Coastal Bend College Dual Credit Program

Memorandum of Understanding
(2026-2027 Academic Year)

COASTAL BEND COLLEGE (herein called the "College") and BROOKS COUNTY INDEPENDENT SCHOOL DISTRICT (herein called the "School District"), individually, the "Party", and collectively, the "Parties", enter into the following Memorandum of Understanding (MOU), and for the Early College High School Program at BROOKS COUNTY INDEPENDENT SCHOOL DISTRICT, and for the terms of which WITNESS THE FOLLOWING:

TERM

This MOU shall be in effect from August 14, 2026, to August 14, 2027, and posted during this term on the College's and School District's respective internet websites.

MOU PURPOSE

The purpose of this MOU is to outline the roles and responsibilities of the College and the participating school districts in the Dual Credit Programs. This MOU supersedes all other existing dual credit MOUs. This MOU is the agreement that encompasses all programs and initiatives under the Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional MOU is required by the Texas Education Agency for Early College High Schools, T-STEM, and P-TECH schools.

RESOLUTION OF PARTNERSHIP MATTERS

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

OVERVIEW

The College is committed to serving the students and communities of Texas through collaborative work with our school district partners. A major initiative promoting a college-going and college graduation culture is the **Coastal Bend College Dual Credit Program**, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore, TAC §4.84 and §9.144, require that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions which must be posted each year to their respective websites. All dual credit agreements must address the following elements:

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

DUAL CREDIT DEFINED

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

ALIGNMENT WITH STATEWIDE GOALS

House Bill 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and the development of an effective bridge between secondary and postsecondary education.

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

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

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

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education, by analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population. Student enrollment in

postsecondary after high school, time to degree completion and semester credit hours to degree are examples of items included in that analysis.

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

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

COURSE ELIGIBILITY

A college course offered for dual credit must be: Paired to a high school course required for graduation; in the core curriculum of Coastal Bend College; or a career and technical education course; or a foreign language course, per TAC Title 19, Chapter 4, Subchapter D, 4.85.

Academic courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. Workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer remedial, kinesiology, or developmental courses for dual credit. **Courses offered for dual credit by public institutions of higher education must be contained in the core curriculum of the institution providing the credit, career and technical education courses, or foreign language courses (TAC §4.85). Dual credit courses that are completed as part of an approved early college education program under TEC 29.908 or as part of an early college program defined in TAC §4.83, must be identified as college-level academic courses in the current edition of the THECB's Lower Division Academic Course Guide Manual (ACGM), as college-level technical education courses in the current edition of the board's Workforce Education Course Manual (WECM), or in a university's approved undergraduate core courses.** Public colleges may not offer remedial or developmental courses for dual credit.

Types of Dual Credit Courses	
Core Academic Courses	Core academic courses are general education courses required for any student who plans to pursue a traditional associate or baccalaureate degree in Texas. Dual Credit core academic credits earned at public institutions of higher education are transferable to Texas public colleges and universities and may be applicable to a student's Associate of Arts (AA) or Associate of Science (AS), and baccalaureate degrees.
	Career and technical education courses award credit that applies toward a certificate and/or Associate of Applied

Career & Technical Education Courses	Science (AAS) degree program and are intended to prepare students for immediate employment in a specific occupation. Students who successfully complete these courses will graduate high school with career and technical knowledge and skills and potentially an industry certification approving them for employment in their career of choice. In limited circumstances, some of these courses will also transfer toward four year degrees. These courses must meet TSI requirements unless the courses lead to a Level 1 certificate
Foreign Language	Foreign language course credits earned at public institutions of higher education are transferable to Texas public colleges and universities and may be applicable to a student's Associate of Arts (AA) or Associate of Science (AS), and baccalaureate degrees.

STUDENT ELIGIBILITY AND COURSE LOAD

Student Eligibility

The College requires the School District to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College's ***Dual Credit Programs Webpage.***

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

High school students are eligible to participate in the Dual Credit Programs upon demonstrating college readiness by meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the THECB and or exemption and the College dual credit course prerequisites as published in the College's testing webpage before enrollment in a dual credit course.

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

An electronic copy of this information may be accessed on the Dual Credit Programs webpage.

