

# Dual Credit Partnership Agreement

2019-2020

Between Southwest Texas Junior College (SWTJC) and Heritage Academy of Del Rio

This Agreement will serve as the instructional partnership between Southwest Texas Junior College and Primary Service Area Secondary Schools and shall be approved and signed by the governing boards or designated authorities of those participating parties.

Secondary Schools and Southwest Texas Junior College agree to the following elements in accordance with the State of Texas Higher Education Coordinating Board's Regulations: Chapter 4 – Rules Applying to All Public Institutions of Higher Education in Texas. SUBCHAPTER D - Dual Credit Partnerships between Secondary Schools and Texas Public Colleges.

## Elements of Partnership Agreement:

- A. Eligible courses
- B. Student eligibility requirements
- C. Location of class
- D. Deadline requirements
- E. Student Composition of class
- F. Faculty/Monitor selection, supervision, and evaluation
- G. Course curriculum, instruction, and grading
- H. Academic policies and student support services
- I. Attendance/Absence
- J. Transcribing of credit
- K. Tuition & Fees
- L. Funding
- M. Alignment with State-wide Goals

### (A) Eligible Courses (attached)

- (1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.
- (2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.
- (3) A College course offered for dual credit must be:
  - (A) in the core curriculum of the public institution of higher education providing the credit;
  - (B) a career and technical education course; or
  - (C) a foreign language
    - (i) This provision does not apply to a college course for dual credit offered as part of an approved early college education program established under TEC Section 29.908 or an early college program as defined in this Sub chapter.
    - (ii) Any college course for dual credit offered as part of an early college program as defined in this subchapter must be a core curriculum course of the public institution of higher education providing the credit, a career and technical education course, a foreign language course, or a course that satisfies specific degree plan requirements leading to the completion of a Board approved certificate, AA, AS, AAS degree program, or Field of Study (FOS) curriculum.

(4) Public colleges may not offer remedial and developmental courses for dual credit.

(B) Student Eligibility

(1) A high school student is eligible to enroll in academic dual credit courses if the student:

- (a) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to Minimum Passing Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instruments); or
- (b) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth §4.54 of this title (relating to Exemptions/Exceptions).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

(a) Courses that require demonstration of TSI college readiness in reading and/or writing:

- (i) if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or
- (ii) if the student achieves one of the following scores on the PSAT/NMSQT (mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable):
  - (A) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
  - (B) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015 or
- (iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(b) Courses that require demonstration of TSI college readiness in mathematics

- (i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
- (ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
- (iii) if the student achieves one of the following scores on the PSAT/NMSQT (mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable):
  - (I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT administered prior to October 15, 2015: or

- (II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
  - (iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.
- (3) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.
- (4) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:
- (a) Courses that require demonstration of the TSI college readiness in reading and/or writing:
    - (i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or
    - (ii) if the student achieves one of the following scores on the PSAT/NMSQT (mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable):
      - (I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
      - (II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
    - (iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
  - (b) Courses that require demonstration of TSI college readiness in mathematics:
    - (I) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the algebra II course; or
    - (ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
    - (iii) if the student achieves one of the following scores on the PSAT/NMSQT (mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable):
      - (I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
      - (II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
    - (iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking TAKS or STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

- (5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (3) of this subsection.
- (6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).
- (7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
- (8) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.
- (9) Dual credit orientation is required for all new high school students enrolling in a dual credit class. Dual credit orientation is offered at the Uvalde, Eagle Pass, Crystal City, Hondo, and Del Rio campuses. Students planning to take a dual credit class must register for dual credit orientation at a designated campus.

(C) Location of Class

(1) Dual credit courses must be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in Subchapters P and Q of this chapter (relating to approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.

(D) Deadline requirements. All School Districts must adhere to all dual credit course deadlines set forth by the college. This includes the following:

(1) Course offerings.

- (1) The final schedule of courses requested by school district must be submitted by the designated college deadline.
- (2) If the school district requests changes to the final schedule of courses after the designated college deadline;
  - (a) The college will make every effort to accommodate the request; however, there will be no guarantee that the request for changes will be met.
  - (b) It will be the school district's responsibility to make proper adjustments to its schedule.

(2) Registration requirements.

