



**PARTNERSHIP AGREEMENT
BETWEEN
AUSTIN COMMUNITY COLLEGE
AND
ORENDA CHARTER SCHOOL DISTRICT
FOR
DUAL CREDIT EDUCATIONAL PARTNERSHIPS
September 1, 2020 – August 31, 2021**

PURPOSE

The institutions named above (hereinafter “College or “ACC” and “ISD”) enter into the following partnership¹ agreement for the implementation of dual credit programs which are designed to enable eligible high school students the opportunity to enroll in college credit courses that also fulfill high school graduation requirements.

The purpose of this Agreement to outline the roles and responsibilities of ACC and ISD for participation in the dual credit programs. This Agreement encompasses all dual credit programs, including Early College High School (ECHS), and the Career Academies program as required by the Texas Higher Education Coordinating Board (THECB).

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ACC and ISD agree as follows:

¹ The term ‘partnership’ as used in this Agreement refers to the dual credit partnerships as described in Title 19, Part 1, Chapter 4, of the Texas Administrative Code and ACC’s Board Policy GH (LEGAL). The Texas Administrative Code (19 TAC), Chapter 9, Subchapter H, *Partnerships between Secondary Schools and Texas Public Two-Year Colleges* establishes authority and rules for two-year associate-degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student’s high school curriculum requirements and college-level credit. 19 TAC § 9.143 requires dual credit programs to comply with the rules set forth in 19 TAC, 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.

TERMS AND CONDITIONS

1. **Entire Agreement**

This Agreement, including the Appendices, which are attached hereto and incorporated herein, constitute the entire agreement of the Parties regarding the subject matter herein described.

- Appendix A: Dual Credit Faculty
- Appendix B: Dual Credit

2. **Program Definitions**

The program partnerships covered under this Agreement include:

Appendix B: Dual Credit Program

A dual credit program agreement between ACC and the ISD to offer courses that grant credit toward the student's high school curriculum requirements and also award college credit which will lead to a college certificate or degree.

3. **Compliance and Policies**

a. **Services for Students with Disabilities**

In order for students with disabilities to receive accommodations from ACC, students with disabilities who require accommodations must self-disclose to ACC's Student Accessibility Services (SAS) and provide current (within three years of enrollment at ACC) documentation of a disability. Documentation of a disability consists of a statement or evaluation from a recognized medical professional, or the student's current §504 plan or records maintained by the ISD relating to eligibility for special education accommodations that exceed those applicable to ACC, if any, shall be the responsibility of ISD. Building and information technology access will be the responsibility of whichever Party is the owner/provider of that infrastructure, including access to web-based curriculum materials.

b. **Student Expectations, Rights and Responsibilities**

Students in dual credit classes are considered to be College students and are subject to all College policies and procedures. Dual credit students must comply with standards of conduct required of all ACC students, and have the same rights and responsibilities in all matters related to the dual credit programs. Dual credit students must also follow the ISD Student Code of Conduct.

Unless a conflict arises between the obligations of ISD and ACC under their respective policies and procedures, the ISD and ACC staff and administrators will work together collaboratively to determine the appropriate party to initiate an investigation or resolution process in response to the alleged conduct violation(s). In the event a conflict arises, refer to Section 4 on Conflict Resolution.

Neither party is prohibited from utilizing its own complaint resolution process, separate and apart from the other party's process, but both parties shall cooperate with each other to provide the necessary information and access to students and employees necessary to fulfill each party's obligations under its own specific policies and procedures.

The ISD and ACC agree to inform the other as soon as reasonably possible (within at least two business days) if a dual credit student is subject to disciplinary action that may affect his or her enrollment status as a dual credit student.

Regardless of the location of the conduct, if the ISD's Code of Conduct and disciplinary processes could result in removal from the regular education program due to a suspension, placement in an disciplinary alternative education program, or expulsion/removal to a Juvenile Justice Alternative Education Program, the ISD shall notify ACC prior to the finalization of any disciplinary action in response to the alleged student behavior so that ACC may determine if there are any potential consequences under applicable College policies or procedures that could result in removal from enrollment in a dual credit class.

In addition, as per the ACC Student Standards of Conduct, ACC has the right to immediately remove any student from its premises via the interim suspension process, upon a determination by the administrator in charge that the student poses an immediate threat to the safety of ACC's enrolled students, clients, faculty, staff, and patrons or to the orderly functioning of the ACC.

c. Prohibition of Discrimination and Harassment

ACC has in place policies and procedures to receive, investigate, and resolve student and employee complaints alleging civil rights violations, including claims under Title VI and Title IX. The ISD and ACC shall each comply with its own policies and any applicable state and federal law that prohibit discrimination and harassment on the basis of a student or employee's disability, race, color, national origin, religion, or sex. Each party shall adhere to its obligations under relevant policy and law without regard to the other party's obligations.

The ISD agrees to report to the College's District Title IX/ADA/Title VI Coordinator, within 2 business days, any allegation of discrimination or harassment involving a College employee or dual credit student, regardless of where the alleged conduct occurred. The College has designated the following individual as its District Title IX/ADA/Title VI Coordinator:

Title VI, IX and ADA Coordinator
512-223-7964
compliance@austincc.edu

4. Conflict Resolution

The Parties agree to a mutual understanding to resolve issues that may arise in the course of this partnership. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligations, terms, and responsibilities of the Parties to this agreement, each Party shall designate administrative liaisons for purposes of resolving concerns at both the campus (liaison must be Principal or other designated campus administrator) and central administrative levels. In order to be collaborative, ACC 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 Party's respective legal counsel.

