

## I. Parties

This Dual Credit Partnership Agreement (“Agreement”) is entered into between Grayson College and Tioga Independent School District (“District”) and is designed to allow high school students at Tioga High School (“High School”) to earn dual high school and college credit.

## II. Purpose and Background

In accordance with the rules and regulations of the Texas Higher Education Coordinating Board, Grayson College offers regular college credit courses in Core Curriculum and Career and Technology for dual credit high school students. If the District approves these college courses for dual credit, high school students meeting Grayson College admission requirements may enroll in these courses and may receive college and high school credit simultaneously.

In order to ensure the quality of dual credit courses and to facilitate communications and understanding between the District and Grayson College, the following provisions are agreed to by Grayson College and the District at High School(s) where dual credit courses are offered.

## III. Eligible Courses

1. Only courses as permitted by TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (“THECB Rules”), may be used for dual credit.
2. Courses approved for dual credit for a high school student must be applicable to a college or university certificate or degree (See Appendix A).

## IV. Student Eligibility

1. High school students must meet all eligibility requirements set forth in the THECB Rules. All eligibility requirements set forth herein are subject to the THECB Rules and, in the event of conflict, the THECB Rules govern and apply.
2. High school students should meet with their high school counselor(s) to ensure courses match requirements for high school graduation. The Directors of Dual Credit (Academic and Career Technical) also serves as a point of contact on the main campus and makes visits to high schools as well to assist counselors and students.
3. All dual credit students must meet the testing and placement guidelines stipulated in the Grayson College catalog. For specific information regarding testing and placement requirements, please contact (a) High School Representative (b) Directors of Dual Credit (Academic and Career Technical) (c) Grayson Admissions.
4. Prospective high school students must complete the Grayson College admission process prior to registration.
5. Prospective high school students must submit the completed Dual-Enrollment Permission form to their high school (See Appendix B). The high school will complete, sign, and forward the form to Grayson College Dual Credit.
6. High school students taking Grayson College courses for dual credit will be treated as college students. It is expected that high school students taking Grayson College courses as dual credit will conduct themselves as college students. A collegiate classroom environment is expected. The level of maturity of the high school student should be one of the criteria for approval by the high school official.
7. The awarding of high school credit for graduation is at the discretion and approval of the District.

## V. Faculty Selection, Supervision, and Evaluation

1. Grayson College controls all aspects of its education programs as related to the college dual credit course. The ISD will control all aspects of its educational program. Each college dual credit course for which academic credit is awarded must be approved by the Grayson College faculty and administration. Grayson College in coordination with the District will recruit faculty who demonstrate the ability to deliver college-level course content with high quality and effectiveness. All faculty (including embedded faculty) will be supervised and evaluated by the appropriate Grayson College department chair, the appropriate dean, and the Vice President of Instruction to ensure compliance with all SACSCOC guidelines for faculty credentialing. Grayson College shall oversee content and delivery of all dual credit courses and shall manage performance of faculty (i.e., provide feedback and improvement plans). If warranted, Grayson College shall investigate student complaints regarding the dual credit course or its instructor pursuant to Grayson College policies and procedures.
2. In order to serve as an instructor of record at Grayson College, instructors of transfer courses offered for dual credit must have completed at least 18 graduate hours in the teaching discipline and hold at least a master's degree.
3. In order to serve as an instructor of record at Grayson College, instructors of career and technology courses for dual credit must have a minimum of a bachelor's degree in the teaching discipline or an associate's degree and demonstrated competencies in the teaching discipline. Final determination of credentialing to meet SACSCOC standards and Grayson College requirements is with the Vice President of Instruction.
4. The Grayson College Department Chairperson of the program area is the official college contact regarding instructional content for college courses taught for dual credit. All course content, learning outcomes, and instructional objectives will be consistent with courses taught on the College campus.
5. Faculty teaching college courses for dual credit are expected to carry out the following:
  - a. Teach assigned classes according to Grayson College approved course syllabi and learning outcomes associated with course.
  - b. Provide each student with a syllabus/class outline that explains the expectations of the instructor, learning outcomes, attendance expectations, and other information needed by the student. (Examples: required class materials, outside assignments, course pre-requisites, etc.)
  - c. Check dual credit student enrollment in the course. If a dual credit student's name does not appear on the class roll, the student should be instructed to contact the Directors of Dual Credit (Academic and Career Technical) to complete the enrollment process.
  - d. Arrive on time for classes or notify the Department Chairperson and/or Dean and the high school contact as early as possible of an inability to meet a class.
  - e. Maintain control of the class. If there is a discipline problem that requires immediate attention, contact the appropriate administrator in charge on that campus. Additionally, report any major classroom discipline problems to the Department Chair as soon as possible.
  - f. Maintain class attendance, grades, lesson assignments, and other necessary materials in the Canvas Learning Management System (LMS).
  - g. Submit all required class rosters, student grade reports, and required documentation on schedule.
  - h. Maintain accurate attendance records for all classes.

- i. Assign both an alphanumeric and numeric grade on the grade sheet as follows:
  - A = Excellent (90-100)
  - B = Good (80-89)
  - C = Fair (70-79)
  - D = Poor (passing) (60-69)
  - F = Failure (below 60)
  - W = Withdrew (student initiated drop)
6. Grayson College shall evaluate instructors of college courses offered for dual credit using the same procedures used for faculty teaching at the college campus.
7. Faculty teaching courses offered for dual credit who are employed by the District, will be considered as Grayson College adjunct faculty. The District shall perform criminal background checks as required by applicable law on all persons who are placed in the classroom for dual credit courses pursuant to this Agreement, and the District is solely responsible for ensuring that all such individuals have met acceptable standards under such background checks.
8. As with all Grayson College instructors, faculty teaching courses offered for dual credit who are employed by the school district, are subject to Grayson College policies, rules, and regulations, and it is expressly understood that such instructors will teach Grayson College course content and learning outcomes for the individual course. Embedded faculty are required to follow the same curriculum, syllabus, and assessment protocols as faculty teaching on the main campus.

#### **VI. Location of Classes**

The high school campus and/or classrooms may be used to conduct college classes for dual credit for the purposes of this agreement.

#### **VII. High School Physical Resources**

Resources will be evaluated by appropriate college personnel to ensure all physical resources are adequate for the courses taught in high school classrooms.

#### **VIII. Student Composition of Classes**

Dual credit courses may only be composed of dual credit students if taught at a high school. Courses offered on Grayson College's campuses, online, hybrid, or ITV may be composed of dual credit and other college students.

#### **IX. Transcription of Credit**

High school and college credit should be placed on student transcripts immediately upon a student's completion of the performance required in the course.

#### **X. Academic Policies and Student Support Services**

1. All academic policies applicable to courses taught on Grayson College campuses shall apply to dual credit high school students as outlined in the Grayson College policies and catalog.
2. Students taking college classes for dual credit are offered the same services that are available to other Grayson College students. Grayson College is responsible for ensuring timely and efficient access to such services as academic advising and counseling, learning materials (e.g., library resources), and other services for which the student may be eligible. Links to all of these resources are available in the main navigation menu in all Canvas course shells.
3. All dual credit students are subject to Grayson College's FERPA policies.

## **XI. Course Curriculum, Instruction, and Grading**

1. The Grayson College Department Chairperson of the program area is the official college contact regarding instructional content for college courses taught for dual credit.
2. Grayson College shall ensure that a college course offered for dual credit and the corresponding course offered at the College are equivalent with respect to the curriculum, contact hours, instruction, and method/rigor of evaluation of student performance, regardless of student composition of the class.
3. Instructors shall follow Grayson College grading policies. Faculty will submit mid-term and final grades in both letter grade and numeric form to the Directors of Dual Credit (Academic and Career Technical) and the Registrar on dates assigned.
4. Faculty will participate in providing information for the assessment of student learning outcomes as required by the Southern Association Commission on Colleges and THECB. This includes, but is not limited to, the submission of summary scores/data where such information is needed for evaluating departmental success, and the submission of student work for secondary evaluation by the division to ensure that relevant learning outcomes are achieved in any given course.
5. The Grayson College Department Chair, in consultation with appropriate Grayson College administrators, will evaluate the performance of faculty teaching college courses offered as dual credit. Included in this evaluation will be a determination of how well the faculty member performs in achieving the desired learning outcomes. The evaluation will be forwarded to the appropriate contact for a decision regarding whether the faculty member will be able to continue teaching college courses as dual credit. In the event that it is determined that a faculty member is not going to be allowed to continue, the District will be immediately informed.
6. All dual credit instructor assignments are determined by the department chair and are subject to change depending on scheduling and availability.

