

2023-2024
Pathways in Technology Early College High School
Memorandum of Understanding

Between

Taft P-TECH High School
Taft Independent School District

AND

Coastal Bend College

COASTAL BEND COLLEGE (herein referred to as the “College”) and **TAFT INDEPENDENT School District** (herein referred to as the “School District”) on behalf of its Pathways in Technology Early College High School (herein referred to as “P-TECH”) enter into the following Memorandum of Understanding (“MOU”) for the 2023-2024 Academic Year. Collectively the partners are referred to as “Parties”. The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

NON-DISCRIMINATION STATEMENT

The College prohibits discrimination, including harassment, 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. The School District will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, as defined by The Public Education Information Management System (PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, academic discipline history, teacher recommendation, or minimum grade point average (GPA).

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 regarding the College’s prohibition of discrimination, harassment, and retaliation in the employment context, please visit **Board Policy DIAA (LOCAL) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION - SEX AND SEXUAL VIOLENCE** and **Board Policy DIAB (LOCAL)-FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION – OTHER PROTECTED CHARACTERISTICS**. For more information regarding the College’s prohibition of discrimination, harassment, and retaliation in the student context, please visit **Board Policy FFDA (LOCAL) – FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION – SEX AND SEXUAL VIOLENCE**, and **Board Policy FFDB (LOCAL) – FREEDOM**

FROM DISCRIMINATION, HARASSMENT, AND RETALIATION – OTHER PROTECTED CHARACTERISTICS.

TERM

This MOU shall be in effect from August 24, 2023 to August 24, 2024, and posted during this term on the College's and School District's respective internet websites.

MOU PURPOSE

The purpose of this MOU is to outline the roles and responsibilities of the College and the School Districts that participate in the P-TECH Program. This MOU is the agreement that encompasses initiatives, guidelines and objectives under the P-TECH Program as required by the Texas Higher Education Coordinating Board (THECB), the Texas Education Agency (TEA) and the P-TECH Blueprint. An MOU is required by the Texas Education Agency for Early College High Schools, and P-TECH schools, applicable provisions of the Texas Education Code, including, without limitation, Section 28.009 – College Credit Program, Section 29.908 – Early College Education Program and Chapter 39, and Section 29.553 – P-TECH Program.

CONFLICT RESOLUTION

The Parties agree to a mutual understanding to resolve issues that may arise in the course of this partnership. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligation, terms, and responsibilities of the Parties to this agreement, each Party shall designate administrative liaisons for purpose of resolving concerns at both the campus (liaison must be Principal or other designated campus administrator) and central administrative level. In order to be collaborative, the College must be able to communicate with administrators on campuses in which P-TECH students/program are involved. If resolution is not found through those levels, a request may be made that the matter be handled through the Parties' respective legal counsel.

OVERVIEW

The College is committed to serving the students and communities of Rural South Texas through collaborative work with our School District partners. A major initiative promoting a college-going and college graduation culture is the **Del Mar C P-TECH Program**, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore,

TAC §4.84 and §9.144, require that any partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions which must be posted each year to their respective websites. All P-TECH agreements must address the following elements:

- (1) Alignment with statewide goals
- (2) Course Eligibility
- (3) Student Eligibility
- (4) Class Location, Facilities, and Student Composition
- (5) Faculty Selection, Supervision, and Evaluation
- (6) Academic Policies
- (7) Student Support Services
- (8) Course Sequence and Equivalency Crosswalk
- (9) Transcription of Credit
- (10) Funding and costs

DUAL-CREDIT DEFINED

The Texas Higher Education Coordinating Board (THECB) defines dual credit as a system in which an eligible high school student successfully completes a college course(s) that is paired to a high school course required for graduation and receives credit for the course on both the college and the high school transcripts; Texas Education Code (TEC) §28.009, Texas Administrative Code (TAC), Title 19, Chapter 9, Subchapter A, Rule § 9.1. Dual Credit courses utilized within the selected plans of study for the P-TECH program may be taught on the high school campus by an approved instructor, on the college campus, or in a virtual environment.

REPORTING

Texas Education Code § 51.4034 that requires the College to submit an annual report to the THECB and the Texas Legislature by not later than March 1 of each year describing any courses in the Lower-Division Academic Course Guide Manual (“ACGM”) or its successor adopted by the coordinating board for which a student who transfers to the institution from another institution of higher education is not granted:

- (1) academic credit at the receiving institution; or
- (2) if the student has declared a major and has not changed majors, academic credit toward the student’s major at the receiving institution.

The report must indicate:

- (1) the course name and type;
- (2) which institution of higher education provided academic credit for the course; and
- (3) the reason why the receiving institution did not grant academic credit for the course.

A report on courses taken by students who, during the preceding academic year, transferred to a general academic teaching institution or earned an associate degree at the college. The report must include the total number of:

- (1) courses attempted and completed at the college, including the total number of semester credit hours for those courses, disaggregated by whether the course is in:
 - (A) the Workforce Education Course Manual or its successor adopted by the coordinating board; or
 - (B) the Lower-Division Academic Course Guide Manual or its successor adopted by the coordinating board;
- (2) courses attempted and completed at the college that are not in the recommended core curriculum developed by the THECB Texas Education Code 61.822; and
- (3) dual credit courses, including courses for dual credit and college credit under Texas Education Code 130.008, attempted and completed at the college.

ALIGNMENT WITH STATEWIDE GOALS

House Bill 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) to collaboratively develop statewide goals for P-TECH programs in Texas. These goals provide guidance to institutions of higher education (IHEs) and independent School Districts (School Districts) on components that must be in place to ensure quality P-TECH programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary

education, performance in college-level coursework, and the development of an effective bridge between secondary and postsecondary education.

All P-TECH programs are required to establish an Institutional Agreement, Per the TAC, Title 19, Chapter 4, Subchapter D, to include a memorandum of understanding (MOU), between the IHE and School District that details the terms of the partnership. HB 1638 requires that on or after September 1, 2018, any new, revised, or renewed P-TECH MOU or articulation agreement must include the following:

Goal 1: The School District and College will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of P-TECH, including enrollment and fee policies. Implementation:

Documentation summarizing collaboration and outreach efforts of the School District and College will be readily available and posted, such as to host informational sessions for students and parents on P-TECH opportunities, benefits and cost. The School District and College P-TECH webpages will reflect the most current P-TECH program information including enrollment and fee policies. The College will host P-TECH 101 sessions for high school counselors.