5. Term and Termination

Except as otherwise specified in the individual program agreements in the appendices, the period of this Agreement shall be in effect from September 1, 2020 to August 31, 2021 unless renewed or earlier terminated. This Agreement shall be reviewed by the parties annually at least ninety (90) calendar days before the expiration of the term and any subsequent renewal terms, and this Agreement may be renewed upon approval of the College and the ISD.

Either Party may terminate this Agreement with or without cause upon written notice to the other Party sixty (60) calendar days prior to the date of termination. In the event there are less than 60 calendar days remaining in the semester, unless otherwise agreed by the parties, the date of termination shall be the last day of the current semester or year of the current term so that students enrolled in a dual credit program may complete the session in which the termination becomes effective.

6. General Obligations of the Parties

In furtherance of the objectives of this Agreement, the Parties agree to the following obligations²:

- a. ACC and ISD are equal parties to this Agreement, and the intent is to allow flexible and creative responses to the organizational, mission, and fiscal needs of both institutions.
- b. ISD campus-level administrators should be familiar with the obligations and responsibilities provided in this Agreement.
- c. ISD will require campus counselors and administrators to attend ACC's training that corresponds to the dual credit program applicable to this Agreement. Any administrative liaisons designated by the ISD in accordance with Section 4 above, shall also be required to attend this training.
- d. Collaboration in planning, implementation, and continuous improvement of programs necessary to successfully fulfill each party's obligations under this Agreement, including

² The Parties must also adhere to the specific obligations outlined in the applicable programs incorporated into this Agreement in the Appendices.

but not limited to the provision of faculty, staff, and administration; curriculum development; training; and student services.

- e. Provision of classes/courses in support of the programs applicable to this partnership for which students might qualify.
- f. Financial collaboration that addresses the costs of both Parties and assists each Party in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the programs successfully and at a cost-neutral basis for both parties.
- g. Collaboration in designating appropriate facilities and location for each program.
- h. Collaboration in the design and execution of challenging and innovative instructional programs.
- i. Compliance with all applicable guidelines, standards and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission of Colleges and Schools (SACS COC), and the Texas Education Agency (TEA). If THECB adopts new guidelines for any of the programs during the term of this Agreement, the new guidelines shall prevail.
- j. Recruitment of eligible students.
- k. Evaluation of the program(s) and sharing of student data in order to track and evaluate student and program successes.
- l. Selection of students that reflects the diversity of the ISD campus.

7. Recognition of Higher Education Partner. Promotion. Marketing & Advertising

When reporting and publicizing high school students' completion of dual credit courses, degrees or certificates, ISD will recognize Austin Community College as their Higher Education partner awarding college credit. All parties agree to provide advance, timely notice of press releases, press conferences, or any promotion of the program to the public to ensure all parties approve of messaging and have the opportunity to participate. ISD agrees not to use ACC's name, logo, or likeness in any press release, marketing materials, or other public announcement without receiving prior written approval from the ACC Vice President, Communications and Marketing, or designee.

8. Statewide Goals: HB 1638

House Bill 1638, TEC, Section 28.009 (b-1) and (b-2), requires Texas Higher Education Board (THECB) and the Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs to provide guidance for institutions of higher education (IHEs) and independent school districts (ISDs). The following are the specific program goals aligned with the statewide goals for the programs covered under this Agreement:

- a. Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and

parents of the benefits and costs of dual credit, including enrollment and fee policies.

- i. ACC will host and ISD will participate in an annual high school summit for counselors, principals and other college-going influencers.
 - ii. ISD will promote to students and families college open house programs at ACC.
 - iii. ACC will attend and present at academic programs hosted by high schools to prepare students for dual credit and college entry.
 - iv. Subject to Section 7 above, ACC and ISD will develop marketing material to provide information to students and families regarding endorsement pathway and dual credit programs.
- b. Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.**
- i. ACC and ISD will share disaggregated data (See Sections 13, 14, and 15 below) related to postsecondary enrollment after high school.
 - ii. ACC and ISD will share data related to workforce employment after high school.
 - iii. ACC and ISD will share data on persistence (after first year) and degree completion.
- c. 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.**
- i. ACC and ISD will develop joint shared advising and student support systems to ensure successful course completions.
 - ii. ACC will provide the student dual credit orientation to new students. As needed, ACC and ISD will update the new student dual credit orientation.
- d. Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.**
- i. ACC will develop and disseminate to ISD a report on student enrollment in subsequent coursework annually and in accordance with Sections 13, 14, and 15 below.
 - ii. ACC will develop a required training for faculty teaching in dual credit programs.

9. Understanding of the Parties

- a. Nothing in this Agreement is to be construed as transferring responsibility from one party to the other.
- 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 the 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, infra, 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 risks may be unforeseeable. Further, the parties agree that the public safety departments from both ACC and ISD 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 Agreement.
- e. In accordance with the Family Educational Rights and Privacy Act (FERPA), ACC and ISD 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.

10. Indemnification

To the extent permitted by the Constitution and the laws of the State of Texas, ISD agrees to indemnify, release, and hold ACC and ACC's Trustees, officers, agents, and employees harmless from any and all claims, demands, causes of action, and liabilities (each as used herein shall be referred to as "claim") of any type or nature whatsoever (including costs and reasonable legal and expert fees) for damage to, loss of, or destruction of any tangible property or bodily injury or death to any person, arising from, in connection with, or any way incident to this agreement, to the extent finally determined to have been caused by ISD and its personnel in performance of the services.

