



DUAL ENROLLMENT

Dual Enrollment Memorandum of Understanding (MOU) 2023-2024 Academic Year

ALVIN COMMUNITY COLLEGE (herein called the “College”) and PEARLAND INDEPENDENT SCHOOL DISTRICT (PISD) (herein called the “School District”) enter into the following Memorandum of Understanding (MOU), and for the terms of which WITNESS THE FOLLOWING:

TERM

This MOU shall be in effect from August 22, 2023 to August 22, 2024, and posted during this term on the College’s and School District’s respective internet websites.

OVERVIEW

The College is committed to serving the students and communities of Southeast Texas through collaborative work with school districts in the College’s service area. A major initiative promoting a college-going and college graduation culture is the Alvin Community College Dual Enrollment Programs, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual enrollment partnerships between secondary schools and Texas public colleges to offer dual enrollment to qualified students; therefore,

1) MOU PURPOSE

The purpose of this MOU is to outline the roles and responsibilities of the College and the School District that participate in the Dual Enrollment Programs. This MOU is the agreement that encompasses all programs and initiatives under the Dual Enrollment Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional MOU is required by the Texas Education Agency for Early College High Schools, and P-TECH schools. In addition, this MOU includes the terms of agreement regarding College Readiness.

2) ACADEMIC POLICIES & PROCEDURES

Academic policies and procedures applicable to regular college courses and students will also apply to dual enrollment courses and dual enrollment students. A degree plan with a defined sequence of courses will be available through Individual Academic Advising Sessions for all dual enrollment students.

a) Eligible Courses

- i. The ISD is responsible for determining that the ACC course(s) approved for dual course credit meets the Texas Essential Knowledge and Skills (TEKS) required by the Texas Education Agency (TEA). ACC will assess courses offered for dual enrollment and will approve them through the curriculum approval process as required by the Texas Higher Education Coordinating Board (THECB).
- ii. Dual enrollment college courses will be at the collegiate level and more academically advanced than courses taught at the high school level.
- iii. Each dual enrollment course is equivalent to the corresponding course offered at the ACC main campus including curriculum, materials, instruction, rigor and the methods for student evaluation.

- iv. Dual enrollment college courses must be identified as college level core academic courses in the current edition of the Lower Division Academic Course Guide Manual (ACGM) or as college level workforce courses in the current edition of the Workforce Education Course Manual (WECM).
- v. Courses offered for dual enrollment are in ACC's approved undergraduate course inventory.
- vi. Developmental and remedial courses are not offered for dual enrollment.
- vii. Specific course offerings will be determined collaboratively by ACC and the designated high school. Refer to Appendix A for the approved courses for the respective academic year.

b) Faculty Qualification, Selection, Supervision, and Evaluation

The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Enrollment Faculty") to teach dual enrollment course(s). Each approved Dual Enrollment Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure the quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

- i. The School District may submit Faculty Recommendation forms to the ACC Dean, College Access & Partnerships by May 1st to recommend a teacher who has been identified as a prospective Dual Enrollment faculty member. ISD Faculty Recommendations will be accepted on an individual basis after May 1st.
- ii. The college will assess the credentials and qualifications of all prospective Dual Enrollment instructors using its standard procedures. All official transcripts and pertinent documents must be submitted prior to the initial term of teaching and will be maintained in the ACC Human Resources office. ACC must approve all instructors prior to instruction as well as any changes in teaching assignments.
- iii. The College will ensure that College Faculty requested to teach dual enrollment courses at the School District sites have met acceptable national criminal background checks.
- iv. School District faculty approved as Dual Enrollment Faculty must be cleared by the College's Office of Human Resources to teach any dual enrollment courses.
- v. Dual Enrollment Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the College.
- vi. New Dual Enrollment Faculty approved for the upcoming academic year must satisfactorily complete the Dual Enrollment Faculty Orientation before the start of the semester. Sessions are offered before both the fall and spring semesters.
- vii. College and Dual Enrollment Faculty teaching dual enrollment courses are required to check their class rosters during the first week of classes by accessing Web Access and Skyward to make sure that all students attending the class are enrolled in the dual enrollment course and are required to refer any students not on the roster to the appropriate School District counselor and the Dual

Enrollment Services Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual enrollment course without approval.

- viii. College Faculty and Dual Enrollment Faculty teaching college-level courses are expected to communicate with students who need academic assistance and direct them to the appropriate College or School District support services. The College provides students access to college resources and support services at no cost.
- ix. The School District will forward any concerns regarding Dual Enrollment Faculty or College Faculty teaching the college-level course to the Dean, College Access & Partnerships. The Dean, College Access & Partnerships will inform the appropriate Academic Dean and Department Chair so the investigation can be initiated. To address and resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.
- x. The Dual Enrollment Faculty or College Faculty assigned to teach a dual enrollment course is charged with the duties and responsibilities as the instructor of record. In cases where the course is a Distance Learning course taught at the partner school the instructor of record, not an assistant, is the one responsible for the delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.
- xi. Texas House Bill 3979 and Senate Bill 3 (87th Legislature), ***which relate to civic instruction and instruction policies in public schools in the state***, do not apply to community colleges or to dual enrollment students, as long as the curriculum being taught is the College's curriculum. This is the case even if the College curriculum is taught by a high school teacher in their capacity as a Dual Enrollment Faculty member.
- xii. This MOU recognizes the unique and sometimes challenging position of Dual Enrollment Faculty. Nevertheless, although Dual Enrollment Faculty are full-time employees of the School District where they teach College courses(s), Dual Enrollment Faculty shall follow all applicable College policies during dual enrollment instructional time. Accordingly, Dual Enrollment Faculty are expected to fulfill their responsibilities as Dual Enrollment Faculty while also complying with the expectations and policies of their School District and Principal.
- xiii. Expectations of College Faculty Teaching at the High School
 - Attend ACC Dual Enrollment Faculty Orientation
 - Arrive on time for all courses and ensure that time in the classroom meets the expected contact hour requirements.
 - Submit grades to the ISD point person as agreed.
 - Be accessible to students outside of the classroom period.
 - Return graded material and provide feedback in a timely manner.
 - Wear ACC identification at all times.
 - Take attendance daily following the approved process.
 - Input grades into the ACC system.