Goal 2: P-TECH programs will assist high school students in the successful transition to and acceleration through postsecondary education, by analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population. Student enrollment in postsecondary after high school, time to degree completion and semester credit hours to degree are examples of items included in that analysis.

Goal 3: All P-TECH students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion by analysis of measures in enrollment and degree completion, disaggregated by student sub-population. Student enrollment in postsecondary after high school and time to degree completion, decrease in excess number of semester hours beyond required hours to degree completion are examples of items included in that analysis.

Goal 4: The quality and rigor of P-TECH courses will be sufficient to ensure student success in subsequent courses. Analysis of performance in subsequent course work will be the metric used to achieve this goal.

GOVERNANCE

- a. The P-TECH established under this MOU will be governed by Applicable Law. The School District shall apply to the Texas Education Agency for the establishment and continual approval of a P-TECH designation. The School District will take the lead in any reporting requirements to TEA and will serve as the fiscal agent. The College will take the lead in notifying and/or preparing prospectus documentation and accompanying request for approval for substantive changes to SACSCOC, as well as any reporting that the THECB may require.
- b. A P-TECH Steering Committee will meet at least twice a year, or as mutually agreed to by both Parties to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration. The Steering Committee will make reports, at least annually, to the Parties' respective boards that provide data, highlight successes, and outline plans for improvement. The Steering Committee will consist of the Superintendent or designee, Assistant Superintendent, Campus Principal, P-TECH Coordinator, P-TECH Counselor or designee, the College President or designee, College Provost or designee, the College Director of High School Programs, and other appropriate personnel as identified by both Parties. The TEA designation Blueprint document for Texas P-TECH programs, under Benchmark 3, requires that both the College and the School District produce and publish meeting minutes and agendas on the PTECH web site. The notes must contain action items and a log of the decisions made by this committee. A subset of the Committee may meet more often

to satisfy the operational needs of the P-TECH.

c. A P-TECH Advisory Board will meet at least four times per year, or as mutually agreed by both Parties, to ensure that guidance is provided to the P-TECH. The Advisory Board members will consist of representatives from the community, economic development partners, industry subject matter experts, respective College Faculty Chair and College Faculty Representative from the discipline, Superintendent or designee, Assistant Superintendent or designee, Campus Principal, PTECH Coordinator, P-TECH Counselor or designee, College President or designee, College Provost or designee, College Director of High School Programs, and other appropriate personnel as identified by both Parties. The TEA designation Blueprint document for Pathways in Technology Early College High Schools, under Benchmark 3, requires that both the College and the School District produce and publish meeting minutes and agendas on the P-TECH web site. The notes must contain action items and a log of the decisions made by this committee. The Advisory Board will review resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline. A subset of the Committee may meet more often to satisfy the organizational needs of the P-TECH.

CURRICULUM REQUIREMENTS

- 1) Texas Education Code § 51.9685 (c-2) requires that a student enrolled in dual credit courses shall file a degree plan with the College at the end of the second regular semester or term, immediately following the semester or term in which the student earned a cumulative total of 15 or more semester credit hours for dual credit courses successfully completed by the student.
- 2) A four-year crosswalk will be developed to demonstrate students' progress toward their selected plan of study, including alignment of high school and college level courses. The selected plan of study will outline the required courses toward applicable certificate programs, associate degrees, or a baccalaureate degree. The P-TECH Student and College Advisor will meet and design a degree plan that will be submitted into the College's system of record.
- 3) The P-TECH Student will participate in dual credit courses receiving both high school and college credit.
- 4) The P-TECH Students will have the same access to student services and facilities as regular college students, including but not limited to the use of academic and support facilities including the library, computer labs, study rooms, student services, bookstore, and food services. A College identification card is required for specific services, so students should carry their identification card at all times. It is recognized that P-TECH Students may gain access on the College campus to the unrestricted internet access afforded to our non-dual credit College students.
- 5) P-TECH Students will participate in college placement testing and a transitional bridge program preceding their freshmen year. The transitional bridge program will be developed and implemented in collaboration between the College and the School District. The Parties will determine the location, content and length of the transitional bridge program.
- 6) The School District and College will establish a set of expectations in students' 4-Year High School / College plan of study and necessary support systems to ensure that students demonstrate college-readiness by meeting the new version of the Texas Success Initiative (TSIA2) placement score requirements and course pre-requisites one semester prior to the prescribed sequence detailed in the plan of study.
- 7) The primary emphasis on the P-TECH degree plan is on the program requirements for the Associate of Applied Science. The School District and the College will select a defined plan of study for its freshmen cohort that students must follow in the prescribed sequence.

- 8) The School District and College will develop a four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from grade level to grade level, allows students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration to college-level classes during latter years in their high school tenure, and represents high levels of rigor, acceleration, and support. The College Academic Discipline Chairs or Faculty Liaison, along with the Principal / P-TECH Director or P-TECH designee, will be responsible for working with P-TECH faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment.
- 9) The P-TECH, College and selected business partners of the P-TECH will create a detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships.
- 10) The selected degree plan for the P-TECH with the College are the Associate of Applied Science degree(s). See degree plan(s) in Exhibit A located at the end of this document.
- 11) The selected degree plans for the P-TECH with the College are stackable awards from the Associate of Applied Science degree(s), Level 1 or Level 2 Certificates and Industry Based Certifications (IBCs). See Exhibit A for the related degrees and awards that students may attain during their tenure at the P-TECH.

ACADEMIC ADVISING

To adhere to the requirements set forth by the TEA in the P-TECH designation Blueprint, Texas Education Code, Sections 28.009 (b-1) and (b-2), and the SACSCOC Dual Enrollment Policy Statement and legislative bills passed during the 86th Texas Legislative Session, the College and the P-TECH will provide academic advising as listed herein.