11. Criminal History Background Check and Fingerprinting Requirements

Pursuant to Texas Education Code Section 22.0834, ACC shall ensure that ACC faculty assigned to dual credit sections offered on the high school campus complete a criminal background check and fingerprinting. ACC will initiate the fingerprinting process and provide ISD with a list of names of faculty and their date of birth. Any additional information required by the ISD may be requested in accordance with Section 13: Data Sharing & Privacy.

The ISD is responsible for notifying ACC of any additional requirements that may be necessary in order to comply with the ISD's Board policies with regard to criminal history requirements for employees of entities the ISD contracts with.

12. Clery Act Obligations

If ACC is using space on an ISD campus or facility in manner that gives ACC control over the space, including the assignment of an ACC employee as an administrator, ISD's lawenforcement agency will respond in a timely manner to any requests made by ACC for statistical information

of crimes that have been reported at that location so that ACC may fulfill its obligations under the Clery Act (20 U.S.C. § 1092(f)) and its regulations.

13. Data Sharing & Privacy

ACC and ISD will provide aggregated and disaggregated data for the purposes of student success in all courses taken via ACC high school programs.

The ISD will provide the following student information for each student enrolled in dual credit programs:

- student name (First, Middle, Last)
- ISD identification number
- date of birth
- grade level
- projected graduation date
- high school endorsement area
- mailing address
- high school email address
- Eligibility for free or reduced lunch
- SAT/ACT/PSAT/TSI/ Aspire test scores and AP Exam Scores
- End of Course (EOC) exam scores
- High school credits attempted and pass rates
- High school Grade Point Average (GPA)
- Students' TSI readiness by grade level
- Student enrollment and final scores in HB5 College Preparatory courses.
- Names only of students who receive accommodations (not the student's accommodation or disability) for purposes of ACC sending communications reminding students about ACC's Student Accessibility Services (SAS)

The data outlined above will be sent electronically in a template provided by ACC and will be provided in a timely manner as agreed upon by both Parties.

- Upon receipt of student information, ACC may use the student mailing information to send information pertaining to ACC enrollment to the families of participating students.
- ACC may use the student test scores and endorsement areas to determine student enrollment eligibility for specialized ACC programs and to provide students with additional college admissions testing opportunities. The ISD dual credit student information may be used by ACC for student enrollment purposes and outreach.
- ACC will provide the following information to ISD following its initial entry into the program: postsecondary transition rates from ISD students to Texas institutions of higher education (taken from Texas Higher Education Coordinating Board [THECB] data); benchmark data from the prior year to show ISD student enrollment at ACC.
- ACC will provide the following annual reports to the ISD superintendent of schools and dual credit principal(s): Fall, Spring, and Summer ACC dual credit enrollments by high

school; Fall, Spring, and Summer; ACC dual credit student success outcomes by high school; and College and High School Relation high school program participation rates by activity.

- ACC will provide, upon written request from an appropriate school district official, information on ACC articulated credit attainment and college major selections by individual students. This information is designed to assist school personnel in educational programming, and is protected under FERPA and may not be published.
- ACC will work with ISD to develop and use an early alert system to identify students at-risk of not completing college coursework to provide effective interventions.
- ACC will provide SAT/ACT/PSAT/ASPIRE/TSI scores.
- ACC and ISD will implement improvement efforts, as needed, based upon mutual review of the following data:
 - Matriculation of high school students in four-year colleges/universities and level of entry;
 - Enrollment/retention rates, leaver codes, and attrition rates, by grade level; and
 - Student participation in activities at ACC.
- Additionally, ISD and ACC will provide each other with faculty qualifications and upon request to the other Party, criminal history background checks and required documents for the hiring process, as well as agree to full information sharing in the event of an investigation of a personnel matter regarding dual credit faculty.

Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, the ISD and ACC shall permit only those employees authorized to have access to the data. Both parties agree to store the data in a secure area and to prevent unauthorized access.

Upon request from ISD, ACC may provide mutually agreed-upon reports of student enrollment and course grades to designated ISD officials as allowed by FERPA. ISD will designate a school district and campus official to request such ACC reports.

This section is not exclusive to all instances in which information may be shared between the parties under FERPA. See Section 15 below on FERPA Compliance and Disclosure for additional examples.

14. Confidentiality of Data

Both Parties will maintain the confidentiality of any and all student data shared with it in compliance with Federal Educational Rights and Privacy Act (FERPA)

(<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) and its associated federal regulations. Both Parties agree not to share information with third parties unless authorized to do so by state or federal law.

Data obtained will be used solely for the purposes described in the Agreement. The College and the District will notify designated individuals authorized to access the individual student or

employee data for purposes outlined in the Agreement that they must maintain the confidentiality of all personally identifiable data and confidential information.

The College and ISD will provide a copy of Sections 13, 14, and 15 of this Agreement to any employee who transfers, maintains, accesses, or reviews any confidential data obtained in accordance with the Agreement.

