

**HOWARD COLLEGE
AND
OLFEN INDEPENDENT SCHOOL DISTRICT
2024-2025 DUAL CREDIT PARTNERSHIP AGREEMENT**

This partnership agreement for the dual credit program between Howard College (HC) and the Olfen Independent School District (hereinafter referred to as “School District”) promotes student access to higher education and describes how the parties will work collaboratively to foster student success throughout the program. This agreement incorporates dual credit requirements outlined in the Texas Administrative Code (TAC) (Chapter 4, Subchapter D, Section 4.84 and Chapter 9, Subchapter H, Section 9.144).

TERMS/AMENDMENTS/REVISIONS

This agreement will become effective on the date the last party executes the agreement and will remain in effect until such time as mutual agreement is made to modify or terminate. This agreement may be amended only by mutual written agreement of both parties.

This agreement does not apply to an Early College High School or a P-TECH school. The Texas Education Agency and the Texas Higher Education Coordinating Board (THECB) require an additional agreement for those partnerships.

In keeping with TAC guidelines, HC and the School District hereby agree to the following:

ELIGIBLE COURSES

1. Courses offered for dual credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the THECB or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the THECB.
2. Courses offered for dual credit must be in the approved course/program inventory for HC.
3. A college course offered for dual credit must be:
 - a. in the core curriculum of HC;
 - b. a career and technical education course; or
 - c. a foreign language course.
4. Remedial and developmental courses may not be offered for dual credit.
5. A workforce continuing education course may be offered for dual credit provided state guidelines are followed. Workforce continuing education is defined as a program of instruction intended for adults and designed to prepare a student for employment or a job upgrade within a specific occupational category or to bring their knowledge or skills up to date on new developments in an occupation or profession. Texas legislation (HB 2994) defines an adult as a person who has completed their sophomore year of high school, is seventeen years of age with a high school diploma or equivalent, or is eighteen years of age under any circumstance.

STUDENT ELIGIBILITY

1. A high school student is eligible to enroll in **academic transfer** dual credit courses if the student:
 - a. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) on relevant section(s) of an assessment instrument according to the THECB Rules and Regulations (Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Rule 4.56 and 4.57).
 - b. demonstrates that he or she is exempt under the provisions of the TSI as set forth in the THECB Rules and Regulations (Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Rule 4.54).
2. A high school student is also eligible to enroll in **academic transfer** 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 minimum score of 4000 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.):
 - 1) 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
 - 2) 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 minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; 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.):
 - 1) 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
 - 2) a score of 510 on the mathematics 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 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, and is not 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 but may not enroll in courses that require demonstration of college readiness in reading, writing or math unless they have met minimum standards on certain high school assessment instruments under the following conditions:
 - a. Courses that require demonstration of TSI college readiness in **reading and/or writing**:
 - i. if the student achieves a minimum score of 4000 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.):
 - 1) 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
 - 2) 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 minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; 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.):
 - 1) 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
 - 2) a score of 510 on the mathematics 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 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. HC restricted courses include:
 - a. English 1301, Composition I – Students must demonstrate TSI readiness in reading and writing to enroll in English 1301.
 - b. Math courses – All college level math courses require demonstration of TSI readiness in math.

6. School districts may set TSI restrictions on additional courses.
7. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs 1-4 of this section.
8. To be eligible for enrollment in a dual credit course, 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.).
9. HC may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

LOCATION AND STUDENT COMPOSITION OF CLASS

1. Dual credit courses may be taught on the college campus, on the high school campus, or electronically. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, HC will comply with applicable THECB rules and procedures for offering courses at a distance.
2. Courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:
 - a. 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.
 - b. If the high school credit-only students are College Board Advanced Placement students or International Baccalaureate students.
 - c. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

1. HC shall select instructors for dual credit courses. These instructors must be regularly employed faculty members of the college or 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. HC shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.
3. Official transcripts of instructors must be kept on file at HC.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

1. HC 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, rigor, and method of student evaluation. These standards must be upheld regardless of the student composition of the class.
2. Identified course outcomes/learning objectives must meet all college requirements, including procedures for assessment and reporting.
3. College-level courses may include controversial, sensitive, and/or adult material.

