# *Wharton County Junior College*

## Dual Credit Partnership Agreement 2022 - 2023

The intent of this agreement is to allow **Wharton County Junior College** (WCJC) and **Rice High School** to partner in offering dual credit courses. Under this agreement, WCJC will conduct college courses for the ISD in the high school, college classroom, or by distance learning methods, pursuant to the rules and policies of the college, the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Texas Education Agency (TEA), and the ISD.

The goals of this partnership reflect the statewide dual credit goals:

- To implement purposeful and collaborative outreach efforts to inform students and parents of the benefits and costs of dual credit, including enrollment and fee policies;
- To assist high school students in the successful transition to and acceleration through postsecondary education;
- To provide dual credit students access to student support services, including academic advising, to bridge them successfully into college course completion; and
- To ensure that the quality and rigor of dual credit courses will be sufficient to promote student success in subsequent courses.

### (1) Student Eligibility Requirements

A high school student is eligible to enroll in academic dual credit courses leading to an Associate of Arts degree or technical courses leading to a Level 2 workforce certificate or Associate of Applied Science (AAS) degree under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

a. The student achieves an English Language Arts & Reading (ELAR) score of at least 945 with an essay score of at least 5; or a score of at least 910 with a diagnostic score of at least 5 and an essay score of at least 5 on the Texas Success Initiative Assessment 2 taken January 11, 2021 or later; or

b. The student demonstrates college readiness by achieving a writing placement score of at least 340 and an essay score of at least 4, or a score of less than 340 and an ABE Diagnostic level of at least 4 with an essay score of at least 5; and a reading score of 351 on the Texas Success Initiative Assessment (TSIA) taken prior to January 11, 2021; or

c. The student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

d. The student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test on an exam administered prior to October 15, 2015; or

e. The student achieves a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT administered on or after October 15, 2015; or

f. The student achieves an SAT minimum score or 480 on the Evidence-Based Reading and Writing (EBRW) test on an SAT administered on or after March 5, 2016; or
g. The student achieves an SAT combined score of 1070 with a minimum of 500 on the critical reading (verbal) on an SAT administered prior to March 5, 2016; or
h. The student achieves an ACT composite score of 23 with an English score of at least 19; or
i. The student achieves a composite score of 23 on the PLAN with a 19 or higher on the English portion; or
j. The student achieves an English score of 435 on the ACT-Aspire; and
k. The student meets all the college's prerequisite requirements for the course.

(B) Courses that require demonstration of TSI college readiness in mathematics:

a. The student achieves a score of at least 950 or a score or 910 with a diagnostic score of at least 6 on the math section of the Texas Success Initiative Assessment 2 taken January 11, 2021 or later; or
b. The student demonstrates college readiness by achieving a score of 350 on the math section of the Texas Success Initiative Assessment (TSIA) taken prior to January 11, 2021; or
c. The student achieves a minimum score of 4000 on the Algebra I STAAREOC and a passing grade in the Algebra II course; or
d. The student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test on an exam administered prior to October 15, 2015; or
e. The student achieves a score of 510 on the mathematics test on a PSAT/NMSQT administered on or after October 15, 2015; or
f. The student achieves an SAT minimum score of 530 or higher (no composite score requirement) on an SAT administered on or after March 5, 2016; or
g. The student achieves an SAT combined score of 1070 with a math score of at least 500 on an SAT administered prior to March 5, 2016; or
h. The student achieves an ACT composite score of 23 with a math score of at least 19; or
i. The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics; or
j. The student achieves a mathematics score of 431 on the ACT-Aspire; and
l. The student meets all the college's prerequisite requirements for the course.

WCJC encourages the ISO and the students to consult the Constitution and Contest Rules of the University Interscholastic League ("UIL") concerning eligibility for course work beyond the high school level in subject areas in which the student may participate in UIL. Participation in the dual credit program may make some students ineligible for UIL competition in certain academic areas, depending on the course taken. Students should check with ISO advisors for specific UIL requirements.

## (2) Student Costs

Students will have the Tuition and the Out-of-District Fee waived for dual credit classes. Students are responsible for paying registration-related fees and purchasing their own textbooks and other required course materials, however, the district may elect to pay some or all of the cost associated with the dual credit classes. Free or low-cost open educational resources will be considered when appropriate.A dual credit student is not eligible for financial aid.

## (3) Faculty Qualifications

- WCJC shall select instructors of dual credit courses.

