

**I. Parties**

This Dual Credit Partnership Agreement ("Agreement") is entered into between McLennan Community College ("MCC") and Waco Independent School District ("ISD") and is designed to allow high school students at Waco Independent School District ("ISD") to earn dual high school and college credit by enrolling in MCC credit courses.

**II. Purpose and Background**

In accordance with the rules and regulations of the Texas Higher Education Coordinating Board (THECB), MCC offers regular college credit courses in Core Curriculum, Foreign Language, and Career and Technology for dual credit high school students. If the ISD approves these college courses for dual credit, high school students meeting MCC admission requirements can enroll in these courses and receive college and high school credit simultaneously.

In order to ensure the quality of dual credit courses and to facilitate communications and understanding between the ISD and MCC, the following provisions are agreed to by MCC and the ISD where dual credit courses are offered.

**III. Statewide Goals for Dual Credit**

Pursuant to Texas House Bill 1638 (85<sup>th</sup> Legislature, 2017), MCC and ISD set forth the following goals for dual credit programs in Texas, as prescribed by the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA).

**1. GOAL 1: Create collaborative outreach efforts**

- a. The MCC dual credit program will collaborate with the ISD to provide information sessions for parents, students, and high school counselors addressing the potential benefits, risks, and costs of dual credit.
- b. MCC will provide online information regarding the dual credit program, including contact information, eligibility requirements, the enrollment process, cost data, and potential benefits/risks of dual credit coursework.
- c. MCC recruiters will collaborate with the ISD to provide additional assistance to students and families seeking information or assistance with enrolling at MCC.

**2. GOAL 2: Improve transition to and acceleration through postsecondary education**

- a. The MCC dual credit program requires all new dual credit students to complete an online orientation to facilitate the transition to college coursework.
- b. The dual credit program will collaborate with the ISD to provide in-person or video conference orientation sessions upon request.
- c. The program has identified a Transfer Block of courses that transfer well to Texas public colleges to encourage selection of courses that will apply to a four-year degree.

- d. Dual credit students will be encouraged by MCC to enroll only in courses applicable to their selected degree plan.
3. GOAL 3: Provide college advising and student support services to promote success
- a. The MCC dual credit program requires all students selecting courses outside of the Transfer Block or accumulating more than 15 semester credit hours to meet with a college transfer advisor each semester prior to registration.
  - b. All support services at MCC are available to dual credit students. Note that the College provides online and in-person tutoring, library instruction, and success coaching to promote student success.
  - c. MCC and the ISD will collaborate to encourage dual credit students to make use of support services available at the College.
4. GOAL 4: Ensure quality and rigor of dual credit courses
- a. MCC is committed to quality and rigor in its dual credit courses. As required by the THECB and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the quality and rigor of dual credit courses shall be the same as courses taught at the college campus.
  - b. Dual credit faculty, including faculty hired from the ISD, will meet the credentialing standards set by the THECB and SACSCOC.
  - c. Oversight of dual credit faculty and course content will occur according to the same standards and processes employed on the MCC campus.
5. TOOLS: Identify tools to assist students and families with selecting endorsements and dual credit courses as well as navigating the college process.
- a. The THECB provides the following four tools at this website:  
<http://www.thecb.state.tx.us/plan-pay-complete-college/>
    - 1) College for All Texans
    - 2) Exploring College Options
    - 3) Applying for College
    - 4) Paying for College
  - b. The TEA has made the following tools available to the public.
    - 1) Graduation Toolkit: <https://tea.texas.gov/sites/default/files/14Grad-toolkit-booklet.pdf>
    - 2) CTE Pathways: <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-study>
  - c. The Texas Workforce Commission provides tools to assist with career selection and education planning at <https://twc.texas.gov/students>.

Metrics associated with the state dual credit goals, such as students' future college enrollment and success, will be tracked by MCC's Office of Institutional Effectiveness.

**IV. Eligible Courses**

1. Courses approved for MCC Dual Credit for a high school student must be foreign language, in the MCC core curriculum, in a state-approved Field of Study curriculum, in the WECM, or an ACGM course with one of the following rubrics: ACCT, AGRI, ARCH, BCIS, BUSI, COSC, CRIJ, ENGR, ENGT, FORE, FORS, HORT, RNSG. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85, (i)(2)]
2. Courses approved for dual credit for a high school student must be applicable to a college certificate or degree.
3. This agreement does not apply to MCC Continuing Education courses.
4. See Appendix A for the crosswalk of MCC courses accepted by the ISD with the corresponding high school course information. The ISD may add courses to be articulated for credit by submitting an addendum to this agreement at any time during the academic year.
5. The sequence of courses below is recommended for ISD students beginning dual credit in grade nine (9) with the intent of students earning an associate degree by high school graduation.

<b>Associate Degree Sequence</b>	<b>Fall</b>	<b>Spring</b>
<b>Grade 9</b>	EDUC/PSYC 1300 (3)	ARTS 1301 or MUSI 1306 or DRAM 1310 (3)
<b>Grade 10</b> Order of BCIS and SPCH may be reversed.	HIST 1301 (3) BCIS 1305* (3)	HIST 1302 (3) SPCH 1315 (3)
<b>Summer</b>	<b>Elective:</b> _____ (3)	
<b>Grade 11</b>	ENGL 1301 (3) GOVT 2305 (3) <b>MATH:</b> _____ (3)	ENGL 1302 (3) GOVT 2306 (3) <b>Elective:</b> _____ (3)
<b>Summer</b>	<b>ENGL 2321 or ENGL 2328 (3)</b>	

<b>Grade 12</b>	<b>Science:</b> _____ (4) <b>SOCI 1301 or PSYC 2301 or ECON 2301</b> (3) <b>Elective:</b> _____ (3)	<b>Science:</b> _____ (4) <b>Elective:</b> _____ (3) <b>Elective:</b> _____ (3)
<p><b>Courses may be adjusted with the assistance of an MCC advisor, taking into consideration a student's academic goals at both MCC and future colleges.</b></p> <p>*BCIS 1305 may not be a required course on all degree plans. However, the course is recommended to build computer skills.</p>		

## V. Student Eligibility

1. High school students must meet all eligibility requirements set forth in the THECB Rules.
2. Eligible students may first enroll in dual credit courses in the fall semester of grade nine (9).
3. Eligibility for High School Pathways courses/programs ends six (6) weeks prior to high school graduation.
4. All dual credit students must meet the testing and placement guidelines stipulated in the MCC catalog, the THECB rules, and the Texas Education Code.

A high school student is eligible to enroll in academic dual credit courses if the student:

- a. Demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI); or
- b. demonstrates that he or she is exempt under the provisions of TSI.

A high school student is also eligible to enroll in dual credit courses (academic; workforce courses for AAS or Level 2 certificates) under the following conditions:

- a. Courses that require demonstration of TSI college readiness in reading and/or writing: if the student achieves a Level 2 final recommended score on the English 2 STAAR EOC, an EBRW score of 460 on the PSAT/NMSQT, or an English score of 435 on the ACT-Aspire.
- b. Courses that require demonstration of TSI college readiness in mathematics: if the student achieves a Level 2 final recommended score on the Algebra I STAAR EOC and a passing grade in the Algebra II course, a Level 2 final recommended

score on the Algebra II STAAR EOC, a mathematics score of 510 on the PSAT/NMSQT, or a mathematics score of 431 on the ACT-Aspire.

MCC recommends high school students score 347 on the reading section of the TSI Assessment or 945 on the TSI Assessment 2 ELAR section before enrolling in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate.

To be eligible for enrollment in a dual credit course offered by McLennan Community College, students must meet all regular prerequisite requirements designated for particular courses. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (b)]

5. In addition, McLennan Community College also requires that dual credit students:
  - a. have the written approval of the high school principal or counselor, parent or guardian, and a Counseling Specialist in Student Development or a Dual Credit Coordinator at MCC; and
  - b. unless otherwise exempt, score a 351 or above on the reading section of the TSI Assessment or 945 on the TSI Assessment 2 ELAR multiple choice test or overall passing score on the TSI Assessment 2 ELAR section to qualify for academic courses and workforce courses contained in an AAS or workforce Level 2 certificate;
  - c. satisfy the prerequisites of the desired course and/or program, including additional sections of the TSI Assessment relevant to the requested course or program.
6. Prospective high school students must complete the MCC admission process prior to registration. The application may be submitted online or by completing a paper copy of the application for admission. Students must also submit a recent Bacterial Meningitis Shot Record (within the past five (5) years) if scheduling a course on the MCC campus. Information is also available on the MCC High School Pathways website.
7. Prospective high school students must receive consent of a parent or guardian to participate in the program.
8. Each semester, prospective high school students must submit a MCC High School Pathways Schedule Request submitted by the student and approved by the high school counselor or principal. The Schedule Request must be on file at MCC at the time of registration. The Schedule Request is available through the MCC High School Pathways online enrollment portal.
9. High school students will complete the online High School Pathways Orientation during their first semester of coursework at MCC.