Students are expected to have the readiness for college-level rigor and content.

4. Courses which result in college-level credit will follow the standard grading practices of HC, as identified in HC policy and as set forth in the appropriate course syllabus.
5. HC will provide letter and numerical grades for students enrolled in dual credit courses.
6. HC will provide progress reports as requested by the School District.
7. Dual credit faculty employed by the School District (embedded instructors) will follow requirements for teaching a college course for HC as outlined in the HC Employee Handbook which includes the following:
 - a. Maintain appropriate records, certify census day rosters, submit syllabi, provide interim reports, certify final grade reports, certify attendance, and provide other reports and information as may be required by HC and/or the School District and will adhere to the deadlines established for each report.
 - b. Assess student learning outcomes and program learning outcomes as directed by HC, analyze results, and submit learning outcome reports by the established deadlines.
 - c. Utilize HC's learning management system and email system as determined by college officials.
 - d. Ensure courses maintain college-level rigor and expectations for students.
 - e. Attend all meetings and training as required by HC.
 - f. Utilize the syllabus template approved by HC and include all required information.
 - g. Communicate with students needing academic assistance and direct them to high school and/or college advisors to provide appropriate support services.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

1. Academic policies applicable to courses taught on the college campus also apply to dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc. Students should refer to the HC Student Handbook, HC Catalog, and course syllabus.
2. Students in dual credit courses at HC are eligible to utilize the same or comparable support services that are afforded college students on the main campus. HC will ensure 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. Students are required to file a degree plan not later than the end of the second regular semester or term immediately following the semester or term in which the student completes 15 or more semester credit hours. If a student begins at an institution with over 15 semester credit hours of dual credit, they have until the end of their second regular semester or term to file a degree plan.

STUDENT CONDUCT

HC has a responsibility to maintain order within the college community and to discipline those who violate its rules and policies. Enrollment requires students to share this responsibility. All students,

including dual credit students, agree to abide by the standards, rules and/or policies outlined in the HC Student Handbook, HC Catalog, and other official college publications. HC officials will follow procedures outlined in the HC Student Handbook and/or HC Catalog when addressing student misconduct.

STUDENT COMPLAINTS

All students have the right to inquire about, criticize, or propose improvements to college policies, procedures, regulations, and services. Students should present concerns to an HC official (instructor, advisor, etc.) HC will make every effort to resolve the issue. If students choose to report an issue to high school officials, the School District will promptly report the matter to HC.

It is the policy of HC to maintain an environment free of all forms of discrimination and harassment, including sex-based discrimination. Student complaints of sexual misconduct will be handled in accordance with HC policies and procedures as outlined in the HC Student Handbook (see Prohibition of Sexual Discrimination or Sexual Violence or Sexual Harassment).

HC is responsible for implementing complaint and/or grievance procedures for its educational programs. Students may report complaints directly to an HC employee or may report complaints online by completing a Student Complaint Form. A link to this form can be found on the homepage of the HC website. HC will collaborate with School District officials as needed in resolving complaints.

TRANSCRIPTING OF CREDIT

For dual credit courses, HC will transcript the college credit immediately upon a student's completion of the performance required in the course.

FUNDING AND COMPENSATION

1. The state funding for dual credit courses will be available to both the public school and HC based on the current funding rules of the State Board of Education and the THECB.
2. HC may claim funding for dual credit students getting college credit in core curriculum, career and technical education, foreign language, field of study, and programs of study dual credit courses.