## **XII. Transfer of Courses**

Grayson College is a regionally accredited institution, and, as such, general education courses are readily transferable to other public institutions of higher education in Texas. However, since each college has its own policy regarding the transferability of courses, each student is strongly advised to check with the college he or she plans to attend after high school, other than Grayson College, in order to determine the transferability of Grayson College courses. Students are encouraged to check with prospective universities concerning programs such as the BAAS and other similar programs.

Appendix C – List of Grayson College Pathways and associated degrees and certificates.

Appendix D – Examples of Grayson College 2019-2020 Course Sequencing from each of the six GC Pathways

## **XIII. Academic Regulations**

1. A course size not meeting the Grayson College minimum (14 students) must be approved by the Vice President of Instruction prior to the first day of class.
2. Grayson College courses offered as dual credit, regardless of where they are taught, follow the same college calendar to the extent possible, syllabus requirements, course outline, grading procedure, and other instructional and evaluative policies and procedures.
3. Letter grades are given in accordance with policies printed in the college catalog. Numerical grades will be provided to the high school counselor for midterm and final grades.
4. Students will have access to the Grayson College's Students Rights and Responsibilities FLD (Local) Grade Appeal Process Policy.
5. Dual credit students may withdraw (drop) from all courses and receive a grade of "W" at any time during the semester on/prior to Grayson College official drop deadline specified in the college calendar located in the class schedule or catalog. Please see Appendix E for the 2019-2020 Academic Calendar. It is the student's

responsibility to officially withdraw from a course or verify that the instructor initiated the withdrawal procedure. The District retains the right to drop a student from the dual credit class if such student is assigned to the Discipline Alternative Education Program. Students will refer to the Student Handbook for instructions regarding dropping courses.

#### **XIV. Funding**

1. The cost of tuition and fees will be based on the current Grayson College tuition and fee schedule for eligible dual credit courses. Students reported by the school district to be on the Federal Free/Reduced Lunch program may apply for 100% or 50% tuition waived on up to nine hours that are offered for dual credit per term.
2. State funding for college courses offered for dual credit will be available to both the District and Grayson College based on current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
3. Faculty teaching courses offered for dual credit, who are also employed by the District, will be employees of the District. Such faculty will be paid by the District in accordance with the District's teacher salary schedule. These dual credit instructors will not receive any monetary compensation, benefits, or otherwise from Grayson College under this program.
4. Grayson College shall provide the District a stipend for each college dual credit section taught by a District faculty member provided the section enrolls an agreed minimum dual credit students.

#### **XV. Indemnity and Liability**

1. To the extent allowed by law, each party to this agreement does hereby agree to defend, indemnify, and hold harmless the other party, its Board, agents, employees, and representatives, from and against any and all causes of action, claims, liabilities, debts, or judgments arising from or related to: (1) the actions or omissions of faculty or instructors of the parties provided under this Agreement; or (2) the actions or omissions of any employee, agent, instructor, or anyone else acting on behalf of the parties in the performance of this Agreement.
2. The parties of this agreement expressly assume all liability related to or arising from the acts and/or omissions of its employees, contractors, agents, or representatives related to this Agreement or the dual credit program.

#### **XVI. Miscellaneous**

1. The District is responsible for all textbook and instructional materials for students enrolled in dual credit courses. The District may pass this responsibility to the student.
2. This Agreement may only be modified in writing signed by both parties.
3. This Agreement will become effective on the date the last party executes it, and will remain in effect until either party decides to terminate same. Either party may terminate this Agreement without cause by giving the other party notice in writing.
4. Nothing herein shall waive the parties' immunity to suit or liability as established by applicable law.
5. This Agreement shall be governed by the laws of Texas.
6. All parties to this Agreement agree to abide by and comply with all applicable laws regarding student privacy including, but not limited to, FERPA.

#### **XVII. Other Agreements with the District**

This agreement does not apply to Grayson College Early Technical course credits or Early College arrangements. Grayson College and the District will have a separate and distinctive agreement for those articulations and agreements.

## Statement of Alignment with THECB Statewide Goals

The goals of the Grayson College dual credit program mirror the stated goals of 60X30. The dual credit program at Grayson College focuses on collaborative outreach efforts with school district personnel, parents and administrators to establish and maintain a college going culture for high school students. The goals of the Grayson College Dual Credit program are to:

1. Transition students to post-secondary education with an accelerated pathway to an associate degree or transfer to a four year university;
2. Provide college readiness and academic advising in collaboration with area high school counselors; and
3. Provide quality and rigorous coursework equivalent to other college level courses at the college.

The Grayson College Dual Credit program creates a college going culture among service area high school students by:

1. Conduct Senior Parent Info Nights
2. Offering FASFA Workshops for high school students and parents
3. Identify high school to college pathways aligned with high school endorsements
4. Promote pathways to parents, students and community members
5. Assist, facilitate and offer group tours of Grayson College to high school students
6. Share relevant college information with high school seniors and assist with the college application process

To create an awareness of the benefits of higher education and benefits of dual credit participation, Grayson College engages school administrators, counselors, students and parents through the following activities:

1. The Grayson College president meets with service area superintendents to review data, address concerns and identify necessary improvements for students
2. The Directors of Dual Credit (Academic and Career Technical) attend College Nights to provide students with information about Grayson College
3. The college has recruiters who are actively engaged with students at each high school and are available to answer questions and assist with the college application process.
4. Assisting high schools with developing individual 6 year plans for each dual credit high school
5. Hosting dual credit parent information nights at each high school
6. Sharing dual credit completion data with the community
7. Hosting area high school counselors on campus each year to provide relevant information to aid in the success of students who will be participating in dual credit courses.

To offer access to quality higher education both in academic and career & technical education while enrolled in high school for an accelerated pathway through post-secondary education, Grayson College works with each area high school to provide academic and career & technical education courses that are equivalent in quality and rigor to those courses taught to non-dual credit college students. This is done through:

1. The alignment of college pathways to the high school endorsements in an effort to provide students with a pathway from high school to college that minimizes excessive credits or loss of credits
2. Providing a wide array of academic college courses at each high school
3. Provide access to career and technical education courses
4. Collaborating with each high school to articulate technical courses taught at their high school by academically qualified high school instructors for credit once students graduate from high school and enroll at Grayson College

5. Offer tuition waivers for students on Free/Reduced Lunch Program making college affordable
6. Offer technical courses in the afternoon/mornings in coordination of high school extra-curricular activities to eliminate barriers

To provide access to quality academic and college readiness advising and services to assist students in the transition from high school to college graduation or transfer to a four year university the college:

1. Offers free college prep courses to ensure TSI readiness upon high school graduation
2. Coordinates the Grayson College Testing Center schedules for high school groups to test come to Grayson to participate in TSI testing
3. Arranges for the Grayson College Testing Center to travel to individual high schools to provide TSI testing for students
4. Assists students with the Grayson College /Apply Texas college application at each high school
5. Offering individual college readiness advising at each high school to each student
6. Aligning dual credit curriculum to university transfer pathways

## **Academic and Student Support Services**

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services)

### **Student Support Services**

All Student Support Services for Dual Credit high school students are provided by each high school on their site with additional support services being provided as necessary by Grayson College through coordination with the Directors of Dual Credit (Academic and Career Technical) The directors are on site at each high school regularly throughout the semester and stays in close contact with high school administrators. Targeted student support services and student success interventions occur at each high school, by their personnel, for students to ensure student success.

### **Grayson College Main Campus Resources and Access by Dual Credit High School Students**

All dual credit students are provided with access to resources offered to any other student on the main campus. Students are made aware of these resources through a resources page in their canvas shells, on-campus orientations to resources via a scavenger hunt activity, informational meetings with the dual credit director, advisement by faculty and communication with their high school counselors.

According to the Dual Credit Partnership Agreement, section IX, item 2, "Students taking classes for dual credit are offered the same services that are available to other GC students. GC is responsible for ensuring timely and efficient access to such services as academic advising and counseling, learning materials, and other services which the student may be eligible."