10. High school students not following the Transfer Block, detailed on the MCC High School Pathways website, and those who accumulate more than fifteen (15) credit hours will see an MCC advisor before enrolling in classes.
11. High school students taking MCC courses for dual credit will be treated as college students. It is expected that high school students taking MCC courses as dual credit will conduct themselves as college students. A collegiate classroom environment is expected. Controversial material may be addressed. The level of maturity of the high school student should be one of the criteria considered by high school officials prior to approving individuals for enrollment.
12. Dual credit students with less than a 2.0 grade point average (GPA) in MCC courses after completion of six (6) credit hours will be blocked from taking additional college courses until the students have earned a high school diploma.
13. Dual credit students who have three (3) or more withdrawals on their college transcript will be blocked from enrolling in additional college courses until the students have earned a high school diploma.
14. The awarding of high school credit for graduation is at the discretion and approval of the ISD.

#### **VI. Student Composition of Class**

1. Dual credit courses will be composed of dual credit students only or of dual and college credit students.

#### **VII. Instructional Calendar**

1. Both MCC and the ISD will maintain their own instructional calendars, to begin in August/September and continue through May/June. However, students who are enrolled in dual credit courses at the MCC campus will be expected to attend classes even when the ISD is not in session. Any issues of transportation will need to be addressed and resolved by the student and/or ISD. MCC will not be required to provide transportation.
2. Students enrolled in online dual credit courses will be expected to participate regardless of the ISD calendar.
3. In situations involving dual credit courses on a high school campus, schedule conflicts between the institutions, including ISD holidays and dates of state-mandated testing, will be resolved on a case-by-case basis, but in all instances the contact time for the College course will be maintained either by an additional course meeting or other solution acceptable to both MCC and ISD.

#### **VIII. Faculty Selection, Supervision and Evaluation**

1. As required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), MCC controls all aspects of its educational programs. Each educational program for which academic credit is awarded is approved by the faculty and the administration. MCC will maintain qualified faculty who demonstrate the ability to deliver college-level course content with high quality and effectiveness.
2. In order to serve as an instructor of record at MCC, for freshman and sophomore level courses designed for transfer to a baccalaureate degree, faculty should have a minimum of a master's degree with at least 18 graduate hours in the discipline in which they are teaching. In appropriate areas, work experience, professional licensure, and certification are also considered. Degrees and graduate credit hours held by faculty members, whether full time or part-time, must have been earned at a U. S. regionally accredited institution. [SACSCOC, Principles of Accreditation, 3.7.1]
3. In order to serve as an instructor of record at MCC, for associate degree courses designed to prepare students specifically for employment in career and technical areas, instructors should have a minimum of three (3) years of experience in the field, appropriate certification or professional licensure, and educational background and credentials at the same level as or higher than the certificate or degree being awarded in the program. Degrees and graduate credit hours held by faculty members, whether full time or part-time, must have been earned at a U. S. regionally accredited institution. [SACSCOC, Principles of Accreditation, 3.7.1]
4. ISD faculty hired by MCC to teach dual credit courses at the high school site will follow the same application and screening procedures as adjuncts hired to teach at the MCC campus. Employment will only be awarded after approval by the appropriate division or program chair.
5. MCC shall evaluate instructors of college courses offered for dual credit using the same or comparable procedures used for faculty teaching at the MCC campus. Faculty teaching courses for dual credit shall comply with MCC's standards of instruction and policies. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]

When such evaluations include classroom observation, the ISD will provide access to the classroom in question to the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

6. The appropriate representatives of the MCC academic department will evaluate the performance of faculty teaching college courses offered as dual credit. Included in this evaluation will be a determination of how well the faculty member performs in achieving the desired learning outcomes. Additionally, the evaluation will include a review of performance on the items delineated in Section VI, item 9. The evaluation will be forwarded to the Vice President of Instruction for a decision regarding continued employment as an adjunct instructor for dual credit courses. In the event it is determined

that a faculty member employed by the ISD will not be granted continued employment, the ISD will be informed in a timely manner. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]

7. MCC will pay ISD faculty members hired to teach dual credit courses at the high school site in the same manner as other adjunct employees of MCC.
8. The MCC Division Chair of the program area oversees instructional content for college courses taught for dual credit. All course content, learning outcomes, and instructional objectives will be consistent with courses taught on the MCC campus. All instructors must have a syllabus that incorporates instructional objectives and intellectual competencies posted on the MCC website, by the MCC deadline.
9. Faculty teaching college courses for dual credit are expected to carry out the following:
  - a. Teach assigned courses, with the same level of rigor of a regular college course, according to approved course syllabi and learning outcomes associated with course. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (f)]
  - b. Provide each student with a syllabus/class outline that explains the expectations of the instructor, learning outcomes, attendance policy, cheating policy, and other information needed by the student (Examples: timelines, required class materials, outside assignments, course pre-requisites, etc.).
  - c. Check student enrollment in the course. If a student's name does not appear on the MCC class roll, the student may not attend class. If a student's name does not appear, the student should be instructed to contact the MCC High School Pathways Office to complete the enrollment process.
  - d. Arrive on time for classes or notify the High School Pathways Office and the high school as early as possible of an inability to meet a class.
  - e. Submit an instructor absence form to the division director to document each absence.
  - f. Maintain control of the class. If there is a discipline problem that requires immediate attention, contact the administrator in charge on that campus. Additionally, report any serious classroom discipline issues to the MCC Conduct Office, the High School Pathways Office, and the high school administrator.
  - g. Submit Textbook Request Forms to the appropriate academic department for each course taught every semester, by the MCC deadline.
  - h. Keep class record books, lesson assignments, and other necessary materials or equipment available for substitute instructors.



- i. Submit all required class rosters, student grade reports, and required documentation, by MCC deadlines.
  - j. Maintain accurate attendance records for all classes.
  - k. Assign both an alphanumeric *and* numeric grade for each dual credit student. MCC grades will be submitted through the WebAdvisor system.
  - l. Maintain a copy of grade books for each dual credit class at the high school. If MCC personnel need to review grade books, the High School Pathways Program Director and/or the appropriate Division Chair will request and receive a copy at that time. Detailed records should be saved for one (1) calendar year following the end of the course. If employment with MCC ends, records for the previous year should be submitted to the appropriate Division Chair.
  - m. Maintain a Brightspace course shell for each section taught, to include at minimum a syllabus, grade book, and attendance records.
  - n. Check MCC email on a regular basis for information on deadlines, reporting, grades, etc. This is one form of official communication from the college.
  - o. Attend faculty meetings and other special meetings called by the High School Pathways Office, Division Chair, Dean of Arts and Sciences, Dean of Health Professions, Dean of Workforce & Public Service, Vice President of Instruction, or the President, when possible.
  - p. Direct students seeking accommodations for disabilities to the MCC Accommodations Coordinator for appropriate action. The instructor should not give opinions about disabilities or provide accommodations for disabilities prior to receiving appropriate direction from the MCC Accommodations Coordinator.
  - q. Provide the institution with an updated Curriculum Vitae, which includes educational history.
  - r. Keep the High School Pathways Office informed regarding matters affecting the welfare of students, faculty, and MCC.
  - s. Participate in evaluation procedures in relation to the above stated requirements under this agreement. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]
10. The ISD shall perform criminal background checks as required by applicable law on all persons teaching dual credit courses that are not paid directly by MCC. The ISD is responsible for ensuring that all such individuals have met acceptable standards under

such background checks.

11. MCC is responsible for criminal background checks as required by applicable law on all persons teaching dual credit courses that are paid directly by MCC. MCC is responsible for ensuring that all such individuals have met acceptable standards under such background checks.
12. As with all MCC instructors, faculty teaching courses offered for dual credit who are also employed by the ISD are subject to MCC policies, rules, and regulations. Faculty employed by the ISD will be required to meet the same teaching expectations as other faculty at MCC, expectations delineated in Section VIII, item 9.
13. Faculty teaching courses offered for dual credit who are also employed by the ISD will be required to participate in a minimum of four (4) hours per year of MCC professional development activities, activities such as MCC Professional Development Day, Dual Credit Faculty Seminar, and courses offered through the MCC Center for Instructional Design. For purposes of this agreement, the year shall run from the Fall semester through the end of the Summer 2 semester.

#### **IX. Location of Classes**

1. Dual credit courses may be taught on the college campus or on the high school campus, or by distance education, including Internet delivery and/or blended courses. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (c)]
2. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, McLennan Community College complies with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses taught electronically comply with the THECB's Principles of Good Practice for Courses Offered Electronically.

#### **X. Transcription of Credit**

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (h)]

#### **XI. Academic Policies**

1. All academic policies applicable to courses taught on MCC campuses shall apply to dual credit high school students enrolled in face-to-face campus, distance education, and courses, as outlined in the MCC policies and catalog. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(1)]
2. Students violating MCC policies relating to academic integrity will be subject to the consequences described in the course syllabus and the relevant MCC policies. Such

violations will also be reported to the ISD, but college policy and consequences will have precedence in these situations.