- All instructors of dual credit courses must meet the minimal requirements as specified by the Southern Association of Colleges and Schools Commission on Colleges.
- High school faculty members selected to teach dual credit courses must meet the same criteria as WCJC adjunct faculty. These instructors must submit employment applications and official transcripts to WCJC Human Resources Department for hire as adjunct faculty. These instructors will be paid by WCJC as adjunct faculty and are expected to meet the same work requirements as those for all WCJC adjunct faculty.
- WCJC department heads, program directors, or division chairs will evaluate dual credit instructors according to WCJC Part-time Instructor Appraisal Procedures.
- WCJC department heads, program directors, or division chairs will be permitted to visit high school campuses to observe dual credit classes to ensure the quality and instructional rigor of the course in order to prepare students for subsequent college coursework.

## (4) Location and Student Composition of Dual Credit Classes

Dual credit classes may be taught on the high school campus, in designated sections on the college campus, or via the internet. If taught in the high school, the dual credit class must be composed solely of dual credit, not regular high school students.

According to the rules of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), WCJC may not offer more than 49% of an associate's degree on the high school campus. Dual credit offerings that exceed 49% of an associate's degree must be offered online or on a WCJC campus.

If the dual credit class is taught through the internet, it is the responsibility of each ISD to provide a monitor for the entire class period. This does not preclude students from working on internet courses outside of the ISD classroom. The monitor ensures students are working independently and with academic integrity in the WCJC online environment.

## (5) Eligible Courses and Course Materials

Courses offered for dual credit must be identified by WCJC as college-level academic or workforce courses and found in the current editions of the Lower Division Academic Course Guide Manual or the Workforce Education Course Manual adopted by the THECB. Academic courses offered as dual credit must be included in the WCJC core curriculum. WCJC may not offer remedial or developmental courses for dual credit.

WCJC shall ensure that dual credit courses and the corresponding course taught at WCJC are equivalent with respect to the curriculum, academic rigor, materials, instruction, and method of student evaluation. WCJC will conduct the scheduled classes for the number of contact hours approved by the THECB. Students who enroll in dual credit classes must follow the college calendar.

WCJC will coordinate and finalize the proposed course schedule with the ISD, in a timely manner, prior to the start of each semester. WCJC will be responsible for meeting learning objectives stipulated by the THECB. The ISD will be responsible for meeting course requirements, such as Texas Essential Knowledge and Skills (TEKS), stipulated by the TEA.

The course equivalency crosswalk for courses offered for dual credit at Rice High School is as follows:

| High School Course | College Course |
|---|---|
| English IV- 1' semester (1/2 credit) | English 1301 Composition 1 |
| English IV-2' semester (1/2 credit) | English 1302 Composition 2 |
| US History-1' semester (1/2 credit)<br>US History-2' semester (1/2 credit) | History 1301 US History I<br>History 1302 US History II |
| Government - 1' semester (1/2 credit) | Government 2305 Federal Government |
| Economics - 2' semester (1/2 credit) | Economics 2301 Principles of Macroeconomics |

## (6) Grading and Transcripting of Credit

The grading system published in the current edition of the WCJC catalog and further detailed in the student syllabus will be used.

WCJC is responsible for maintaining a dual credit student's college transcript. All courses will be identified on the college transcript as a regular college-level course. The high school is responsible for maintaining the student's high school transcript.

## (7) Provision of WCJC Services

- Regular WCJC academic policies apply to dual credit courses. These policies include the appeal process for disputed grades, drop policy, grading policy, academic probation and suspension, and other information included in the student syllabus for the course.
- WCJC will provide dual credit students full access to WCJC libraries and electronic databases as appropriate.
- WCJC will provide dual credit students academic support services including academic advising, counseling, tutoring, and disability services. The Rice High School Counselor and/or the WCJC Dual Credit Coordinator will be responsible for providing academic advising to a student who enrolls in a dual credit course before the student begins the course.

## (8) Contract

This contract shall commence with the Fall 2022 semester and shall remain in effect until August 31, 2023.

The UNDERSIGNED PARTIES do hereby certify, (1) the responsibilities specified above are properly within the statutory functions and programs of the parties to this agreement, (2) the parties are legally authorized to perform the required duties of this agreement, (3) this agreement has been duly authorized by the appropriate governing body.

9/22/22
Rice CISD Superintendent Date 9/22/22

9-23-22
WCJC President Date