

**HOWARD COLLEGE
AND
RESPONSIVE EDUCATION SOLUTIONS dba PREMIER HIGH SCHOOL OF SAN ANGELO**

**DUAL CREDIT PARTNERSHIP AGREEMENT
2019-2020 Academic Year**

This partnership agreement for the dual credit program between Howard College (HC) and Responsive Education Solutions dba Premier High School of San Angelo (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.

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.

EXCEPTIONS:

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 §29.908 or an early college program as defined below.

Any college course for dual credit offered as part of an early college program must be a core curriculum course of HC, 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 THECB approved certificate, AA, AS, AAS degree program, or Field of Study Course (FOSC).

Early College Program: A program developed via an institutional agreement in partnership between a public institution of higher education and high schools or school districts in which a student enrolls in courses that are part of a defined sequence of courses leading to a Board approved certificate, AA, AS, or AAS degree program as defined in Title 19, Part 1, Chapter 9, Rule 9.1 - Definitions of Texas Administrative Code.

4. Remedial and developmental courses may not be offered for dual credit.

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). These exemptions are included in the table below.
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 as described in the table below.

<u>TYPE OF ASSESSMENT</u>	<u>Minimum</u> scores for Reading & Writing based classes e.g., English/History/ Government	<u>Minimum</u> scores for Reading, Writing and Math based classes e.g., Economics	<u>Minimum</u> scores for Math based classes e.g., College Algebra
ACT (TSI exemption)	English 19 Composite 23	English 19, Math 19 Composite 23	Math 19 Composite 23
PLAN (TSI waiver)	English 19 Composite 23	English 19, Math 19 Composite 23	Math 19 Composite 23
SAT (before 3/2016) (TSI exemption)	Critical Reading 500 Total (Critical Reading + Math) 1070	Critical Reading 500 Math 500 Total (Critical Reading + Math) 1070	Math 500 Total (Critical Reading + Math) 1070
SAT (after 3/2016) (TSI exemption)	Evidence-Based Reading & Writing 480	Evidence-Based Reading & Writing 480 Math Section Score 530	Math Section Score 530
PSAT (TSI waiver)	Critical Reading 50 Total (Critical Reading + Math) 107	Critical Reading 50 Math 50 Total (Critical Reading + Math) 107	Math 50 Total (Critical Reading + Math) 107
STAAR EOC (TSI exemption)	PRIOR TO SPRING 2014 English III reading 2000 English III writing 2000 SPRING 2014: Combined English III 4000	PRIOR TO SPRING 2014 English III reading 2000 English III writing 2000 SPRING 2014: Combined English III 4000 & Algebra II 4000	Algebra II 4000
STAAR EOC (TSI waiver)	PRIOR TO SPRING 2014 English II reading 2000 English II writing 2000 SPRING 2014: Combined English II 4000	PRIOR TO SPRING 2014 English II reading 2000 English II writing 2000 SPRING 2014: Combined English II 4000 & Algebra I 4000 Algebra 2 A & B (need ALL FOUR)	Algebra I 4000 Algebra 2 A & B (need ALL THREE)

<u>TYPE OF ASSESSMENT</u>	<u>Minimum</u> scores for Reading & Writing based classes e.g., English/History/ Government	<u>Minimum</u> scores for Reading, Writing and Math based classes e.g., Economics	<u>Minimum</u> scores for Math based classes e.g., College Algebra
TSI Assessment	ABEWD 4-6 & WS 5-8 & Read 351-390 (need ALL THREE) OR WRITE 340-390 & WS 4-8 & Read 351-390 (need ALL THREE) OR WRITE <340 & ABE 4 & WS 5-8 & Read 351-390 (need ALL FOUR)	WS: 5-8 & Read 351-390 & Math 336-347 & IA 4-15 (need ALL FOUR) OR WRITE 340-390 & WS 4-8 & Read 351-390 & Math 336-347 & IA 4-15 (need ALL FIVE) OR WRITE <340 & ABE 4 & WS 5-8 & Read 351-390 & Math 336-347 & IA 4-15 (need ALL SIX)	Math 350-390

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 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. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs 1-4 of this section.

6. 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.).
7. 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.
 - 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 of 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 six-week progress reports as requested by the School District.
7. Faculty teaching dual credit courses are responsible for keeping appropriate records, certifying census day rosters, providing interim reports, certifying final grade reports, certifying attendance, submitting student learning outcome assessment reports, and providing other reports and information as may required by HC and/or the School District.

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 more than 15 semester credit hours of dual credit, the student has until the end of the students second regular semester or term to file a degree plan.

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.
3. HC will reimburse the School District for instructional costs when a credentialed high school instructor is selected to teach a dual credit class. This fee will be calculated at \$50 for each dual credit high school student per course. Payment will be processed after final grades are submitted.

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. 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.
4. 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.
5. 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.
6. If an HC instructor travels outside the city limits of the college campus to teach a course at the School District, the School District will reimburse HC the mileage at the current HC mileage reimbursement rate. HC will bill the School District the last month of the semester. Payment will be due prior to final day of class.

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 for high school counselors to use.
- 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.
- 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.
- 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.
- 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 training.
- Provide support and training for teachers.
- Provide HC advisors for students and to help high school counselors as needed.
- 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

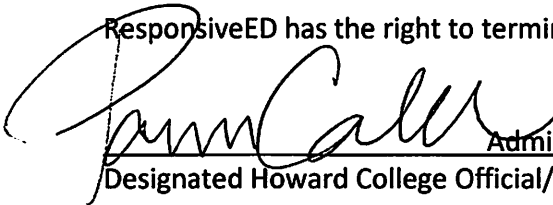
- Ensure dual credit courses taught by high school instructors meet the contact hours required and that extracurricular activities do not interfere with students completing the required contact hours.
- Ensure that students have the required instructional materials prior to the start of class.
- High 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.
- Analyze student performance in subsequent courses and collaborate with HC on improvement strategies as needed.


DEFINED SEQUENCE OF COURSES AND COURSE EQUIVALENCY CROSSWALK

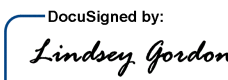
The pages following the signature page include degree plans and course crosswalks for the transfer associate degrees and course crosswalks for career technical education. These can be modified to fit specific program needs.


1. Four Year Plan – Associate Degree
2. 42 Hour Core Curriculum Plan
3. Four Year Plan – 42 Hour Core Curriculum with Endorsement
4. Core Curriculum Course Crosswalk
5. Career Technical Education Course Crosswalk

ResponsiveED has the right to terminate this agreement upon 60 days notice.

 Administrative Dean for Instruction and Student Services 9/23/19
 Designated Howard College Official/Title Date

DocuSigned by:
 9/26/2019
 Designated High School Official/Title Date
 Robert Davison, Chief Operating Officer, Responsive Education Solutions

DocuSigned by:
 9/25/2019
 Designated High School Official/Title Date
 Lindsey Gordon, General Counsel, Responsive Education Solutions

DocuSigned by:
 9/25/2019
 Designated High School Official/Title Date
 Kevin Sevin, CCMR Coordinator, Responsive Education Solutions

Updated August 12, 2019