## **XII. Student Services**

1. Students taking college classes for dual credit may utilize the same services that are available to other MCC students. MCC is responsible for ensuring timely and efficient access to such services as academic advising, learning materials (e.g., library resources), and other services for which the student may be eligible. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(2)]
2. Dual credit students are entitled to access online tutoring or face-to-face tutoring at no cost to the student.
3. Students seeking 504-type accommodations for dual credit courses will arrange for those services through the MCC Accommodations/Disability Services office. For details, please visit <http://www.mclennan.edu/disability/>.
4. Dual credit students 17 years of age or older will have the same access to mental health counseling on the MCC campus as other students since parental notification is not required for this age group. Due to HIPAA regulations, requests for mental health counseling made by students younger than 17 will be referred to the respective school counselor or behavioral intervention specialist for mental health counseling.
5. One ISD employee per high school campus will be designated as a facilitator for dual credit students. The facilitator will maintain familiarity with MCC resources and services and assist in guiding dual credit students to those services.
6. College Advising:
  - a. Dual credit students who adhere to the MCC Transfer Block, detailed below, will be permitted to enroll in fifteen (15) college credit hours without a mandatory college advising visit. However, students are encouraged to seek college advising. Students who do not adhere to the Transfer Block or reach the fifteen (15) hour limit will meet with an advisor at least once per semester prior to registration.

<b>Select any of these courses:</b>	<b>Select no more than 1 of these courses:</b>
HIST 1301	ARTS 1301
HIST 1302	DRAM 1310
ENGL 1301	MUSI 1306
ENGL 1302	
GOVT 2305	
GOVT 2306	
<b>Future full-time McLennan students:</b>	<b>Select no more than 1 of these courses*:</b>
PSYC/EDUC 1300	ECON 2301
	PSYC 2301
	SOCI 1301
	*Some college degree plans require one specific course from this category. Students should check the future college degree plan or seek college advising voluntarily.

- b. Students will be advised for dual credit courses based on self-identified career and educational goals. Students will not be advised to enroll in courses not appropriate for those identified goals, particularly in courses unlikely to transfer to the student's intended future college.
- c. MCC does not recommend students enroll in more than six (6) semester credit hours the first semester of dual credit.
- d. MCC recommends that dual credit students with an MCC GPA below 2.5 reduce the MCC course load in order to focus on fewer courses with the goal of raising the overall college GPA.
- e. High school counselors are encouraged to participate in advising sessions with their students.
- f. Advising sessions may be scheduled on the high school campus, on the MCC campus, or online via video conference.
- g. Advising notes will be maintained in the MCC system for each student for future reference.
- h. Common terminology:
  - 1) Applicable toward a degree: Refers to a course that will transfer to a school and apply toward a specific degree plan.
  - 2) Core curriculum: A basic set of course options required of all students at a particular institution; commonly refers to the Texas state core curriculum.
  - 3) Course transfer: Refers to whether or not a course will be accepted by another institution of higher education. It is possible for a course to transfer as an elective but not apply toward a specific degree plan.
  - 4) Degree plan: A detailed set and sequence of courses leading to a specified degree in a major.
  - 5) Maximum time frame: A government stipulation that financial aid will only pay for 150% of coursework toward a post-secondary credential. Dual credit coursework applies toward this limit.
  - 6) Satisfactory progress: A government requirement that high school graduates maintain a 2.0 or higher GPA and complete 67% or more of attempted courses to remain eligible for state/federal financial aid. Dual credit coursework may impact this status after high school graduation.

### **XIII. Student Conduct**

1. Dual credit students will be subject to MCC student conduct rules, policies and procedures as set forth in the MCC *Highlander Guide* (Student Handbook) while on the MCC campus and/or while in attendance at MCC classes. Students may also be subject to ISD student conduct policies as determined by the ISD.
2. Failure to comply with MCC conduct policies may result in dismissal of the student from MCC courses.
3. MCC and the partner ISD will cooperate in disciplinary issues to the extent possible, but MCC will have final authority over disciplinary matters relating to MCC classes.
4. Disciplinary issues will be reported and addressed according to published college policy. ISD employees who are not also employed by MCC may contact the MCC Conduct Office or the High School Pathways office for guidance in reporting an issue.
5. The ISD will notify MCC of student behavioral issues that would impact a dual credit course, particularly in regards to matters concerning student safety.
6. In the event ISD disciplinary measures prevent a dual credit student from attending an MCC course, the student, ISD, and MCC will consult regarding possible outcomes. If the student's absences will exceed 25% of course meetings, and if no satisfactory alternative can be found, the student will be withdrawn from the MCC course for disciplinary reasons.
7. In the event a conduct or academic-integrity-related visit to the high school is needed, the ISD will facilitate a meeting between the student(s) in question and the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

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

1. The MCC Division Chair of the program area oversees instructional content for college courses taught for dual credit.
2. MCC shall ensure that a college course offered for dual credit at the high school and the corresponding course offered at the College are equivalent with respect to the curriculum, contact hours, course maximum, materials, instruction, and method/rigor of evaluation of student performance, regardless of student composition of the class. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (f)]
3. All MCC instructors must have a syllabus on file which incorporates the policy and procedure for learning outcomes, grading policies, and disability services.

4. Instructors shall follow MCC grading policies for awarding college credit.
5. Faculty will participate in providing information for the assessment of student learning outcomes as required by the Southern Association of Colleges and Schools Commission on Colleges. This includes, but is not limited to, the submission of summary scores/data where such information is needed for evaluating departmental success and the submission of student work for secondary evaluation by the division to ensure that relevant learning outcomes are achieved in any given course.

#### **XV. Grade Reports**

1. MCC will provide grade reports for dual credit students each semester following the conclusion of the final exam period.
2. Grades will be reported via an unofficial college transcript that provides information regarding courses, letter and numeric grades, and cumulative GPA.
3. Progress reports may be requested by an ISD during the semester for dual credit-only courses offered on the high school campus with the following restrictions.
  - a. Requests will be made to the dual credit office via email and will identify the course, section, and date the progress report is needed.
  - b. A high school will request no more than two progress reports per semester.
4. Progress reports will not be an option for dual credit students in online sections and/or in sections in which they are blended with traditional college students. Instead, students may log in to Brightspace to provide the ISD with current grade information from the online course gradebook.

#### **XVI. Transfer of Courses**

McLennan Community College is fully accredited by the SACSCOC, and basic academic, general education courses are readily transferable to other public institutions of higher education in Texas. However, since each college has its own policy regarding the transferability of courses, students are strongly advised to check with the college they plan to attend after high school, other than MCC, in order to determine the transferability of MCC courses.

CTE/Workforce education courses are not designed for transfer beyond the community college level. However, programs exist at some universities that allow these courses to be applied directly to baccalaureate degree requirements. Students are encouraged to check with prospective universities concerning programs such as the BAAS, BAT, and other similar programs.

#### **XVII. Academic Regulations**

1. An MCC class minimum of twelve (15) students is deemed necessary for a dual credit-only course section. Any exceptions will be approved by the Vice President of Instruction.

2. MCC courses offered as dual credit, regardless of where they are taught, follow the same college calendar, syllabus requirements, course outline, grading procedure, and other instructional and evaluative policies and procedures. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(1)]
3. The Texas Education Code and SACSCOC do not allow for outside influence on college grading systems.
4. Letter grades are given in accordance with policies printed in the college catalog. Whenever possible, numerical grades will be provided to the high school counselor by the High School Pathways Office. Dual credit grades will be provided to the ISD each semester the week following final exams.
5. In the event of a grade dispute, the MCC policy for grade appeals will be followed. Please see the MCC catalog and/or the *Highlander Guide*.
6. Dual credit students may withdraw from a course and receive a grade of "W" at any time during the semester on/prior to the MCC official drop deadline specified in the College Calendar located in the class schedule or catalog. After the MCC official drop deadline, dual credit students will follow published MCC policy in regards to withdrawing from courses and the grade recorded for such courses. It is the student's responsibility to officially withdraw from a course or verify that the instructor initiated the withdrawal procedure.

#### **XVIII. Attendance and Funding**

1. Students enrolled in college credit courses will follow current MCC attendance policies. Attendance will be taken at MCC based on the published College Attendance Policy.
2. The cost of tuition and fees will be based on the current McLennan Community College tuition and fee schedule for dual credit students.
3. State funding for college courses offered for dual credit will be available to both the ISD and MCC based upon current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (i)(1)]
4. MCC waives tuition and standard fees for students demonstrating financial need. Information and an application form for this tuition exemption are available through the High School Pathways office and the online enrollment portal. Tuition for other students will be the responsibility of the student or the ISD.
5. Textbooks, transportation, classroom supplies, and special fees will be the responsibility of the student or the ISD.

6. MCC will consider the use of free or low-cost open educational resources for courses as may be deemed appropriate by the faculty member and MCC.

**XIX. Classroom Facilities and Technology**

1. The ISD agrees to provide MCC faculty and dual credit high school students with the facilities and technology necessary to support a college learning environment.
2. The high school or ISD will ensure MCC faculty and the dual credit students have access on ISD devices and through ISD Internet service to MCC email, Brightspace, Zoom, WebAdvisor, the MCC Library, and other software programs approved by MCC for campus-wide use.
3. Dual credit students will regularly need access to devices capable of running online exam monitoring programs and devices and/or Internet access unrestricted by the ISD internet filter. In addition, some courses may require audio or video recording capability. Such access is vital for academic integrity measures, Internet-based course materials, research, and course projects. Student resources are available on the MCC campus to fulfill such needs should the student choose to implement them.
4. MCC recommends the ISD assign students enrolled in online dual credit courses to a computer lab with a facilitator for at least one class period per day.