- Submit Census Rosters to the ACC Dean and/or Department Chair in accordance with ACC policies.

xiv. Expectations of Dual Enrollment Faculty when teaching a college-level Course for the College:

- Attend ACC Dual Enrollment Faculty Orientation.
- Attend any professional development sponsored by the appropriate ACC department.
- Remain in contact with the Dean and/or Department Chair.
- College-Level Course Work: The rigor of college-level coursework often requires additional time outside of class for students to meet course learning objectives and outcomes. Dual Enrollment Faculty should not decrease the amount of out-of-class work assigned to students enrolled in Dual Enrollment course(s).
- Issuing of College Grade: Dual Enrollment Faculty should not inflate the college letter grade, which might differ from the high school numeric grade. Grade all assignments according to ACC's grading policies.
- Input grades into the ACC system as agreed by the high school and the college.
- Return graded material and provide feedback in a timely manner.
- Submit Census Rosters to the ACC Dean and/or Department Chair in accordance with ACC policies.
- Contact Hours Pertaining to Dual Enrollment Students: Just as Dual Enrollment Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual enrollment courses are required to maintain regular and punctual attendance in classes and laboratories. The student is responsible for communicating with faculty members concerning any absence. The student may be required to present evidence to support an absence and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus.
- Dual Enrollment Faculty shall treat students equally and should not use unreasonable measures to help a particular student who, in the estimation of the Dual Enrollment Faculty member, is failing the course due to the student's classroom performance, lack of participation and/or excessive student absences.

c) Location, Facilities, Teaching Environment, and College Courses

The location of dual enrollment courses will be held at approved instructional sites in accordance with SACSCOC standards.

i. Facilities

The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction by the first day of class including the following:

- School District will ensure that College Faculty and dual enrollment students have appropriate access to all available instructional facilities, resources, and essential technology (ex. Computer, projector, projection screen, dry erase board, and an Elmo);
- School District will permit access to the College's electronic learning resources and school library spaces when the course is taught at the School District; and
- School District offering science or Career and Technical courses will meet all applicable laboratory safety standards and obtain and install all material/equipment required to meet such standards prior to first class day. School District shall ensure proper maintenance of all

lab material/equipment that is used for the College courses offered by the School District in a manner which complies with the College's program requirement.

- The partnering school shall ensure that ACC professors have access to the classroom upon arrival and shall have an identified space to offer office hours to assist students outside of the classroom.
- Dual Enrollment college classes held at Pearland ISD campuses during the school day will adhere to the high school daily schedule except as requested and approved by the campus administrator or facilities manager and ACC administrators. ACC faculty shall not be expected to adjust scheduled classroom instruction to accommodate bell schedule changes.
- PISD assumes full responsibility for its facilities, real and personal property (including technology), without limitation to the purchase, maintenance, operation, and disposal of such. ACC assumes full responsibility for its facilities and real and personal property (including technology), including, without limitation, the purchase, maintenance, operation, and disposal of such.

ii. Location of Class

- a. The ISD assumes full responsibility for its facilities, real and personal property (including technology), without limitation to the purchase, maintenance, operation, and disposal of such. ACC assumes full responsibility for its facilities and real and personal property (including technology), including, without limitation, the purchase, maintenance, operation, and disposal of such.
- b. Enrollment in a dual enrollment college course delivered in an online format requires a review of expectations and requirements with the student and parent/guardian to determine appropriateness of the delivery method.
- c. Dual enrollment college courses taught electronically by ACC shall comply with applicable rules and procedures in the Texas Administrative Code relating to Approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions along with the THCEB's Principles of Good Practice for Courses Offered Electronically.
- d. Dual Enrollment college classes held at the ISD campuses during the school day will adhere to the high school daily schedule except as requested and approved by the campus administrator or facilities manager and ACC administrators. ACC faculty shall not be expected to adjust scheduled classroom instruction to accommodate bell schedule changes.

iii. Teaching Environment

The School District will ensure that the classroom environment is conducive to college level learning by:

- Designating a classroom for the dual enrollment classes;
- Take appropriate steps to minimize instances of interruptions taking place while the College dual enrollment class is in session, such as removing dual enrollment students in order to participate in high school activities and making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and
- Enforcing the faculty members' student attendance requirements as stated in the course syllabus and as supported by APM fc-01: Class Attendance. This policy provides guidelines related to student attendance and authorizes faculty to act and refer a student to advising when in the opinion of the faculty, the student would have difficulty in successfully completing the course.

iv. College Courses

Faculty teaching dual enrollment courses must use the College's approved Learning Management System. The College maintains security measures to protect faculty and students while learning in an online environment.

d) Course Curriculum, Instruction, and Grading

i. Academic Instructional Calendar

Dual Enrollment classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District. When the requested exception involves the Final Exam Schedule for full semester classes, the College Department Chair and Division Dean will be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. College courses and exams should take reasonable priority over School District activities.

ii. Monitoring Instruction

The School District will work with the College so College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.

iii. Books and Supplemental Materials

As of January 1 2024, Alvin Community College (ACC) is an active participant in the Financial Aid for Swift Transfer (FAST) program instituted by legislative House Bill 8 (H.B. No. 8). H.B. No. 8 is defined in subchapter A, Section 28.0095, Chapter 28, Education Code, which establishes the Financial Aid for Swift Transfer (FAST) program under H.B. No. 8 to provide prescribed dual credit and continuing education courses at no cost to educationally disadvantaged students enrolled in a Texas public or charter high school. See Appendix B for more information.