- (1) School districts will be responsible for submitting all required documentation for registering dual credit students by the designated college deadline. This includes the following: admissions applications, dual/concurrent forms, high school transcripts, Dual Credit Payment Agreement, and registration forms.
- (2) All students must be enrolled as dual credit or pay full tuition as a concurrent student.

(3) To comply with Senate Bill 25 (2019) any dual credit student must file a degree plan with SWTJC not later than: 1) the end of the second regular semester or term immediately following the semester

or term in which the student earned a cumulative total of 15 or more semester credit hours of course credit for dual credit courses successfully completed by the student; or 2) if the student begins the student's first semester or term at the institution with 15 or more semester credit hours of course credit for dual credit courses successfully completed by the student, the end of the student's second regular semester or term at the institution."

(E) Composition of class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Notwithstanding the requirements of subsection (e), exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions;

- (1) If the course involved is required for completion under the State Board of Education 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 or International Baccalaureate students.
- (3) If the course is a career and technical/college workforce education course and the high school credit-only students are eligible to earn articulated college credit.
- (5) Dual credit course class size shall not exceed the capacity limit as set by the college. Distant Learning/Online courses shall not exceed the capacity limit of 15 students per class. Stand Alone/Traditional Face-to-Face courses shall not exceed the capacity limit of 30 students, unless otherwise specified by individual program definitions. Exceptions shall be approved by the Vice President of Academic Affairs.

(F) Faculty/Monitor Selection, Supervision, and Evaluation

- (1) The college shall select instructors of dual credit courses. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.
- (2) The college shall supervise and evaluate instructors/monitors of dual credit courses using the same or comparable procedures used for faculty/monitors at the main campus of the college.
- (3) All instructors of dual credit courses must adhere to the Southwest Texas Junior College Faculty Handbook as well as all departmental initiatives set forth by the college that may be implemented throughout the year.
- (4) Monitors will be selected by the school district and they must follow same guidelines for duties and responsibilities as the monitors at the main campus of the college.
- (5) A school district may request that one of its own instructors be appointed by SWTJC as dual credit instructors. The school district instructor must complete a SWTJC application form, submit official transcripts, meet SACSCOC credential criteria, teaching demo and be approved by the Vice President of Academic Affairs. A school district dual credit instructor will be a SWTJC faculty member subject to all policy and procedures set forth by the college.
  - (a) High School adjunct instructors will attend a mandatory in-service training on the dual credit program, to review, modify, and/or improve curriculum.
  - (b) Administrators and counselors will receive in-service training on the dual credit program, the conditions and renewal of the agreement, advanced teaching and any changes as the need arises. Recommendations will be formal and subject to approval by the President of the College and the district Superintendent.

- (c) Teachers will jointly develop and maintain syllabi, competencies, and standards for the dual credit courses. However, the SWTJC Master Syllabus for each course must serve as the foundation instructional document.
- (d) Monitors will attend a mandatory in-service training on the dual credit program, the online testing procedures, and all other guidelines as set forth for monitors at the main campus of the college.
- (e) SCHOOL staff will report working hours for SCHOOL employees to the Teacher Retirement System.

(G) Course Curriculum, Instruction, and Grading

(1) The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

(H) Academic Policies and Student Support Services.

- (1) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies include but not limited to adhering to the syllabus's required outcomes, appeal process for disputed grades, drop policy, suspension, the communication of grading policy to students, when the syllabus must be distributed, etc.
- (2) Students in dual credit courses are eligible to utilize the same or comparable support services that are afforded to all SWTJC college students. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible
- (3) A disabled student may request an accommodation of his/her disability to participate in the educational programs and activities of Southwest Texas Junior College. Accommodations are provided through the Disability Support Services (DSS) office. SWTJC is not required or able to provide the level of disability support services required by the public school system. Therefore, a dual credit student requiring disability support services may have differing levels of assistance from the school district and the college. For a dual credit student to receive disability support services at the college, the student must contact the college DSS office and set up a meeting with a DSS representative. The College DSS office will then review documentation and will produce one or more official college accommodations letters for the dual credit student. The letters will be given to the dual credit student and the school district counselor, who then provides the letters to the student's respective faculty members. Accommodations required by state law or schools district policy exceeding those applicable to college, if any, shall be the responsibility of school district. At all times, the DSS representative and the school district will keep each other informed of requests for accommodations and accommodation complaints regarding dual credit students.

