

Dual Enrollment Partnership Agreement
Academic Years: 2026-27 and 2027-28

Victoria College (VC), an institution of higher education (IHE), in the County of Victoria, in the State of Texas, and St. Paul High School, a private high school in the County of Lavaca, in the State of Texas, agree to enter a partnership to offer dual credit courses to eligible students, which will allow them to earn high school graduation requirements and college credits simultaneously. This Memorandum of Understanding (MOU) is valid for the academic years listed above unless both parties agree to amend this agreement. The specific responsibilities of Victoria College (VC) and the partnering district are defined in this agreement.

This MOU incorporates by reference all dual enrollment requirements defined in the Texas Administrative Code (TAC) and VC accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). **Appendix A** details roles and responsibilities for each institution. **Appendix B** displays the recommended test scores for college readiness. **Appendix C** lists the courses that are most frequently taken at VC by dual credit students.

VC is focused on student success and will work with the high school personnel to select courses that lead to the completion of a degree and/or certificate and are transferable to Texas public four-year institutions.

Definitions: When used in this MOU, the following words and terms shall have the following meaning unless the context clearly indicates otherwise.

- Dual enrollment is a system under which a student is enrolled at multiple educational institutions (a high school [HS] and a public institution of higher education [IHE]). When a dual enrollment system student enrolls in courses, that student earns appropriate course credit from each distinct educational institution that offers the course. Dual enrollment is not equivalent to dual credit.
- Dual credit is a system under which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and the high school. Neither the location nor the course modality determines dual credit qualification.
- Early admissions is a system under which an eligible high school student enrolls in college courses and only earns college credit for the courses.

Student Eligibility: To be eligible for enrollment in a concurrent credit course, the high school student must

- Attend a Dual Credit Information (DCI) session with parents or guardians.
- Meet all requirements for Dual Enrollment (DE) admission to VC as listed in the Guide to Dual Enrollment & Early Admission and the current college catalog, as well as other requirements that may be imposed by the school district.

Be eligible to participate in the Dual Enrollment Program upon meeting the ISD's current readiness metrics. Recommended minimum passing scores for the Texas State Initiative Assessment 2.0 (TSIA 2.0), established by the Texas Higher Education Coordinating Board (THECB) and other forms of college readiness, are listed in **Appendix B**. If a high school is a testing site for TSIA 2.0, the student must complete a TSI Retrieval Form (found on the VC Admissions website) and submit scores to the College Access Department.

Note*- It is essential that ISDs determine readiness measures for participation in dual credit. The VC College Access department will enroll all students listed on the course request document regardless of TSI status. This practice does not apply to courses with established prerequisites.

- Be enrolled in grades 9-12 (this includes the summer before their 9th grade year, with confirmation of passing to the 9th grade).
- Meet relevant VC course prerequisites for intended courses.

Course Eligibility and Alignment:

College-level academic courses must comply with the THECB and SACSCOC regulations. Eligible courses must be recognized as college-level academic courses adhering to descriptions and content defined in the current editions of the Academic Course Guide Manual (ACGM) or technical courses listed within the Workforce Education Course Manual (WECM), either leading to marketable skills, awards, certificates, or degrees.

Remedial and developmental education courses are not approved for dual credit. For a full list of all dual credit courses offered by VC at a reduced tuition rate and a guarantee of free educational resources, see **Appendix C**. Each high school retains final authority on the courses offered to its students. Any course not listed in **Appendix C** may have course-related costs and is subject to traditional tuition and fee schedules.

Course Curriculum, Grading, & Transcription of Credit:

Dual enrollment courses will replicate the college courses offered to college credit students, including curriculum, materials, instruction, grading, and rigor. VC will ensure that grading for these courses adheres to the same standards and scale as for all other students. High school students enrolled in college courses are considered college students. The College Access Department will send numerical grade reports to the high school regularly throughout 16-week semesters, including mid-term and final course grades. VC will not issue “fail” notices to districts for UIL purposes.