- a. Parties will work together to comply with Texas Education Code § 28.009(b-2), which requires, the designation of at least one employee of the College will be responsible for providing academic advising to a student who enrolls in a dual credit course, under the P-TECH program, and before the student begins the course or semester.
- b. Texas Education Code § 51.9685(b) & (c) require, which states that a student shall file a degree plan with the college not later than:
 1. the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester credit hours of course credit for dual credit courses successfully completed by the student; or
 2. if the student begins the student 's first semester or term at the college with 15 or more semester credit hours of course credit for dual credit courses successfully completed, the end of the student's second regular semester or term at the college.
- c. Texas Education Code §130.0104(c) requires that a student enrolled in a multidisciplinary studies associate degree program must meet with an academic advisor to complete a degree plan and account for all remaining credit hours required for the completion of the degree program. The College staff and the P-TECH Student must also account for the student's transition to a particular four-year college or university that the student chooses and preparations for the student 's intended field of study or major at the four-year college or university.
- d. P-TECH Students will be provided with a college degree plan, and the corresponding high school diploma sequence of courses, that will prepare them for high-wage, high-demand, high-skill career fields.

- e. The College and the School District will track and measure students' progress to ensure they meet the Outcomes-Based Measures. The information will be reviewed biannually to identify students' strengths and weaknesses and develop individual instructional support plans.
- f. Texas Education Code § 130.0104(c) requires that the College establish advising strategies and terminology related to dual credit and college readiness. The College and the School District will provide the alignment of endorsements described by Texas Education Code Section 28.025(c-1) offered by the School District, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications.
- g. The P-TECH Counselor, College Advising Staff and College Director of High School Programs will assist students to register for courses that count toward the selected degree at the 4-year university of choice or a degree or certificate from the College.

STUDENT ELIGIBILITY AND COURSE LOAD

Student Eligibility

The College requires the School District to follow all College enrollment procedures and guidelines for P-TECH students. All procedures and guidelines are outlined in the College's **P-TECH Programs Webpage**. An electronic copy of this information may be accessed on the P-TECH Programs webpage.

All students must meet college admissions and eligibility requirements as outlined by the THECB laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's Board Policy (FB Local). The School District will work with the College to make certain that all P-TECH students are enrolled by the first day of class to help ensure student success and will comply with the College Dual Credit Programs Admission and Registration Timeline. An electronic copy of this document may be accessed on the P-TECH Programs webpage.

High school students are eligible to participate in the P-TECH Programs upon demonstrating college readiness by meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the THECB and or exemption and the College Dual Credit course pre-requisites as published in the College's testing webpage prior to enrollment in a dual credit course. An electronic copy of this information may be accessed on the Dual Credit Programs webpage.

P-TECH students must comply with the College's Academic Progress Standards as outlined in the College's Catalog and Student Handbook. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless of whether or not they receive aid and these requirements are applicable to P-TECH students who are still in high school.

CLASS LOCATION, FACILITIES, AND STUDENT COMPOSITION

Teaching Environment

Per TAC Title 19, Chapter 4, Subchapter D, Rule § 4.85(c) (Location of Class), P-TECH courses taught on the high school campus and for those courses taught electronically, the College *shall* comply with applicable rules and procedures for offering courses at a distance in Subchapters P and Q of this chapter (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). In addition, dual credit courses taught electronically shall comply with the THECB's adopted Principles of Good Practices for Courses offered Electronically.

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

- Designating a classroom for the P-TECH classes;
- Displaying the signs provided by the College outside of the classroom that indicate “College Course is in Session”;
- Assuring no interruptions take place in the College P-TECH class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and
- Accepting the faculty member’s attendance requirements as stated in the course syllabus and as supported by Board Policy (FC Local).

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 P-TECH students have appropriate access to all available instructional facilities, resources, and essential technology;
- School District shall permit access to the College’s electronic learning resources when the course is taught at the School District; and
- School District offering science and CTE courses shall meet the laboratory safety standards and have material/equipment required for College courses available in all labs in which classes are being taught to comply with the College science and CTE program requirements.

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 P-TECH and non-P-TECH students in the same section unless creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

- 1) The course is required for completion under State Board of Education High School graduation requirements, and the school is otherwise unable to offer such a course.
- 2) The high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
- 3) 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.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

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 “P-TECH Faculty”) to teach P-TECH course(s). The selected instructor must meet the same standards (including minimal requirements of the SACSCOC) and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College Per TAC Title 19, Chapter 4, Subchapter D, Rule § 4.85(e). Each approved P-TECH Faculty will be supervised by the College’s respective Dean or designee and be evaluated and monitored to ensure 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), attached hereto as Attachment A, and hereby incorporated by reference.

The School District will collaborate with the College to ensure that the School District instructor applying to teach in the P-TECH Programs meets the credential requirements as stated in the SACSCOC Faculty Credential Guidelines and Standards, which includes the criteria used by the College to determine teaching eligibility.

The College will ensure that College Faculty requested to teach P-TECH courses at the School District sites have met acceptable national criminal background checks in accordance with the School District's applicable policies and state law, including Texas Education Code Section 22.0834.

School District Faculty must be approved as P-TECH Faculty through the college's credentialing process and cleared by the College's Office of Human Resources to teach any P-TECH courses.

P-TECH Faculty will submit all required reporting documents such as rosters, Student Learning Outcome results (both PSLOs and SLOs), syllabi/section outlines, and grades by the deadlines set by the College.

College and P-TECH Faculty teaching P-TECH courses must check their class rosters during the first week of classes by accessing Self-Service through Cougar Den to make sure that all students attending the class are enrolled in the P-TECH course. Refer students not on the roster to the appropriate School District counselor and the P-TECH Department. Any student not listed on the roster by the **Census Day** will not be enrolled in the P-TECH course. On census day a list of all students that are on the official roster but have never attended class must be provided to the instructor's division coordinator.

New P-TECH Faculty approved for the upcoming Academic Year must satisfactorily complete trainings provided by the College's Human Resources Department and Information Technology Department during the summer prior to, or the Fall semester of, their first academic year. P-TECH Faculty not completing required training will not be allowed to continue teaching the following academic year. This professional development focuses on relevant College policies and procedures, resources, faculty responsibilities, and maintaining a college environment in the classroom.

When unforeseen situations arise and the instructor scheduled to teach a course for the College cannot deliver instruction through the entirety of the scheduled course, the P-TECH Principal or P-TECH Director will immediately notify the corresponding staff at the College. The College, as per SACSCOC guidelines, must identify a credentialed instructor that can teach the remainder of the college course. An instructor that has not been credentialed and approved by the College may not serve as a substitute to teach the remainder or any portion of a college course. If the instructor identified by the College to teach the remaining portion or any portion of the course is employed by the College, the School District will be responsible for paying the College for the time of the identified instructor.

Instructors' Dual Credit classes may include both P-TECH and traditional dual credit students. Dual Credit students constitute those in traditional Dual Credit or P-TECH.

