

# Dual Enrollment Partnership Agreement

## Academic Years: 2020-2021 and 2021-2022

### Victoria College

an institution of higher education (IHE), in the County of Victoria, in the State of Texas, and

### Yorktown 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 for the academic years listed above unless both parties agree to make an amendment to this agreement. Specific responsibilities of Victoria College (VC) and the partnering high school are defined within 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** provides a detailed table defining the roles and responsibilities. VC is focused on student success and will work with the high school personnel to select courses that guarantee completion of degree and/or certificate and transferability to Texas public four-year institutions.

#### 1. Student Eligibility

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

- Attend a Dual Enrollment Information (DEI) session for parents/guardians/responsible adults and students.
- 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 current Texas Success Initiative Assessment minimum passing scores or, after August 31, 2020, the minimum passing scores for the Texas State Initiative Assessment 2.0 (TSIA 2.0) established by the Texas Higher Education Coordinating Board or other forms of college readiness listed in **Appendix B** and Victoria College Dual Enrollment course pre-requisites. If the HS is a testing site for TSIA 2.0 the student must complete a TSI Retrieval Form (found on the VC Admissions website) and submit to Pre-College Programs and Recruitment.
- Be enrolled in grades 9-12 (this includes summer before 9<sup>th</sup> grade year with confirmation of passing to the 9<sup>th</sup> grade)

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

All individuals teaching dual credit courses must meet 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 and supervised in instructional matters by their respective department chair. Compensation for courses with fewer than the minimum number of students enrolled will be prorated according to the number of students enrolled. For more information on the hiring process, please contact the VC Human Resources office.

VC adjunct faculty will be issued a VC email address to communicate all official college business, which includes access to Pirate Portal; grade reporting; roster certifications; Canvas access; and communications with VC students, staff, and departments. The HS agrees to ensure that the faculty on their campus are utilizing their VC email for their primary communication for all college business. In addition, the adjunct faculty will report excessive absences in Navigate, verify/certify rosters, meet all course student learning outcomes, and complete other required reports. Course roster certifications and numerical grade deadlines are issued to VC faculty through their VC email and published in the Pirate Portal. Faculty teaching college courses are expected to reach out to students who need academic assistance and direct them to the appropriate IHE or HS 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, 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 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 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 must be made within the first two class days and be 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 Director of Distance Education. In addition, a performance evaluation will be conducted on proctors at the end of each semester.

- d. The high school will ensure students have appropriate access to all available instructional resources and essential technology. When offering science courses, the 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

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- 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**

VC academic policies apply to all college courses including those which include dual credit students. These policies include the appeal process for disputed grades, drop policy, attendance, and the communication of grading policy to the students. The academic calendar of VC will be utilized for this partnership agreement including VC student holidays. All high school students are responsible for notifying their college instructor if they are missing any classes and following course policies on the syllabus. The VC adjunct faculty member/high school teacher can submit an alternate schedule to accommodate the high school yearly schedule, but this must be submitted to and approved by the Division Dean prior to the first day of when courses begin and is only applicable when being taught by the VC adjunct/high school teacher on the high school campus.

The college will provide dual credit students with the same access to academic, career, and transfer advising, as well as disabilities services, technology support services, and library services and additional supportive services 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; however, it is the high school personnel's responsibility to refer students in a timely manner to the Disabilities Advisor.

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 services. See **Appendix C**.

Student grievances and complaint procedures are applicable to all VC students and can be found in the current catalog and handbook. Dual enrollment students should log into the Pirate Portal regularly to access Canvas and student email as well as check their registration status, grades, billing statements, and other important data regarding their education records.

## 5. Eligible Courses

Courses must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual (ACGM) or those in the Workforce Education Course Manual (WECM) identified as college-level technical courses leading toward a marketable skills achievement, award, certificate, Associate of Arts, Associate of Science, and/or Associate of Applied Science. The college does not offer remedial and developmental courses for dual credit.

The course for which dual credit is awarded must provide advanced academic instruction beyond or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for the equivalent high school course. Each high school has the final decision as to what they will offer their student, refer to **Appendix D**.

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## 6. Grading Criteria and Transcribing of Credit

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 counselor electronically.

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 listing the participating students and indicating how much the school will pay 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. See **Appendix E**.
- b. Dual enrolled students are responsible for paying tuition and fees in accordance with current college policy. Students are responsible for accessing the college's academic calendar, which will include information such as add/drop deadlines and refund policies.
- c. Scholarship opportunities can be found on the VC website. Students who are awarded scholarships will receive notification from Pre-College Programs & Recruitment.

## **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 accessing 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 at Victoria College 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.

Victoria College has identified the Director of Pre-College Programs & Recruitment as the contact person who will act as the liaison and coordinate all program matters. The high school shall designate a liaison for the campus who will handle all matters related to dual enrollment.

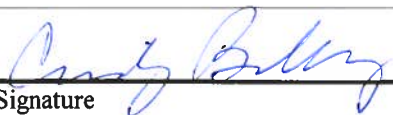
**Terms of Agreement**

This agreement shall become effective on August 1, 2020, for two consecutive academic calendar years. This agreement shall be enforced for each academic year, as deemed necessary, unless either party submits written request for amendment or withdrawal 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 to cancel or terminate this agreement at any time according to the above guidelines.

