center is responsible for providing adequate facilities and communication lines to receive the course.
- c. Each site must have a responsible adult, known as the proctor, serving as classroom facilitator for both ITV and online classes. The college will not agree to deliver a course to an unsupervised location. The proctor must not be currently enrolled as a dual credit student and must be present during the entire class period to supervise the students, distribute instructional materials, proctor exams, report/troubleshoot problems that may occur with the ITV equipment, and manage the classroom. The proctor is responsible for obtaining the college class roster from his/her counselor and verifying that it matches the high school's roster. Any changes to the roster within the first 12 class days must be communicated to the college faculty member teaching the class. A handbook will be provided to all proctors. In addition, a performance evaluation will be conducted on proctors at the end of each semester.
- d. High School will ensure students have appropriate access to all available instructional resources and essential technology; when offering science courses High School shall meet the laboratory safety standards and have material/equipment that comply with College science program requirements
- e. When a live course is taught at a site other than the college campus, the class may be composed of enrolled dual credit students only or of dual and college credit students. A mixed class may be allowed under one of the following conditions:
 - (1) If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course;
 - (2) If the high school credit-only students are College Board

Advanced Placement students.

- f. The college determines maximum class size and maintains the right to accept or reject new students during the add/drop period.
- g. The High School will ensure the classroom environment is conducive to college-level learning.

4. Academic Policies and Student Support Services

Regular academic policies applicable to courses taught at the college's main campus also apply to dual credit courses.

The college will provide dual credit students with the same access to academic, career, & transfer advising, as well as disabilities services, technology support services, and library services and resources that it provides to other college students. The students also will have access to library services at their high school. If the college course is taught at the high school, the Disabilities Advisor will coordinate class accommodations with the high school Special Education Counselor.

High school personnel will assist college personnel with enrollment, registration, and appropriate support services such as Pathway Advising, Apply Texas, Free Application for Federal Student Aid (FAFSA), and scholarship opportunities. The High School will provide a computer lab or suitable area to conduct these interaction, along with additional support service.

Student grievances or complaint procedures for handling student's complaints regarding the college course are applicable to all students and can be found in the current catalog and handbook.

5. Eligible Courses

Only those courses identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual or those in the Workforce Education Course Manual identified as college-level technical courses in an approved Associate of Applied Science (AAS) degree or certificate program will be offered for concurrent course credit. The College does not offer remedial and developmental courses for dual credit.

Instruction and materials must be at the equivalent level of instruction and materials used for the identical course taught on the campuses of the college. Each high school has the final decision as to what they will offer their student.

6. Grading Criteria and Transcribing of Credit

The Texas Administrative Code, rule §9.145, requires that grading criteria should be devised to allow faculty to award high school only or both high school and college credit depending upon student performance. Pursuant to this requirement, and in recognition of the high school's role in awarding high school credit, Victoria College agrees that the high school will determine whether to award high school credit in the event that college credit is not awarded. Appropriate credit will be transcribed immediately upon a student's successful completion of the course. The high school determines the weight of grade earned for high school GPA purposes. High school students are considered college students if they are enrolled in a college course. College personnel only report mid-term and final grades and do not provide "fail" notices to districts for UIL purposes. The college will provide numerical mid-term and final

grades to the high school. Grades will be reported to the high school in accordance to the Grade Reporting protocol outlined by the College Registrar.

It is the school district's responsibility to correctly code dual credit classes to meet PEIMS requirements.

7. **Fees and Funding Provisions**

State funding for concurrent credit courses will be available to both the public school district and the college based upon the current agreement between the Commissioner of Education and the Commissioner of Higher Education.

- a. A High School sponsoring students will be charged tuition and fees in accordance with the current college policy. The High School will need to submit a letter of intent stating which students and how much they will pay for by deadline designated by the College. Once enrollment is complete and letter of intent is on file, the College will invoice the High School that sponsors the students for the applicable charges. There may be a contract in place between the student and ISD.
- b. Dual enrolled students are responsible for payment of tuition and fees in accordance with current college policy. Students taking college courses will pay the college's tuition and fees unless otherwise provided by the school district. Students are responsible for obtaining the college's academic calendar, which will include information such as add/drop deadlines and refund policies.