The School District will allow release time from School District duties for all P-TECH Faculty to attend required College departmental meetings, discipline and course-specific College professional development training, and the two P-TECH professional development days organized by the College.

The division coordinators will provide the meeting schedule to the P-TECH Faculty before the beginning of the semester, so that the P-TECH Faculty can coordinate his/her teaching responsibilities at the high school in order to attend required department meetings.

College Faculty and P-TECH Faculty teaching college-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate College or School District support services.

The School District will forward any concerns regarding P-TECH Faculty or College Faculty teaching the college-level course to the College Department Coordinator for investigation. To resolve the concerns, a meeting shall take place between the College Department Coordinator (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.

The faculty assigned to teach a P-TECH course is charged with the duties and responsibilities of 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 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.

Even though some P-TECH Faculty members are full-time employees of the School District wherein they teach the college course(s), they are expected to follow all the College's policies as applicable during the instructional time designated for P-TECH courses. The College shall supervise and evaluate instructors of P-TECH courses using the same or comparable procedures used for faculty at the main campus of the College Per Rule § 4.85(e)(2).. They must fulfill their responsibilities as P-TECH Faculty while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

The academic policies of both the School District and College shall apply to all students enrolled in the P-TECH as applicable.

Regular academic policies and procedures applicable to regular college courses and students will also apply to P-TECH courses and P-TECH students. A degree plan with a defined sequence of courses will be available through the College's Cougar Den for all P-TECH students. The College shall ensure that a P-TECH course and the corresponding course offered at the main campus of the College are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation Per Rule § 4.85(f) (Course Curriculum, Instruction and Grading).

College-Level Course Work

The rigor of college-level course work can often require additional time outside of class for students to meet course learning objectives and outcomes; therefore, P-TECH Faculty should not be coerced to decrease the amount of out-of-class work assigned to students. At no time will the rigor of the course be reduced or compromised.

Contact Hours Pertaining to P-TECH Students

Just as P-TECH Faculty are expected to meet the required number of contact hours per semester, students enrolled in P-TECH courses are required to maintain regular and punctual attendance in classes and laboratories. In accordance with the College Board Policy (FC Local). 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.

P-TECH Faculty must not be coerced to take unreasonable measures to help a student who, in the estimation of the Faculty member, is failing the course due to a lack of effort and/or excessive student absences.

Location, Facilities, Teaching Environment, and College Courses

P-TECH courses are taught at approved high school sites in accordance with SACSCOS standards, delivered

virtually, and offered at the College's locations. The School District will ensure that all dual credit courses taught by P-TECH Faculty at the partnering School District are conducted through face-to-face instruction, except when a State of Emergency is activated and it is deemed necessary for the School District P-TECH Faculty to conduct online instruction to adhere to the College's Instructional Contingency Plan, using the College's Learning Management System.

Scheduling P-TECH Classes at the High School

The scheduling of all P-TECH classes to be taught at the high school must involve the Division Coordinator that oversees the discipline being taught. Scheduling is coordinated through the Director of Dual Credit. Multiple sections of a course will only be offered if there is adequate enrollment to support it. If multiple sections are requested, each additional section will only be added once the previously created section has reached capacity. The class capacity will be set by the Division Coordinator and will be based on the College's standards and the requested input of the School District.

Minimum Class Size

All P-TECH courses must have a minimum enrollment of 6 students.

Course Standardization / the College's Learning Management System

All the College's instructors are required to use the instructional systems, video conferencing applications, and software endorsed by the college. All P-TECH courses must use the College's approved Learning Management System. Every course of the College is provided with a Blackboard shell. The College's approved course syllabus defining the course content and instructional sequence must be followed and be clearly posted in the Blackboard shell. Course content is standardized to ensure equal rigor across all sections and modalities. Content standardization supports equitable assessment of PSLOs and GECs across multiple sections. It is a mandatory requirement that all instructors utilize their course shell and warehouse all grades and assignments within their course shell. The course gradebook must also be maintained within the Blackboard shell, contain all grades issued, and be kept current.

Academic Instructional Calendar

P-TECH 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 long semester classes, the Division Dean should be involved in any decision. The College requires that the Division Dean approve any exception.

The instructional calendar for the high school portion of the P-TECH will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule as necessary to enable P-TECH Students to enroll in and attend the college-level courses provided by the College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty.

All P-TECH Students are required to participate in required state, national assessments, which will be administered by the P-TECH staff. The College agrees to make accommodations in course scheduling, including final exams, and attendance so that P-TECH Students are not penalized in their college credit courses for their participation in the required state, national assessments. While the College agrees to provide accommodations for required state assessments, including the STAAR and End of Course Exams, all contact hour requirements must be met.

Monitoring and Evaluation of Instruction

The School District will work with the College to provide College personnel access to high school instructional sites for the purpose of monitoring 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. The College's personnel will evaluate all dual-credit faculty.

Books and Supplemental Materials

Students are responsible for purchasing required textbooks and supplemental materials. Required textbooks and materials shall be available to each registered student on the first class day.

Inclusive Access: On April 21, 2020 Coastal Bend College approved a fee, up to \$150, will be assessed at the time of tuition payment for those students who choose to purchase e-books and other digital material. The actual fee will depend upon the course(s) a student takes but will never exceed \$150 per course.

Inclusive access allows for the student to have the e-book on day one of class at a significantly lower cost. If a student does not wish to purchase their course textbook material through open access they have the option to opt-out. Exceptions must be discussed with the Division Dean and Department Coordinator.

Grading Procedures

All P-TECH Faculty will follow the College Grading System as stated in the College's Board Policy EGA (LOCAL) ACADEMIC ACHIEVEMENT: GRADING AND CREDIT, as well as the grading criteria in the department approved syllabus. All P-TECH faculty are required to maintain a comprehensive Grade Book within their Blackboard course shell. This Grade Book must provide the student with a real-time grade and auto-update whenever a new grade is entered into the system. All assignments must be accounted for in the course shell.

Issuing of College Grade

P-TECH Faculty shall not inflate the college letter grade, it should not differ from the high school numeric grade.