Students that are not eligible for Financial Aid for Swift Transfer (FAST) funds will be responsible for purchasing any required textbooks or additional resources required for the class (es).

Students identified as FAST eligible will not incur the cost of required textbooks or additional resources required for the class(es).

Cost of books and additional resources will be shared by the School District and Alvin Community College. Alvin Community College will cover cost of books for the 2023-2024 academic year for FAST eligible students.

iv. Grading Procedures

All Dual Enrollment Faculty will follow the College Grading System as stated in the Administrative Procedural Manual (APM) ega-02, as well as the grading criteria in the department approved syllabus.

v. Submission of College Grade

The primary responsibility for assigning College grades in a dual enrollment course belongs to the faculty member. Therefore, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain

determinant. College and School District officials will not unreasonably interfere with the faculty member's authority to assign College grades. The final course grade submitted for the College will be a letter grade.

vi. Grade Appeal

A student shall have one year from the date a grade is assigned to submit a grade appeal. Consideration of a grade appeal will only occur if there is evidence of the following: 1. Deviation from the syllabus or Board policy; 2. Grade calculation errors; 3. Disparate treatment of a student other than those addressed by Title IX processes; or 4. Inappropriate grade penalty for academic dishonesty. A full description of the grade appeal policy and procedure can be found in APM ega-02.

vii. Reporting Required Critical Student Performance Information

The College, in partnership with the ISDs, has developed processes for sharing critical student performance information when needed for high school reporting.

ACC Faculty

- ACC Instructors will provide numerical grades during the semester for classes taught on the high school campus only.
- Students enrolled in evening, online or classes on off-site campuses are responsible for submitting the ACC transcript to the high school to receive the high school credit. The high school shall assign a numerical value to the alpha grade recorded on the ACC transcript, according to the district policy.
- Approved ISD Dual Enrollment Faculty are required to submit grades into the college database.
- Grading procedures will respect both high school and college timetables and guidelines; grading scales will be pro-rated under guidelines established between the high school and the college. High school instructors will be responsible for entering grades in the high school's system; college instructors will collaborate with the appointed high school personnel to ensure that grades are submitted according to the agreed upon schedule
- Will submit Early Alerts to the Dual Enrollment Advisor when a student has excessive absences and/or when student is not performing well in the class.

Dual Enrollment Faculty

- Will comply with the guidelines relating to indicate reporting requirements and responsibilities of the Dual Enrollment Faculty regarding parental inquiries, progress reports, and disciplinary matters which are found in the *APM fj-01: FERPA and Retention Schedule*.

e) Dual Enrollment Academic Standards for Enrollment

In order for Dual Enrollment students to remain in good academic standing they must:

- a. Maintain a 2.0 cumulative grade point average (GPA). The college cumulative GPA is calculated at the completion of each semester. Students whose college cumulative GPA is below 2.0 will be placed on probation and may be subject to suspension from enrolling in additional Dual Enrollment courses for one long semester (Fall or Spring). Students placed on probation or suspension will meet with their ACC Advisor to complete a Dual Enrollment Academic Improvement Plan. If the semester GPA remains below 2.0 they may be suspended from taking Dual Enrollment courses.
- b. Request approval in advance to enroll in more than 16 credits in any given 16-week session enrollment. ACC requires recommendation and approval from an ACC Academic Advisor, high school counselor, and ACC's Vice-President of Instruction prior to enrollment.

- c. Enroll in the A.A. General Studies academic pathway. Exceptions may include: 1) students desiring to earn the associates will be declared as A.A. General Studies -Dual Degree; 2) students seeking a technical level 1 certificate in a workforce program.

3) **STUDENT ENROLLMENT & SUPPORT SERVICES**

A) Student Eligibility

- i. A high school student is eligible to enroll in academic Dual Enrollment courses if the student:
- ii. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or
- iii. demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).
- iv. A high school student is also eligible to enroll in academic dual enrollment courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:
 - 1. Courses that require demonstration of TSI college readiness in reading and/or writing:
 - a. if the student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or
 - b. 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.):
 - i. 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
 - c. 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.
 - 2. Courses that require demonstration of TSI college readiness in mathematics:
 - a. if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
 - b. 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.):
 - i. a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
 - c. 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.
- v. A high school student is eligible to enroll in workforce education dual enrollment courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate and shall not be required to provide demonstration of college readiness.
- vi. A high school student is eligible to enroll in workforce education dual enrollment courses contained in a Level 2 certificate or applied associate degree program under the following conditions:
 - 1. Courses that require demonstration of TSI college readiness in reading and/or writing:

- a. if the student achieves a minimum score of 4000 on the English II STAAR EOC; or
 - b. if the student achieves a PSAT/NMSQT Reading and Writing score of 460; or
 - c. 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.
- 2. Courses that require demonstration of TSI college readiness in mathematics:
 - a. if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
 - b. a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015
 - c. if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.
 - 3. A student who is exempt from taking the STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education Dual Enrollment courses.
- vii. The high school agrees to make the ACC Director of Assessments an Institutional Reporter for the TSI exam to ensure test scores are properly transferred into the ACC system for admissions. Furthermore, any ISD student taking the TSIA on an ISD campus automatically authorizes ACC retrieval of the scores for the purpose of enrolling into Alvin Community College.
 - viii. Students are required to complete the Apply Texas Application and meet all ACC admission requirements.
 - ix. Students must meet all ACC's regular prerequisite requirements designated for the course selected for enrollment (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).
 - x. ACC and the ISD will work to create a crosswalk that reflects the agreed grade level recommendations for each college course offered.
 - xi. Students must attend the ACC Dual Enrollment Orientation.