GC's Student Services provide full access to all of its on-campus services to its dual credit students. All services can be accessed online, face-to-face, or by appointment at the high school location in coordination with the high school counselor. Information about student programs and services is published in the GC General Catalog and on the GC Website. GC has developed its website to include online resources for information and interaction. The website is an important portal to the wide variety of student services, programs, and activities available to enhance the collegiate experience.

## **Admissions, Records, and Recruitment**

Through the combined efforts of the Director of Admissions and Registrar, Directors of Dual Credit (Academic and Career Technical), and Recruiters, GC has aligned to serve area high schools to raise students' awareness of the benefits of higher education and to educate students about GC's academic programs and support services. Recruiters participate in college fairs, job fairs and work with prospective students, parents and high school administrators to orient them to the College. The GC webpage link for Admissions and Aid: Apply Now is designed to be a learning experience, welcoming prospective students and answering important questions. Students must apply and be accepted prior to enrolling in courses.

Additionally, Grayson College dual credit high school students must complete a Dual-Enrollment/Concurrent Permission Form, which is approved and signed by the student's parent and high school counselor or principal prior to enrolling to Grayson College. Student's wishing to take more than three college classes per semester must complete a waiver form and must meet one of the exemption waivers. The student's parent, high school official, and the Vice President for Instruction at Grayson College must also sign this waiver. The Directors of Dual Credit (Academic and Career Technical) assist students with ensuring all necessary permissions and waivers are completed.

Regardless of location, all students have full access to admissions, records, and recruitment services online via the student MyViking portal.

## **Student Life**

All GC students regardless of location or mode of delivery may participate in student life activities and events utilizing their student ID.

## **Fitness Center**

All GC students regardless of location or mode of delivery may utilize the fitness centers located on the main and south campuses using their student ID.

## **Assistance to Special Student Populations**

This service is only available to a technical major, eligible to receive a Pell Grant and qualify in one of the following categories: single parents, displaced homemakers, students with disabilities, economically disadvantaged students, students preparing for non-traditional fields, and/or students with limited English proficiency. Since Dual Credit students are not eligible for Pell grants, this service is not offered to area dual credit high schools locations.

## **Student Success Center Labs**

Located at both the Main and South Campus Student Success Center labs have computers that are equipped with the most recent Windows operating systems, a variety of Internet browsers, and Microsoft Office. Lab assistants are on duty to check students in and out of the lab. They monitor equipment and assist students with any questions they may have. The assistants are kept updated by faculty on assignments so they may provide help when needed. Dual Credit students may access these resources through online submissions or by visiting the Main or South Campus locations.

## **Testing, Tutoring, and Disability Services**

Full-service testing, tutoring and disability services are available on the Main and South Campuses and at other delivery locations and online by appointment. All services provided for students with disabilities are coordinated with high school personnel as needed.

## **Academic Support Services**

Academic support services offered at the dual credit high school locations are the responsibility of the high school. For services available at the Grayson College main and south campuses, all students have full access either face-to-face, online, or by appointment at their location.

All dual credit students are provided with access to resources offered to any other student on the main campus. Students are made aware of these resources through a resources page in their canvas shells; on-campus orientations to resources via a scavenger hunt activity; informational meetings with the dual credit director; through advisement by faculty; communication from the Directors of Dual Credit (Academic and Career Technical) and high school counselors; as well as the Grayson College Dual Credit FAQ's.

## **Counseling, Academic, and Career Services.**

Full on-site Counseling, Academic Advising and Career Services are offered at the Main and South Campuses. Under the direction of the Director of Counseling and Advising, counseling, academic advising, and career services are offered for all students. Services offered include: New Student Orientation, entrance advising, career counseling, general counseling, and short term personal counseling. The goal of academic advising is to help students establish a sound foundation and complete their academic program of study. To support students toward the accomplishment of their educational goals, counselors and advisors begin building this foundation by academically advising first time in college, transfer, developmental education, probation, and students who stop out of college for more than one year. Also, all first-time in College students are called by academic advisors during the first week of classes to check in with new students and advise them of the student support services that are available to them, such as tutoring, success labs, etc. Grayson College utilizes a mixed model of academic advising. Upon completion of the first academic advising session with full-time Success Coaches (academic advisors) and counselors, each student can be assigned a faculty advisor based upon his or her major of study.

Career Services at Grayson College provides resources for students who are undecided about their career plans, who are looking for a part-time job, and who need help with their job search skills. Students who are undecided or who are majoring in General Education are encouraged by Enrollment Advisors to participate in an Interest Inventory during onboarding. Students who participate in the Interest Inventory are encouraged to schedule an appointment with a Job Placement Specialist-Academic Advisor to discuss and explore careers and majors. During the duration of students college experience at Grayson College students have unlimited access to assistance in selecting a major field of study, exploring possible career options through career advisement, career assessments, reference materials, and online career websites.

Professional counseling staff and an academic advisor have office hours and see students by appointment on Tuesdays on the South Campus. Students requesting academic and counseling services are seen on a first come first serve basis on the Main Campus. Students also have online access to the resources of Counseling, Academic, and Career Services. The Advising and Career Exploration webpage contains many links to help students gain knowledge about programs and majors, placement services, transfer requirements, the College's policies, procedures and the requirements that apply to the student in their specific situation.

All students at off-site locations have access to full-time counseling, advising and career service staff on the main campus through live chat, e-mail, by phone, or by appointment as needed at their location. Distance education students have access to services via live chat, e-mail by phone and referral to local resources as needed.

## **Student Success Center Labs**

Under the direction of the Vice President of Instruction, GC offers all students academic support through the Success Centers. Located at both the Main and South Campus, these labs have computers that are equipped with the most recent Windows operating systems, a variety of Internet browsers, and Microsoft Office. Lab assistants are on duty to check students in and out of the lab. They monitor equipment and assist students with any questions they may have. The assistants are kept updated by faculty on assignments so they may provide help when needed.

## **Writing Center**

Trained consultants in the Writing Center act as an attentive and responsive audience to provide feedback at any stage of the writing process for any discipline. Consultants ask open-ended questions and offer constructive feedback. Students have access to this support service in the form of online and face-to-face consultations, writing groups, and workshops. On the main campus, the Writing Centers are located on the first floor of the library/second floor of the Student Success Building. On the South Campus, the Writing Center is in the Success Center.

## **INRW LAB (I-Lab)**

Located in the Liberal Arts Building on the Main Campus and on the South Campus, the I-Lab is an integrated, individualized instructional lab serving mostly developmental students and faculty. This lab staff offer mentoring and assistance with word processing software, grammar/editing and formatting according to the MLA Style Manual, among many other services. The lab provides an "instructor-based support system for anything related to reading and writing." The I-Lab staff includes highly qualified instructors who teach reading and writing skills. They specialize in assisting first-time college students and any other students who wish to improve their writing skills.

## **Math Hub**

Located on the Main Campus in the Student Success Building and on the South Campus in the Success Center, The Math Hub provides students with assistance with any level of math instruction. The Hub provides a suitably quiet space for students to work on homework or lab work and have questions answered upon request. The Math Hub is equipped with computers for students to use for their math classes, whether it be checking the Learning Management System (LMS) for an assignment, working on online homework, completing an Excel project for Statistics, or watching a math video. Students may also participate in one-on-one tutoring.

Students at the South Campus have access to a Success Center on their campus. The South Campus Success Center provides access to the same services for the Writing Center, INRW (I-Lab) and Math Hub as are provided on the Main Campus. For online students needing Math Hub and INRW services, they have free access to Upswing Online Tutoring. Students can schedule a one-on-one online session meeting with a qualified tutor from Grayson, or if one is unavailable, there is an Upswing Coach who will be able to help a student figure out those tough problems. In other cases, when students would rather have tutoring from their class instructor, students and their instructor can log on to the Canvas, the college's Learning Management System, and meet in a group or one-on-one setting through Canvas conferences, or talk via Canvas Chat. Canvas conferences are nice because the instructor can have settings where students can listen and view exactly what is on their instructor's screen, and reply via chat box, or if using a microphone, ask a question directly. Canvas chat is more of an online instant messaging system students can use as well if they have a quick question that is easy to answer via message.

## **Testing, Tutoring, and Disability Services**

Led by the Director of Testing, Tutoring and Disability Services the Testing Centers provide services including: basic skills testing, proctoring, and state/national tests. GC is an official testing site for the Texas Success Initiative assessment (TSI), approved by the Texas Higher Education Coordinating Board (THECB).