Course Load

It is recommended that dual credit students in their 9th grade be limited to no more than two (2) dual credit courses per semester from an approved list of recommended courses. It is recommended that dual credit students in their 10th-grade be limited to no more than two (2) dual credit courses per semester from an approved list of recommended courses. All 11th and 12th-grade students should not exceed four (4) dual credit courses per Fall and Spring semesters. Summer session enrollment is limited to two (2) dual credit courses for Summer Term I/III and two (2) dual credit courses for Summer Term II.

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students who declare a major leading to Career Technical Education (CTE) certificate or Associate degree, may also enroll in academic dual credit courses, limited to English 1301, Mathematics/Natural Science Electives, Humanities Electives, Social and Behavioral Electives, and other Associate of Applied Science (AAS) Electives needed to complete their Certificate and/or AAS degree, while not exceeding the limitation on dual credit courses per semester described below.

Students may attempt a maximum of 65 credit hours, with the exception of students pursuing the Associate of Applied Science in Dental Hygiene. The Dual Credit Programs are subject to all applicable College policies and procedures.

CLASS LOCATION, FACILITIES, AND STUDENT COMPOSITION

Teaching Environment

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

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

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

Facilities

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

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

Student Composition of Class

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

#1. The course is required for completion under the State Board of Education High School graduation requirements, and the school is otherwise unable to offer such a course.

#2. The high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

#3. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

Faculty Qualification, Selection, Supervision, and Evaluation

The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). The selected instructor must meet the same standards (including minimal requirements of the SACSCOC) and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College Per TAC Title 19, Chapter 4, Subchapter D, Rule § 4.85(e).Each approved Dual Credit Faculty will be supervised by the College's respective Dean or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), attached hereto as Attachment A, and hereby incorporated by reference.

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

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

School District Faculty must be approved as Dual Credit Faculty through the college's credentialing

process and cleared by the College's Office of Human Resources to teach any dual credit courses.

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

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

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

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

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

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

The School District will forward any concerns regarding Dual Credit Faculty or College Faculty teaching the college-level course to the College Department Coordinator for investigation. To resolve the concerns, a meeting shall take place between the College Department Coordinator (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.

The faculty assigned to teach a dual credit course is charged with the duties and responsibilities of the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.

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

Curriculum Authority and Academic Governance

All Dual Credit courses offered under this MOU utilize the College's approved curriculum and are governed by College academic policies. State statutes and rules applicable solely to public school curriculum shall not apply to College curriculum delivered through Dual Credit courses.

Dual Credit Faculty teaching College curriculum, including those employed by the School District, shall not be subject to alteration or restriction of College-approved course content.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

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

College-Level Course Work

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

Contact Hours Pertaining to Dual Credit Students

Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. In accordance with the College Board Policy (FC Local). The student is responsible for communicating with faculty members concerning any absence. The student may be required to present evidence to support an absence, and make–up work for class absences will be permitted only as specified by the faculty in the course syllabus.

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

Location, Facilities, Teaching Environment, Testing, and College Courses

Dual credit courses are taught at approved high school sites in accordance with SACSCOS standards, delivered virtually, and offered at the College's locations. The School District will ensure that all dual credit courses taught by Dual Credit Faculty at the partnering ISD are conducted through face-to-face instruction, except when a State of Emergency is activated and it is deemed necessary for the ISD Dual Credit Faculty to conduct online instruction to adhere to the College's Instructional Contingency Plan, using the College's Learning Management System. District partners are expected to provide a testing location that meets the minimum requirements to ensure academic integrity is maintained for Coastal Bend College exams. The Coastal Bend College Testing Center staff will work with district personnel to

ensure that the exams are properly proctored, and the technology utilized to administer the exams meets the same level of capability as the technology found at the CBC sites.

Scheduling Dual Credit Classes at a Partnering High School

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

Minimum Class Size

All dual credit courses must have a minimum enrollment of 6 students.

Course Standardization / the College's Learning Management System

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

Academic Instructional Calendar

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

Monitoring and Evaluation of Instruction

The School District will work with the College to provide College personnel access to high school instructional sites for the purpose of monitoring the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, SACSCOC, and the School District. The College's personnel will evaluate all dual credit faculty.