The confidentiality requirements shall survive the termination or expiration of the Agreement.

a. Security Safeguards

To ensure the continued confidentiality and security of the data, the College and District shall each independently employ industry best practices, both technically and procedurally to protect the data from unauthorized physical and electronic access. In addition, both Parties shall adhere to the following safeguards when data covered by the Agreement is processed, stored, or transmitted on either Party's information resources:

- i. Procedures and systems that ensure all student records provided by the College and District are kept in secured facilities and access ID such records are exclusively limited to authorized personnel.
- ii. Procedures and systems that shall require the use of secured passwords to access the data.
- iii. Mandatory training for personnel on information security, at least on an annual basis.
- iv. Procedures and systems that ensure all data is maintained in a secure manner that prevents the interception, diversion, or other unauthorized access.
- v. The procedures and systems developed and implemented to access the data shall ensure that any data disclosure to third parties in accordance with applicable state law (i.e. under the Texas Public Information Act or in response to an audit or other lawful reason in accordance with the Texas Education Agency or the Texas Higher Education Coordinating Board's rules and regulations) shall comply with all provision under FERPA and Texas laws governing exceptions to disclosure of confidential student information.

b. Method of Access or Transfer

Individual level student survey and academic data will be transferred between designated ISD officials and designated ACC officials in a manner that maintains the confidentiality and security of individually identifiable records and data. (Typical approaches use secure File Transfer Protocol, secure cloud-based drop box, and encryption of personally identifiable data.)

c. Physical Location of Data

Data will be housed in a secure physical or electronic facility accessible only to individuals authorized to access the data for the purposes stated in this document and the Agreement. Data will be stored in a manner that prevents unauthorized access to personally identifiable data.

(Secured passwords will be used to access data stored electronically. Personally identifiable data that resides for any length of time on laptops, desktop computers, CDs, or other media will be encrypted.)

d. Notification of Security Breach

The College and District both agree that in the event of any breach or compromise of the security, confidentiality, or integrity of shared data where personally identifiable information of a student or employee was, or is reasonably believed to have been acquired and/or accessed by an unauthorized person, the party's information system in which the breach occurs shall notify the other party of the breach within 24 hours and take immediate steps to limit and mitigate the damage, if any, of such security breach to the greatest extent possible. (Tex. Bus. & Com. Code Sections 521.001-152.) Notice shall be provided to the individuals listed in Section 16(B) below.

e. Disposition of Data

The College and ISD will maintain and destroy any data covered under the Agreement in accordance with each Parties respective policies on records retention.

15. FERPA COMPLIANCE & DISCLOSURE OF EDUCATIONAL RECORDS

Students participating in a dual credit program described herein are enrolled in a post-secondary institution and are thus afforded rights under the Family Educational Rights and Privacy Act (FERPA) as post-secondary students. This means a high school student who is enrolled at ACC for purposes of participating in one of these programs, regardless of age, is given the right of privacy in their educational 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 CFR 99.31(a)(8) .

For purposes of this agreement, pursuant to FERPA, the College and ISD designate each other as school officials with legitimate education interests in the educational records of the participating high school students enrolled in the College, to the extent that access to the records is required by either Party to carry out the functions of the program, enforce or comply with discrimination laws, address student safety and discipline, or any matter where a student's participation in a course or program may be affected.

ISD agrees to share disciplinary records that may affect the enrollment of a dual credit student such as suspension, disciplinary alternative education placement, expulsion; or that relate to conduct that is under investigation while the student is enrolled in a dual credit class.

Both the College and ISD will provide notice to students, parents and employees of applicable policies and procedures related to disclosure of educational records to ensure compliance with FERPA.

16. Miscellaneous

A. No Personal Liability

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, employee or agent of ACC or ISD, and the parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director, employee or agent of ACC or ISD. 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 available by law, including, but not limited to, governmental immunity.

B. Notice

Any notice required to be given under the provisions of this Agreement, shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Austin Community College
Attn: Richard M. Rhodes, Ph.D.
Chancellor
5930 Middle Fiskville Road
Austin, Texas 78752

To: Orenda Charter School District
Attn: Carla Silber
Superintendent
2951 Williams Drive
Georgetown, TX 78626

Any party may designate a different address by giving the other party ten (10) calendar days prior written notice in the manner provided above.

C. No Waiver of Immunity

Neither ACC nor ISD waives or relinquishes any defense or right available to it under the doctrine of governmental immunity by entering into this Agreement.

D. Authorization of Agreement.

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

E. Waiver and Breach

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

F. No Assignment

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.

G. Governing Law

Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws provision).

H. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

I. Complete Agreement

This Agreement, together with the Appendices referred to 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. This Agreement will not be amended, modified, or supplemented in any way except in writing and signed by duly authorized representative of both parties.

ACC and ISD have executed and delivered this Agreement to be effective as of the Effective Date September 1, 2020.



Carla Silber, Superintendent
Orenda Charter School District

9/1/2020
Date



Richard M. Rhodes, Ph.D., Chancellor
Austin Community College District

08/28/2020
Date

Appendix A

Joining the ACC Faculty

ACC's Commitment to High School Faculty

ACC appreciates the efforts of our ISD and high school associates. We look forward to partnering with them to improve education in central Texas. To that end, we've committed to the following series of steps to facilitate the interview process for high school instructors who wish to teach dual credit with ACC:

ACC will provide a checklist/document (contained below) that ISDs give interested HS faculty members BEFORE they apply to ACC that clearly explains job expectations and responsibilities and prepares faculty for interviews/teaching demonstrations.

The ISDs will provide ACC with a roster of faculty interested in adjunct faculty assignments to teach dual credit courses. The roster should include candidates' unofficial transcripts as well as resumes of work experience.

ACC departments will conduct an initial review to determine whether the HS faculty member meet SACS standards, and if not, explain what specific next steps the faculty applicant could take.

For those HS faculty found to be SACS qualified, they would complete an official ACC application as an adjunct faculty member.

Within 60 days of application submission, the appropriate department will schedule an interview and teaching demonstration for the applicant and notify them of acceptance or non-acceptance. If the latter decision is made, an explanation will be offered with suggestions for next steps.

Once accepted for hire, the HS faculty member will complete a half day training made up of two sections: (1) a general introduction to community colleges and specifically to ACC, and (2) an orientation and introduction to the specific requirements of the academic department in which the HS faculty member would teach.