The Testing Center provides testing services to meet a wide range of needs. The Testing Center assesses students' basic skills for planning successful academic programs through the administration of the Texas Success Initiative (TSI) Assessment. As a support for Grayson College students and faculty, the Testing Center administers make-

up exams and exams for internet and hybrid courses. Testing services are extended to the community by the administration of Pearson Vue academic and IT examinations (including GED exams), ACT exams, CLEP (College Level Equivalency Program) exams, Prometric's Automobile Service Excellence exams, FISDAP (EMT Entrance Exam), and by providing proctoring services for other colleges/universities/agencies.

The Testing Center assists GC programs by administering admissions/certification exams such as the HESI Admissions Exam for Associate Degree Nursing, Vocational Nursing; and Radiology programs; and TCOLE (Texas Commission on Law Enforcement) exams. Additional services include the administration of tests for students with testing accommodations approved by the Coordinator of Services for Students with Disabilities. Testing Center staff may be able to provide copies of past scores or information on obtaining score reports. Testing services are located in the Success Centers on the Main and South Campuses. The Testing Center is certified by the National College Testing Association and follows the NCTA standards and guidelines.

Tutoring for college-level coursework is available at no charge to all enrolled students. Peer tutors recommended by professors assist students in small groups or individually. Online tutoring is also offered through the Upswing platform.

GC's Tutoring and Disabilities Services Coordinator assists students with reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Disability Services webpage includes the steps in requesting Accommodations for students with disabilities and provides links to accommodation forms and lists the appropriate documentation students must provide to the Testing and Disability Services Coordinator so that an accommodation plan can be developed. Professors include this information in their course syllabi each semester. Students may request services related to testing, note taking, large print, taping, mobility, interpreting, etc. Success Center staff work closely with professors to effectively provide these services. For faculty training, the department provides a Faculty Guidelines for Disability Services brochure for faculty. This brochure is available upon request and via the Disability Services web page.

Full-service tutoring and disability services are available on the Main and South Campuses and at other delivery locations and online by appointment.

## **Library**

GC's library services provide our students with academic support. The library is staffed by a director, two reference librarians, and a para-professional assistant. The library's collection of books, journals, and videos support the mission of the college and academic needs of all programs offered at GC. Academic journals are accessible online through our collection of electronic databases, which are supported in part by GC's membership in TexShare. The GC Library is also a member of the Bibliographic Association of the Red River, which provides a consortium arrangement whereby holdings from the Sherman and Denison Public Libraries can be accessed and obtained by GC students. Similar arrangements are maintained with the Austin College Library and the Van Alstyne Public Library. Online and off-campus students have equal access to all library materials and bibliographic instruction.

## **Service(s) Offered by High School**

Tioga Early College High School provides counseling and support services to all students, which include advising, tutoring, and guidance for selecting and completing college courses. A monitor is present with students in a computer lab when they are taking an online course and the professor is contacted when problems or concerns arise regarding online course work. Tutoring is also available and provided by faculty at the school. Due to the nature of the early college high school, they are also supported with a coach from the Texas Education Agency that meets with the school 6 times a year.

Tioga Early College High School has one full-time counselor on staff. Her duties include meeting with students and assisting them in selecting college and high school courses and ensuring students are meeting and achieving graduation requirements. The counselor works closely with the college Director of Dual Credit and College Connections and serves as a liaison; intervenes with students when they may be behind on college work or failing

an assignment; and communicates with parents as needed. She serves as a liaison for the college and ensures students understand their graduation plan and the inter-connections with dual credit courses. All course shells contain a Resources Page, which directs students to support services on the main campus and south campus as well.

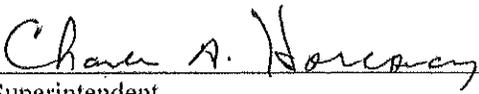
The ECHS will provide one-on-one tutoring for all students and will have a study hall session built into each student's schedule. There has been consideration for mandatory Saturday school for students who are falling behind in class work as well. Students will have weekly deadlines and any work that is not submitted by 11:00 am on Friday will result in students participating attending Saturday school. College faculty will also utilize their current early alert systems in order to increase retention and success rates among the students.

Tioga ISD currently employs a full time guidance counselor who will work in coordination with the ECHS Principal to support the social and emotional health of the ECHS student body. A minimum of three (beginning, middle, and end of the year) informational meetings will be held by the counseling department in order to explain the benefits maintaining emotional stability while being a part of the program. College coursework will be required of new students in the ECHS program that will promote social growth and the support that they will need to be successful. The counselor will work closely with the faculty to ensure credit is being earned and students are following HS graduation requirements along with the requirements of ECHS program. The counselor will meet with each individual student bi-annually to cover endorsements and career paths.

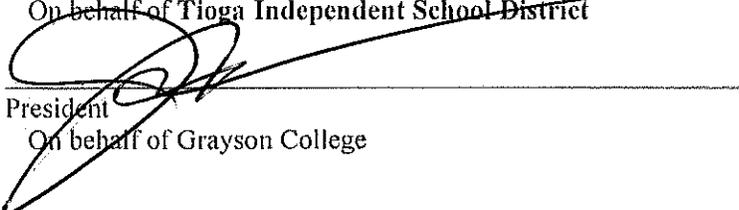
In the 8th Grade at Tioga ISD, all students will take a course that will focus on College Readiness in preparation for taking the TSI exam. For any student that is not TSI complete at the end of the 8th grade, summer school will provide additional remediation in preparation for taking the TSI. Currently, there are no plans to waive the assessment fee for the TSI exam, which will be covered by the ISD.

When the ECHS students are on the Grayson College campus, they will have full access to the library, learning and tutoring labs, student advising and career services. Students will have Grayson College emails and access to our online learning management system. They will have the same benefits as any traditional college student. Students will also have access to eat in the college dining facility and can make use of the recreation center and student life center when not in class. The college advisors will work collaboratively with the high school counselor and students to assist in the course scheduling and career pathways planning process.

The IHE liaison (college administrator) will work closely with the ECHS principal to coordinate and plan all aspects of the collaborative effort between the high school and the college. The liaison will consult with IHE instructors, provide professional development and conduct classroom observations both on the college campus and the ECHS campus. The liaison will work with the ECHS principal to develop and implement Faculty Orientation for all IHE faculty who teach at the ECHS. The liaison and principal will meet on a weekly basis or more frequently as the need arises.

  
\_\_\_\_\_  
Superintendent  
On behalf of Tioga Independent School District

9/12/19  
Date

  
\_\_\_\_\_  
President  
On behalf of Grayson College

9/17/19  
Date

## *Appendix A*

### *Standard Academic Dual Credit Classes*

**Communication – 2 courses:**

ENGL 1301, ENGL 1302

**Mathematics – 1 course:**

MATH 1342 or MATH 1314

**Life and Physical Sciences – 2 courses:**

BIOL 1306/1106 and BIOL 1307/1107

**Creative Arts – 1 course:**

ARTS 1301 or DRAM 1310

**Language, Philosophy, & Culture – 1 course:**

HUMA 1301 or PHIL 1301

**American History – 2 courses:**

HIST 1301 and HIST 1302

**Government/Political Science – 2 courses:**

GOVT 2305 and GOVT 2306

**Social and Behavioral Science – 1 course**

ECON 2301 or PSYC 2301

**Component Area Option #1 – 1 course:**

EDUC 1300

**Component Area Option #2:**

PHED 1164

This completes the 42 hour core for Texas. An Associate's Degree requires 60 credit hours. To obtain an AA, AS, AAT, or AAS degree, students must take **18 more credits** (if not taken previously to satisfy the 42 hour core requirement) Some suggestions are:

Either MATH 1342 or 1314

ECON 2301

PSYC 2301

HUMA 1301

PHIL 1301

MUSI 1306

SOCI 1301

GEOG 1303

CRIJ 1307

SPAN 2311

SPAN 2312

SPCH 1311

These are only suggestions. For a complete list, go to the [Grayson Catalog](#). For complete accuracy, please see a Grayson College Success Coach for details. [advising@grayson.edu](mailto:advising@grayson.edu)

# Appendix B- Dual Enrollment Permission Form



**GRAYSON**  
COLLEGE

## Dual-Enrollment/Concurrent Permission Form

**This is not the application to Grayson College.**  
Students must APPLY to the College in order to be enrolled.

**Steps to Admission:**

- 1. Apply to the College
- 2. Submit this completed form to your high school.
- 3. Take Placement / Assessment or attach to this form.
- 4. Log into your GC student account to PAY!