Submission of College Grade

The primary responsibility for assigning College grades in a course belongs to the faculty member, 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 interfere with the faculty member's responsibility for assigning College grades. The final course grade for the College will be a letter grade and for the high school a numeric grade that might differ from the College grade. **Grades must be submitted by the College's deadline for any given semester for any course taught at the College.**

FACULTY PRIMARY RESPONSIBILITIES

Establishment and Availability of the Course Blackboard Shell

Every course of the College is housed within a Blackboard shell. At a minimum, this shell must contain the faculty member's contact information, course syllabus, course content outline and instructional sequence, and gradebook. All student grades must be warehoused in the Grade Center within Blackboard.

Certification of Class Rosters

Course rosters in Blackboard must be compared with the rosters in Cougar Den self-service and all rosters certified by sending a signed copy of each course roster to the respective division coordinator. ***Students not on the official roster must be notified that they are not enrolled in the course and are not allowed to attend the class.*** Students that are on the roster but have never attended must be dropped for non-attendance.

Submission of Mid-term and Final Grades

Mid-term and Final grades must be pushed and extracted on the date established by the College Registrar. Late grade submissions create significant administrative problems and will result in the issuance of a disciplinary notice and may result in non-renewal of the faculty member's contract.

Assessment of PSLOs and GECs and Submission of Assessment Data

All the College's faculty members must participate in the assessment of Programs Student Learning Outcomes (PSLOs) and General Education Competencies (GECs) as directed by the lead faculty member that oversees each specific discipline. Assessments must be given as presented by the lead faculty member, data must be collected and provided to the lead faculty members as requested, and Action Plans for Improvement must be implemented. This is a core accreditation requirement and is mandatory for all faculty. Failure to comply with this requirement will result in the issuance of a disciplinary notice and may result in non-renewal of the faculty member's contract.

STUDENT SUPPORT SERVICES

P-TECH students are eligible to utilize the same or comparable support services afforded to all College students on the main campus, including services (e.g., academic advising and counseling), learning materials, and other benefits, Per Rule § 4.85(g)(2).

Collaboration and Outreach Efforts

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

Pathways Alignment

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

Student Accommodations

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

The School District will provide classroom accommodations for P-TECH students. If the class is taught by a College Faculty at the high school, the College Counselor will coordinate class accommodations with the high school Special Education Counselor and the College Faculty.

Student Complaints

Grievance or Complaint procedures for handling student complaints, regarding college courses, are applicable to all students including those enrolled in P-TECH courses. P-TECH students with complaints shall follow the procedures as stated in the College's Board Policy FLD(LOCAL), Student **Rights and Responsibilities: Student Complaints**, Board Policy FFDA(LOCAL) **Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence**, and Board Policy FFDB(LOCAL) **Freedom from Discrimination, Harassment, and Retaliation: Other Protected Characteristics**. A student may report a grievance or compliant to the College's Student Services Office.

Further, School District agrees to report to the College's Title IX/ADA Coordinator, within 2 business days, any allegation of discrimination or harassment involving a College employee or P-TECH student(s), regardless of where the alleged conduct occurred. The report contemplated in this paragraph may be submitted to the following designated individuals:

- Dixie Prissy Lytle,
Director of Human Resources
(361)354-2211
payroll@coastalbend.edu
- Kayla Devora Jones, ADA/Section 504 Coordinator Dean of Student Services and Accessibility
(361) 354-2532
kdjones@coastalbend.edu

Grade Appeal

The School District will direct students to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed in the College Catalog.

Student Conduct

All students, including P-TECH 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 Board Policy FLB(LOCAL), **Student Rights and Responsibilities: Student Conduct**. P-TECH students who receive a sanction of suspension or expulsion from the institution 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. Further, the College reserves the right to refer cases to Student Services for review and threat assessment.

Commencement Ceremonies

To become eligible to participate in the College Commencement Ceremonies P-TECH students must be enrolled in all final coursework for their declared program and all coursework must be completed at the end of the semester of graduation. P-TECH Students who are eligible to participate cannot defer participation to a later Commencement Ceremony date. The College Registrar is the Graduation Determination Official and has the final authority to determine P-TECH Student eligibility for graduation and ceremony participation. P-TECH students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

COURSE SEQUENCE AND EQUIVALENCY CROSSWALK

The College and the School District have collaborated on the selection and sequencing of the plans of study that the P-TECH program will use to enroll students into. The identified credentials for each plan of study can be found on Exhibit A at the end of this document. Exhibit A contains the dual credit courses and corresponding high school courses that will satisfy the requirements for each respective college credential and meet the requirements for high school graduation. It also includes the respective IBCs by program of study.

TRANSCRIPTING OF CREDIT

The College and the School District will transcript P-TECH courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

FUNDING AND COSTS

Faculty Stipend

School District instructors approved by the College to be P-TECH Faculty and approved to teach college- level courses will be paid a stipend by the College per class, per semester, as outlined by the College. This stipend is pro-rated if the class enrollment is below 15.

Tuition & Fees

All Dual-Credit fees are approved by the College's Board of Trustees and are published in the annual catalog.

Invoicing

The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the ***Board Approved Tuition & Fees for P-TECH Students Sponsored by Partnering School Districts for FY 2023- 2024 and/or Board Approved Tuition & Fees for P-TECH Students Sponsored by Partnering School Districts for FY 2023- 2024*** as approved by the College Board of Trustees (see Exhibit A&B). Non-sponsored, self-pay students will be billed directly by the College.

Faculty Charges

When the College provides the faculty to teach at the partnering School District, including via interactive distance learning, the School District is responsible for the mileage.

RECOGNITION OF PARTNERSHIP

The School District and the College, when reporting and publicizing high school *students' completion* of P-TECH **courses, degrees, or certificates**, will recognize its partners. When either Party advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for P-TECH, the Parties will recognize the other as their designated partner. The following statement must be included in the corresponding Party's publications and/or advertisements regarding the P-TECH Programs:

Taft Independent School District collaborates with Coastal Bend College, our Higher Education partner, to offer college credit hours, college certificates and degrees, while saving families hundreds of thousands of dollars in tuition and fees.

OR

Coastal Bend College collaborates with Taft Independent School District, one of our School District partners, to offer dual credit courses in our traditional dual credit program and our P-TECH program, while saving families hundreds of thousands of dollars in tuition and fees.

The Parties shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in each institution's guidelines and policies.