B) Collaboration and Outreach Efforts

The College provides informational sessions for students and parents regarding dual enrollment opportunities, benefits, costs, and resources. Sessions are available throughout the academic year upon request by the School District. The College disseminates the most current dual enrollment information regarding enrollment, resources, and requirements for the program on the College's dual enrollment website.

C) Course Load

Dual enrollment students shall be limited to courses within their declared major and corresponding degree plan. Students who declare a major leading to Career Technical Education (CTE) certificate or Associate degree, may also enroll in academic dual enrollment courses, limited to English 1301, Mathematics/Natural Science Electives, Humanities Electives, Social and Behavioral Electives, and other Associate of Applied Science (AAS) Electives needed to complete their Certificate and/or AAS degree, while not exceeding the limitation on dual enrollment courses per semester described below. Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Engineering. The Dual Enrollment Programs is subject to all applicable College policies and procedures.

D) Student Composition of Class

As outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, the School District may not enroll both dual enrollment and non-dual enrollment students in the same section unless the development of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

- i. If the course is required for completion under State Board of Education High School graduation requirements, and the School District is otherwise unable to offer such a course.
- ii. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
- iii. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

Dual Enrollment Sections

Dual enrollment sections must have a minimum of ten (10) students enrolled in Academic and Career Technical Education sections. Dual enrollment sections with fewer than the minimum enrollment will be canceled by the advertised semester deadline. Dual Enrollment Programs will work with the School District to determine options to combine dual enrollment courses with partnering school districts approval, if available.

E) Advising

The College offers advising services for dual enrollment students regarding transferability and applicability to baccalaureate degree plans of all college credits offered and earned. The College provides each high school access to a Dual Enrollment Advisor to provide direct services to prospective and current Dual Enrollment students.

Dual Enrollment students shall receive advising at the completion of 15 and 30 hours of college coursework. In an intentional effort to ensure transferability of dual enrollment courses, students on the A.A. General Studies academic pathway will receive advising utilizing the Field of Study and/or the intended university's transfer guide to select core and elective courses.

In active collaboration with the College, the School District shall take whatever actions deemed reasonably necessary by the College to fully comply with the advising mandates delineated in TX SB 25 (2019) and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences. The College and the School District shall also take necessary actions to ensure compliance with any and all advising requirements of TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to any student who enrolls in a dual enrollment course before beginning the course.

F) Use of College Support Services

Students in Dual Enrollment courses are eligible to utilize the same or comparable support services that are afforded to college students on the main campus. ACC is responsible for ensuring 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. To assist, the ISD agrees to provide the assigned ACC Advisor Skyward/ISD portal access with all permissions deemed necessary to provide academic and scheduling support.

G) Pathways Alignment

The College provides a guide to the alignment of High School endorsements, dual enrollment courses, post-secondary pathways, credentials at the institution, and industry certifications.

H) Counseling and Student Accommodations

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

Dual Enrollment students requiring Americans with Disability Act (ADA) accommodations must self-identify and meet directly with the ACC Office of Student Accessibility Services (SAS). Dual Enrollment college courses will not recognize high school modifications. Through partnership with the ISD, ACC will work with the ISD 504 specialist to provide college accommodation and any specialized equipment needed to support the student. The cost may be split if applicable. ACC SAS will not provide personnel on the high school campus to carry out any services but will work with the high school Special Services department to meet the needs of the students.

If the class is taught at the high school by a Dual Enrollment Faculty, the School District's high school will be responsible to provide the academic accommodations. If the class is taught by ACC Faculty at the high school, the College Counselor will coordinate academic accommodations with the high school's Special Education Counselor. Students are not eligible to receive and/or otherwise utilize Individual Education Plans (IEP's) in Dual Credit courses.

I) Student Complaints

The College's Grievance and/or Complaint procedures for handling student complaints regarding college courses are applicable to all students, including those enrolled in dual enrollment courses. Dual enrollment students who would like to submit reports or complaints shall adhere to Local Board Policy FLD, Student Rights and Responsibilities: Student Complaints and follow the process and procedures as detailed in the College's Student Handbook and/or the Employee Handbook, depending on whether the report or complaint relates to another College student or College employee. Generally, students should report complaints relating to a Dual Enrollment course to the College. If the student chooses to report to the School District, the School District shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction to do so, including, but not limited to, jurisdiction over the educational program or activity, the complainant, and respondent.

Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct in a Dual Enrollment course will be handled in accordance with the policy and procedures outlined in Local Board Policy FFDA: Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence. A student may report a grievance or complaint at the following link: <https://www.alvincollege.edu/student-information/Title-IX.html>

J) Student Conduct

All students, including dual enrollment students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of the College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the College's Student Handbook, Student Rights and

Responsibilities (Conduct). Dual enrollment students who receive a sanction of suspension or expulsion from the College must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District and, in accordance with Texas State law, shall have a transcript notation of suspension or expulsion placed on their official record. On request by the student, the College may remove the notation from the official transcript. An electronic copy of this Student Handbook and Code of Conduct may be accessed on following link:

<https://www.alvincollege.edu/student-information/students-rights-responsibilities.html>

K) Students Entering Alternative School or Homebound Status

Students placed in an alternative school or facility due to disciplinary reasons exceeding one week will be automatically withdrawn from all Dual Enrollment college courses and assigned a “W” for each course. Students remaining enrolled during the one-week placement are responsible for all assignments missed and will be held to any grading penalty incurred due to the attendance policy of the course(s). Students may appeal the automatic withdrawal by contacting the ACC Vice-President of Student Services for review.

Students entering a semester on homebound status should enroll in online classes only. Students enrolled in a college class on the high school campus who require homebound status during the semester may:

- (a) Withdraw from the college course if prior to the published withdrawal deadline.
- (b) Receive permission from the faculty member to continue under his/her guidelines. Students are responsible for all assignments missed and will be subject to any grading penalty incurred due to the attendance policy of the course(s).
- (c) Receive an incomplete grade in the class if the faculty member deems it appropriate.

L) Transcription of Credit

The district and ACC credit should be immediately transcribed upon completion of the required course. ACC will provide alpha grades for students enrolled in evening, summer, online or classes taken on off campus instructional sites at the end of the semester. The high school shall assign a numerical value to the alpha grade recorded on the ACC transcript, according to their district policy.

A student may withdraw from a college course prior to the printed withdrawal deadline by following the withdrawal procedures as outlined in the ACC Dual Enrollment Handbook and in agreement with the high school counseling department policies and/or procedures.

M) Commencement Ceremonies

To become eligible to participate in the College Commencement Ceremonies held in May, dual enrollment students must be enrolled in all final coursework for their declared program by the end of the summer term after graduation. Dual Enrollment students who are eligible to participate cannot defer participation to a later Commencement Ceremony date, except when a State of Emergency is activated. The College Registrar is the Graduation Determination Official and has the final authority to determine dual enrollment eligibility for graduation and ceremony participation. Dual enrollment students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

4) **FINANCIAL SUPPORT SERVICES**

A) **Faculty Compensation**

- i. Approved ISD Dual Enrollment Faculty teaching Dual Enrollment courses will do so as part of their regular high school teaching assignment and will be responsible for following all applicable high school and collegiate regulations and procedures.
 1. In compensation for the additional work involved with teaching Dual Enrollment, the college will stipend approved ISD Dual Enrollment Faculty using the following schedule:
 - a. \$600 and related employee benefits per-course, per term for a 3-or 4-credit hour semester course. Stipends are funded by Alvin Community College.
- ii. Full-time faculty will be compensated per their contract.
- iii. Adjunct instructors will be compensated based on the rate for the course.

B) **Instructional Assistant/Study Hall Monitor Compensation**

- i. Instructional Assistants will receive \$400 and related employee benefits per course honorarium, per term for a 3 or 4 credit hour semester course. Instructional Assistants are assigned by their High School administrators and serve as an assistant to the College Faculty by taking attendance, keeping College Faculty informed of any schedule changes, and managing any disciplinary issues. Payment is processed at the end of the fall/spring semester. Honorariums are funded by Alvin Community College through a reimbursement procedure. Pearland ISD will pay the Instructional Assistants through its normal payroll process and then subsequently invoice ACC. ACC will process payment in accordance with ACC's normal operating procedures.
- ii. Study Hall Monitors will receive \$300 and related employee benefits per semester honorarium for tracking course attendance. Payment is processed at the end of the fall/spring semester. Honorariums are funded by Alvin Community College. Pearland ISD will pay the Study Hall Monitors through its normal payroll process and then subsequently invoice ACC. ACC will process payment in accordance with ACC's normal operating procedures.

C) **Tuition & Fees**

Dual Enrollment students will be charged tuition and fees as outlined in Appendix C: ***Board Approved Dual Enrollment Tuition and Fees Schedule FY 2023-2024***. The College's Board of Regents reserves the right to adjust tuition and fees as deemed necessary during the year.

Any required textbooks or additional resources need shall be the responsibility of the student.

An electronic copy of this document may be accessed on the Dual Enrollment Programs webpage at the following link: <https://www.alvincollege.edu/dualenrollment/deforms.html>

5) **College Readiness**

A) **House Bill 5**

In accordance with the 83rd Legislature of the State of Texas House Bill No. 5, Section 10 and as written into the Texas Education Code (TEC) 28.014, the school districts will partner with at least one institution of higher education (IHE) to develop and provide courses in college preparatory mathematics and English language arts to prepare students for success in entry-level college courses. The courses must be designed for students in the 12th grade who have demonstrated (through assessments or coursework) that they are not ready to perform entry-level college coursework. A student who successfully completes such a course is exempt from the requirements of the Texas Success Initiative in that content area at the partnering higher education institution.

1. Students enrolled in the college-preparatory Math or English course should be identified based on:
 - a. TSI scores indicate that the student is not ready to perform entry-level college coursework;
 - b. STAAR EOC scores does not meet college readiness standards
2. Students enrolled should be seniors only.
3. The District shall provide a notice to each student who has not demonstrated college readiness and to the parent or guardian, regarding the benefits of enrolling in the college preparatory courses. College personnel will not be expected to communicate with parents.
4. A student who successfully completes a college preparatory course under TEC 28.014 is exempt for a period of twenty-four (24) months from the date of high school graduation with respect to the content area of the course. The student must enroll in the student's first college-level course in the exempted content area in the student's first year of enrollment in the IHE that has partnered with the school district only.
5. ACC and the District curriculum specialist (i.e. Department Chair, Dean, District Specialist, etc.) will review the curriculum and instruction standards for the courses annually to ensure the most critical Texas College and Career Readiness (CCRS) standards are met (does not exclude any other skills from being addressed within each course):

Math – Numeric Reasoning, Algebraic Reasoning, Geometric Reasoning, Measurement Reasoning, Statistical Reasoning, and Functions.