Each student's college transcript will show grades on VC's standard grading scale as outlined in the catalog. VC acknowledges the high school's role in awarding high school credit and agrees that the high school will decide whether to grant high school credit if college credit is not awarded. The high school will transcript the appropriate credit immediately after students complete their courses and will determine how grades impact the high school GPAs. **Accurate PEIMS coding for dual credit classes is the responsibility of each school district.**

Faculty Selection, Supervision & Evaluation:

VC is responsible for faculty selection, supervision, and evaluation, ensuring that the instructional quality of the dual enrollment program is maintained. Faculty for dual enrollment courses at VC will adhere to the same standards as all other college faculty, meeting the quality and rigor required by SACSCOC. The Executive Vice President, Chief Academic Officer, and the respective dean will select VC personnel, including regular, adjunct faculty, and public-school teachers, who will be considered adjunct faculty and must comply with departmental policies, such as submitting employment applications, official transcripts, and participating in interviews and evaluations. In compliance with TEC §22.0834, the district must review and obtain appropriate criminal history record information for faculty.

The College will pay the salaries of all dual-credit instructors, even when an instructor is also an employee of the high school. High school dual credit faculty will be compensated according to current college policy for classes meeting minimum enrollment criteria, with compensation for lower enrollments prorated. VC will provide the high school faculty member with course content, curriculum guidelines, materials, and sample syllabi. Faculty will use their assigned VC email address for all official college communications, including grade reporting and access to the Pirate Portal. They are also responsible for reporting absences, verifying rosters, meeting course learning outcomes, accessing Canvas, and completing required reports. Faculty are expected to assist students academically and direct them to appropriate support services. The VC Human Resources office may be contacted for more information on the hiring process.

Location, Size, and Student Composition of Classes:

Courses may be conducted at the college, at the high school(s), a Victoria College center, 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, 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 the 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. The partnering institution must provide a responsible adult to serve as a proctor to facilitate instruction in both real-time remote 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 or in courses they are the proctors for 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 real-time remote 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 must be made within the first two class days and communicated to the college faculty member teaching the class. A handbook will be provided to all proctors; an agreement must be signed and returned to the College Access Department. When offered, proctors are encouraged to attend professional development.
- d. When college science courses are offered at a high school, the high school will ensure students have appropriate access to all available instructional resources and essential technology. The high school must meet the laboratory safety standards and have materials/equipment that comply with the college science program requirements.
- e. When a live course is taught at a site other than the college campus, the class may be composed solely of enrolled dual credit students or of dual and college credit students. A mixed class may be allowed under one of the following conditions:

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.
- 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 must ensure that the classroom environment supports college-level learning.

Academic Policies & Attendance Reporting:

Course performance will be recorded permanently on the student's academic record. VC's academic policies, including those related to grade appeals, course drops, attendance, and grading communication, apply to all college courses, including dual credit courses.

The VC academic calendar, which includes student holidays, will govern this partnership agreement. For real-time remote classes sent to remote classrooms, the school district must provide the college with a copy of its calendar, including district holidays, no later than the first class day of each semester. If the school district's spring break does not align with the college's, dual credit students must follow the college calendar. Dual credit students at VC must adhere to the college calendar and take final exams as scheduled unless permission for an alternate arrangement has been granted by the college. VC adjunct faculty can submit an alternate schedule to align with the high school calendar, but this must be approved by the division dean before the course begins and is only applicable when courses are taught on the high school campus. The college will attempt to accommodate the district's holiday schedule (excluding spring break) and other school-sanctioned activities by making recorded class sessions available in an alternate format for viewing. However, high school students must comply with the college's attendance policy, and instructors may count students absent if they are not present, regardless of the availability of recorded sessions. Accessing course materials in an alternate format does not count as attendance. Dual enrollment students are responsible for notifying their college instructors if they are expected to miss any classes and are responsible for the attendance policies within the course syllabus.

Student grievance and complaint procedures are outlined in the current catalog and handbook. Dual enrollment students should regularly log into the Pirate Portal to access Canvas, student email, and monitor their registration status, grades, billing statements, and other important educational records.

Student Conduct Policies:

Students must comply with registration, attendance, academic policies, and the code of conduct specified in the VC catalog and student handbook, as well as adhere to the college's academic calendar, including important registration and withdrawal dates and deadlines. Failure to attend classes according to the college schedule, or being suspended, placed in an alternative program, or expelled, may result in losing the opportunity to earn college credit. Any non-instructional issues will be managed according to school district policy, and the district will provide placement for students who withdraw from the course.