**XX. Data Sharing**

Student records transferred between MCC and ISD shall remain the sole property of the institution that created the records. Data that is transferred must be used consistent with the Family Educational Rights and Privacy Act (FERPA), HIPAA, and ISD and MCC policies and procedures for managing student education records and other confidential information.

The Parties expressly understand that MCC and the ISD are subject to the requirements of the Texas Public Information Act. In the event that any student records must be released pursuant to state or federal law, as determined by a court or administrative agency with jurisdiction over the matter, the Parties shall continue to treat a confidential any student records received or created under this Agreement except to the extent specifically required by the court or administrative order. The Parties shall mark as “CONFIDENTIAL” all records that are released.

**XXI. Indemnity and Liability**

1. To the extent allowed by law, the ISD does hereby agree to defend, indemnify, and hold harmless MCC, its Board of Trustees, agents, employees, and representatives, from and against any and all causes of action, claims, liabilities, debts, or judgments arising from or related to: (1) the actions or omissions of ISD instructors provided under this Agreement; or (2) the actions or omissions of any employee, agent, instructor, or anyone else acting on behalf of the ISD in the performance of this Agreement.



2. To the extent permitted by applicable law, the ISD assumes all liability related to or arising from the acts and/or omissions of its employees, contractors, agents, or representatives related to this Agreement or the dual credit program.

## **XXII. Force Majeure**

Neither Party hereto will be liable or responsible to the other for any loss or damage, or for any delays or failure to perform (other than the performance of payment obligations), due to causes beyond either Party's reasonable control, including but not limited to acts of God; flood; fire; earthquake; explosion; order, requisition, or necessity of the government; war, invasion or hostilities (whether war is declared or not); terrorist threats or acts, riot, or other civil unrest; regional or national emergency; revolution; insurrection; epidemic or pandemic; lock-outs, strikes or other labor disputes (whether or not relating to either Party's workforce); restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials; telecommunication breakdown or power outage; and/or any other circumstances of like character. Should performance of any obligation (other than any payment obligations) created under this Agreement become illegal, impossible, impracticable, not reasonably possible, or if a Party is otherwise prevented or hindered from complying by a force majeure incident as described in this section or any other cause not enumerated herein but which is beyond the reasonable control of the Party whose performance is affected, then the performance of any such obligation is suspended during the period of, and only to the extent of, such prevention or hindrance, provided the affected Party provides reasonable notice as soon as practicable (within 45 days) following an event of force majeure and exercised all reasonable diligence to remove the cause of force majeure.

## **XXIII. Miscellaneous**

1. Both parties agree to have a spirit of cooperation and to endeavor to provide a positive collegiate-level experience for those high school students with the maturity and academic preparation to be successful in college-level courses.
2. All policies and requirements set forth herein are subject to the THECB Rules, and, in the event of conflict, the THECB Rules govern and apply. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85, (i)(2)]
3. This Agreement may only be modified in writing signed by both parties.
4. This Agreement will become effective on the date the last party executes it and will remain in effect until either party decides to terminate same. Either party may terminate this Agreement without cause by giving the other party notice in writing at least thirty (30) days before the beginning of the first day of the MCC semester or ISD semester, whichever is earlier.

5. Nothing herein shall waive the parties' immunity to suit or liability as established by applicable law.
6. The parties to this Agreement are not in a joint venture, partnership, or otherwise.
7. This Agreement shall be governed by the laws of Texas.
8. All parties to this Agreement agree to abide by and comply with all applicable laws regarding student privacy including, but not limited to, FERPA.
9. Notwithstanding anything to the contrary in this agreement, MCC acknowledges, stipulates and agrees that nothing in this agreement shall be construed as a waiver of any defenses available to the ISD under applicable law, including, without limitation, any statutory or governmental immunity from suit and liability.
10. MCC is aware and acknowledges that the ISD (a public entity) is subject to constitutional and statutory limitations on its ability to enter into certain terms and conditions of the agreement, which may include those terms and conditions relating to: liens on the school property; disclaimers and limitations of warranties; disclaimers and limitations of liability for damages; waivers, disclaimers, and limitations on legal rights, remedies, requirements, and processes; limitations of time in which to bring legal action; granting control of litigation or settlement to another party; liability for acts or omissions of third parties; payment of attorney's fees; dispute resolution; indemnities; and confidential information. Terms and conditions relating to these limitations will only be binding on the school to the extent permitted by the constitution and the laws of the state of Texas.
11. The signatures below indicate and represent that the governing boards of both MCC and ISD have approved this Agreement.

#### **XXIV. Other Agreements with the ISD**

This agreement does not apply to MCC Continuing Education courses offered in the ISD, nor other agreements between MCC and the ISD. MCC and the ISD will have a separate and distinctive agreement for MCC Continuing Education courses offered to ISD students.

#### **XXV. Accommodations/Disabilities**

Dual credit students who may require accommodations in order to have proper access to meet course requirements due to a documented disability should contact MCC Accommodations (Disability Services) as soon as possible. Students will be required to complete the registration form in WebAdvisor, submit documentation for the diagnosed disability, and meet with the Accommodations Coordinator. Faculty and the student will receive an email confirming all accommodations. Faculty may also review accommodations by accessing their roster via WebAdvisor, and students may review their accommodations under the My Accommodations

Plan in WebAdvisor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification from Accommodations (Disability Services) has been provided. Note also that accommodations may differ between the high school and college. For additional information, please visit [mclennan.edu/disability](http://mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

Accommodations (Disability Services)  
[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)  
254-299-8122  
Student Services Center Room 319

MCC policies related to accommodations will apply to students enrolled in dual credit courses. In appropriate circumstances, MCC and the ISD may collaborate to provide accommodations to dual credit students.

#### **XXVI. Title IX**

MCC cares about student safety and values an environment where students and instructors can successfully teach and learn together. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Equity and Inclusion) at (254) 299-8645. Individuals also may contact the MCC Police Department at (254) 299-8911 or the Student Counseling Center at MCC by calling (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if someone is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

In the event a Title IX-related visit to the high school is needed, the ISD will facilitate a meeting between the student(s) in question and the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

#### **XXVII. Non-Discrimination**

Neither McLennan Community College nor Waco Independent School District will discriminate against any individual regardless of race, color, religion, national or ethnic origin, gender, disability, age, veteran status, genetic information, sexual orientation, gender identity, pregnancy, or other legally protected category in its educational programs, activities, or employment as required by Title VI or Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, and the

Age Discrimination Act of 1978.

The following staff member is designated to handle inquiries regarding nondiscrimination policies: Drew Canham, Chief of Staff for Equity and Inclusion, 1400 College Drive, 254-299-8645, [titleix@mclennan.edu](mailto:titleix@mclennan.edu).

**INSERT CROSSWALK**

# WACO ISD

## COURSE CROSSWALK 2021-2022

Updated: 05/20/2021

Not yet signed

Agreement Type: Dual Credit, PTECH, HB5 College Prep

College Course	College Course Name	MCC Pathway or Credential	High School Course to be Articulated	Amount of HS Credit	High School Endorsement	Course for: Dual Credit, ECHS, PTECH, All
ACCT 2301	Principals of Financial Accounting	AAS, Accounting	13016800 Financial Analysis	1	Business & Industry	Dual Credit
ACCT 2302	Principles of Managerial Accounting	AAS, Accounting	13016700 Accounting II	1	Business & Industry	Dual Credit
ACNT 1303	Introduction to Accounting	AAS, Accounting	13016600 Accounting I	1	Business & Industry	Dual Credit
ARTS 1301	Art Appreciation	Core	03500110 Art Appreciation	1	Foundation	Dual Credit
ARTS 1303	Art History I	Core	03500400 Art IV	1	Arts & Humanities	Dual Credit
BCIS 1305	Business Computer Applications	Core	13011500 Business Information Management II	1	Business & Industry	Dual Credit
BIOL 1322	Nutrition & Diet Therapy	AA, Field of Study in Nursing	13023000 Food Science	1	Public Services	Dual Credit
BIOL 1406	Biology for Science Majors	Core	13037200 Scientific Research & Design	1	STEM	Dual Credit
BIOL 1407	Biology for Science Majors II	Core	13020700 Medical Microbiology	1	STEM	Dual Credit
BIOL 1408	Biology for Non-Science Majors I	Core	13037200 Scientific Research & Design	1	STEM	Dual Credit
BIOL 1409	Biology for Non-Science Majors II	Core	13037210 Scientific Research & Design II	1	STEM	Dual Credit