English – Writing, Reading, Research, Key Cognitive Skills and Foundational Skills.
6. The evaluation may include, but is not limited to, disaggregated attendance and retention rates, satisfactory progress in the course(s), state assessment results, SAT/ACT, TSI readiness of the students in the course(s). Performance will be monitored by the IHE and reported biannually to the School District.
7. ACC and the District curriculum specialist will identify, create, and facilitate pre- and post- assessment protocols and define what will constitute “successful completion”.
8. Grading of student work that determines college readiness will be granted by representatives of the District, outlined and agreed upon with ACC. For a student to be declared college-ready, the following condition must be met:
 - a. The student must have achieved a minimum of 70 percent final average in the course. Twenty percent of the final average will be based on the final exam for the course.
9. ACC and the District will agree on a method to indicate enrollment and grade earned in the college preparatory course on the high school transcript. For the purposes of this agreement, AISD has agreed to denote enrollment and grade in the College Preparatory course with an “\$” next to the course. In addition, the ISD shall provide the partnering college with the list of students enrolled in said sections to assist the college with providing adequate admissions and advising support.
10. ACC and the District will clearly communicate and advertise to students the need to enroll into ACC as a full- or part-time student within twenty-four (24) months of completing the course to earn the TSI exemption. Should the time elapse, students will be considered “new” students for TSI purposes and must demonstrate college readiness via the TSI assessment, other exemption, or successful completion of Developmental Education coursework.

B) Texas College Bridge

- i. Both Alvin Community College and Pearland ISD have entered into an MOU agreement with Texas College Bridge to offer students the opportunity to complete college prep courses virtually.
- ii. A copy of the MOU signed by Alvin Community College can be found at: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.alvincollege.edu/dualenrollment/dc-pdf/Texas-College-Bridge-MOU.pdf>

6) DATA SHARING

FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without requiring the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

The School District agrees to provide directory information for all prospective and currently enrolled high school students in the district for recruitment purposes. The School District will provide an electronic secure file to the Dean, College Access and Partnerships by the end of September. The file will include student names, school emails, home phone numbers, and home addresses.

The College will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed to provide the required data in a timely manner to our partners with a signed MOU.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the College. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any data received from the College shall not be shared outside the District without prior authorization from the College.

The School District may request data outside of the scheduled report distribution schedule provided:

- An MOU has been executed and is active between the School District and the College
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team’s existing request volume. Requests will be prioritized depending on identified need.

7) HUMAN RESOURCES DEPARTMENT, DATA PRIVACY & SHARING AGREEMENT

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Enrollment Programs meet the credential requirements as stated in the Local College’s Board Policy dba-01 ***Employee Credentials***, and submit all required documents for the approval/hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Enrollment Faculty.

Any non-academic incidents or complaints against Dual Enrollment Faculty teaching a college course is required to be reported to the College’s Office of Human Resources to the attention of the Vice President of Human Resources for investigation.

8) TITLE IX OF THE EDUCATION AMENDMENTS 1972

The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) and its implementing regulations as stated in the Local Board Policy ***FFDA: Freedom from Discrimination***,

Harassment, and Retaliation: Sex and Sexual Violence and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the College’s Board Policy may be accessed on following link: <https://pol.tasb.org/PolicyOnline?key=214>

Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et. seq.), and its implementing regulations, 34 C.F.R. Part 107 (Title IX) state: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX resources, policies, and procedures, including the names and contact information of the Title IX Coordinator for the College are located at the following link: <https://www.alvincollege.edu/student-information/Title-IX.html>

9) **NON-DISCRIMINATION**

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

Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee’s employment or that adversely affects the student.

For more information, please visit Local Board Policy ***DIAB: Freedom from Discrimination, Harassment, and Retaliation: Other Protected Characteristics.***

10) **Memorandum of Understanding (MOU)**

This MOU may be amended by mutual written agreement of both parties. The College and the School District reserve the right to terminate this MOU by notice from either party in accordance with this MOU or by operation of law. The College or the School District may terminate the MOU no fewer than ninety (90) days prior to the end of the semester during which notice was given. To be effective, notice must be submitted in writing, signed by the College President or the School District Superintendent and personally delivered to the other party to this MOU.

11) **NOTIFICATION OF NON—COMPLIANCE AND TERMINATION OF AGREEMENT**

If a party fails to comply with any provision of this MOU, the other party may issue a Notification of Non-Compliance (Notice). The Notice shall be in writing and shall describe in detail the nature of the alleged non-compliance. The Notice will be provided to the College President or to the School District Superintendent for review and action. Failure to correct any condition of non-compliance within ten (10) business days following receipt of the Notice may, at the option of the party which sent the Notice, result in termination of this MOU at the end of the semester during which the Notice was sent. Any provision in this MOU which requires performance by either party after the termination of this MOU including, without limitation, confidentiality obligations, limitations of liability, and exclusions of damages, and any other provision or partial provision that by its nature would reasonably extend beyond the termination of this MOU, shall be and remain enforceable after such termination of this MOU for any reason whatsoever.