Financial Aid for Swift Transfers (FAST)

As part of House Bill 8, the FAST Program allows eligible students to enroll at no cost to the student in dual credit courses with the College. For students not eligible for FAST, a maximum rate of $55 per credit hour will be set, regardless of taxing district status. The FAST Program also applies to any eligible students who enroll in summer semesters. Further information and updates related to HB 8 and the FAST Program will be communicated to the School District as needed. The College and the School District will work together to establish a procedure for identifying all students eligible to enroll at no cost in dual

credit courses. Additional procedures will be established to ensure the accurate and timely exchange of information necessary to identify these students.

Instructional Materials

The School District is responsible for covering the cost of instructional materials for qualifying FAST students.

The School District is responsible for covering the cost of instructional materials for non-FAST students.

Grading Procedures

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

Issuing of College Grade

Dual Credit Faculty shall not inflate the college letter grade; it should not differ from the high school numeric grade.

Submission of College Grade

The primary responsibility for assigning College grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant. College and School District officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade for the College will be a letter grade and for the high school a numeric grade that might differ from the College grade. **Grades must be submitted by the College's deadline for any given semester for any course taught at the College.**

FACULTY PRIMARY RESPONSIBILITIES

Establishment and Availability of the Course Blackboard Shell

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

Certification of Class Rosters

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

Submission of Mid-term and Final Grades

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

Assessment of PSLOs and GECs and Submission of Assessment Data

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

STUDENT SUPPORT SERVICES

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

Collaboration and Outreach Efforts

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

The School District agrees to collaborate with the College in outreach and recruitment efforts by supporting information dissemination, facilitating access to students and families, and participating in joint informational sessions when requested.

Where permitted by law, the School District may provide directory-level student data to support recruitment and advising initiatives.

New Student Orientation

All dual credit students must complete a mandatory orientation. As partners in student success, the College seeks to negotiate with our school district collaborators to design and deliver an enhanced orientation experience that provides students the foundation to succeed in their dual credit courses and beyond. Virtual, and when possible, face-to-face orientation experiences that introduce students to the strategies that can be employed to succeed in college-level coursework, connections to the College's staff and resources, and academic support services that are available and how to access them.

Advising

The College and the School District shall offer college advising services for dual credit students consisting of a general first-time dual credit student advising, group enrollment advising using Student

Self-Service, face-to-face advising, and a College Advising Training Program for High School District Counselors. All dual credit students must be advised and registered for classes by an approved advisor. Dual credit students will not be allowed to self-register. High school advisors must participate in the College Advising Training Program for High School District Counselors to be an approved advisor for the College programs and courses.

The College offers advising services for dual credit students regarding transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

Pathways Alignment

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

Student Accommodations

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008. Section 504 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education.

The School District will provide classroom accommodations for dual credit students. If the class is taught by a College Faculty at the high school, the Director of Accessibility will coordinate class accommodations with the high school Special Education Counselor.

Student Complaints

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

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

- Dixie Lytle, Title IX Coordinator
  Director of Human Resources
  (361) 354-2211
  dalytle@coastalbend.edu

Grade Appeal

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

Student Conduct

All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of the College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in Board Policy FLB(LOCAL), ***Student Rights and Responsibilities: Student Conduct.*** Dual credit students who receive a sanction of suspension or expulsion from the institution must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District. Further, the College reserves the right to refer cases to Student Services for review and threat assessment.
Section 504 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education.

Data Sharing and FERPA Compliance

The College and the School District shall exchange student-level data necessary for the administration, evaluation, and continuous improvement of Dual Credit Programs in accordance with the Family Educational Rights and Privacy Act (FERPA).

The School District shall designate a primary and secondary data contact responsible for receiving and safeguarding College-provided data. All data exchanges shall occur through secure transmission methods approved by the College.

Data shared by the College may not be redistributed outside the School District without prior written authorization from the College. Requests for ad hoc or supplemental data must be submitted in writing and are subject to availability and compliance review.

Commencement Ceremonies

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

15 SEMESTER CREDIT HOUR REQUIREMENT

Student success is the College's top priority and course completion is critical to the college's mission.