<b>BIOL 2401</b>	Anatomy and Physiology I	Core	13037200 Scientific Research & Design I	2	STEM	Dual Credit
<b>BIOL 2402</b>	Anatomy and Physiology II	Core	13037210 Scientific Research & Design II	1	STEM	Dual Credit
<b>BIOL 2404</b>	Anatomy and Physiology (specialized)	Core	13020600 Anatomy & Physiology	1	STEM	Dual Credit
<b>BIOL 2420</b>	Microbiology for Non-Science Majors	Core	13020700 Medical Microbiology	1	STEM	Dual Credit
<b>CHEM 1405</b>	Chemistry for Non-Science Majors	Core	13037210 Scientific Research & Design II	1	STEM	Dual Credit
<b>CHEM 1411</b>	General Chemistry I	Core	N1120027 Organic Chemistry	1	STEM	Dual Credit
<b>CHEM 1412</b>	General Chemistry II	Core	13037220 Scientific Research & Design III	1	STEM	Dual Credit
<b>COMM 1307</b>	Intro to Mass Communication	Core	03241401 Contemporary Media	1	Arts and Humanities	Dual Credit
<b>CRIJ 1301</b>	Intro to Criminal Justice	13029300 Law Enforcement I	13029300 Law Enforcement I	1	Public Services	Dual Credit
<b>CRIJ 1306</b>	Court Systems and Practices	AA, Field of Study in Criminal Justice	13029600 Court Systems & Practices	1	Public Services	Dual Credit
<b>CRIJ 1307</b>	Crime in America	AA, Field of Study in Criminal Justice	13018800 National Security	1	Public Services	Dual Credit
<b>CRIJ 1310</b>	Fundamentals of Criminal Law	AA, Field of Study in Criminal Justice	13028900 Federal Law Enforcement and Protective Services	1	Public Services	Dual Credit
<b>CRIJ 1313</b>	Juvenile Justice System	AA, Field of Study in Criminal Justice	13030100 Practicum in Law, Public Safety, Corrections and Security	2	Public Services	Dual Credit
<b>CRIJ 2313</b>	Correctional Systems and Practices	AA, Field of Study in Criminal Justice	13029700 Correctional Services	1	Public Services	Dual Credit
<b>CRIJ 2314</b>	Criminal Investigations	AA, Field of Study in Criminal Justice	13029550 Criminal Investigations	1	Public Services	Dual Credit

CRIJ 2328	Police Systems and Practices	AA, Field of Study in Criminal Justice	13029400 Law Enforcement II	1	Public Services	Dual Credit
DRAM 1310	Introduction to Theater	Core	03250400 Theater IV	1	Arts & Humanities	Dual Credit
ECON 2301	Principles of Macroeconomics	Core	03310300 Economics with Emphasis on the Free Enterprise System	0.5	Foundation	Dual Credit
ECON 2302	Principles of Microeconomics	Core	03310301 Economics Adv. Studies	0.5	Business & Industry	Dual Credit
EDUC 1300	Learning Frameworks	Core	N1290050 College Transition	1	Multidisciplinary	Dual Credit
ENGL 1301	Composition I	Core	03220400 English IV	1	Foundation	Dual Credit
ENGL 1301	Composition I	Core	03220300 English III	1	Foundation	Dual Credit
ENGL 1302	Composition II	Core	03220400 English IV	1	Foundation	Dual Credit
ENGL 1302	Composition II	Core	03221800 Independent Study English	1	Foundation	Dual Credit
ENGL 2311	Technical & Business Writing	Core	03221100 Research & Technical Writing	1	Arts & Humanities	Dual Credit
ENGL 2321	British Lit (I & II combined)	Core	03221810 Independent Study English II	1	Arts & Humanities	Dual Credit
ENGL 2322	British Literature I	Core	03221820 Independent Study English III		Arts & Humanities	Dual Credit
ENGL 2326	American Lit (I & II combined)	Core	03221820 Independent Study English I	1	Arts & Humanities	Dual Credit
ENGL 2328	American Literature II	Core	03221600 Humanities	1	Arts & Humanities	Dual Credit
ENVR 1101	Environmental Science I, Lab	Core	03020000 Environmental Systems	Local 1	STEM	Dual Credit
ENVR 1102	Environmental Science II, Lab	Core	13001100 Energy & Natural Resources Technology	Local 1	STEM	Dual Credit
ENVR 1301	Environmental Science I, Lecture	Core	03020000 Environmental Systems	1	STEM	Dual Credit
ENVR 1302	Environmental Science II, Lecture	Core	13001100 Energy & Natural Resources Technology	1	STEM	Dual Credit
GEOL 1401	Earth Science Lecture and Lab	Core	03060200 Earth & Space Science	1	STEM	Dual Credit
GEOL 1403	Physical Geology (Lect & Lab)	Core	03060200 Earth & Space Science	1	STEM	Dual Credit
GOVT 2305	Federal Government	Core	03330100 US Government	0.5	Foundation	Dual Credit
GOVT 2306	Texas Government	Core	13018700 Planning and Governance	1	Arts & Humanities	Dual Credit
HIST 1301	United States History I	Core	03380021 Social Studies Adv. Studies II	0.5	Arts & Humanities	Dual Credit
HIST 1302	United States History II	Core	03340100 US History	1	Foundation	Dual Credit



<b>HIST 2321</b>	World Civilizations I	Elective, AA-General Studies	03380032 Special Topics Social Studies III	0.5	Arts & Humanities	Dual Credit
<b>HIST 2322</b>	World Civilizations II	Elective, AA-General Studies	03380042 Special Topics Social Studies IV	0.5	Arts & Humanities	Dual Credit
<b>HPRS 1206</b>	Essentials to Medical Terminology	AA, Field of Study in Nursing	13020300 Medical Terminology	1	Public Service	Dual Credit
<b>HUMA 1301</b>	Introduction to Humanities I	Core	03221600 Humanities	1	Arts & Humanities	Dual Credit
<b>HUMA 1315</b>	Fine Arts Appreciation	Core	03221610 Humanities II	1	Arts & Humanities	Dual Credit
<b>MATH 1314</b>	College Algebra	Core	03101100 Pre-Calculus	1	STEM	Dual Credit
<b>MATH 1316</b>	Plane Trigonometry	Core	03102501 Independent Study Math II	1	STEM	Dual Credit
<b>MATH 1324</b>	Math for Business and Social Science	Core	13018000 Financial Mathematics	1	STEM	Dual Credit
<b>MATH 1325</b>	Calculus for Business and Social Science	Core	13016900 Statistics & Business Decision Making	1	STEM	Dual Credit
<b>MATH 1332</b>	Contemporary Mathematics	Core	03102520 Discrete Math - Problem Solving	1	STEM	Dual Credit
<b>MATH 1342</b>	Elementary Statistical Methods	Core	03102530 Statistics	1	STEM	Dual Credit
<b>MATH 1350</b>	Mathematics for Teachers I	Core	03102500 Independent Study in Math	1	STEM	Dual Credit
<b>MATH 1351</b>	Mathematics for Teachers II	Core	03102502 Independent Study Math III	1	STEM	Dual Credit
<b>MATH 2412</b>	Pre-Calculus Mathematics	Core	03102502 Independent Study Math III	1	STEM	Dual Credit
<b>MATH 2413</b>	Calculus I	Core	03102500 Independent Study in Math	1	STEM	Dual Credit
<b>MATH 2414</b>	Calculus II	Core	N1110018 Multivariable Calculus	1	STEM	Dual Credit
<b>MUSI 1306</b>	Music Appreciation	Core	03155600 Music Appreciation	1	Foundation	Dual Credit
<b>PHIL 1301</b>	Introduction to Philosophy	Core	03380042 Special Topics in Social Studies IV	0.5	Arts & Humanities	Dual Credit
<b>PHYS 1401</b>	College Physics I	Core	N1120041 Modern Physics	1	STEM	Dual Credit
<b>PHYS 1402</b>	College Physics II	Core	13037210 Scientific Research & Design II	1	STEM	Dual Credit
<b>PHYS 2425</b>	University Physics I	Core	N1120041 Modern Physics	1	STEM	Dual Credit

<b>PSYC 1300</b>	Learning Frameworks	Core	03270100 College Readiness & Study skills	1	Multidisciplinary	Dual Credit
<b>PSYC 2301</b>	General Psychology	Core	03350100 Psychology	0.5	Arts & Humanities	Dual Credit
<b>PSYC 2314</b>	Lifespan Growth & Development	Core	13014300 Human Growth & Development	1	Public Service	Dual Credit
<b>PSYC 2319</b>	Social Psychology	Core	13024200 Principles of Human Services	1	Public Service	Dual Credit
<b>SOCI 1301</b>	Introduction to Sociology	Core	03370100 Sociology	0.5	Arts & Humanities	Dual Credit
<b>SOCI 2336</b>	Criminology	AA, Field of Study in Criminal Justice	N1303012 Forensic Psychology	1	Public Services	Dual Credit
<b>SPCH 1311</b>	Introduction to Speech Communication	Core	03241200 Independent Study in Speech	1	Arts & Humanities	Dual Credit
<b>SPCH 1315</b>	Public Speaking	Core	03241200 Independent Study in Speech	1	Arts & Humanities	Dual Credit
<b>SPCH 1318</b>	Interpersonal Communication	Core	03241210 Independent Study in Speech II	1	Arts & Humanities	Dual Credit
<b>SPCH 1321</b>	Business & Professional Communication	Core	03241220 Independent Study in Speech III	1	Arts & Humanities	Dual Credit
<b>TECA 1354</b>	Child Growth & Development	AAS, Child Development	13024700 Child Development	1	Human Services	Dual Credit

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**CREATION OF THE P-TECH**

This document is executed as a Memorandum of Understanding (MOU) between McLennan County Junior College District, an Institute of Higher Education (herein referred to as MCC) , and the Waco Independent School District (herein referred to as ISD), a local public school, which are both located in McLennan County, Texas. It has been developed for the support of the Waco Early College High School as a Pathways in Technology Early College High School (P-TECH) under the auspices of the Texas Education Agency (TEA) Early College High School Designation pursuant to the authority granted in compliance with section 29.551-557 of the Texas Education Code.