Student Support Services:

All dual enrollment students will receive the same access to academic, career, and transfer advising, as well as disabilities services, technology support, testing and tutoring services, library resources, etc., as other college students. Students needing accommodations must self-report to the Disabilities Advisor, who will provide accommodations in line with Section 504 of the Federal Rehabilitation Act and the Americans with Disabilities Act, without altering the course content. Dual credit instructors must implement these approved accommodations as part of the instruction. When courses are taught at the high school, the Disabilities Advisor will coordinate accommodations with the high school special education counselor, though it is the responsibility of high school personnel to refer students to the disabilities advisor. High school staff will support college personnel with enrollment, registration, and various support services such as pathway advising, Apply Texas, FAFSA, and scholarships, and will provide a computer lab or suitable area for these activities as outlined in Appendix A.

Graduation Recognition:

Graduating dual credit high school students who have completed 18 or more semester college hours at Victoria College will be awarded designated VC Honor Cords that may be worn during the high school commencement ceremony with permission from their high school.

Payment & Financial Support:

Students enrolled in any term are responsible for payment of books, supplies, and/or course material for all courses. Students are responsible for accessing the college's academic calendar, which will include information such as the add/drop deadline and refund policies.

Scholarship opportunities can be found on the VC website. Scholarship awards are visible in students' Pirate Portal accounts.

VC participates in the Texas FAST program, which offers dual credit courses for free to qualifying students. Dual credit students not meeting the established criteria for FAST, ISD sponsorship, or taking a course not meeting established criteria for ISD sponsorship or FAST will pay the Dual Enrollment tuition and fees according to the tuition and fee payment schedule established by Victoria College for the academic year. Ultimately, students are responsible for their tuition and fees.

Invoicing:

Victoria College will invoice the high school or organizations that sponsor students once enrollment is complete, and a letter of intent is on file for the applicable charges. The high school will provide the appropriate payment to be paid net 45 days after the applicable ORD.

Recognition of Higher Education Partner:

The school district will recognize Victoria College as its higher education partner when reporting and publicizing high school students' completion of dual credit courses, degrees, or certificates. When the school district advertises and/or publicizes the benefits of or opportunities for dual credit, including but not limited to academic designations, awards received, or tuition saved, the school district will recognize Victoria College as its higher education partner. The school district is encouraged to collaborate with the Victoria College Marketing and Communication Department on advertising and publicity.

Marketing & Publications:

Marketing and promotion of dual enrollment events and initiatives such as ApplyTexas drives, dual credit information (DCI) sessions, FAFSA and Scholarship application assistance nights, and others, will be the shared responsibility of both entities.

Title IX of the Education Amendments 1972:

The school district will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) and its implementing regulations as stated in the Local Board Policy FFDA – Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence and the School District Title IX policy in resolving incidents and complaints.

Non-Discrimination:

The College prohibits discrimination, including harassment and sexual misconduct, against any employee, applicant for employment, student, or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the college include race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law.

FERPA:

Both entities will adhere to the Federal Family Educational Rights and Privacy Act (FERPA). FERPA Policy guarantees students certain rights with respect to their educational records, including the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Both entities will present information regarding FERPA to students and parents during all presentations and student appointments. Under FERPA, the high school has academic privilege while the student is still in high school. While the student is enrolled in dual credit classes, VC can communicate with high school officials regarding testing, academic records, billing/payments, scholarships, grades, and TPEG.

High school officials will ensure students and parents understand that the instructor works directly with students, as opposed to the type of parent interventions one may be accustomed to at the high school level. Under FERPA guidelines, instructors are not required to discuss student performance or other student-related issues with parents.

Approved by:

Victoria College

School District Superintendent or Designee

Cindy Buchholz

Lesley Bacak

Signature

Signature

Cindy Buchholz

Lesley Bacak

Print name

Print name

Executive Vice President –Chief Academic Officer

Principal

Title

Title

2/19/2026

2/18/2026

Date

Date