The 15 semester credit hour completion point is an early momentum metric used to measure both student success at the collegiate level and success of the dual credit partnership. Course completion will be evaluated annually to track student progress within defined pathways. Based on a three-year average, a minimum of 75% of the ISD's dual credit students must complete 15 semester credit hours of college-level coursework. If the ISD's dual credit population is not meeting this threshold, the viability of the dual credit partnership will be reevaluated. At that time, the College and the School District partner can determine the best course of action to address the deficiency.

COURSE SEQUENCE AND EQUIVALENCY CROSSWALK

The College will establish, or provide a procedure for establishing, the course credits that may be earned under this MOU, including developing a course equivalency crosswalk or other method of equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the Dual Credit program, Per Rule § 4.84(c)(5).

Dual Credit Courses Agreement
Required Course Sequence

Required Course Sequence must be completed in the order presented

Mandatory Component Area Option, Core Requirement, select both courses listed below, (6 credit hours)				
COURSE RUBIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
EDUC 1300 Learning Frameworks	03270100	College Readiness & Study Skills	.5 credit	9th Grade/ Fall or Spring
BCIS 1305 Business Computer Applications	13011400	Business Information	.5 credit	9th Grade/Fall or Spring
Creative Arts, Core Requirement: select one course from the list below, (3 credit hours)				
COURSE RUBIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
ARTS 1301 Art Appreciation	03500110	Art I	.5 credit	10th Grade/ Fall or Spring
ARTS 1303 Art History I	03500200	Art History II (A)	.5 credit	10th Grade/Fall or Spring
MUSI 1306 Music Appreciation	03155600	Music Appreciation	1. credit	10th Grade/Fall or Spring
Language, Philosophy and Culture, Core Requirement, select one course from the list below, (3 credit hours)				
COURSE RUBIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**

HUMA 1301 Introduction to the Humanities I	03221600	Humanities	.5 credit	10th Grade/Fall or Spring
PHIL 1301 Introduction to Philosophy	03221800 03221810 03221820	Independent Study in English I,II,III	.5 credit	10th Grade/Fall or Spring
PHIL 2306 Introduction to Ethics	03221800 03221810 03221820	Independent Study in English I,II,III	.5 credit	10th Grade/ Fall or Spring
SPAN 1411 Intermediate Spanish II	03440300	Spanish III	1 credit	10th Grade/ Fall
SPAN 1412 Begin. Spanish I	03440400	Spanish IV	1 credit	10th Grade/ Spring
Social and Behavior Science, Core Requirement, select one course from the list below, (3 credit hours)				
COURSE RUBRIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
SOCI 2301 Marriage & the Family	03380031	Social Studies Advanced Studies	.5 credit	10th Grade/Fall or Spring
SOCI 1301 Introduction to Sociology	03370100	Sociology	.5 credit	10th Grade/Fall or Spring
PYSC 2314 Lifespan Growth & Development	03380041	Special Topics in Social Studies:	.5 credit	11th Grade/Spring
PSYC 2301 General Psychology	03350100	Psychology	.5 credit	11th Grade/Spring
ECON 2301 Principles of Macroeconomics	03310300	Economics	.5 credit	11th Grade/Fall
ECON 2302 Principles of Microeconomics	03310301	Economics Advanced	.5 credit	11th Grade/Spring
Communication, Core Requirement, select two courses from the list below, (6 credit hours)				
COURSE RUBIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
ENGL 1301 Composition I	03220300	English III or IV	1 credit	11th or 12th Grade/Fall
ENGL 1302 Composition II	03220400	English III or IV	1credit	11th or 12th Grade/Spring
ENGL 2311 Technical Business Writing	03221100	Research/Technical Writing	.5 credit	11th Grade/Fall or Spring