- New Dual Credit Student
- I took Dual Credit before.

**Questions?**  
Email [dualcredit@grayson.edu](mailto:dualcredit@grayson.edu).

**High School Information (All**

Students: You will be contacted via email once you are enrolled with instructions!

I will graduate from \_\_\_\_\_ High School in \_\_\_\_\_

- 20-- (Senior)
- 20-- (Junior)
- 20-- (Sophomore)
- 20-- (Freshman)

**Student Information**

Name \_\_\_\_\_ SSN# or GC ID# \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Email \_\_\_\_\_ Phone \_\_\_\_\_

I understand that my grades can be confirmed between educational institutions and high school transcripts can be released to Grayson College. Further, I authorize Grayson College to release my grades and transcript if my high school requests. I understand that the determination of awarding Dual Credit for courses taken is up to my high school. I ALSO AGREE TO FURNISH MY COMPLETED HIGH SCHOOL TRANSCRIPT TO GRAYSON COLLEGE UPON MY GRADUATION and that I am responsible for adhering to the payment/drop deadlines.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Student Signature \_\_\_\_\_ Date \_\_\_\_\_

FALL Tuition Due August  
 SPRING Tuition Due January

**Information to be completed by High School Counselor/Principal**

Student has permission to enroll in the following GC course(s) based on the circled TSI Passing Scores →

- Student qualifies for:
- Free Waiver
  - Reduced Waiver

TSI	Reading	Writing	Math
State TSI assessment	251	240 with 4 on essay / or 5 or 6 on essay	351
STAAR/ EOC	Grade 8 Level 7-8000		ALGEBRA I: 4000 with 70 or better on High School Algebra

TSI	Composite Score	English	Math
ACT	21	21 (no)	19 (no)
SAT	100	500 (no)	500 (no)
SAT	1000	400 (no)	300 (no)
PSAT	270	500 (no)	500 (no)

SUMMER 20--		FALL 20--		SPRING 20--	
Summer I	Summer II	Course	Section	Course	Section

Signature of High School Counselor/Principal \_\_\_\_\_ / Date \_\_\_\_\_

If enrolling in more than 3 courses, complete back part of this form

**Grayson College Office Use Only**

- Application on file.
- TSI Attached

Enrolled \_\_\_\_\_ / \_\_\_\_\_  
 Initials \_\_\_\_\_ Date \_\_\_\_\_

**Waiver Information to be Completed by High School Counselor/Principal**

**Request to Enroll in More Than Two (3) College Classes Per Semester**

High School recommends this student to be approved to enroll in three (3) or more college-level courses through Grayson College based on one of the following reasons:

- Exceptional scores on SAT, ACT, or state-mandated high school test. Test: \_\_\_\_\_ Score (s) \_\_\_\_\_
- Grade Point Average. GPA and Scale: \_\_\_\_\_
- Other assessment indicators. Please explain: \_\_\_\_\_

Signature of High School Official / Date

Signature of Vice President of Instruction, GC / Date

FALL

Course	Section

SPRING

Course	Section

**Information to be Completed by High School Counselor/Principal**

**Early Admission/Dual Credit**

**Sophomore -Level Student Permission to Enroll**

In order for a high school student with less than a junior standing to participate in college-level credit courses, s/he must have demonstrated outstanding academic performance. This is in accordance with the following Texas Higher Education Coordinating Board Rules: Chapter 4 Subchapter D, §4.85 Dual Credit Requirements  
*To be eligible for enrollment in a dual credit course offered by a public College, students must have at least junior year high school standing. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability (as evidenced by grade-point average, PSAT/NMSQT scores or other assessment indicators) may be approved by the principal of the high school and chief academic officer of the college.*

- Exceptional scores on SAT, ACT, or state-mandated high school test. Test: \_\_\_\_\_ Score (s) \_\_\_\_\_
- Grade Point Average. GPA and Scale: \_\_\_\_\_
- Other assessment indicators. Please explain: \_\_\_\_\_

Signature of High School Official / Date

Signature of Vice President of Instruction, GC / Date

**Family Education Rights and Privacy Act**

In compliance with the Family Education Rights and Privacy Act (FERPA), Grayson College cannot release grades or other non-directory information to any person other than the student without a written release on file. Student academic records are protected under FERPA—Family Education Rights and Privacy Act. Please see the GC Catalog for further details at [www.grayson.edu](http://www.grayson.edu).

Student will submit to High School Official. High School will return document to GC.

Grayson College 6101 Grayson Drive (Hwy. 691) | Denison, Texas 75020 | 903.463.6030 | fax 903.463.5284

## *Appendix C - List of Grayson College Pathways*

### **Arts and Humanities**

The Arts and Humanities Pathway is designed for students who are interested in the visual and performing arts as well as audio technology, history, government, economics, philosophy, communications and language. Students in these areas can work in a variety of settings, including theatres, recording studios, government, schools and corporate environments.

- Fine Arts AA
- General Studies Degree AA/AS
- Music AA
- Theatre AA

### **Business and Entrepreneurship**

The Business and Entrepreneurship Pathway is designed for students interested in business management, finance, hospitality, tourism, marketing, banking, wine making and general entrepreneurship. Careers in this pathway will prepare students for planning, organizing, directing and evaluating business functions in a variety of industries. (HB5 Endorsement: Business and Industry)

- Accounting AAS
- Accounting Certificate
- Accounting Occupational Skills Award
- Accounting Office Support Certificate
- Administrative Assistant Certificate
- Audio Engineering Occupational Skills Award
- Small Business Audio Engineering Management Certificate
- Banking Operations Level II Cert
- Basic Culinary Arts Chef Training Certificate
- Brandy and Cider Production Occupational Skills Award
- Business Administration
- Business and Management AAS
- Business Foundation Certificate
- Business General Management Certificate
- Business Management Occupational Marketing Skills Award
- Catering and Event Planning Certificate
- Cosmetology Cert
- Cosmetology Skin Care Specialist/Esthetician Certificate
- Cosmetology Instructor Certificate
- Cosmetology Nail Technician Certificate
- Culinary Arts AAS
- Culinary Arts Certificate
- Enology Certificate
- General Banking Level I Certificate
- Hospitality Management AAS
- Hospitality Management Certificate
- Medical Administrative Assistant Certificate
- Office and Computer Technology AAS
- Office and Computer Technology Occupational Skills Award

- Viticulture and Enology AAS
- Viticulture Certificate
- Web Based Small Business Development AAS
- Web Based Small Business Development Certificate
- Web Based Small Business Foundation Certificate

## Health Sciences

The Health Sciences Pathway is designed for students who have an interest in various aspects of the medical profession. From hospitals to medical offices and labs to ambulances, students can work in many different settings depending on individual career objectives. Choosing to pursue health sciences prepares you for careers that make a difference—nurse, dental assistant, paramedic, radiologic technologist, medical lab technologist, physical therapist, psychologist and more.