COURSE COSTS

1. Dual credit students will be charged for courses as outlined in the HC Catalog (tuition, fees, additional charges, etc.) and will be required to purchase course materials as/if assigned by the instructor.
2. HC will strive to utilize free and low cost open educational resources in dual credit courses when possible.
3. FAST Program: The Financial Aid for Swift Transfer (FAST) Program provides funding to participating public institutions of higher education so they can offer dual credit courses to educationally disadvantaged students at no cost to these students. The Texas Education Code (TEC) defines "educationally disadvantaged" as those students eligible for the national free/reduced-price lunch program. A student who meets this requirement in any

of the four school years prior to the academic year in which the student is enrolled in the eligible dual credit course may be eligible for the FAST program. The Texas Higher Education Coordinating Board (THECB) will adopt a maximum tuition rate for dual credit courses each fiscal year that is a condition to an institution's participation in the FAST program. This rate will be reflected in HC's catalog.

- a. Students are eligible under the FAST program if they:
 - i. Are enrolled in an eligible dual credit course at a public school district or charter school (i.e., eligible for Foundation School Program funding); and
 - ii. Are taking a course offered through an institutional agreement, as outlined in TAC, Section 4.84 from an institution of higher education that has opted to participate in FAST; and
 - iii. Were qualified for free/reduced-price lunch in any of the four school years prior to the academic year in which they enroll in the dual credit course.
 - b. By statute, the FAST Program requires that eligible students at participating institutions incur no cost for their dual credit coursework. An eligible student will not pay tuition and fees for an eligible dual credit course. Books, supplies, and other course materials must also be provided at no cost to an eligible student.
 - c. Should there be fees, books, supplies and other course materials costs for an eligible dual credit course taken by a FAST eligible student, the School District agrees to cover the costs on behalf of the student.
4. HC and the School District agree that tuition and fees which are to be paid by the student are due and payable in full at the time of registration. If the School District alone is to be responsible for payment of a student's tuition and fees, HC agrees to bill the School District immediately following registration. The School District agrees to settle all account receivables with HC within 30 days of the billing date. Students whose tuition and fees are not paid by the official college census day of the class or who do not have a valid account receivable as of the official college census date will be dropped from the college class.
 5. If for any reason it becomes necessary for a student to drop a course, HC and the School District agree that it is the responsibility of the student to officially withdraw from the course through the admissions office at HC. Tuition and fees will be refunded according to the official refund policy found in the HC Catalog. Tuition and fees paid directly to HC by the School District, sponsor, donor, or scholarship fund will be refunded to the source rather than directly to the student.
 6. If the School District is covering student expenses (tuition, fees, textbooks, transportation, etc.), the School District will provide this information to students, along with any stipulations for receiving this assistance.

RELEASE OF STUDENT ACADEMIC INFORMATION

1. HC and the School District may release student information to another institution of higher education for purposes of transferring course credit or awarding course credit in accordance with federal privacy laws.
2. Student data may be shared through an electronic data sharing or exchange platform operated by an agent of HC or the School District that meets nationally accepted

standards, conventions, and practices.

COMPLIANCE

HC and the School District agree to:

1. Certify that their sites are ADA compliant.
2. Comply with all applicable provisions of the Family Education Rights and Privacy Act.
3. Comply with all applicable guidelines, standards and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Texas Education Agency (TEA).

PROGRAM COMMITMENTS AND RESPONSIBILITIES

In alignment with the statewide goals established by House Bill 1638 (85th Legislature, Regular Session), and as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), HC and the School District commit to:

1. Implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

HC Responsibilities

- Provide student and parent informational sessions.
- Provide current course and program information.
- Be available by phone and/or email to answer questions from high school officials, students, and/or parents.
- Maintain current dual credit information on college website.

School District Responsibilities

- Schedule student and parent informational sessions in coordination with HC and require attendance by students and parents.
- Keep HC informed of questions and/or concerns raised by students and/or parents.
- Collaborate with HC regarding new and innovative ways of marketing the dual credit program.
- Maintain current dual credit information on the school district's website.