HS faculty who teach dual credit courses for ACC will be compensated with a \$500 stipend per course when taught as a part of their school district teaching load.

Interviewing

Each department determines its own interview format. Some will use a committee, some will interview one-on-one. Many will require a teaching demonstration. It would be prudent to learn about the departmental expectations for preferred teaching style before scheduling your interview. You may be able to schedule an observation of a current ACC faculty member's class; contact department chair if you are interested.

During the interview, be prepared to discuss:

- your perceptions of the differences between high school and college course instruction/expectations
- the best book you've read in your field in the last 6 months
- how you would handle being contacted by a parent about student work
- see additional possible questions on the HR website:

- interview evaluation form: https://docs.google.com/viewer?a=v&pid=sites&srcid=YXVzdGluY2MuZWRR1fGFjYy1mb3Jtcy1pb_nZlbnRvcnI8Z3g6NWFjOTY3NTNIOWYyNGM3Mg
- possible interview questions (from full-time documentation): <http://www.austincc.edu/hr/hireguide/ftfaculty/sampleqs.html>

Checklist for Prospective Dual Credit Instructors

High school faculty who are interested in teaching dual credit courses on their high school campus for Austin Community College need to be aware of expectations from both their high school and the community college. This checklist will help acquaint instructors with the similarities and differences in requirements for teaching across both school levels. Where there are differences between the requirements listed below, an asterisk indicates which rules apply when dual credit courses are being taught. In some cases, the college rules will apply, in some cases, faculty will have to adhere to both the college and high school requirements.

Basic Qualifications:

SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) is the accrediting body for Austin Community College. Every prospective dual credit instructor at ACC must meet these minimum requirements. The requirements are below, and more detailed credentialing requirements by course can be found at: <http://www.austincc.edu/employment-at-acc/full-time-and-adjunct-faculty-position-information/minimum-credential-qualification-requirements>

To teach:	Faculty must have:
Academic courses toward AA or AS degrees	Master's degree in teaching discipline or Master's plus 18 graduate hours in teaching discipline
Workforce courses toward AAS degree	Bachelor's degree or higher in the discipline or Associate's degree in the discipline plus three years documented work experience in the field
Courses toward certificate only	High school diploma plus three years of documented work experience in the field plus proof of specialized training in the field, e.g., license, certificate, non-credit coursework in the discipline
Developmental courses	Bachelor's degree in the discipline or a related discipline plus either one year of high school teaching experience in the discipline or one graduate course in teaching under-prepared students
EDUC 1300: Effective Learning	Master's Degree in Psychology, Educational Psychology, or Education or Master's Degree <u>plus</u> 20 hours of ACC training for teaching the student success course

Mission and Values

Community Colleges – General

The mission of community colleges is to support student access to and success in higher education. You can learn more about the goals of community colleges in general by visiting the website for the American Association of Community Colleges: <https://www.aacc.nche.edu/>

Austin Community College – Mission and Values

Austin Community College has a clear focus on student success. Our goal is to provide central Texans with high-quality educational opportunities that prepare students for transfer or employment and increase equity for all. You can learn more about our mission, values, and goals here: <http://www.austincc.edu/board-of-trustees/board-policies>

Accreditation and Governing Bodies

ACC's policies are guided by the work of several groups. To help you understand some of the abbreviations in the checklist below, you may be interested in learning more about these groups.

ACC's accrediting body is SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). ACC must adhere to the requirements set forth by this agency. You can learn more about SACSCOC, including its mission and values here: <http://www.sacscoc.org/>

THECB (Texas Higher Education Coordinating Board) guides the efforts of public colleges and universities in Texas. You can learn more about this organization here: <http://www.thecb.state.tx.us/>

ACC has a service area designated by the State Legislature consisting of most of six counties in Central Texas and 26 public school districts. Within the service area, ACC has a taxing district that is comprised of Austin, Round Rock, Leander, Hays, Elgin, Del Valle and Manor school districts as well as the parts of other districts that are in the City of Austin. Residents vote themselves into the taxing district. As tax-paying residents, students who attend ACC pay lower tuition and fees than residents from out-of-district areas. Tuition and fee rates, as all ACC policies, are approved by the elected ACC Board of Trustees.

Coursework Expectations

Course Content

High School	College*
Content is determined by the TEKS (Texas Essential Knowledge and Skills).	<p>Content is guided by THECB and the ACC department guidelines.</p> <p>Focus is on meeting learning outcomes through content that is chosen by the faculty member and approved by the department. The faculty member has high levels of control of the specific content that is covered.</p> <p>ACC supports the idea that across every level of education, expectations for student learning should increase. As such, courses taught at the College level should require students to meet even higher standards than those same courses taught in high school. See comparative expectations for various educational levels from the Degree Qualifications Profile (DQP) here: http://www.degreeprofile.org/press_four/wp-content/uploads/2014/09/DQP-grid-download.pdf</p>

Academic Freedom

High School	College*
<p>Standards and expectations are guided by the TEKS. Faculty must meet all standards.</p> <p>Freedom is in how you teach content.</p>	<p>Standards are part of accreditation, but so is a high degree of academic freedom.</p> <p>There is more flexibility in what content is taught, and how it is taught in covering department and college-approved learning outcomes.</p>

Grading Policies

High School	College*
<p>Determined by campus and/or ISD policies.</p> <p>Policies may require reteach and retest.</p> <p>Consequences for attendance are determined by State law and district policies.</p>	<p>Guided by departmental requirements. Some departments have explicit requirements, others provide more flexibility in grading to the instructor.</p> <p>Faculty may choose to, but are not required to allow multiple attempts on assignments or exams.</p> <p>Consequences for attendance and adherence to course deadlines are determined by the instructor.</p>