- Athletic Training AS
- Dental Assisting AAS
- Dental Assisting Certificate
- Emergency Medical Services-EMT / Paramedicine Catalog
- Kinesiology/Exercise Science AS
- Medical Billing Certificate
- Medical Laboratory Technology AAS
- Nursing, Associate Degree AAS
- RN to BSN (Pending Approval by The Southern Association of Colleges and Schools Commission on Colleges)
- Nursing University Transfer AS
- Paramedic AAS
- Paramedicine Certificate
- Pathway to BSN for UT-Tyler
- Radiologic Technology AAS
- Vocational Nursing AAS

## Industrial Technologies

The Industrial Technologies Pathway is designed for students who have an interest in areas like construction, manufacturing, architecture, safety and logistics. Grayson's pathway will prepare you for careers in advanced manufacturing, drafting, collision repair, electrical technology, heating and air, occupational safety and welding. (IB5 Endorsement: STEM / Business and Industry)

- Advanced Manufacturing AAS
- Advanced Manufacturing Technician Certificate
- Advanced Manufacturing Level I Certificate
- Basic Collision Apprentice Certificate
- Basic Collision Helper Certificate
- Basic Manufacturing Technician Certificate
- Computer Aided Drafting & Design Technology AAS
- Computer Aided Drafting Technician Certificate
- Combination Welder Small Business Management Certificate
- Collision Repair Tech AAS
- Drafting Assistant Certificate
- Electrical Technology AAS
- Residential - Electrical Technology Certificate
- Commercial - Electrical Technology Certificate

- Heating, Air Conditioning & Refrigeration Technology AAS
- Heating, Air Conditioning & Refrigeration Technician Apprentice Certificate
- Heating, Air Conditioning & Refrigeration Technician Certificate
- Mechatronics Technician Certificate
- Welding Technology AAS
- Welding Combination Welder Certificate
- Structural Welder Certificate

## Public Services

The Public Services Pathway is designed for students who have an interest in areas like education, public administration, human services and law enforcement. Training will prepare you for planning, managing and providing education and training related services as well as providing legal, public safety, protective services and homeland security, including support services. (HB5 Endorsement: Public Services)

- Child Development AAS
- Child Development Administrator Certificate
- Child Development Certificate
- Child Development Associate Training Occupational Skills Award
- Child Development Occupational Skills Award
- Criminal Justice Technology AAS
- Associate of Arts in Teaching in EC-6 Certification (Early Childhood-6th grade)
- Associate of Arts in Teaching in 4-8, EC-12 Special Education Certification
- Associate of Arts in Teaching in 8-12 Certification; EC-12 other than Special Education
- Police Academy Certificate

## Science and Technology

The Science and Technology Pathway is designed for students interested in areas like information technology, cybersecurity, science, technology, engineering and math. Career pathways include building linkages for the design, development, support, security and management of hardware, software, multimedia and integrated services. Other career pathways include opportunities as scientists, mathematicians and engineers. (HB5 Endorsement: STEM)

- Agricultural Science AS
- Application Software Specialist Certificate
- Biological and Physical Science AS
- Computer Maintenance; Networking Technology AAS
- Computer Network Administrator Certificate
- Computer Network Technician Certificate
- Computer Science/Computer Information Systems AS
- Computer Support Technician Certificate
- Cyber Security Administration AAS
- Cyber Security Technician Certificate
- Engineering AS
- Information Technology Core Curriculum
- Mathematics AS

## Appendix D – Course Sequencing Examples (2019-20)

### Advanced Manufacturing Associate of Applied Science Industrial Technologies Pathway

	Group	Credits Required	Credits Sequenced	Course Code	Course Name	Credits
✓	1. Major - AAS - Manufacturing Technology	42	45	TECH1303	TECHICAL CALCULATIONS	3
✓	2. AAS CORE Component Area Op	6	6	EDUC1309	LEARNING FRAMEWORKS	3
✓	3. AAS Core Social Behavioral	3	3	HIST1301	UNITED STATES HISTORY 1	3
✓	4. AAS Core Math/Science	3	3	MATH1332	CONTEMPORARY MATHEMATICS 1	3
✓	5. Major - AAS - Manufacturing Technology	42	45	MCHN1320	PRECISION TOOL MEASUREMENT	3
✓	6. Major - AAS - Manufacturing Technology	42	45	ELPT1311	BASIC ELECTRICAL THEORY	3
✓	7. Major - AAS - Manufacturing Technology	42	45	MCHN1302	FRONT READING MACHINING TRADES	3
✓	8. AAS CORE Component Area Op	6	6	ENGL1301	COMPOSITION 1	3
✓	9. AAS Core Lang/Phil/Cult/Creative Arts	3	3	PHIL1301	INTRO TO PHILOSOPHY	3
✓	10. Major - AAS - Manufacturing Technology	42	45	MCHN1371	MSSC MANUFACTURING PROC & PROD	3
✓	11. Major - AAS - Manufacturing Technology	42	45	OCTC1343	QUALITY ASSURANCE	3
✓	12. Major - AAS - Manufacturing Technology	42	45	MCHN1438	BASIC MACHINE SHOP I	4
✓	13. Major - AAS - Manufacturing Technology	42	45	MCHN1454	INTERMEDIATE MACHINE SHOP II	4
✓	14. Major - AAS - Manufacturing Technology	42	45	ELPT2319	PROGRAMMABLE LOGIC CONTROLLERS	3
✓	15. Major - AAS - Manufacturing Technology	42	45	MCHN1326	INTRO COMP-AIDED MANUFACTURING	3
✓	16. Major - AAS - Manufacturing Technology	42	45	HMNT1391	SPEC TOPICS MANUFACTURING TECH	3
✓	17. Major - AAS - Manufacturing Technology	42	45	ELPT1441	MOTOR CONTROL	4
✓	18. Major - AAS - Manufacturing Technology	42	45	HMNT2389	INTERNSHIP MANUFACTURING TECH	3
✓	19. Elective -3hrs - academic & workforce	3	3	DFTG1369	BASIC COMPUTER AIDED DRAFTING	3
						Total: 60 / 60

**Biological and Physical Science  
Associate of Science  
Science and Technology Pathway**

	Group	Credits Required	Credits Sequenced	Course Code	Course Name	Credits
✓	1. 010 Communication Core - 6 hours	6	6	ENGL1301	COMPOSITION 1	3
✓	2. 020 Math core	3	3	MATH1314	COLLEGE ALGEBRA	3
✓	3. 060 American History	6	6	HIST1301	UNITED STATES HISTORY 1	3
✓	4. 030 Life & Physical Sciences	6	6	BIOL1306	BIOLOGY FOR SCIENCE MAJORS 1	3
✓	5. 090 Component Area Option 2 - 6	6	6	BIOL1106	BIOLOGY LABORATORY SCIENCE MAJORS 1	1
✓	6. 010 Communication Core - 6 hours	6	6	ENGL1302	COMPOSITION 2	3
✓	7. 060 American History	6	6	HIST1302	UNITED STATES HISTORY 2	3
✓	8. 090 Component Area Option 2 - 6	6	6	MATH1342	ELEMENTARY STATISTICAL METHOD	3
✓	9. 030 Life & Physical Sciences	6	6	BIOL1307	BIOLOGY FOR SCIENCE MAJORS 2	3
✓	10. 090 Component Area Option 2 - 6	6	6	BIOL1107	BIOLOGY LABORATORY SCIENCE MAJORS 2	1
✓	11. 050 Creative Arts	3	3	ARTS1301	ART APPRECIATION	3
✓	12. 040 Lang Lit & Cultural 2018	3	3	HUMA1301	INTRODUCTION TO THE HUMANITIES 1	3
✓	13. Major - AS Bio & Phy Science	18	18	MATH2312	PRECALCULUS MATHEMATICS	3
✓	14. 070 Government/Political Science	6	6	GOVT2305	FEDERAL GOVERNMENT	3
✓	15. Major - AS Bio & Phy Science	18	18	CHEM1311	GENERAL CHEMISTRY 1	3
✓	16. 090 Component Area Option 2 - 6	6	6	CHEM1111	GENERAL CHEMISTRY LABORATORY 1	1
✓	17. Major - AS Bio & Phy Science	18	18	CHEM1312	GENERAL CHEMISTRY 2	3
✓	18. Major - AS Bio & Phy Science	18	18	CHEM1112	GENERAL CHEMISTRY LABORATORY 2	1
✓	19. 080 Social & Behavioral Sciences	3	3	PSYC2301	GENERAL PSYCHOLOGY	3
✓	20. 070 Government/Political Science	6	6	GOVT2306	TEXAS GOVERNMENT	3
✓	21. Major - AS Bio & Phy Science	18	18	CHEM2323	ORGANIC CHEMISTRY 1	3
✓	22. Major - AS Bio & Phy Science	18	18	CHEM2123	ORGANIC CHEMISTRY LABORATORY 1	1
✓	23. Major - AS Bio & Phy Science	18	18	PHYS1301	COLLEGE PHYSICS I	3
✓	24. Major - AS Bio & Phy Science	18	18	PHYS1101	COLLEGE PHYSICS LABORATORY 1	1
						Total: 60 / 60