UNDERSTANDING OF THE PARTIES

- a. Nothing in this Agreement is to be construed as transferring responsibility from one party to another.
- b. Without limitation of any provision set forth in the Agreement, the Parties expressly agree to abide by all applicable federal and state equal employment opportunity statutes, rules, and regulations.
- c. Subject to the applicable laws and to the regulations of respective organizations, information, data and reports of cooperative activities carried out under this Agreement may be released by any of the Parties with the consent of the other party, subject to the Data-Sharing and Privacy provisions, FERPA, and any other applicable state or federal privacy law that governs student privacy rights, or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.
- d. Both parties understand the safety and security risks inherent with minors and agree that certain risk may be unforeseeable. Further, the parties agree that the public safety departments from both the College and School District will collaborate to develop and/or review safety and security standards and/or guidelines, including emergency response, within thirty (30) days of both parties executing the Agreements.
- e. In accordance with the Family Educational Rights and Privacy Act (FERPA), the College and School District will protect School District students' privacy and guard against the unauthorized release of identifying student information and records, and comply with all applicable requirements of FERPA.
- f. The parties agree that this agreement will be construed by the laws of the State of Texas, exclusive of its conflict of laws provision.
- g. No assignment of this agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

NO PERSONAL LIABILITY

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, trustee, director, employee or agent of the College or School District, and the parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, trustee, director, employee or agent of the College or School District. The parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses applicable by law, including, but not limited to, governmental immunity.

CLERY ACT OBLIGATION

If the College is using space on an School District campus or facility in manner that gives the College control over the space, including the assignment of an employee of the College as an administrator, School District's law enforcement agency will respond in a timely manner to any requests made by the College for statistical information of crimes that have been reports at that location so that the College may fulfill its obligations under the Clery Act (20 U.S.C. § 1092(f)) and its regulations.

FERPA COMPLIANCE & DISCLOSURE OF EDUCATIONAL RECORDS

The Family Educational Rights and Privacy Act (FERPA) allows protected student data to be exchanged between the College and School District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. Students participating in a P-TECH program described herein are enrolled in a post-secondary institution and are thus afforded rights under FERPA as post-secondary students. This means a high school student who is enrolled at the College for purposes of participating in one of these programs, regardless of age, is given the right of privacy in their education records. The College will not disclose information protected under FERPA, even to a student's parent, unless the P-TECH student consents to the release in writing, or the parent provides proof of dependency in accordance with 34 C.F.R. § 99.31(a)(8).

The College will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide 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, seven (7) 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.

The School District may submit an e-mail request for reports to the Coastal Bend College Institutional Effectiveness Office. **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 P-TECH Programs meet the credential requirements as stated in the Southern Association of Colleges and Schools Commission on Colleges: Faculty Credential Guidelines, and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing, for purposes of this MOU, regarding any teacher or instructor of a course in the P-TECH program, or proposed teacher or instructor of a course in a P-TECH program, including, but not limited to, information regarding a teacher or instructor's qualifications or certifications, or information in the event of an investigation of a personnel matter regarding P-TECH Faculty.

Any non-academic incidents or complaints against P-TECH Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director for investigation.

The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) regulations as stated in the College's Board Policy (FFDA) **LOCAL *Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence***, and the School District Title IX policy in resolving incidents and complaints.

Title IX Statement:

Title IX of the Education Amendments of 1972 (20 U.S.C. s1681 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 and other Title IX personnel for the College are located on the college website at <http://coastalbend.edu/titleix/>.

The College and School District will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

AMENDMENT

This MOU may only be amended by mutual written agreement of both parties.

NOTIFICATION OF NON-COMPLIANCE AND TERMINATION OF AGREEMENT

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 intended date of termination. 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. Notwithstanding the foregoing, if this MOU is terminated in the middle of a semester, any students enrolled in College courses under this MOU will be allowed to finish the semester and receive appropriate credit for that semester's courses unless the student is removed for disciplinary reasons.

Failure to act in accordance with any provision in this MOU will result in a Notification of Non- Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular, the alleged non-compliance. The Notice will be provided to the College President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

Notices given by either party to the other must be in writing and may be sent by personal delivery or by mail, registered or certified postage prepaid with return receipt requested. Notices delivered personally shall be deemed communicated at the time of actual receipt. Mailed notices shall be deemed communicated at the time of actual mailing of properly addressed Notice. Mailed notices shall be addressed to the addressees of the parties as they appear in this MOU.

Coastal Bend College
Ms. Susie Gaitan
Director of P-TECH
3800 Charco Road
Beeville, Texas 78102

To School District:
Taft Independent School District
Dr. Irene Garza
Superintendent of Schools
P.O. Box 628
Taft, TX 78390

SEVERABILITY

If any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other

provision, and this MOU shall be construed as if such invalid, illegal or unenforceable provisions had never been contained in it. To this end, the provisions of this MOU are declared to be severable. The Parties may mutually agree to renegotiate the Agreement to cure such illegality, invalidity, or unconstitutionality if such may be reasonably accomplished.

WAIVER

No covenant or condition of the MOU may be waived except by written consent of the waiving Party. No waiver of any term, provision, or condition of this MOU on any one occasion shall be deemed to be a bar to, or waiver of, the same or of any other right on any future occasion. Forbearance or indulgence by one Party in any regard whatsoever shall not constitute a waiver of the covenant or condition to be performed by the other Party.

COUNTERPARTS

This MOU may be executed in identical counterparts, all of which will be deemed an original, but all of which will constitute the same instrument. Each Party may rely on facsimile or electronic signature pages as if such facsimile or electronic pages were originals.

COMPLETE AGREEMENT

This agreement, together with any attachments and appendices as may be referenced herein, contains the full understanding of the parties with respect to the agreed upon services, obligations, and responsibilities and supersedes all existing agreements and all other oral, written, or other communications between the parties concerning the subject matter hereof.

AUTHORITY

The persons signing below on behalf of the School District and the College warrant that they have authority and have been duly authorized to execute this MOU.

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK]

EXECUTED IN TWO (2) Original counterparts on this _____ day of _____ 20 _____.