(I) Attendance/Absence

- (1) Students are expected to regularly attend all classes in which they are enrolled and are responsible for the subsequent completion of all work missed because of an absence. Therefore, the instructor may count all absences except when prohibited by State law or statute.
- (2) Acceptable reasons for absences are, but not limited to: personal illness, death in the immediate family, religious holy days in compliance with Section 51.911 of the Texas Higher Education Code, military or legal obligations, or school trips. It is the the responsibility of the students to inform the instructor of an excused absence related to one or more of the aforementioned categories and to ask for make-up work.
- (3) A high school student who misses class due to a required function at their school district or a University Scholastic League (UIL) event will be excused. Documentation of such activities must be provide to the instructor. Arrangements must be made with the instructor prior to the absence. Students must be allowed to complete missed work due to an excused absence without penalty.

- (4) An instructor may request the withdrawal of a student from a class when the total number of absences exceeds SWTJC criteria for "Excessive Absences" and the student has failed to make the appropriate contact with the Instructor regarding the validity of the absence and the need for make-up work.
- (6) Immediately inform either the SWTJC Outreach Office or the SWTJC Vice President of Academic Affairs Office of any student's placement into "Homebound" status. Depending on the number of courses affected, the course subject(s), the weeks remaining in the semester, and the availability of qualified faculty to assume instruction, SWTJC administration may require a "Homebound" student to withdraw from the course(s).

(J) Transcribing of Credit

- (1) For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.
- (2) Transcripts will clearly designate the credit hour value of each college course taken for dual credit.

(K) Tuition & Fees

- (1) Students are eligible for dual credit tuition discounts for the credit hours enrolled per semester.
- (2) The school district will be responsible for providing the college with the Dual Credit Payment Agreement which specifies payment options (waived, billed, or sponsored) for students.
- (3) All SWTJC students including Dual Credit students re-instated for non-payment after the census date will be subject to a \$200.00 re-instatement fee in addition to tuition and fees being charged for the current semester.
- (4) If tuition and fees are not paid by Dual Credit students as per the payment agreement the school district agrees to be responsible for payment.

(L) Funding.

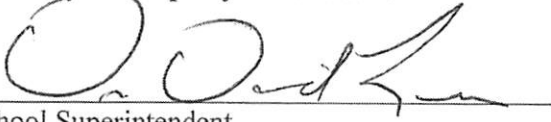
- (1) The state funding for dual credit courses will be available to both public school districts and colleges based upon the current funding rules of the State Board of Education (TEC 42.005 (g)) and the Board (TEC 61.059 (p) and (q)).
- (2) Costs associated with the transportation of students and/or faculty to a classroom site will be borne by either the SCHOOL or SWTJC, as agreed by both parties. The Early College High School shall generate ADA funds for the School District from the attendance of students, which will be used to provide funding for the operations and expenditures of the high school as authorized by the Texas Education Code.
- (3) The college may only claim funding for all students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.
- (4) All public colleges, universities, and health related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

(M) Alignment with State-wide Goals

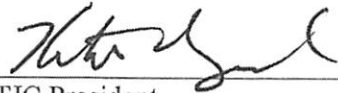
- (1) SCHOOL, in collaboration with SWTJC Staff, will provide print and online information, as well as informational sessions to SCHOOL students and their families describing the Dual Credit program, its goals and benefits.
- (2) The SWTJC Office of Institutional Effectiveness will provide disaggregated data to College and SCHOOL officials on the enrollment and persistence of SCHOOL students.
- (3) SWTJC will continue to provide SCHOOL students, in collaboration with SCHOOL staff, academic and career advising and student success services.

(4) The SWTJC Office of Institutional Effectiveness will provide data on student success in courses requiring pre-requisites; as feasible, the Office will provide data on student success in course work taken subsequent to participation in SWTJC courses taken for dual credit.

Upon approval by the respective governing boards of both partners, and upon signing by the Board Presidents or their designees, this Agreement shall remain in effect until amended or terminated, with 60 days written notice by either party to the other.



School Superintendent



SWTJC President

8/8/2019

Date

8-14-19

Date