**Business Administration  
Associate of Science  
Business and Entrepreneurship Pathway**

	Group	Credits Required	Credits Sequenced	Course Code	Course Name	Credits
✓	1. Major - AAS - Business & Management	36	36	BUSG1304	PERSONAL FINANCE	3
✓	2. Major - AAS - Business & Management	36	36	ITSC1309	INTEGRATED SOFTWARE	3
✓	3. ACCT2301/elective or ACNT1303/1304	3	3	ACNT1303	INTRODUCTION TO ACCOUNTING 1	3
✓	4. Major - AAS - Business & Management	36	36	BUSH1301	BUSINESS PRINCIPLES	3
✓	5. Major - AAS - Business & Management	36	36	BUSG2309	SMALL BUSINESS MANAGEMENT	3
✓	6. Elective - Arts - academic & workforce	3	3	ACNT1304	INTRODUCTION TO ACCOUNTING 2	3
✓	7. Major - AAS - Business & Management	36	36	BMGT1327	PRINCIPLES OF MANAGEMENT	3
✓	8. Major - Business & Management - MKKG	3	3	MKKG1302	PRINCIPLES OF RETAILING	3
				MKKG1311	PRINCIPLES OF MARKETING	3
				MKKG2333	PRINCIPLES OF SELLING	3
✓	9. Major - AAS - Business & Management	36	36	ACCT2302	PRINCIPLES OF MANAGERIAL ACCOUNTING	3
✓	10. Major - AAS - Business & Management	36	36	BMGT1305	COMPLICATIONS IN MANAGEMENT	3
✓	11. AAS - BMGT - Core Social Behavioral	3	3	ECON2301	PRINCIPLES OF MACROECONOMICS	3
✓	12. Major - AAS - Business & Management	36	36	HRPO2301	HUMAN RESOURCES MANAGEMENT	3
✓	13. Major - AAS - Business & Management	36	36	BMGT2309	LEADERSHIP	3
✓	14. Major - AAS - Business & Management	36	36	ECON2302	PRINCIPLES OF MACROECONOMICS	3
✓	15. AAS Core Math/Science	3	3	MATH1332	CONTEMPORARY MATHEMATICS 1	3
				MATH1342	ELEMENTARY STATISTICAL METHOD	3
				MATH1314	COLLEGE ALGEBRA	3
✓	16. Core - AAS - Speech - 1311/1315/1321	3	3	SPCH1311	INTRODUCTION SPEECH COMMUNICATION	3
				SPCH1321	BUSI & PROFESSIONAL COMMUNICATION	3
✓	17. Major - AAS - Business & Management	36	36	BUSG2305	BUSINESS LAW/CONTRACTS	3
✓	18. 9th Communication - ENGL 1301	3	3	ENGL1301	COMPOSITION 1	3
✓	19. AAS Core Lang, Hist, Cult/Creative Arts	3	3	HUMA1301	INTRODUCTION TO THE HUMANITIES 1	3
				ARTS1301	ART APPRECIATION	3
✓	20. Major - AAS - Business & Management	36	36	BMGT1341	BUSINESS ETHICS	3
					<b>Total: 60 / 60</b>	

**Criminal Justice Technology  
Associate of Applied Science  
Public Service Pathway**

	Group	Credits Required	Credits Sequenced	Course Code	Course Name	Credits
✓	1. Major - AAS Criminal Justice Options	30	30	CRJ1301	INTRO CRIMINAL JUSTICE	3
✓	2. CJ Core Communications	6	6	ENGL1301	COMPOSITION 1	3
✓	3. Major - AAS Criminal Justice Options	30	30	CRJ1306	COURTS & CRIMINAL PROCEDURES	3
✓	4. Major - AAS Criminal Justice Options	30	30	CRJ1310	FUND OF CRIMINAL LAW	3
✓	5. CJ Core Social/Behavioral	12	12	HIST1301	UNITED STATES HISTORY 1	3
✓	6. Major - AAS Criminal Justice Options	30	30	CRJ1307	CRIME IN AMERICA	3
✓	7. CJ Core Communications	6	6	ENGL1302	COMPOSITION 2	3
✓	8. Major - AAS Criminal Justice Options	30	30	CRJ2314	CRIMINAL INVESTIGATION	3
✓	9. CJ Core SPEECH	3	3	SPCH1321	BUSI & PROFESSIONAL COMMUNICATION	3
✓	10. CJ Core Social/Behavioral	12	12	HIST1302	UNITED STATES HISTORY 2	3
✓	11. Major - AAS Criminal Justice Options	30	30	CRJ2301	COMMUNITY RESOURCES	3
✓	12. CJ Core Social/Behavioral	12	12	GOVT2305	FEDERAL GOVERNMENT	3
✓	13. Major - AAS Criminal Justice Options	30	30	CRJ2313	CORRECTIONAL SYSTEMS	3
✓	14. Major - AAS Criminal Justice Options	30	30	CRJ2323	LEGAL ASPECTS OF LAW ENF	3
✓	15. CJ Core Social/Behavioral	12	12	SOCI1301	INTRODUCTORY SOCIOLOGY	3
✓	16. Major - AAS Criminal Justice Options	30	30	CJSA2334	CONTEMPORARY ISSUES IN CRIM JUSTICE	3
✓	17. AAS Core Math/Science	3	3	MATH1332	CONTEMPORARY MATHEMATICS 1	3
✓	18. Major - AAS Criminal Justice Options	30	30	CRJ2328	POLICE SYSTEM AND PRACTICE	3
✓	19. AAS Core Lang,Prnl,Cult/Creative Arts	3	3	HUMA1301	INTRODUCTION TO THE HUMANITIES 1	3
✓	20. Elective -3hrs - academic & workforce	3	3	ECON2301	PRINCIPLES OF MACROECONOMICS	3
						Total: 60/60

**General Studies  
Associate of Arts  
Arts and Humanities Pathway**

	Group	Credits Required	Credits Sequenced	Course Code	Course Name	Credits
✓	1. 090 Component Area Option 2 - 6	6	6	EDUC1300	LEARNING FRAMEWORKS	3
✓	2. 010 Communication Core - 6 hours	6	6	ENGL1301	COMPOSITION 1	3
✓	3. 060 American History	6	6	HIST1301	UNITED STATES HISTORY 1	3
✓	4. 020 Math core	3	3	MATH1342	ELEMENTARY STATISTICAL METHOD	3
✓	5. 060 Social & Behavioral Sciences	3	3	PSYC2301	GENERAL PSYCHOLOGY	3
✓	6. 010 Communication Core - 6 hours	6	6	ENGL1302	COMPOSITION 2	3
✓	7. 060 American History	6	6	HIST1302	UNITED STATES HISTORY 2	3
✓	8. 030 Life & Physical Sciences	6	6	GEOL1301	EARTH SCIENCE	3
✓	9. 030 Component Area Option 2 - 6	6	6	GEOL101	EARTH SCIENCE LABORATORY 1	1
✓	10. 040 Lang/Phil: Cultural 2018	3	3	HUMA1301	INTRODUCTION TO THE HUMANITIES 1	3
✓	11. 060 Component Area Option 2 - 6	6	6	PHED1184	INTRO PHYSICAL FITNESS & WELLNESS	1
✓	12. 070 Government/Political Science	6	6	GOVT2305	FEDERAL GOVERNMENT	3
✓	13. 030 Life & Physical Sciences	6	6	BIO1138	BIOLOGY FOR NON-SCIENCE MAJORS 1	3
✓	14. 030 Component Area Option 2 - 6	6	6	BIO1108	BIOLOGY LAB FOR NON-SCI MAJORS 1	1
✓	15. Electives: Academic-18 hours	18	18	SPCH1311	INTRODUCTION SPEECH COMMUNICATION	3
✓	16. Electives: Academic-18 hours	18	18	PHIL1301	INTRO TO PHILOSOPHY	3
✓	17. Electives: Academic-18 hours	18	18	HIST2321	WORLD CIVILIZATIONS 1	3
✓	18. 050 Creative Arts	3	3	ARTS1301	ART APPRECIATION	3
✓	19. 070 Government/Political Science	6	6	GOVT2306	TEXAS GOVERNMENT	3
✓	20. Electives: Academic-18 hours	18	18	ENGL2327	AMERICAN LITERATURE 1	3
✓	21. Electives: Academic-18 hours	18	18	GEOG1303	WORLD REGIONAL GEOGRAPHY	3
✓	22. Electives: Academic-18 hours	18	18	PHIL1304	INTRO TO WORLD RELIGIONS	3
						Total: 60 / 60