SPECH 1311 Speech Communication	03241200	Individual Studies in Speech	.5 credit	11th Grade/Fall or Spring
SPECH 1315 Public Speaking	03241210	Individual Studies in Speech	.5 credit	11th Grade/Fall or Spring
Mathematics, Core Requirement, select one course from the list below, (3 credit hours)				
COURSE RUBIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
Math 1314 College Algebra	03102500	Independent Study in Math	.5 credit	11th Grade/Fall
MATH 1332 Contemporary Math	03102501	Independent Study in Math	.5 credit	11th Grade/Fall
MATH 2412 Pre-Calculus	03101100	Pre-Calculus	.5 credit	11th Grade/ Spring
MATH 1442 Statistical Methods	03102530	Statistics	.5 credit	11th or 12th Grade/Fall or Spring
MATH 1324 Mathematics for Bus. And Social Sciences	03102502	Independent Study in Math	.5 credit	11th or 12th Grade/Fall or Spring
Life and Physical Sciences, Core Requirement, Select two courses from the list below, (6 credit hours)				
COURSE RUBIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
BIOL 1322 Nutrition And Diet Therapy I	03060310	Specialized Topics in Science	.5 credit	10th or 11th Grade/ Fall or Spring
GEOL 1305 Environmental Geology	03060320	Specialized Topics in Science	.5 credit	11th Grade/Fall or Spring
BIOL 2306 Environmental Biology	03020000	Environmental Systems	.5 credit	11th Grade/Fall or Spring
BIOL 1306 Biology for Science Majors (LEC)	03060300	Specialized Topics in Science	.5 credit	11th Grade/Fall or Spring
BIOL 1106 Biology for Science Majors (LAB)	03060300	Specialized Topics in Science	.5 credit	11th Grade/ Fall or Spring
BIOL 2301 Anatomy &Physiology I (LEC)	13020600	Human Anatomy &Physiology I (A)	.5 credit	12th Grade/Fall
BIOL 2101 Anatomy & Physiology (LAB)	13020600	Anatomy &Physiology I (A)	.5 credit	12th Grade/Fall

BIOL 2302 Anatomy & Physiology II (LEC)	13037200	Scientific Research and Design	.5 credit	12th Grade/Spring
BIOL 2102 Anatomy & Physiology II (LAB)	13037200	Scientific Research and Design	.5 credit	12th Grade/Spring
CHEM 1306 Introduction to Chemistry (LEC)	13037210	Scientific Rsch Design II	.5 credit	12th Grade/Fall
CHEM 1106 Introduction to Chemistry (LAB)	13037210	Scientific Rsch Design II	.5 credit	12th Grade/Fall
American History, Core Requirement: select two courses from the list below, (6 credit hours)				
COURSE RUBRIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
HIST 1301 US History Before 1865	03340100	US History A	.5 credit	11th Grade/Fall
HIST 1302 US History After 1865	03340100	US History B	.5 credit	11th Grade/Spring
Government, Political Science, Core Requirement: select two courses from the list below, (6 credit hours)				
COURSE RUBRIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
GOVT 2305 Federal Government	03330100	US Government	.5 credits	11th or 12th Grade/Fall
GOVT 2306 Texas Government	03380001	Social Studies Advanced Studies	.5 credit	11th or 12th Grade/Spring
ELECTIVES: Requirement, select 15 credit hours' worth of classes in areas of interest relevant to career pathway. Consult dual credit advisors as needed. A few recommendations are listed below.				
COURSE RUBRIC	**PEIMS**	**HS COURSE**	**HS CREDIT**	**RECOMMENDED GRADE LEVEL**
ENGL 2322 British Literature I	03221820	Independent Studies in English	.5 credit	11th or 12th Grade/ Fall
ENGL 2323 British Literature II	03221820	Independent Studies in English	.5 credit	11th or 12th Grade Spring
SPAN 2311 Intermediate Spanish	03440500	Languages Other Than English	.5 credit	11th or 12th Grade Fall or Spring
Degree Designation Course Requirement for the Awarding of an AA: Select one 3-credit-hour course from the Creative Arts or Language, Philosophy, and Culture Content Area that was not previously taken. Degree Designation Course Requirement for Awarding of an AS: Select one 3-credit-hour course from the Life and Physical Sciences or Mathematics Content Area that was not previously taken.				
Total Degree Requirements for AA/AS degree= 60 credit hours (42 Core credit hours + 15 Elective credit hours + 3 Degree Designations credit hours)				