Dr. Justin Hoggard, President
Coastal Bend College

Dr. Irene Garza,
Superintendent of Schools
Taft Independent School District

Date

Date



Standard 6.2.a (*Faculty qualifications*) of the *Principles of Accreditation* reads as follows:

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Approved: College Delegate Assembly, December 2006 Updated for Revised Principles: April 2018

EXHIBIT A**Taft High School to Coastal Bend Course Dual Credit Crosswalk
Architecture/Construction Program of Study****Engineering Drafting & Design Level I Certificate**

| <u>COURSE NUMBER & TITLE</u> | <u>COLLEGE SEMESTER CREDIT HOURS (SCH)</u> | <u>TAFT COURSE /PEIMS CODE</u> | <u>HIGH SCHOOL CREDIT</u> |
|---|--|---|-----------------------------------|
| EDUC 1300- Learning Frameworks (MY COUGAR COURES | 3 SCH | Engineering Design & Presentation/ 13036500 | 1 |
| DFTG 1305- Technical Drafting | 3 SCH | Principles of Architecture/ 13004210 | 1 |
| DFTG- 2336- Computer-Aided Drafting (CAD) programming | 3 SCH | Computer Aided Drafting for Architecture/N1300429 | 1 |
| DFTG- 2317- Introduction to Geometry | 3 SCH | Civil Engineering & Architecture/N1303747 | 1 |
| GISC 1311- Introduction To Geographic Information Systems (GIS) | 3 SCH | Topographical Drafting Architecture and Construction/N1300421 | 1 |
| ARCE 1303- Architecture Materials & Methods | 3 SCH | Engineering Design & Problem Solving/13037300 | 1 |
| DFTG 2319- Intermediate Computer Aided Drafting | 3 SCH | Career Preparation I/ 1270300 | 1 |
| BCIS 1305 - Business Computer Application | 3 SCH | Business Information Management / 13011400 | 1 |

Taft High School to Coastal Bend Course Dual Credit Crosswalk Core Academic Courses

| <u>ASSOCIATE OF ARTS/SCIENCE REQUIREMENT 60 CREDIT HOURS</u> | | | | |
|---|------------------------------------|------------------------------------|-------------------------|--|
| <u>COURSE RUBRIC/TITLE</u> | <u>PEIMS</u> | <u>HS COURS/ TITLE</u> | <u>HS/CREDIT</u> | <u>Course Sequence</u> |
| <u>COMMUNICATIONS REQUIREMENT 6 CREDIT HOURS</u> | | | | |
| <u>ENGL 1301</u> <u>Composition I</u> | <u>03220300</u> <u>03220400</u> | <u>English III or IV</u> | <u>1 CREDIT</u> | <u>11th Grade/Fall</u> |
| <u>ENGL 1302</u> <u>Composition II</u> | <u>0322180</u> | <u>Independ study</u> | <u>1 CREDIT</u> | <u>11th Grade/Spring</u> |
| <u>ENGL 2311</u> <u>Technical Business</u> <u>Writing</u> | <u>13011600</u> | <u>Business English</u> | <u>1 CREDIT</u> | <u>11th Grade/Fall or Spring</u> |
| <u>SPECH 1311</u> <u>Speech Communication</u> | <u>03241400</u> | <u>Communication Applications</u> | <u>.5 CREDIT</u> | <u>9th Grade/Fall or Spring</u> |
| <u>SPECH 1315</u> <u>PUBLIC SPEAKING</u> | <u>32210900</u> | <u>Public speaking</u> | <u>.5 CREDIT</u> | <u>9th Grade/Fall or Spring</u> |
| <u>MATHMATICS REQUIREMENT 3 CREDIT HOURS</u> | | | | |
| <u>Math 1314</u> <u>College Algebra</u> | <u>03102500</u> | <u>Independent Study in Math I</u> | <u>1 CREDIT</u> | <u>11th Grade/Fall</u> |
| <u>MATH 1332</u> <u>Contemporary Math</u> | <u>03102500</u> | <u>Independent Study in Math I</u> | <u>.5 CREDIT</u> | <u>11th Grade/Fall</u> |
| <u>MATH 2412</u> <u>Pre-Calculus</u> | <u>03101100</u> | <u>Pre-Calculus</u> | <u>1 CREDIT</u> | <u>11th Grade/ Spring</u> |
| <u>MATH 1442</u> <u>Statistical Methods</u> | <u>03102500</u> | <u>Independent Study in Math I</u> | <u>.5 CREDIT</u> | <u>12th Grade/ Fall or Spring</u> |
| <u>LIFE AND PHYSICAL SCIENCES REQUIRMENT 6 CREDIT HOURS</u> | | | | |
| <u>BIOL 1308</u> <u>Biology for Non-Science Majors</u> | <u>13037200</u> | <u>Scientific Rsch Design I</u> | <u>.5 CREDIT</u> | <u>11th Grade/ Fall or Spring</u> |

| | | | | |
|---|-----------------|--|------------------|--|
| BIOL 1108 <u>Biology for Non-Science Majors</u> | <u>13037200</u> | <u>Scientific Rsch Design I</u> | <u>.5 CREDIT</u> | <u>11th Grade/ Fall or Spring</u> |
| BIOL 2301- <u>Anatomy & Physiology I</u> | <u>13020600</u> | <u>Anatomy & Physiology I (A)</u> | <u>.5 CREDIT</u> | <u>12th Grade/Fall</u> |
| BIOL 2101 <u>Anatomy & Physiology I</u> | <u>13020600</u> | <u>Anatomy & Physiology I (A)</u> | <u>.5 CREDIT</u> | <u>12th Grade/Fall</u> |
| BIOL 2306 <u>Environmental Biology</u> | <u>03020000</u> | <u>Environmental Systems</u> | <u>1 CREDIT</u> | <u>11th Grade/ Fall or Spring</u> |
| BIOL 1322 <u>Nutrition & Diet Therapy I</u> | <u>13024500</u> | <u>Lifetime Nutrition & Wellness</u> | <u>.5 CREDIT</u> | <u>11th Grade/ Fall or Spring</u> |
| CHEM 1106 <u>Introduction to Chemistry (LAB)</u> | <u>13037200</u> | <u>Scientific Rsch Design I</u> | <u>.5 CREDIT</u> | <u>12th Grade/Fall</u> |
| CHEM 1306 <u>Introduction to Chemistry (LEC)</u> | <u>13037200</u> | <u>Scientific Rsch Design I</u> | <u>.5 CREDIT</u> | <u>12th Grade/Fall</u> |
| GEOL 1305 <u>Environmental Geology</u> | <u>03060200</u> | <u>Earth & Space Scienc e</u> | <u>1 CREDIT</u> | <u>11th Grade/ Fall or Spring</u> |