**Nursing University Transfer  
Associate of Science  
Health Science Pathway**

Group	Credits Required	Credits Sequenced	Course Code	Course Name	Credits
✓ 1. Major - Nursing Univ Transfer Science	12	12	BIOL2301	ANATOMY AND PHYSIOLOGY 1	3
✓ 2. Major - Nursing Univ Transfer Science	12	12	BIOL2101	ANATOMY & PHYSIOLOGY LABORATORY 1	1
✓ 3. 010 BSN Communication Core	9	9	ENGL1301	COMPOSITION 1	3
✓ 4. 020 BSN Math Core	3	3	MATH1342	ELEMENTARY STATISTICAL METHOD	3
			MATH1314	COLLEGE ALGEBRA	3
✓ 5. 050 BSN Social & Behavioral Science Core	9	9	PSYC2301	GENERAL PSYCHOLOGY	3
✓ 6. Major - Nursing Univ Transfer Science	12	12	BIOL2302	ANATOMY AND PHYSIOLOGY 2	3
✓ 7. Major - Nursing Univ Transfer Science	12	12	BIOL2102	ANATOMY & PHYSIOLOGY LABORATORY 2	1
✓ 8. Major - Nursing Univ Transfer Science	12	12	BIOL2320	MICROBIOLOGY FOR NON SCIENCE MAJORS	3
✓ 9. Major - Nursing Univ Transfer Science	12	12	BIOL2120	MICROBIOLOGY LAB NON SCIENCE MAJORS	1
✓ 10. 060 BSN Social & Behavioral Science Core	9	9	PSYC2314	LIFESPAN GROWTH & DEVELOPMENT	3
✓ 11. 040 Lang, Phil, Cultural 2018	3	3	HUMA1301	INTRODUCTION TO THE HUMANITIES 1	3
✓ 12. 060 BSN American History Core	6	6	HIST1301	UNITED STATES HISTORY 1	3
✓ 13. 010 BSN Communication Core	9	9	SPCH1311	INTRODUCTION SPEECH COMMUNICATION	3
			SPCH1315	PUBLIC SPEAKING *	3
✓ 14. 010 BSN Communication Core	9	9	ENGL1302	COMPOSITION 2	3
✓ 15. 070 Government/Political Science	6	6	GOVT2305	FEDERAL GOVERNMENT	3
✓ 16. Electives -Gen Studies - 6	6	6	PHIL2306	INTRODUCTION TO ETHICS *	3
✓ 17. 070 Government/Political Science	6	6	GOVT2306	TEXAS GOVERNMENT	3
✓ 18. 050 Creative Arts	3	3	ARTS1301	ART APPRECIATION	3
✓ 19. 060 BSN American History Core	6	6	HIST1302	UNITED STATES HISTORY 2	3
✓ 20. 060 BSN Social & Behavioral Science Core	9	9	SOCI1301	INTRODUCTORY SOCIOLOGY	3
✓ 21. Electives -Gen Studies - 6	6	6	ENGL2311	TECHNICAL WRITING	3
✓ 22. Elective - BSN (academic)	3	3	BIOL1322	NUTRITION AND DIET THERAPY	3
					Total: 60 / 60



## MEMORANDUM OF UNDERSTANDING

### Grayson College and Tioga Independent School District

HB 5 College Prep Mathematics / English Language Arts Courses  
(2019-2020)

This Memorandum of Understanding (MOU) is entered into as of August 2019 between **Tioga Independent School District (ISD)** and **Grayson College (GC)**, a two-year college system located at 6101 Grayson Drive (Hwy 691), Denison, Texas 75020.

WHEREAS, the state of Texas mandated via House Bill 5, Section 10 that each school District shall partner with at least one institution of higher education to develop and provide courses in college preparatory Mathematics and English Language Arts.

WHEREAS the parties have agreed to enter into a collaborative agreement for students at the ISD who are deemed not 'college ready' per TSI assessment and per House Bill 5, Section 10;

WHEREAS, **Tioga Independent School District** and **Grayson College** jointly recognized an opportunity to create seamless pathways for students to enter into college-level coursework in Mathematics and English Language Arts without further remediation;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **Tioga ISD** and **GC**, intending to be legally bound, agree as follows:

**1. Scope of Services:**

ISD and GC agree to collaborate to develop and maintain (college prep) Mathematics and English Language Arts courses that meet the terms of this agreement as outlined below in the Support and Services section of this MOU. **Tioga ISD** and **GC** will meet regularly to maintain the integrity and evaluate the effectiveness of the program.

**2. Term:**

The initial term of the MOU shall begin Fall 2019 Semester and continue for a period of one year. Thereafter, GC may renew this MOU for two consecutive academic years by delivering written notice to the ISD. The initial term and new renewal term(s) are collectively referred to in this MOU as "Term."

Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

**3. Support and Services:**

The ISD and GC agree to the following conditions:

A. GC agrees to the following for both the Mathematics and English Language Arts courses:

- i. To share data and provide feedback regarding student success on entry-level college Mathematics and English Language Arts courses;
- ii. To train Success Coaches to recognize and honor College Prep course(s) on school District transcripts; and
- iii. To ensure that students are counseled directly into college level Mathematics, English Language Arts, and all other courses that require Mathematics and English Language Arts college readiness.

B. GC agrees to the following for the college preparatory Mathematics course:

- i. To provide the Student Learning Outcomes;
- i. To provide the syllabus for the course being offered;
- ii. To provide curriculum for the course that is consistent with the Student Learning Outcomes;
- iii. To provide professional development and resources required to teach the Mathematics and/or English Language Arts course;
- ii. To provide the final exam for the course;
- iii. To award TSI exemption,
  - a. Only if the student's grade on the final exam in the Mathematics course is 70% or better;
  - b. Only if the student's grade in the Integrated Reading and Writing course is 70% or better; and
- iv. To award the opportunity to enroll in a corequisite Mathematics course only if the student's grade on the final exam is between 60% – 69% and demonstrates sufficient comprehension of material on the final exam.

C. The ISD agrees to the following for both the Mathematics and English Language Arts courses:

- i. To provide qualified instructors for the courses being taught;
- ii. To identify students who are not 'college ready' based on the TSI assessment, but also meet prerequisite standards of STAAR/EOC completion as stated in HB 5;
- iii. To identify successful completion of the course(s) on the student transcripts as determined by the state of Texas PEIMS number;
- iv. To follow the ISD Grading Expectations;
- v. To readily communicate with GC coursework coordinators regarding student progress and relevant concerns related to the quality of the Mathematics and English Language Arts courses;
- vi. To deny students enrolled in these courses exemptions from GC final exams; and
- vii. To provide assistance with college enrollment and financial aid applications.

D. The ISD agrees to the following for the college preparatory Mathematics course:

- i. To provide technology resources (e.g. internet, computers) to students for coursework with online components;
- ii. To proctor the Mathematics final exam provided by GC;

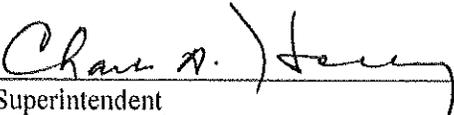
- iii. To award credit as the 3<sup>rd</sup> or 4<sup>th</sup> year Mathematics course only if the student's final grade is at least 70% or better;
- iv. To provide and utilize Lumen OHM for each student enrolled in the course;
- v. To ensure that the grading policy is agreed upon prior to the start of the course between the ISD and GC.

E. The ISD agrees to the following for the English Language Arts course:

- i. To provide technology resources (e.g. internet, computers) to students for coursework with online components;
- ii. To teach and grade the required essays according to the rubrics provided by GC (Texas College and Career Readiness Standards for Expository, Persuasive, and Analytical Writing Rubrics);
- iii. To teach at least one semester of the course that focuses on college readiness and literacy skills;
- iv. To award credit for the course only if the student's final grade in the course is at least 70% or better;
- v. To ensure that the grading policy is agreed upon prior to the start of the course between the ISD and GC.

**4. Non-Compliance:**

Notwithstanding any provision herein to the contrary, if GC or Tioga ISD does not comply with any part of this MOU, and the failure to comply is not corrected within 30 calendar days after written notice from GC or the ISD, this MOU may be terminated immediately upon written notice from GC or the ISD, at the discretion of GC or the ISD.

  
 \_\_\_\_\_  
 Superintendent  
 On behalf of Tioga Independent School District

9/12/19  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 President  
 On behalf of Grayson College

\_\_\_\_\_  
 Date