WHEREAS, the purpose of this agreement is to outline the collaboration of the parties, as listed above, in support of P-TECH.

WHEREAS, the parties to this MOU desire a Pathways in Technology Early College High School and seek to provide for enrollment in college courses by the P-TECH students in accordance with the Texas Higher Education Coordinating Board (THECB) Rules, as codified under Title 19, Part 1, Chapter 4, Subchapter G of the Texas Administrative Code;

WHEREAS, both ISD and MCC are willing and able to facilitate development of this program to benefit underserved students;

WHEREAS: MCC and ISD are authorized by state law to establish and enter into agreements for P-TECH programs;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

**Purpose**

This school, serving grades 9-12, will offer traditionally underserved students (at-risk, economically disadvantaged students, students who are English language learners, and first-generation college students) an opportunity to complete a high school diploma and earn up to 60 credit hours toward an Associate degree. While attending the P-TECH, these students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and technical skills necessary to achieve success in these and other arenas. Students graduating from the P-TECH will enter post-secondary education and/or training with significant advanced standing.

**Principles**

- A. To establish a mutually beneficial partnership between MCC and the ISD that allows a flexible and creative response to the missions and organizational/fiscal needs of both institutions.
- B. To collaborate in the planning, implementation, and continuous improvement of Pathways in Technology Early College High School programs, including provision for faculty, staff, and administration.
- C. To provide rigorous college readiness and early college credit courses.
- D. To collaborate financially to address costs of both partners and assist each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the

program successfully and without student fees. MCC will waive tuition and standard fees for students identified as economically disadvantaged according to the established guidelines for the MCC dual credit tuition exemption. Day to day costs, such as transportation to and from the MCC campus, will be the responsibility of the P-TECH.

- E. To assure that classes and activities of the P-TECH on the MCC campus will occur with students integrated on an age-appropriate basis in accordance with college readiness guidelines established by the Texas Higher Education Coordinating Board and the Texas Education Code.
- F. To share use of facilities including classrooms, labs, offices and libraries in ways that reduce operating costs and promote collaboration of students, faculty, staff, and community members in program success.
- G. To promote student success through participation in college visits and in academic and admission procedures, including advisement, registration procedures, assessment and placement procedures, at MCC. In addition, weekend, Saturday, or summer programs and activities, and extracurricular activities may be offered by the ISD, MCC, or both. Students will gain access to the MCC facilities by way of their MCC student ID cards.
- H. To ensure the selection of students based on the intent of the program, a selection that will reflect the diversity of the student populations identified.

## Term

Subject to the approval of the Program application by TEA, any additional approvals that may be required from the THECB, and annual approval as required by law or by TEA or THECB, the term of this MOU shall commence upon the date that the second of the Parties has signed this MOU ("Commencement Date") and shall expire on July 31, 2022 ("Expiration Date"). Notwithstanding the foregoing, both Parties acknowledge and agree that a condition precedent to a Party's signing the MOU is approval of the Agreement by that Party's governing board. The time period between the Commencement Date and the Expiration Date shall be referred to as ("Initial Term"). Upon mutual written agreement by the Parties and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term ("Renewal Term"). As used in this MOU, the term ("Term") shall mean the Initial Term, or such shorter period of time in the event of termination of this MOU at any time on notice by either party as set forth on page 7 below.

## Governance

- A. The Early College High School established under this agreement will be governed by state and federal laws and regulations, as well as ISD, and college policies and requirements. The ISD shall apply to the Texas Education Agency for the establishment and continued approval of a P-TECH designation.
- B. A Steering Committee comprised of representatives of MCC and the ISD, and co-chaired by the MCC President and the ISD Superintendent, shall meet once per semester, 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 shall make reports, at least annually, to their respective boards.

- C. An Advisory Committee will be created for the purpose of establishing local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The advisory committee shall meet at least twice annually and shall consist of representatives from MCC, the ISD, local and regional communities.

The Advisory committee and all other subcommittees established under this entity will report as needed and as requested to the Steering Committee.

- D. The P-TECH Director/Principal (chief administrative officer of the Early College High School) will be appointed by the Superintendent of the ISD. The Director will be an employee of the ISD. The ISD will be responsible for payment of benefits, if any, to the Director, and the Director shall not be entitled to receive employee benefits from the MCC including, but not limited to, unemployment compensation, workers' compensation, health insurance and retirement benefits. The ISD assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, Medicare and income taxes with respect to the Director. Should the school Director position become vacant and the need to appoint a new Director arise, following all ISD Human Resources Policies and Procedures, MCC will have the opportunity to be represented on the Director search committee, take part in the deliberations. The ISD agrees to assign the Director as soon as a qualified candidate is identified and hired. An adequate number of faculty for high school credit-only courses, counselor(s), clerical staff, and any other high school personnel that may be necessary, will be the responsibility of the ISD.
- E. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

### **Location**

The Pathways in Technology Early College High School will offer courses at the P-TECH campus for ISD students served in 9<sup>th</sup> grade. P-TECH courses for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades will be held at the MCC campus as appropriate. Approved locations and delivery models can include:

- P-TECH site
- MCC campus
- Internet Delivery, including hybrid

### **Subchapter B, Chapter 39**

The ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39 and shall adopt a policy that requires a student's performance on an end-of-course assessment instrument for a course listed in this subsection in which the student is enrolled to account for 15 percent of the student's final grade for the course. In addition, the P-TECH must administer the Texas Success Initiative college placement

exam to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing.

P-TECH students will be required to participate in the appropriate end-of-course assessment instruments for secondary-level courses in Algebra I, biology, English I, English II, and United States history as specified in Texas Education Code 39.023. Early College High School students will be required to participate in Algebra I EOC in grade 8; English Language Arts I EOC and Biology EOC in grade 9; and English Language Arts II EOC and United States History EOC in grade 10.

### **Grading Periods and Policies**

P-TECH students classified as freshmen and sophomores will be enrolled in coursework at the P-TECH campus. P-TECH students classified as juniors and seniors will receive course instruction at the MCC campus, as appropriate.

Grading periods and policies for high school courses will be governed by ISD high school policies and procedures. All grades will be recorded in a numerical format or other format approved by the ISD. ISD Grade Point Average (GPA) policies will remain in place for the P-TECH students. P-TECH course grades are weighted for Grade Point Average purposes as specified by the ISD. All grading practices and policies are defined in the P-TECH Student and Parent Handbook.

Grading periods and policies for college credit courses will be under the authority of the College. MCC grading practices are on a semester rotation. The Course Catalog, syllabi and policies at MCC will determine the grading practices. Grades for college credit coursework will be provided to the ECHS each semester the week following final exams.

### **Eligible Courses**

1. Courses approved for dual credit for an ECHS student must be applicable to a college certificate or degree.
2. This agreement does not apply to MCC Continuing Education courses.

### **Student Eligibility**

1. ECHS students will not be asked to meet a minimum high school GPA in order to enroll in coursework.
2. All other eligibility requirements specified in the dual credit portion of this agreement will apply.

### **Courses of Study**

Courses of study will be developed to allow the implementation of rigorous academic standards. Courses to be included will apply to an associate degree, post-secondary certificate, or industry certification.

<b>Associate of Arts/Associate of Science—P-TECH</b>
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	Fall	Spring
<b>Grade 9</b>	PSYC/EDUC 1300 (online)	ARTS 1301 (online)
<b>Grade 10</b>	HIST 1301 (P-TECH site) BCIS 1305* (online)	HIST 1302 (P-TECH site) SPCH 1315 (MCC campus)
<b>Summer</b>	<b>Elective:</b> _____ (MCC campus/online)	
<b>Grade 11</b>	ENGL 1301 (P-TECH site) GOVT 2305 (MCC campus/online) <b>MATH:</b> _____ (MCC campus/online)	ENGL 1302 (P-TECH site) GOVT 2306 (MCC campus/online) <b>Elective:</b> _____ (MCC campus/online)
<b>Summer</b>	ENGL Literature (MCC campus/online)	
<b>Grade 12</b>	<b>Science:</b> _____ (MCC campus/online) SOC 1301 or PSYC 2301 or ECON 2301 (MCC campus/online) <b>Elective:</b> _____ (MCC campus/online)	<b>Science:</b> _____ (MCC campus/online) <b>Elective:</b> _____ (MCC campus/online) <b>Elective:</b> _____ (MCC campus/online)
<p><b>Courses may be adjusted with the assistance of an MCC advisor, taking into consideration a student's academic goals at both MCC and future colleges.</b></p> <p>*BCIS 1305 may not be a required course on all degree plans. However, the course is recommended to build computer skills.</p>		

### Curriculum Alignment

Curriculum alignment will be assured through completed grade level based “crosswalks” or matrices that delineate which P-TECH courses may be taken for college credit. The crosswalks will be reviewed annually by MCC and the P-TECH.