Learning Outcomes and Competencies

High School	College*
<p>Must meet TEKS guidelines.</p> <p>Additional outcomes can be required by campus and/or district.</p> <p>See details here: http://tea.texas.gov/curriculum/teks/</p>	<p>Must meet SACSCOC guidelines, THECB core curriculum requirements, ACC general education competencies, course SLOs (student learning outcomes), and PSLOs (program-level student learning outcomes).</p> <p>See more information here: http://www.austincc.edu/offices/academic-outcomes-assessment/general-education-and-core-curriculum/assessments http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm</p> <p>Assessment of student achievement of learning outcomes at ACC is done through the framework of the Discipline Assessment Cycle (DAC). Every department develops its own assessment plan, which is communicated to faculty teaching courses in that discipline. Additional general information about the DAC can be found at: http://www.austincc.edu/offices/academic-outcomes-assessment/discipline-assessment-cycle</p>

Regulations of Privacy

High School	College*
<p>Follow FERPA - parents and guardians have access to student information.</p>	<p>Follow FERPA - only student has access to information, regardless of their age. Students may choose to fill out paperwork to allow parents to have access.</p> <p>See further information here: http://www.austincc.edu/ferpa</p>

Disability Services

High School	College*
<p>Follow ARD paperwork or 504 plan. All accommodations and modifications must be provided.</p>	<p>In the college setting, course and curriculum modifications are not required for students with disabilities. However, <u>accommodations</u> will be approved by college Student Accessibility Services (SAS) office on a course by course, case by case basis. Approved accommodations must be implemented by faculty.</p> <p>Students must provide a Notice of Approved</p>

	<p>Accommodations signed by an SAS Coordinator to faculty <u>before</u> any accommodations can be provided. <u>Accommodations may not be provided before faculty receive a Notice of Approved Accommodations.</u> The provision of accommodations is not retroactive.</p> <p>Learn more here: http://www.austincc.edu/support-and-services/services-for-students/student-accessibility-services-and-assistive-technology</p>
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Classroom Details

Syllabus

High School	College*
<p>Syllabus requirements are guided by district and/or campus procedures. Students may or may not be given a syllabus for each class.</p>	<p>All faculty are required to provide a syllabus on the first day of class, and to post the syllabus online (see details about online submission below under Administrative Requirements / Other Requirements - lighthouse).</p> <p>There are specific requirements for syllabus content guided by departments.</p> <p>Master syllabi for courses are available online: http://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/master-syllabi-repository</p>

Contact Hour Requirements

High School	College*
<p>None for faculty.</p>	<p>SACSCOC and THECB have strict requirements for instructional time per course. Courses are scheduled to fulfil these requirements, so ACC does not allow faculty to end class early, or cancel class.</p>

Calendar

High School	College*
<p>Calendar is more flexible to account for student schedules and school activities.</p>	<p>Due to contact hour requirements, there is very little flexibility in the calendar.</p> <p>You may need to work with your ISD to adjust class meeting days to maintain required contact hours as necessary.</p> <p>The ACC calendar, including withdrawal deadlines and other important dates can be found here: http://www.austincc.edu/calendars/important-dates-and-deadlines</p>

Administrative Requirements

Evaluation Process

High School	College*
School district evaluation policies will be followed.	<p>Evaluated by Department. Faculty must complete portfolios each year, and input forms each semester (FIF). Each department will share their process with faculty.</p> <p>Student evaluations must be completed every semester.</p> <p>See evaluation details here: http://www.austincc.edu/hr/eval/faculty.php</p>

Attendance Certification

High School	College*
Daily attendance is required and must be posted for all courses.	<p>Faculty are not required to take daily attendance, however course attendance certification is required by census date. See details here: http://www.austincc.edu/facstaff/attendance-certification-questions-and-answers</p>

Grade Submission

High School	College*
Guided by district policy in HS only classes.	<p>Grades are submitted online (http://www.austincc.edu/online-services) and deadlines are specified each semester by the academic calendar.</p>

Required Training

High School*	College*
Many required trainings, guided by district and/or campus.	<p>ADA and Sexual Harassment annually.</p> <p>Dual Credit Adjunct Training inclusive of Departmental Training as required (four hours in total); all new faculty must be assigned a mentor.</p>

Professional Development

High School*	College*
District and SBEC rules apply.	ACC requires 12 clock hours for Full-Time faculty and 4 clock hours for Adjunct faculty each fiscal year. Selections must be approved by your department chair.

Departmental Meetings

High School*	College*
Mandatory as determined by campus procedures.	Departments determine meeting frequency. New high school adjuncts are expected to attend at least one generally at the beginning of the Fall or Spring semester.