**Approved by:**

**VICTORIA COLLEGE**

**Yorktown High School**



Signature

Cindy Buchholz

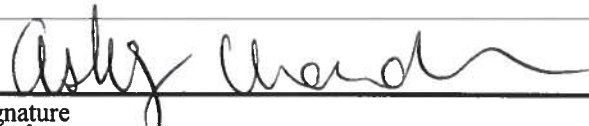
Print name

Vice President of Instruction

Title

6/9/2020

Date



Signature

Ashley Chandler

Print name

Principal

Title

5/28/20

Date

## Appendix A

AREA	VICTORIA COLLEGE WILL:	HIGH SCHOOL WILL:
	<p>Communicate with the HS liaison regarding course requests one semester prior to the term course is requested.</p>	<p>Communicate with specialists assigned to HS regarding course requests one semester prior to requests being made. The requests for course(s), day(s), and times shall be submitted using the provided Course Request link.</p>
<p>Course Schedules/Course Planning/Instruction</p>	<p>Notify dual enrollment students and HS counselor of any IHE closures due to inclement weather.</p> <p>Email calendars of important dates at the beginning of each semester.</p>	<p>Email school calendar of event to their assigned dual enrollment specialist.</p> <p>Follow VC academic calendar which includes student holidays. All DE students are responsible for notifying their college instructor if they are missing any classes and follow courses policies on syllabus.</p>
<p>Data Sharing</p>	<p>Collect, share, and review program and student data to assess the progress of the HS</p> <p>Report midterm and final grades to counselor electronically</p>	<p>Collect, share and review program and student data to assess the progress of the HS.</p>
<p>Facilities</p>	<p>Contact the HS prior to the semester beginning to learn where they will report for course instruction if VC course is taught at the HS</p> <p>Abide by HS policies as it pertains to dress code and campus safety procedures if VC instructor is teaching at the high school.</p>	<p>Provide VC with the necessary classroom space equipped for college-level instruction, including:</p> <ul style="list-style-type: none"> <li>· Projector/display equipment</li> <li>· Multimedia equipment</li> <li>· Necessary lab &amp; equipment</li> <li>· Internet access that lifts ISD's firewall restrictions upon request to view</li> </ul> <p>Provide VC with a technical support contact name and phone number</p> <p>Provide VC instructor the procedures for security of facility and facilities rules, including any VC faculty or student restrictions.</p>

<p>Leadership Team</p>	<p>Attend leadership meetings that are coordinated by the HS as requested. Include individuals with decision making authority or someone with quick access to this person. Will ensure that the IHE liaison interacts directly and frequently with the HS campus staff and administrators.</p>	<p>Develop and maintain a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the DE Program.</p>
<p>Student Support Services</p>	<p>Assign a VC Recruitment Specialist who will be the dedicated advisor to all DE students. They will be responsible for providing academic and career advising.</p> <p>The specialist will be responsible for arranging advising, degree planning, and registration with students.</p> <p>Provide information to HS about student events and activities sponsored by VC.</p>	<p>Provide a time and support HS students to complete the VC Enrollment process.</p> <p>Review the periodic grade reports and communicate with students regarding support services available and the last day to drop with a Q.</p> <p>Promote and inform dual enrollment students about VC events and activities.</p>
<p>Tuition and Fees/Billing</p>	<p>Invoice ISD in a timely manner</p> <p>Invoice ISD after the second class day of which is the last day for roster changes for all students enrolled in courses.</p> <p>VC will not drop any dual credit students for non-payment if the ISD has stated that they are paying for the courses and has submitted a letter of intent. If a letter of intent is not on file by the Official Reporting Date (ORD) students will be dropped.</p>	<p>Notify Director of Pre-College Programs of what students bills will be paid for by ISD with the list that includes students first and last name, VC student ID, and total amount to be paid for each student.</p>
<p>Textbooks/Instructional Materials</p>	<p>Provide the HS faculty member a course textbook and sample syllabus.</p>	<p>Contact the VC bookstore to arrange the purchase of textbooks and/or instructional materials prior to the semester start.</p>



Curriculum	Provide course approved content, curriculum guidelines, materials, sample course outlines, and departmental standards set in the approved course syllabus	Ensure HS faculty adhere to the college course approved content, curriculum, materials, outlines, and standards established in the approved course syllabus.
Conduct and Safety	Provide HS with link to VC Pre-College Programs & Recruitment web page and to VC policies.	Ensure HS participants are aware of VC and ISD policies and where to review them online.
Marketing & Publications	Provide support when appropriate for marketing of events/initiatives such as Dual Enrollment	Advertise events initiatives such as Dual Enrollment Information
	Information session, FAFSA nights, scholarship assistance, and Apply Texas drives.	session, FAFSA nights, scholarship assistance, and Apply Texas drives.
Federal Family Educational Rights and Privacy Act	<p>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.</p> <p>Will present information regarding FERPA to students and parents during all presentations and student appointments.</p> <p>Under FERPA the HS has academic privilege while the student is still in HS. While the student is enrolled in dual credit classes VC can communicate with HS officials regarding testing, education records, billing/payments, scholarships, grades, and TPEG.</p>	<p>Will inform student and parents of the FERPA regulations and the FERPA release located on the VC Admissions webpage.</p> <p>Ensure students and parents understand that instructor work directly with students, as opposed to the type of parent interventions one may be accustomed to at the HS level. Under FERPA instructors are not required to discuss student performance or other student related issues with parents.</p>