LANGUAGE PHILOSOPHY AND CULTURE REQUIREMENT 3 CREDIT HOURS

| | | | | |
|---|---|---|------------------|--|
| ENGL 2322 <u>British Literature I</u> | <u>03220400</u> | <u>English IV (A)</u> | <u>1 CREDIT</u> | <u>11th Grade/ Fall</u> |
| ENGL 2323 <u>British Literature II</u> | <u>03220400</u> | <u>English IV (B)</u> | <u>1 CREDIT</u> | <u>11th Grade/Spring</u> |
| HUMA 1301 <u>Introduction to the Humanities I</u> | <u>03221600</u> | <u>Humanities</u> | <u>.5 CREDIT</u> | <u>10th Grade/ Fall or Spring</u> |
| PHIL 1301 <u>Introduction to Philosophy</u> | <u>03221800</u> <u>03221810</u> <u>03221820</u> | <u>Independent Study in Social Studies (1st, 2nd, or 3rd Time Taken)</u> | <u>.5 CREDIT</u> | <u>10th Grade/ Fall or Spring</u> |

| | | | | |
|---|--|---|------------------|--|
| <u>PHIL 2306</u> <u>Introduction to Ethics</u> | <u>03221800</u> <u>03221810</u> <u>03221820</u> | <u>Independent Study in Social Studies (1st, 2nd, or 3rd Time Taken)</u> | <u>1 CREDIT</u> | <u>10th Grade/ Fall or Spring</u> |
| <u>SPAN 2311</u> <u>Intermediate Spanish I</u> | <u>03440200</u> <u>03440300</u> | <u>Spanish III (A) or Spanish IV (A)</u> | <u>1 CREDIT</u> | <u>10th Grade/ Fall</u> |
| <u>SPAN 2312</u> <u>Intermediate Spanish II</u> | <u>03440200</u> <u>03440300</u> | <u>Spanish III (A) or Spanish IV (A)</u> | <u>1 CREDIT</u> | <u>10th Grade/ Spring</u> |
| <u>SPAN 1411</u> <u>Beginning Spanish I</u> | <u>03440100</u> <u>03440200</u> <u>03440100</u> <u>03440300</u> | <u>Spanish I (A) or Spanish II (B)</u> <u>Spanish I (B) or Spanish II (B)</u> | <u>1 CREDIT</u> | <u>9th Grade/Fall</u> |
| <u>SPAN 1412</u> <u>Beginning Spanish II</u> | <u>03440100</u> <u>03440200</u> <u>03440100</u> <u>03440300</u> | <u>Spanish I (A) or Spanish II (B)</u> <u>Spanish I (B) or Spanish II (B)</u> | <u>1 CREDIT</u> | <u>9th Grade/ Spring</u> |
| <u>ARTS 1301</u> <u>Art Appreciation</u> | <u>03500100</u> | <u>Art I</u> | <u>.5 CREDIT</u> | <u>9th Grade/ Spring</u> |
| <u>MUSI 1306</u> <u>Music Appreciation</u> | <u>03500300</u> | <u>Music Appreciation</u> | <u>1 CREDIT</u> | <u>9th Grade/ Spring</u> |
| <u>AMERICAN HISTORY REQUIREMENTS 6 CREDIT HOURS</u> | | | | |
| <u>HIST 1301</u> <u>US History Before 1865</u> | <u>03380002</u> | <u>Special Topics</u> | <u>.5 CREDIT</u> | <u>11th Grade/ Fall</u> |
| <u>HIST 1302 US</u> <u>History After 1865</u> | <u>03340100</u> | <u>US History</u> | <u>1 CREDIT</u> | <u>11th Grade/ Spring</u> |
| <u>GOVERNMENT/POLITICAL SCIENCE 6 CREDIT HOURS</u> | | | | |
| <u>GOVT 2305</u> <u>Federal Government</u> | <u>03330100</u> | <u>US Government</u> | <u>.5 CREDIT</u> | <u>12th Grade/Fall</u> |

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|--|---|---|------------------|---|
| <u>GOVT 2306</u> <u>Texas Government</u> | <u>03380001</u> | <u>Social Studies</u> <u>Advanced Studies</u> <u>(1st Time Taken)</u> | <u>.5 CREDIT</u> | <u>12th Grade/</u> <u>Spring</u> |
| <u>SOCIAL AND BEHAVIORAL SCIENCES 3 CREDIT HOURS</u> | | | | |
| <u>ECON 2301</u> <u>Principles of</u> <u>Macroeconomics</u> | <u>03310300</u> | <u>Economics</u> | <u>.5 CREDIT</u> | <u>12th</u> <u>Grade/Fall</u> |
| <u>ECON 2302</u> <u>Principles of</u> <u>Microeconomics</u> | <u>03310301</u> | <u>Economics</u> <u>Advanced</u> | <u>.5 CREDIT</u> | <u>12th Grade/</u> <u>Spring</u> |
| <u>PYSC 2314</u> <u>Lifespan Growth &</u> <u>Development</u> | <u>03380002</u> <u>03380012</u> <u>03380022</u> | <u>Special Topics in</u> <u>Social Studies:</u> <u>1st, 2nd, or 3rd</u> <u>time taken.</u> | <u>1 CREDIT</u> | <u>11th Grade/</u> <u>Spring</u> |
| <u>PSYC 2301</u> <u>General Psychology</u> | <u>03350100</u> | <u>Psychology</u> | <u>.5 CREDIT</u> | <u>11th Grade/</u> <u>Spring</u> |
| <u>SOCI 1301</u> <u>Introduction to</u> <u>Sociology</u> | <u>03370100</u> | <u>Sociology</u> | <u>.5 CREDIT</u> | <u>10th</u> <u>Grade/Fall</u> |
| <u>SOCI 2301</u> <u>Marriage & the Family</u> | <u>03350100</u> | <u>Sociology</u> | <u>.5 CREDIT</u> | <u>10th Grade/</u> <u>Spring</u> |
| <u>COMPONENT AREA 6 CREDIT HOURS</u> | | | | |
| <u>EDUC 1300</u> <u>Learning</u> <u>Frameworks</u> | <u>03270100</u> | <u>College Readiness</u> <u>& Study Skills</u> | <u>.5 CREDIT</u> | <u>9th Grade/</u> <u>Fall or</u> <u>Spring</u> |
| <u>BCIS 1305</u> <u>Business Computer</u> <u>Applications</u> | <u>13011400</u> | <u>Business</u> <u>Information</u> | <u>.5 CREDIT</u> | <u>9th Grade/</u> <u>Fall or</u> <u>Spring</u> |