See Appendix A for the detailed course crosswalk.

### Instructional Materials

Instructional materials for high school courses will be under the authority of the ISD and the P-TECH. Instructional materials will be provided that align with approved PEIMS courses as specified by the Texas Education Code, the High School curriculum and teacher syllabi.

Students enrolled in MCC courses will use instructional materials adopted by MCC. The P-TECH will be responsible for purchasing appropriate materials, including college textbooks, for students

enrolled in college credit courses. P-TECH faculty teaching college credit courses may select their own instructional materials as long as they are in compliance with MCC policies.

To the extent possible, MCC will coordinate with the ISD to reduce college textbook costs through use over multiple semesters and/or the use of low-cost open educational resources.

### **Assistance, Student Waivers and Fees**

MCC agrees to waive tuition and standard fees for students identified as economically disadvantaged according to the established guidelines for the MCC dual credit tuition exemption. Tuition and fees for the remaining students who do not qualify for MCC exemptions will be the responsibility of the ISD. P-TECH students will not have financial responsibility for tuition, fees or transportation costs associated with the program.

### **P-TECH Enrollment and Attendance**

Students are eligible to enroll in the P-TECH after they have filled out all necessary application forms, including parental support forms. The ISD will select students through a blind scoring of each application according to the application rubric. All students enrolled in high school courses will be expected to follow current ISD attendance policies. Attendance records will be taken for all courses offered at the P-TECH campus.

Students enrolled in college credit courses will follow current MCC attendance policies. Attendance will be taken at MCC based on the published College Attendance Policy.

### **Building a College Culture**

The P-TECH and MCC will establish a learning community that blends high school and college, instilling a college-going culture among participating students. P-TECH students will:

- develop a four-year high school graduation plan and post-secondary plan;
- participate in high school credit classes and college credit classes for which students receive both high school and college credit; and
- participate in an advisory program which provides college campus orientation, academic counseling, college and career planning and additional student counseling.

### **Professional Development**

Professional Development of the P-TECH staff will be on-going, and will be provided through a selected Campus Improvement Team. The MCC liaison will meet with the Team to identify any challenges and make recommendations to the Principal for effective coordination, collaboration and continued development of the P-TECH. P-TECH faculty teaching college credit courses will be expected to participate in professional development activities offered by MCC, a minimum of 4 hours per academic year, which may include Professional Development Day, the annual Dual Credit Seminar, general faculty meetings, and division meetings. Professional development of MCC faculty will be provided through MCC.

MCC will endeavor to provide professional development opportunities that will promote interaction between P-TECH, MCC faculty and advisors.



### **Procedures for Collecting and Sharing Data**

Student data will be collected at the P-TECH facility in accordance with state regulations and ISD data collection procedures. All student data will be disaggregated from the High School general population. Student data to be shared with MCC will include, but is not limited to, demographic and academic information, including TSI readiness by grade level, SAT/ACT and PSAT scores, number of hours taken and credits earned, GPA's, results of State assessments, and any other data necessary to assess program effectiveness in accordance with the Family Education Rights and Privacy Act.

The Parties agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. In accordance with the Family Education Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g) and ISD Board Policy, all records relating to students which are generated or maintained by either party shall be considered education records in accordance with applicable laws and policies. All parties shall maintain the confidentiality of these and all education records in accordance with all applicable state, federal and local laws and regulations, including FERPA. For purposes of this agreement, each party designates the other party as its agent with legitimate educational interest in the students' educational records for purposes of FERPA.

Records related to teacher qualifications will be maintained by the ISD and MCC in accordance with current institutional policies related to privacy and recordkeeping. ISD teachers applying for adjunct faculty positions with MCC will submit appropriate paperwork directly to MCC.

### **Evaluation**

The ISD and MCC will develop a plan for the evaluation of the P-TECH program to be completed each year that will include, but not be limited to, attendance and retention rates, GPA of high school-credit only courses and college courses, satisfactory progress in college courses, and adequate progress toward the college-readiness of the students in the program.

### **Additional Requirements--Dual Credit at MCC**

Given that a P-TECH program is a specialized form of dual credit, the MCC policies regarding dual credit will also apply to P-TECH students from the ISD unless noted otherwise in the P-TECH portion of the agreement.

A separate section of this agreement details the dual credit agreement between MCC and the ISD, covering both P-TECH students (except as noted above) and traditional dual credit students from the ISD.

### **Severability**

If any clause or provision of this agreement is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid or unenforceable, there be added as part of this

agreement a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

### **Termination**

This agreement and partnership may be terminated by either party upon ninety (90) days written notice to the other party. In the event of termination during the initial term of this agreement, the effective date of termination shall be as of June 30 following the notice. It is the intent of both parties that no termination shall be made during the middle of the school year which will disrupt the academic progress for the students of the P-TECH, unless the parties mutually agree.

### **Provision for Discontinuation**

Discontinuation of the P-TECH program will only be allowed at the end of a grade level cohort, or when a cohort graduates. Discontinuation of the program will provide for the support of students enrolled in the program to ensure proper planning for graduation, and meet all the required elements of the program until complete discontinuation of the program.



# College Prep Course Agreement August 1, 2021 – July 31, 2022

## WACO SCHOOL DISTRICT

### MEMORANDUM OF UNDERSTANDING

#### WACO INDEPENDENT SCHOOL DISTRICT AND McLENNAN COMMUNITY COLLEGE

#### COLLEGE PREP MATHEMATICS AND ENGLISH LANGUAGE ARTS COURSES

This Memorandum of Understanding (MOU) is entered into as of August 1, 2021 (the “Effective Date”) between the Waco Independent School District (ISD), a Texas independent school district located at 501 Franklin Avenue, Waco, Texas 76701, and McLennan Community College (MCC), a community college located at 1400 College Drive, Waco, Texas 76708.

WHEREAS, The State of Texas mandated via House Bill 5, Section 10 that each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English Language Arts;

WHEREAS, the parties have agreed to enter into a collaborative agreement where students who are deemed not to be college ready per House Bill 5, Section 10;

WHEREAS, Waco Independent School District (ISD) and McLennan Community College (MCC) jointly recognized an opportunity to create seamless pathways for students to enter into college level work in Mathematics and English Language Arts without further remediation;

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

1. Scope of Services. ISD and MCC agree to collaborate to develop and maintain developmental Mathematics and English Language Arts courses that meet the terms of this agreement as outlined in the Support and Services section of this MOU. ISD and MCC will communicate regularly to maintain the integrity and evaluate the effectiveness of the program.
2. Term. The term of this MOU shall begin on August 1, 2021, and continue for a period of one year. Either party may terminate this MOU, without cause, upon at least thirty (30) days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.
3. Support and Services. ISD and MCC agree to the following conditions:
  - A. MCC agrees to the following for both the Mathematics and English Language Arts courses:

HB5: Community Colleges and ISD Partners and College Prep Classes (1/15/21) MCC

- i. To share data and provide feedback regarding student success on entry-level college Mathematics and English Language Arts courses;
  - ii. To train advisors to recognize and honor course(s) on school district transcripts;
  - iii. To ensure that eligible students are counseled directly into college level Mathematics, English Language Arts, and all other courses that require Mathematics and English Language Arts college readiness;
- B. MCC agrees to the following for the college preparatory Mathematics courses:
- i. To provide Student Learning Outcomes;
  - ii. To provide Instructor Plans (IPs) for the courses being offered;
  - iii. To recommend a Math XL-based product (such as MyMathLab or MyFoundationsLab) for each student enrolled in the course;
- C. MCC agrees to the following for the college preparatory English Language Arts course:
- i. To provide the Student Learning Outcomes for the Integrated Reading and Writing (INRW 0402) course;
  - ii. To provide the syllabi, including types of essays required (i.e., expository, persuasive, and critical analysis) and the rubrics for grading those essays, including the reading skills assessments required;
  - iii. To recommend use of the McLennan-adopted INRW textbook and the associated online product, Connect, for each student enrolled in the course;
- D. ISD agrees to the following for both the Mathematics and English Language Arts courses:
- i. To provide highly qualified instructors for the courses being taught;
  - ii. To identify students who are not college ready as stated in HB 5;
  - iii. To provide professional development and resources required to teach the Mathematics and English Language Arts courses;
  - iv. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number;
  - v. To provide curriculum for the course that is consistent with MCC Student Learning Outcomes;
  - vi. To follow the ISD grading expectations;
  - vii. To administer the relevant portions of the TSI Assessment as the final exam for the year-long course sequences without exception, including the Adult Basic Education (ABE) portions of the TSI Assessment;
  - viii. To provide assistance with college enrollment and financial aid applications;
- E. ISD agrees to the following for the college preparatory Mathematics course:
- i. To teach Elementary Algebra during the fall semester and Intermediate Algebra the spring semester;