## Appendix B Test Scores

CAN BE USED BEFORE OR AFTER HIGH SCHOOL GRADUATION	
Description	College Ready Scores
<b>ACT</b>	
<i>Scores are good for 5 years</i>	
English	19 w/Composite of 23
Math	19 w/Composite of 23
Composite	23
<b>SAT after and including March 2016</b>	
<i>Scores are good for 5 years</i>	
Evidence Based Reading & Writing	480
Math	530
<b>TSI Assessment</b>	
<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
<b>STAAR Exemptions</b>	
English III - For Both Reading and Writing	4000
Algebra II	4000
<b>College Prep Course (Waiver)</b>	
<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
<b>PSAT-NMSQT Version after October 2015</b>	
Evidence Based Reading & Writing	460
Math	510
<b>STAAR (Waiver)</b>	
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
<b>PLAN (Waiver)</b>	
English	19 w/Composite of 23
Math	19 w/Composite of 23
Composite	23

## Appendix C YORKTOWN HIGH SCHOOL STUDENT SUPPORT SERVICES

The Yorktown High School Counselor and Administration collaborate with VISD counselors and staff to assist high school students with secondary graduation requirements and college readiness. We implement, coordinate, and evaluate initiatives aimed at enhancing performance on required college readiness and/or other college placement exams. Outreach includes, but is not limited to:

- Class Visits
- Parent/Student information sessions
- Dual Credit presentations
- FAFSA Day
- Application Day
- IHE field trips
- Informing students of transferability of dual credit courses
- Guiding students through the admissions process
- Enrolling students in dual credit courses
- Monitoring progress of students in dual credit courses

## Appendix D

<b>Y.H.S. &amp; VC DUAL CREDIT COURSE EQUIVALENCY</b>		
<b>HIGH SCHOOL COURSE</b>	<b>COLLEGE COURSE</b>	
U. S. History (1 <sup>st</sup> semester) ½ credit	HIST 1301	United States History I
U. S. History (2 <sup>nd</sup> semester) ½ credit	HIST 1302	United States History II
English III (1 <sup>st</sup> semester) ½ credit	ENGL 1301	Composition I
English III (2 <sup>nd</sup> semester) ½ credit	ENGL 2328	American Literature I since 1865
English IV (1 <sup>st</sup> semester) ½ credit	ENGL 1302	Composition II
English IV (2 <sup>nd</sup> semester) ½ credit	ENGL 2322	British Literature to 1800
Government ½ credit	GOVT 2305	Federal Government
Economics ½ credit	ECON 2301	Principles of Macroeconomics
Pre-Calculus (1 <sup>st</sup> semester) ½ credit	MATH 1314	College Algebra
Independent Study in Math, 1 credit (Advanced Math Credit)	MATH 1316 MATH 1324 OR MATH 1325 OR MATH 1342 OR MATH 2412 OR MATH 2413 OR MATH 2412	Plane Trigonometry OR Math for Business & Soc. Sciences OR Calculus for Business & Social Sciences OR Elementary Statistical Methods OR Pre-Calculus OR Calculus I OR Calculus II
Fine Arts 1 credit	ARTS 1301 ARTS 1303 ARTS 1304 MUSI 1304 MUSI 1306 MUSI 1310 MUSI 1311 MUSI 1312 DRAMA 1310	Art Appreciation Art History I Art History II Foundations of Music Music Appreciation American Music Music Theory I Music Theory II Introduction to Theatre
Psychology ½ credit	PSYC 2301	General Psychology
Sociology ½ credit	SOCI 1301	Introduction to Sociology
Business Information Management ½ credit	BCIS 1305	Business Computer Applications
Business Law ½ credit	BUSI 2301	Business Law
Human Growth & Development 1 credit	PSYC 2314	Lifespan Growth and Development
Interpersonal Studies ½ credit	EDUC 1300	Learning Frameworks
Communication Applications ½ credit	SPCH 1311 OR SPCH 1315	Introduction to Speech Communication OR Public Speaking
Accounting I, 1 credit	ACCT 2301	Principles of Financial Accounting
Accounting II, 1 credit	ACCT 2302	Principles of Managerial Accounting
Computer Science I, 1 credit	COSC 1301	Introduction to Computing
Computer Science II, 1 credit	COSC 1315	Introduction to Computer Programming
Law Enforcement I, 1 credit	CRIJ 1301	Introduction to Criminal Justice
Court Systems & Practices, 1 credit	CRIJ 1306	Court Systems and Practices
Correctional Systems & Practices, 1 credit	CRIJ 2313	Correctional Systems and Practices