2. Assist high school students in the successful transition to and acceleration through postsecondary education.

HC Responsibilities

- Collaborate with the School District to align dual credit courses and programs with high school endorsements and programs of study.
- Collaborate with School District on developing a schedule of classes that builds pathways for students that lead to successful program completion.
- Assist students in completion of the admission and registration process.
- Provide academic advising which includes placing students in courses

that lead to program completion in a timely manner and align with students' career goals.

- Maintain knowledge of transfer requirements at four-year institutions and assist students in the transfer process.
- In collaboration with the School District, analyze student data (disaggregated by student sub- population) including student enrollment in postsecondary after high school; time to degree completion; and semester credit hours to degree. Utilize the results to make changes for improving outcomes.

School District Responsibilities

- Collaborate with HC on developing a dual credit schedule of courses that meets students' career goals and promotes efficient and effective transfer opportunities.
 - Provide official high school transcripts, test scores, and such certifications that may be required by HC during the admission and registration process.
 - Assist students in completing admission and registration.
 - Work with HC in developing a class schedule at least one semester in advance of offering the course(s).
 - In collaboration with HC, analyze student data (disaggregated by student sub-population) including student enrollment in postsecondary after high school; time to degree completion; and semester credit hours to degree. Utilize the results to make changes for improving outcomes.
3. Ensure all dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

HC Responsibilities

- Provide academic advising and career development in collaboration with the School District.
- HC will designate at least one employee as responsible for providing academic advising to a student who enrolls in a dual credit course before the student begins the course.
- HC will provide an orientation/training for online learning.
- Make students aware of support services available.
- Utilize the early alert procedures for identifying students in need of academic assistance.
- Provide tutoring opportunities.
- In collaboration with the School District, analyze student data (disaggregated by student sub- population) including student enrollment in postsecondary after high school; time to degree completion; and semester credit hours to degree. Utilize the results to make changes for improving outcomes.

School District Responsibilities

- Collaborate with HC in developing advising and career development procedures that support student readiness.
 - Communicate with HC regarding student needs.
 - Allow HC to provide support services on the high school site as/if needed and appropriate.
 - Allow HC to meet with students individually as needed to discuss academic progress and planning.
 - In collaboration with HC, analyze student data (disaggregated by student sub-population) including student enrollment in postsecondary after high school; time to degree completion; and semester credit hours to degree. Utilize the results to make changes for improving outcomes.
4. Maintain quality and rigor of dual credit courses to ensure student success in subsequent courses.

HC Responsibilities

- Credential and hire qualified faculty to teach dual credit courses.
- Provide adjunct faculty training for embedded instructors.
- Provide support and training for teachers.
- Provide HC dual credit advisors.
- Provide students access to tutoring services.
- Provide students access to learning resources.
- Conduct class observations of dual credit faculty.
- Keep dual credit faculty informed of professional development opportunities.
- Provide dual credit students the opportunity to evaluate instructors.
- Analyze student performance in subsequent courses and collaborate with the School District on improvement strategies as needed.

School District Responsibilities

- Ensure dual credit courses taught by high school instructors meet the contact hours required and that extracurricular activities do not interfere with students completing the required contact hours.
- Ensure that students have the required instructional materials prior to the start of class.
- High school instructors teaching dual credit courses will:
 - attend the adjunct faculty meeting held at the beginning of each semester.
 - attend training at HC as necessary.
 - maintain college-level rigor in the course and follow the curriculum provided by HC.
 - conduct student learning outcome assessment and submit outcome reports as directed by HC.
 - submit rosters, grades, and other required documents and reports on time.
 - Participate in professional development activities as requested. Some professional development activities may be required.

- Analyze student performance in subsequent courses and collaborate with HC on improvement strategies as needed.

DEFINED SEQUENCE OF COURSES AND COURSE EQUIVALENCY CROSSWALK

Course crosswalks are provided on separate pages.

<u>Amy Burchett</u>	<u>Executive Vice President</u>	<u>10/3/24</u>
Designated Howard College Official	Title	Date

<u>James Schwann</u>	<u>Supt.</u>	
Designated High School Official	Title	Date

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