8. **Administrative and Procedural**

Students are required to comply with the registration, attendance and academic policies, and the code of conduct contained in the current college catalog and student handbook. Students are responsible for obtaining and adhering to the college's academic calendar that will include starting/ending dates, exam schedules, add/drop dates, etc. They must attend classes based on the college's schedule. If a student is suspended, placed in an alternative program, or expelled, he/she may lose the opportunity to earn college credit.

For ITV classes sent to remote classrooms, the school district agrees to provide the college with a copy of its calendar identifying the district's holidays as soon as feasible but no later than the first class day of each semester. In accordance with the Victoria College Procedure to Request the Taping of a Class, efforts will be made to accommodate the school district's holiday schedule (with the exception of spring break), and other school-sanctioned activities that will require all students to miss class, by making recorded class sessions available for viewing in an alternate format. High school students are expected to comply with the College's attendance policy; therefore, an instructor may choose to count a student absent whenever the student is not present, even though the class session is recorded. Accessing ITV course materials in an alternate format, such as a video recording or online, does not constitute attendance. In instances where the school district's spring break does not coincide with the College's, dual credit ITV students are required to comply with the College calendar. Dual credit students attending classes held on the Victoria College main campus are also required to comply with the College calendar. Unless permission has been obtained from the College, the College's final examination schedule will be observed, and dual credit students will be required to take their final examinations as scheduled.

Each entity will designate a contact person who will act as the liaison and coordinate all program matters.

Terms of Agreement

This agreement shall become effective on August 1, 2019 for the 2019-20 academic calendar year or the date signed, whichever is later. This agreement shall be enforced for each academic year, as deemed necessary, unless either party submits written request for withdrawal or change for the next academic year. Notice to change this agreement must be served in writing, at least thirty (30) days prior to the beginning of the semester for which the change is desired. The College or school district shall have the right of canceling or terminating this agreement at any time according to the above guidelines.

Approved by:

VICTORIA COLLEGE

Cuero Independent School District

Cindy Buchholz
Signature
Cindy Buchholz
Print name
Vice President of Instruction
Title
8/5/2019
Date

Micah Dyer
Signature
Micah Dyer
Print name
Superintendent
Title
8/2/19
Date

Appendix A Test Scores

CAN BE USED BEFORE OR AFTER HIGH SCHOOL GRADUATION	
Description	College Ready Scores
ACT	
<i>Scores are good for 5 years</i>	
English	19 w/Composite of 23
Math	19 w/Composite of 23
Composite	23
SAT after and including March 2016	
<i>Scores are good for 5 years</i>	
Evidence Based Reading & Writing	480
Math	530
TSI Assessment	
<i>Scores are good for 5 years</i>	
Math	350
Reading	351
Combined Writing & Essay Option	Writing \geq 340 & Essay 4
Combined Writing, Essay, & ABE Option	Writing $<$ 340, ABE \leq 4, & Essay 5
STAAR Exemptions	
English III - For Both Reading and Writing	4000
Algebra II	4000
College Prep Course (Waiver)	
<i>Can only be used up to two years after high school graduation date</i>	
Reading	70
Writing	70
Math	70
CAN ONLY BE USED BEFORE HIGH SCHOOL GRADUATION	
Description	College Ready Scores
PSAT-NMSQT Version after October 2015	
Evidence Based Reading & Writing	460
Math	510
STAAR (Waiver)	
English II - For Both Reading and Writing	4000
HS Algebra II End of Year grade + Algebra I EOC	70 on Algebra II and 4000 on EOC
PLAN (Waiver)	
English	19 w/Composite of 23
Math	19 w/Composite of 23
Composite	23

APPENDIX B

High School Course	College Course	
Government (1/2 credit) Soc Studies Adv (1/2 credit)	Govt 2305 Govt 2306	US Government TX Government
Economics (1/2 credit)	Economics 2301	Principles of Macroeconomics

APPENDIX C

Academic Supports & Guidance

- **FAFSA Night(s)- assisting students in completing the FAFSA application**
- **“Way to Pay” days- provide support to students to help complete the scholarship applications**
- **Application Days- assisting students in completing college applications**
- **Individual meetings with a counselor**