Other Requirements

High School	College*
Varies by District.	Syllabus, Curriculum Vita (Resume), and office hours must be posted on lighthouse. (http://www5.austincc.edu/lighthouse/) ACCmail (email) is the primary form of communication between the college and faculty members as well as between students and faculty members. All faculty are expected to access their ACCmail regularly. (http://www.austincc.edu/accmail)

How ACC will support you in your teaching

ACCeID

All online resources at ACC are accessed through a secure system. You will need a login and password known as the ACCeID. (<http://www.austincc.edu/acceid>)

Online Learning Management System

High School	College*
Determined by campus and or district.	Blackboard is the LMS. Training is available online through Instructional Resources and Technology: (http://irt.austincc.edu/blackboard/)

Contact person

High School*	College*
High school liaison varies across each campus (i.e. Counselor, Administrator, Coordinator)	<p>High School Programs liaison.</p> <p>Jason Sanchez (jsanche1@austincc.edu) – Interim Director, High School Programs Enrollment and Partnerships</p> <p>Dr. Melissa Biegert (melissa.biegert@austincc.edu) – Director, High School Programs Advising and Completion</p> <p>Mison Zuniga (mzuniga@austincc.edu) – Interim Associate Vice President, College and High School Relations</p>

Support for Students and Faculty

ACC provides many services to support students. Faculty should be aware of these, to ensure that students are given the assistance they need. Learn more about ACC support services here:

<http://www.austincc.edu/support-and-services>

Students and faculty can both benefit from ACC Library Services. Learn more about resources here:

<http://library.austincc.edu/>

ACC also has employee associations to support faculty. If you are selected as an adjunct, you may wish to consider taking an active role in the Adjunct Faculty Association: <http://sites.austincc.edu/afa/>

The Texas Community College Teachers Association is an organization devoted to all community college teachers. Here, you can learn about teacher’s issues and get legal support. <http://www.tccta.org/>

Additional Resources

This checklist is just the beginning. There is more to learn about becoming a part of the ACC faculty. We encourage you to explore more by reviewing the ACC Faculty Handbook here:

<http://www.austincc.edu/offices/human-resources/faculty-handbook>

You will also find helpful information on the ACC website for Faculty and Staff:

<http://www.austincc.edu/facstaff2>

Appendix B

Dual Credit Program Agreement

Purpose

ACC and ISD enter into the following program agreement to provide Dual Credit for ISD students. Dual Credit requirements are identified in 19 TAC Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations, §4.84 and ACC Board Policy GH (LEGAL):

Eligible Dual Credit Courses

Eligible dual credit courses are (a) courses identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual and included in ACC's Core Curriculum; **or** (b) be identified as a college-level workforce education course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses. Approved courses for the dual credit program are included at the end of this appendix.

GENERAL PROVISIONS FOR DUAL CREDIT

DEFINITIONS

- 1) Dual credit is defined as enrollment of a high school student in a college to receive simultaneous academic credit for the course from both the college and the high school. This Agreement hereby incorporates by reference all dual credit requirements defined in the Texas Administrative Code ("TAC") and the accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges, as such may be amended during its term.

ELIGIBLE COURSES

- 1) Courses must be identified as college-level academic courses in the current edition of the Lower Division General Academic Course Guide Manual and be included in ACC's Core Curriculum; or be identified as a college-level workforce course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses.
- 2) Instruction, instructional materials, and grading will be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught on the main campuses of the College.

STUDENT ELIGIBILITY

- 1) To participate in Dual Credit, students must meet the College's entrance requirements (including satisfactory completion of the Texas Success Initiative (TSI) in the areas required for the course(s) in which they wish to enroll or documentation of exemption status).
- 2) Dual credit students must have successfully completed eighth grade.
- 3) Dual credit students must attend the following campus(es).
 - Gateway College Preparatory School
 - Gateway Tech High School

LOCATION AND STUDENT COMPOSITION OF CLASSES

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning. Courses taught at the high school may only be composed of dual credit students only. Courses taught on the college campus may be composed of dual and regular college credit students.

As part of this program agreement, ISD will assign ACC faculty to a classroom to carry out the functions of the dual credit program for courses located on ISD campus. ISD retains control of all classroom space under this agreement. In order to ensure the program is equipped for college-level instruction, ISD will provide the following:

- Adequate board space.
- Computer/Laptop equipment with projection.
- Upon advanced written request from ACC faculty for multimedia equipment, ISD will provide notice of availability of such equipment and provide it if it is available.
- Internet access that lifts ISD's firewall restrictions during delivery of instruction of dual credit courses to ensure comparable delivery of instruction and access to course materials, as found in college-level courses.
- A classroom that is available and ready within allotted instructional class time(s).
- Designated parking location for teaching faculty.

ISD will designate an official contact that will facilitate classroom instructional program needs listed above. ISD will notify ACC High School Programs Office of the name and contact information of the designated liaison.

In addition to Section 9(d) in the Agreement, ISD agrees to provide ACC copies of all documents concerning any applicable rules, regulations, policies and procedures of ISD related to security or restriction, which would be applicable to ACC faculty while present on ISD campus.

TRANSPORTATION

The College assumes no obligation or responsibility for the transportation of students to or from ACC campuses for the dual credit course provided in this agreement.

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

- 1) All instructors must meet the minimum faculty requirements as specified by ACC in accord with the guidelines of the Southern Association of Colleges and Schools Commission on Colleges.
- 2) The College shall select, supervise, and evaluate instructors for courses that result in the award of credit, regardless of the location of the course.
- 3) High school instructors applying to teach dual credit courses should complete the steps specified in the “Joining the ACC Faculty”. See Appendix A.
- 4) High School instructors who teach dual credit courses on a high school campus as a part of the ISD teaching load will be paid a stipend by ACC \$500 per course section.
- 5) Instructors, even if employed by and paid by an Independent School District, must be supervised in instructional matters by the ACC Department Chair and must meet all administrative and evaluation requirements and attend required faculty training including dual credit faculty training
- 6) Official college transcripts of instructors must be kept on file at the College.
- 7) All availability of courses structured under Dual Credit are contingent upon the availability of ACC faculty. Students may need to take classes on an ACC campus to continue with a sequence.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

- 1) The curriculum for any course offered by ACC for dual credit shall be the regular college curriculum.
- 2) Instruction of college courses that may be used for dual credit shall be held to the same departmental and curricular standards as all other courses in that discipline.
- 3) The same standards of grading shall apply for all courses taught by ACC, regardless of whether the course is delivered on an ACC campus or high school campus.
- 4) To the extent possible, ACC will ensure use of the same textbook for the same course taught within a two-year cycle starting Fall 2017.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Regular academic policies applicable to courses taught at one of the college's campuses also apply to dual credit courses taught at a High School or ACC campus. Students in dual credit courses are eligible to utilize the same or comparable College support services as all other College students.