LEVEL 1 FUNDAMENTAL OF NURSING ASSISTANT				
Course Rubric/Title	***PEIMS***	***HS Course***	***College Credits***	***Grade/Term***
EDUC 1300 Learning Frameworks	03270100	College Readiness and Study Skills	3	9th/Fall
HPRS 1201 Introduction to Health Professions	13020400	Health Science	2	10th/Fall
NURA 1301 Nurse Aide for Health Care	13020400	Health Science	3	12th/Fall
NURA 1160 Clinical Nursing Aide and Patient Care Aide	13020400	Health Science	1	12th/Spring
HPRS 2302 Medical Terminology for Allied Health	13020300	Medical Terminology	3	10th/Spring
VNSG 1116 Nutrition	13024500	Lifetime Nutrition &Wellness	1	11th/Fall
VNSG 1320 Anatomy & Physiology for Allied Health	13020600	Anatomy & Physiology/1	3	11th/Spring
VNSG 1133 Growth & Development	13014300	Human Growth and Development	3	11th/Fall

TRANSCRIPTING OF CREDIT

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

FUNDING AND COSTS

Faculty Stipend

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

Tuition & Fees

The College will waive all tuition and fees for dual-credit students enrolled through this partnership.

The School District will be responsible for the cost of providing instructional materials, including inclusive access materials.

Invoicing

The College will invoice the School District for any applicable charges in accordance with this Memorandum of Understanding.

Fall 2026 semester
Spring 2027 semester

Summer 2027 I & II semester

CBC Business Office Contact Information:
Glenda Gomez, Accounts Receivable Coordinator
Coastal Bend College
3800 Charco Road
Beeville, TX 78102
361-354-2221
Gmagomez1@coastalbend.edu

School District Business Office Contact Information:
Name: Alissa Sanchez
Address: PO BOX 589, Falfurrias, TX 78355
Phone: 361-325-8015
Email: asanchez@bcisd.us

Faculty Charges

When the College provides the faculty to teach at the partnering School District, including via interactive distance learning, the School District is responsible for the mileage at the college's standard mileage rate approved for travel.

RECOGNITION OF HIGHER EDUCATION PARTNER

The School District, when reporting and publicizing high school *students' completion* of dual credit **courses, degrees,** or **certificates,** will recognize all Higher Education partners, including Coastal Bend College. Furthermore, when the School District advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize Coastal Bend College as their Higher Education partner. The following statement must be included in all the School District's publications and/or advertisements regarding the Dual Credit Programs:

"[ISD name] collaborates with Coastal Bend College, our Higher Education partner, to offer college credit hours, college certificates and degrees, while saving families hundreds of thousands of dollars in tuition and fees."

In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's Branding, Marketing, and Advertising Guidelines for Coastal Bend College. Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of this document.

UNDERSTANDING OF THE PARTIES

a. Nothing in this Agreement is to be construed as transferring responsibility from one party to another.
b. Without limitation of any provision set forth in the Agreement, the Parties expressly agree to abide by all applicable federal and state equal employment opportunity statutes, rules, and regulations.
c. Subject to the applicable laws and to the regulations of respective organizations, information, data and reports of cooperative activities carried out under this Agreement may be released by any of the Parties with the consent of the other party, subject to the Data-Sharing and Privacy provisions, FERPA, and any

other applicable state or federal privacy law that governs student privacy rights, or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.

d. Both parties understand the safety and security risks inherent with minors and agree that certain risk may be unforeseeable. Further, the parties agree that the public safety departments from both the College and the School District will collaborate to develop and/or review safety and security standards and/or guidelines, including emergency response, within thirty (30) days of both parties executing the Agreements.
e. In accordance with the Family Educational Rights and Privacy Act (FERPA), the College and the School District will protect ISD students' privacy and guard against the unauthorized release of identifying student information and records, and comply with all applicable requirements of FERPA.
f. The parties agree that this agreement will be construed by the laws of the State of Texas, exclusive of its conflict of laws provision.
g. No assignment of this agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

NO PERSONAL LIABILITY

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

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

CLERY ACT OBLIGATION

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

FERPA COMPLIANCE & DISCLOSURE OF EDUCATIONAL RECORDS

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

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

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

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

- An MOU has been executed and is active between the School District and the College
- The data request is submitted, at minimum, seven (7) business days prior to the requested delivery date

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

The School District may submit an e-mail request for reports to the Coastal Bend College Institutional Effectiveness Office.