- ii. To administer the Mathematics section of the TSI assessment as the final exam, including the Adult Basic Education (ABE) portions of the TSI Assessment;
  - iii. To ensure transferability of the course grade to MCC, the student must have a passing score on the Mathematics section of the TSI Assessment;
- F. ISD agrees to the following for the college preparatory English Language Arts course:
- i. To teach a course in Integrated Reading and Writing (INRW 0402) that focuses on critical reading and college-level writing, as well as college readiness skills;
  - ii. To use the curricular objectives and assignments established by MCC, including grading methods and rubrics for essays, and the particular major reading exams;
  - iii. To administer the reading and writing sections of the TSI Assessment as the final exam for the course, including the Adult Basic Education (ABE) portions of the TSI Assessment;
  - iv. To ensure transferability of the course grade to MCC, the student must have passing scores on the reading and writing sections of the TSI Assessment.
4. Non-Compliance. Notwithstanding any provision herein to the contrary, if MCC does not comply with any part of the MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from ISD, this MOU may be terminated immediately upon written notice from ISD, at ISD's sole discretion.
5. Liability. Neither ISD nor its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause of action of any person or group arising from (a) the use of district property and/or equipment by MCC and MCC's officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) non-compliance with this MOU, or (c) any act, omission, or negligence of MCC, or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, participants or visitors.

Except as may otherwise be provided herein, ISD makes no expressed or implied warranties of any kind, to the fullest extent permissible under applicable law, ISD disclaims all warranties, express or implied, including, but not limited to, warranties of performance, merchantability, fitness for a particular purpose, accuracy, omissions, completeness, and delays, except as expressly provided herein or as required by law, under no circumstances shall ISD be liable for exemplary, special, punitive, consequential, or incidental damages, including, without limitation, lost profits, business revenue, or goodwill due to any cause whatsoever, even if ISD has been advised of the possibility of such damages.

6. Indemnity. MCC and ISD agree that both institutions shall indemnify, defend, and hold harmless each other as well as past, present, and future trustees, officers, and employees, from and against all claims, demands, causes of action, damages, costs, and expenses, including, without limitation, court costs and reasonable attorney's fees, of any kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of MCC's participants, visitors, agents, employees, contractors, invitees, or licensees done in connection with this MOU. Both institution's obligations under this clause shall survive termination or expiration of this MOU.
7. Notice. All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or certified mail, return receipt requested, courier delivery, electronic mail, facsimile or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

If to ISD:

\_\_\_\_\_  
Superintendent, Waco Independent School District  
501 Franklin Avenue  
Waco, TX 76701  
\_\_\_\_\_

If to MCC:

Dr. Johnette McKown  
President, McLennan Community College  
1400 College Drive  
Waco, TX 76708

Either party may change such address for notice for the party designated to receive such notice by giving written notice to the other party as provided in this paragraph.

8. Relationship of the Parties. It is understood and agreed that MCC is a separate legal entity from ISD and MCC is not an employee, agent, joint venture, or partner of ISD. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between ISD and either MCC or any employee or agent of MCC.
9. No Waiver of ISD's Immunity. The execution of this MOU and the performance by ISD of any of its obligations hereunder are not, and are not intended to waive or relinquish, and ISD shall not waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to ISD, its trustees, officers, employees, or agents under federal or Texas laws.

10. No Third-Party Beneficiaries. Nothing in this MOU shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.
11. Governing Law and Venue. This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in McLennan County, Texas.
12. Entire Agreement. This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties of this MOU.
13. Severability. In the event that 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 provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
14. Interpretation. The parties agree that the normal rules of construction that require that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.
15. Changes and Amendments. This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to the incorporated in this MOU.
16. Assignment. Neither this MOU nor any rights, duties, or obligations under it shall be assignable by MCC without the prior written acknowledgment and authorization of ISD. Any attempted assignment by MCC without ISD's prior written consent shall be void.
17. No Waiver. No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification or any of the

provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.

18. Captions. The captions herein are for convenience and identification purposes only, are not an integral part hereof, and are not to be considered in the interpretation of any part hereof.
19. Counterparts. This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.
20. Non-Discrimination. Neither McLennan Community College nor Waco Independent School District will discriminate on the basis of sex, age, handicap, race, color, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

#### **NOTICE: TEXAS COLLEGE BRIDGE PROGRAM**

McLennan Community College has signed an MOU with Texas College Bridge and thereby supports compliance with HB 5 in this manner. Student scores from the Texas College Bridge program are delivered directly to the College to be utilized to determine readiness for college courses and to determine appropriate placement. TSIA scores are not necessary to determine college readiness for students who have completed the Texas College Bridge program satisfactorily.

Texas College Bridge is a program separate from the college prep agreement detailed above with a separate memorandum of understanding the district may sign with the state of Texas. Interested districts may find additional information at [texascollegebridge.org](http://texascollegebridge.org).






Dual Credit Partnership Agreement, P-TECH  
Memorandum of Understanding, and College Prep  
Course Agreement  
August 1, 2021 – July 31, 2022

## SIGNATURE PAGE

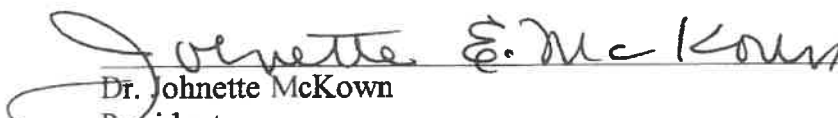
**2021-2022 Agreements**  
**McLennan Community College and Waco Independent School District**

  
\_\_\_\_\_  
Superintendent

5/28/21  
Date

Susan Kincannon  
\_\_\_\_\_  
Printed Name

On behalf of Waco Independent School District.

  
\_\_\_\_\_  
Dr. Johnette McKown  
President  
McLennan Community College

4-2-2021  
Date

**ADDENDUM TO  
DUAL CREDIT MEMORANDUM OF UNDERSTANDING  
BETWEEN  
WACO INDEPENDENT SCHOOL DISTRICT  
AND  
McLENNAN COMMUNITY COLLEGE**

This Addendum supplements the 2021-2022 Dual Credit Memorandum of Understanding (herein referred to as “MOU”) between McLENNAN COMMUNITY COLLEGE (herein referred to as “the College”), and the WACO INDEPENDENT SCHOOL DISTRICT (herein referred to as the “School District”), a Texas Independent School District contracting on behalf of its High Schools (herein referred to as the “School”). 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.

The purpose of this Addendum is to clarify the relationship of instructors that are employed as a School District employee who have also been employed as College employee for the purposes of being the instructor of record for Dual-Credit classes as outlined in the MOU (herein referred to as an “Embedded Instructor”).

The supplementation by this Addendum applies only to the 2021-2022 school year. Should there be an irreconcilable conflict between this Addendum and the MOU, the terms of this Addendum shall prevail, but only during the 2021-2022 school year.

**1. TERM**

The Initial Term of this addendum shall be June 1, 2021 – August 31, 2022. The College will define all deadlines for the actions defined in this agreement which will be communicated to the School through the College’s Office of High School Programs. The College reserves a right of cancellation by written notice delivered to School on or before March 15 of any year of the Term.

**2. OBSERVATIONS AND EVALUATIONS**

- a. The School District shall be the sole evaluator for the purposes of employment in the School District of an Embedded Instructor. For the purpose of employment with the School District, the Embedded Instructor shall be evaluated using the School District’s board approved evaluation instrument and process in addition to any formal evaluations required and conducted by the College. The Embedded Instructor shall also receive feedback throughout the year based on observations conducted through the School District’s informal walkthrough process. This does not supersede the ability of the College to evaluate an Embedded Instructor for the purposes of employment at the College, nor does it supersede the ability of the College to make a determination if the Embedded Instructor may continue as an Embedded Instructor at a School in the School District.

- b. The School District may review any and all data in determination of an evaluation of an Embedded Instructor including observations of the Embedded Instructor during Dual-Credit courses.
- c. The School District must consider that the course content, assessment methods, and texts/materials used within an Embedded Instructors Dual-Credit course are approved by the College and cannot be deviated from and thus may deviate from courses that are not Dual-Credit in the School or the District.
- d. The School District may consider the pedagogy (i.e. delivery of instruction) of the Embedded Instructor when observing during a Dual-Credit course.

**IN WITNESS WHEREOF**, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

**SERVICING COLLEGE / McLENNAN COMMUNITY COLLEGE**

By: Stephen Benson 5/24/21  
Dr. Stephen Benson Date  
Vice President, Finance and Administration  
McLennan Community College

By: Johnette E. McKown 5-24-2021  
Dr. Johnette McKown Date  
President  
McLennan Community College

**WACO INDEPENDENT SCHOOL DISTRICT**

By: Susan Kincannon 5/28/21  
Dr. Susan Kincannon Date  
Superintendent  
Waco Independent School District