By: Larry Berger
ISD Superintendent

Date: 2/1/24

By: Robert J. Eddy
ACC President

Date: 2-2-24

APPENDIX A
ISD Approved Course Crosswalk List



Dual Enrollment

Pearland ISD Course List

www.alvincollege.edu/dualenrollment

Academic Core Courses - courses are transferrable to Texas colleges and universities.

ACC Course Number	ACC Course Name	Offering Campus	Grade Level	PISD Course Name	HS Credit	TSI Requirement or Pre-Requisite
PSYC 1300	Learning Framework	THS	9-12	Learning Frameworks	.5	Attempt ELAR section
BCIS 1305	Business Computer Applications	THS	9-12	Business Info Management	1	Attempt ELAR section
COMM 1307	Introduction to Mass Communication	THS/PHS	9-12	Mass Communications	.5	Attempt ELAR section
DRAM 1310	Intro to Theater	THS	9-12	Intro to Theater I (Technical Theater)	.5	*R/W
DRAM 1351	Acting I	THS	9-12	Intro to Theater II (Acting Method 1)	.5	*R/W
ARTS 1301	Art Appreciation	THS/PHS	9-12	Art I	.5	R/W
ARTS 1303	Art History	THS/PHS	10-12	Art 2 Drawing	.5	R/W
SPCH 1315	Public Speaking	THS/PHS	10-12	Professional Communication	.5	R
PYSC 2301	General Psychology	THS/PHS	10-12	Psychology	.5	R/W
PSYC 2314	Lifespan Growth & Development	THS	11-12	Human Growth & Development	1	R/W
PHIL 1301	Intro to Philosophy	THS	10-12	Philosophy Humanities II	.5	R/W
SOCI 1301	Introduction to Sociology	THS/PHS/GDHS	10-12	Sociology	.5	R/W
SPAN 1411	Beginning Spanish I	THS	10-12	Spanish I	1	Attempt ELAR section
SPAN 1412	Beginning Spanish II	THS	10-12	Spanish II	1	1411 C+
SPAN 2311 or SPAN 2313	Intermediate Spanish I or Spanish for Native/Heritage Speakers I	THS	10-12 9 #	Spanish III	1	1412 C+ or Placement
SPAN 2312 or SPAN 2315	Intermediate Spanish II or Spanish for Native/Heritage Speakers II	THS	10-12 9 #	Spanish IV	1	2311 C+ or 2313 C+
HIST 1301/1302	United States History I & II	THS/PHS/GDHS	11-12	US History	1	R/W
MATH 1314	College Algebra	THS/PHS/GDHS	11-12	College Algebra	.5	M
MATH 1324	Math for Business & Social Sciences	THS/PHS/GDHS	11-12	Finite Math	.5	M
MATH 1342	Elementary Statistical Methods	THS/PHS/GDHS	11-12	Elementary Statistical Methods	.5	M
GOVT 2305	Federal Government	THS/PHS/GDHS	11-12	United States Government	.5	R/W
GOVT 2306	Texas Government	THS/PHS/GDHS	11-12	Social Studies Adv. (Texas & Local Govt)	.5	R/W
ECON 2301	Principles of Macroeconomics	THS/PHS/GDHS	11-12	Economics	.5	R/W
MATH 2412	Pre-Calculus Math	THS / PHS	12	Pre-Calculus	.5	MATH 1314
MATH 2413	Calculus I	THS	12	Calculus I	.5	MATH 2412
MATH 2414	Calculus II	THS	12	Calculus II	.5	MATH 2413
MATH 2415	Calculus III	ACC	12	Calculus III	.5	MATH 2414
GEOL 1401/1405	Earth Science / Environmental Science	THS	12	Earth & Space Science / Enviro. Systems	.5	R
ENGL 1301/1302	Composition I & II	THS/PHS/GDHS	12	English IV	1	R/W
BIOL 1406/1407	Biology for Science Majors I & II	THS	12	Scientific Research & Design III (Biology II)	1	R
GEOL 1301	Earth Science for non-science majors	ACC	12	Investigating the Earth, Sea & Sky	.5	R
GEOL 1447	Meteorology	ACC	12	Scientific Research & Design III (Meteorology)	.5	R/M
GEOL 1445	Oceanography	ACC	12	Aquatic Science	.5	R/M
ASTR 1403/1404	Stars & Galaxies / Solar Systems	ACC	12	Astronomy	1	Attempt ELAR section

TSI Status - M = Math / R = Reading / W = Writing / Attempt ELAR section = student must attempt TSI ELAR section at least once
Student must test before selecting course. Courses and pre-requisites are subject to change.

* Student must score 945 + on multiple choice with 4 on diagnostic or 945 + on multiple choice with 4 on the essay

With approval. Please see ACC Advisor.

APPENDIX B

House Bill 8

As of January 1 2024, Alvin Community College (ACC) is an active participant in the Financial Aid for Swift Transfer (FAST) program instituted by legislative House Bill 8 (H.B. No. 8). H.B. No. 8 is defined in subchapter A, Section 28.0095, Chapter 28, Education Code, which establishes the Financial Aid for Swift Transfer (FAST) program under H.B. No. 8 to provide prescribed dual credit and continuing education courses at no cost to educationally disadvantaged students enrolled in a Texas public or charter high school.

FAST eligible student requirements are: (1) a High School student enrolled at a public or charter school in an eligible dual credit course offered through Texas Education Code 130.008 (Courses for Joint High School and Junior College Credit) and Texas Administrative Code Chapter 4, Subchapter D, Rules 4.81-4.85 and (2) Educationally Disadvantaged (i.e., qualified for free/reduced lunch) at any time during the four years preceding the student's enrollment in dual credit and continuing education courses.