HUMAN RESOURCES DEPARTMENT, DATA PRIVACY & SHARING AGREEMENT

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the Southern Association of Colleges and Schools Commission on Colleges: Faculty Credential Guidelines, and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing, for purposes of this MOU, regarding any teacher or instructor of a course in the Dual Credit program, or proposed teacher or instructor of a course in a Dual Credit program, including, but not limited to, information regarding a teacher or instructor's qualifications or certifications, or information in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

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

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

Title IX Statement:

Title IX of the Education Amendments of 1972 (20 U.S.C. s1681 et seq) and it's implementing regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX resources, policies, and procedures, including the names and contact information of the Title IX Coordinator and other Title IX personnel for the College are located on the college website at http://coastalbend.edu/titleix/.

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

Section 504 prohibits discrimination based on disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education.

CBC Contact Information:
Arturo Martinez, Director of Business Process & Accountability
Coastal Bend College
3800 Charco Road
Beeville, TX 78102
361-354-2224
Amartinez75@coastalben.edu

AMENDMENT

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

NOTIFICATION OF NON—COMPLIANCE AND TERMINATION OF AGREEMENT

The College and the School District reserve the right to terminate this MOU by notice from either party in accordance with this MOU or by operation of law. The College or the School District may terminate the MOU no fewer than ninety (90) days prior to the intended date of termination. To be effective, notice must be submitted in writing, signed by the College President or the School District Superintendent, and personally delivered to the other party to this MOU. Notwithstanding the foregoing, if this MOU is terminated in the middle of a semester, any students enrolled in College courses under this MOU will be allowed to finish the semester and receive appropriate credit for that semester's courses unless the student is removed for disciplinary reasons.

Failure by either Party to comply with the provisions of this MOU may result in a written notice of non-compliance. The Parties agree to engage in corrective action planning; however, continued non-compliance may impact program continuation or expansion.

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

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

If to College:

Coastal Bend College
Name/Title Susie Gaitan, Director of Dual Credit
Dual Credit Department
3800 Charo Road
Beeville, TX 78102
361-354-2714
mgaitan@coastalbend.edu

If to School District:
Name of School District: Brooks County ISD
Name/ Title: Dr. Ricardo Garcia II, Interim Superintendent of School
Office: Superintendent's
Address: PO BOX 589, Falfurrias, TX, 78355

SEVERABILITY

If any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision, and this MOU shall be construed as if such invalid, illegal or unenforceable provisions had never been contained in it. To this end, the provisions of this MOU are declared to be severable. The Parties may mutually agree to renegotiate the Agreement to cure such illegality, invalidity, or unconstitutionality if such may be reasonably accomplished.

WAIVER

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

COUNTERPARTS

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

COMPLETE AGREEMENT

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

AUTHORITY

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

15 SEMESTER CREDIT HOUR MANDATE & ENHANCED STUDENT SUPPORT

The 15 semester credit hour requirement is a mandate that has been put in place to emphasize Coastal Bend College's commitment to student completion and success. Completion of 15 hours of college-level coursework is an early momentum metric that increases the probability a student will persist toward credential completion. This success metric defines a threshold that is recognized as being critical to both the College and the student. CBC is committed to work as an equal partner in helping our students reach this goal and successfully complete their academic pathway. A partnership committed to the mandatory orientation and advising of all students, and the prevention of self-registration is also critical to student success. This Memorandum of Understanding incorporates these elements to ensure the College is true to its core values and mission.

EXECUTED IN TWO (2) Original counterparts on this thirtieth day of March 2026.

Dr. Zachary Suarez
President
Coastal Bend College

3-31-2026
Date

Superintendent
School District

Dr. Ricardo Garcia II
Brooks County ISD

March 30, 2026
Date

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ATTACHMENT A

SACS COC™
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

FACULTY CREDENTIALS

- Guidelines -

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

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

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

a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

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