Qualifying dual credit and continuing education courses under the FAST program must be courses offered through the Texas Education Code 130.008 (Courses for joint high school and Junior College credit) and the Texas Administrative Code Chapter 4, Subchapter D, Rules 4.81-4.85, or other courses that satisfy at least one of the following: (1) a requirement necessary to obtain an associate's degree or an industry recognized credential or certificate; (2) a foreign language requirement; (3) a core curriculum requirement as defined by the institutions of higher education (IHE); or (4) a field of study requirement.

ACC Responsibilities:

ACC will waive tuition for all dual credit and continuing education FAST.

ACC will provide student advising to all students enrolled in dual credit and continuing education courses to ensure courses taken are aligned with an identified academic plan that leads to a 42-hour Texas Common Core, or certificates or transferrable credit towards a baccalaureate degree.

ACC will share cost of books and additional resources with the School District to include cost of TSI testing.

ISD Responsibilities:

The ISD shall: (1) determine student eligibility under the FAST program criteria; (2) notify ACC of all eligible FAST, Non-FAST, and Continuing Education program students; and (3) disclose to ACC the school's records, TEA records or other method used to determine student eligibility under the FAST program for verification purposes.

APPENDIX C Dual Enrollment Tuition and Fee Schedule

**ALVIN COMMUNITY COLLEGE
Dual Enrollment Tuition and Fees Chart Spring 2024**

District/Student Type/Location	Current Tuition and Fees	Recommended Tuition and Fees	Reimbursement: Current Tuition	Total Waived Tuition/Fees
Alvin ISD Dual Enrollment (AHS, MHS, SCHS, ICHS) AISD Campuses Day/Evening	\$25/Credit Hr + \$30 Registration Fee + Course Fee (if applicable)	No Change		
Alvin ISD (AHS, MHS, SCHS, ICHS) AISD Campuses Day/Evening	\$0/Credit Hr Alvin ISD High Schools/Hensler Career & Technology Locations CTE courses only + Course Fee (if applicable)	No Change		
Alvin ISD - ACC Campus/Online	\$25/SCH + \$30 Registration Fee + \$45 Technology Fee + \$5 Security Fee + Course Fee (if applicable)	No Change		
FAST Students - Alvin ISD (AHS, MHS, SCHS, ICHS) AISD Campuses Day/Evening			\$55/SCH	\$25/Credit Hr + \$30 Registration Fee + Course Fee (if applicable)
FAST Students - Alvin ISD (AHS, MHS, SCHS, ICHS) AISD Campuses Day/Evening			\$55/SCH	\$0/Credit Hr Alvin ISD High Schools/Hensler Career & Technology Locations CTE courses only + Course Fee (if applicable)
FAST Students Alvin ISD - ACC Campus/Online			\$55/SCH	\$25/SCH + \$30 Registration Fee + \$45 Technology Fee + \$5 Security Fee + Course Fee (if applicable)
Pearland ISD (THS, GDHS, PHS)	Tuition Rate of \$51/Credit Hr - \$30 Registration Fee + Course Fee (if applicable)	No Change		
Pearland ISD Dual Enrollment Juniors/Seniors Summer School at UHCL Pearland	In-District Tuition of \$51 + \$30 Registration Fee + \$30 Technology Fee	No Change		
FAST Students Pearland ISD (THS, GDHS, PHS)			\$55/SCH	Tuition Rate of \$51/Credit Hr + \$30 Registration Fee + Course Fee (if applicable)
FAST Students Pearland ISD Dual Enrollment Juniors/Seniors Summer School at UHCL Pearland			\$55/SCH	In-District Tuition of \$51 + \$30 Registration Fee + \$30 Technology Fee
Danbury ISD (DHS) at DHS Campus	Tuition Rate of \$51/Credit Hr - \$30 Registration Fee + Course Fee (if applicable)	No Change		
FAST Students Danbury ISD (DHS) at DHS Campus			\$55/SCH	Tuition Rate of \$51/Credit Hr + \$30 Registration Fee + Course Fee (if applicable)
All Other Dual Enrollment Students - ACC Campus/Online	In-District Tuition + all Fees including Course Fees (if applicable)	No Change		
FAST Students - All Other Dual Enrollment Students - ACC Campus/Online	In-District Tuition + all Fees including Course Fees (Internet Fee)		\$55/SCH	
Living Stones High School In-District & Out-of-District Resident at LHS Campus	\$25/Credit Hr + \$30 Registration Fee + Course Fee (if applicable)	No Change		
Home School Students	\$25/SCH + \$30 Registration Fee + \$45 Technology Fee + \$5 Security Fee	No Change		

updated 10/27/23

APPENDIX D

Statewide Goals and ACC Dual Enrollment Program Agreement

H.B. NO. 1638 requires that on or after September 1, 2018, any new, revised, or renewed dual credit MOU or articulation agreement must include the following:

1. A description of how the goals of the dual credit program align with the statewide goals;
2. A course equivalency crosswalk or other methods of equating high school courses with college courses that identify the number of credits that may be earned for each course completed through the dual credit program;
3. A description of the academic supports and guidance that will be provided to students participating in the dual credit program;
4. A description of the **ISD** and the institution of higher education's (IHE) respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program; and
5. A description of the sources of funding for dual credit courses offered under the program including at a minimum the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program. On or after September 1, 2018, and each subsequent year, all dual credit MOU's, regardless of new, revised, or renewed, must be posted each year to the **ISD's** and IHE's respective websites.

The Statewide Dual Credit Goals are as follows:

Goal 1: Independent school districts and institutions of higher education will 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.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

Goal 3: 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.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.