TRANSCRIPTING OF CREDIT

High School and College credits will be transcribed immediately upon a student's completion of course(s) each semester.

ISD will provide ACC with final transcripts for dual credit students that plan to attend ACC post high school graduation.

FUNDING

The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005(g)) and the Board (TEC 61.059(p) and (q)). The College may claim funding for all students getting college credit in core curriculum, foreign language, or career and technical education courses.

TUITION AND FEES WAIVER

Austin Community College will waive tuition and fees for up to 12 eligible classes. Out-of-district students will be charged a \$150 per-course fee for courses taken at any ACC Campus, Center, or via distance learning for up to 12 eligible classes. Out-of-district students will not be charged the per-course fee if they take classes scheduled at a high school campus or demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance. Documentation must be submitted each school year for eligibility.

The dual credit tuition and fees waiver will only be applied to college credit courses that are a part of the current ACC Core Curriculum or a workforce course included in a certificate or associate of applied science degree and foreign language courses. All remaining ACC courses will be assessed regular tuition and fees according to a student's residency.

Course withdrawals and dropped courses will be counted against the 12-course waiver limit after the second class day of each session. The student will be charged full tuition and fees based on residency for courses taken above the 12-course waiver limit and non-eligible courses.

The dual credit tuition and fees waiver is subject to change without notice by the ACC Board of Trustees.

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Course Rubric	College Course Title Offered for Dual Credit	College Credit	High School Credit	PEIMS	High School Course
Fine Arts					
ARTS 1301	Introduction to Visual Arts	3	1.0	03500100	Art I
MUSI 1306	Music Appreciation	3	0.5	03155600	Music Appreciation I
DRAM 1310	Introduction to Theatre	3	1.0	03250100	Theatre Arts I
Science					
BIOL 1406	Cellular and Molecular Biology	4	0.5	03010200	Biology (A) OR Scientific Research & Design
			0.5	13037200	
BIOL 1407	Structure and Function of Organisms	4	0.5	03010200	Biology (B) OR Scientific Research & Design
			0.5	13037200	
BIOL 2401	Human Anatomy & Physiology I	4	0.5	13020600	Anatomy & Physiology A
BIOL 2402	Human Anatomy & Physiology II	4	0.5	13020600	Anatomy & Physiology B
BITC 1414	Introduction to Biotechnology	4	1.0	13036300	Biotechnology
CHEM 1305 & 1105	Introductory Chemistry I Lecture and Lab	4	1.0	03040000	Chemistry OR Scientific Research and Design
			0.5	13037200	
CHEM 1311 & 1111	General Chemistry I Lecture and Lab	4	0.5	03040000	Chemistry (A) OR Scientific Research and Design
			0.5	13037200	
CHEM 1312 & 1112	General Chemistry II Lecture and Lab	4	0.5	03040000	Chemistry (B) OR Scientific Research and Design
			0.5	13037200	
PHYS 1401	General College Physics I	4	1.0	03050000	Physics
ENVR 1301	Introduction to Environmental Science	4	1.0	03020000	Environmental Systems
ASTR 1403	Stellar Astronomy with Lab	4	1.0	03060100	Astronomy
Social Studies					
ECON 2301	Principles of Macroeconomics	3	0.5	03310300	Economics
GOVT 2305	Federal Government	3	0.5	03330100	United States Government
GOVT 2306	Texas Government	3	0.5	03380001	Social Studies Advanced Studies
HIST-1301	United States History	3	0.5	03340100	U.S History A
HIST 1302	United States History	3	0.5	03340100	U.S History B
GEOG 1301	Intro to Physical Geography	3	1.0	03320100	World Geography (must take both courses to receive credit)
GEOG 1302	Intro to Cultural Geography	3			
PSYC 2301	Introduction to Psychology	3	0.5	03350100	Psychology
SOCI 1301	Introduction to Sociology	3	0.5	03370100	Sociology
PHIL 1301	Introduction to Philosophy	3	0.5	033800X2	Special Topics in Social Studies
English Language Arts					
ENGL 1301	Composition I	3	0.5	03220300	English III A OR English IV A
			0.5	03220400	
ENGL 1302	Composition II	3	0.5	03220300	English III A OR English IV A
			0.5	03220400	
ENGL 2327	American Literature I	3	0.5	03220300	English III B
ENGL 2322	British Literature I	3	0.5	03220300	English IV B
ENGL 2311	Technical & Business Writing	3	0.5	03221100	Research/Technical Writing
Math					
MATH 1314	College Algebra	3	1.0	0310250X	Independent Studies in Math (X Time Taken)
MATH 1332	College Mathematics	3	0.5	0310250X	Independent Studies in Math (X Time Taken)

Any courses needed for graduation must be completed prior to the last semester in the year which the student plans to graduate. Any elective or career technical courses not listed must be approved prior to course enrollment.

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MATH 1342	Elementary Statistics	3	1.0	03102530	Statistics
MATH 1316	Trigonometry	3	0.5	03101100	Pre-Calculus A OR
			0.5	0310250X	Independent Studies in Math
MATH 2412	Pre-Calculus: Functions and Graphs	4	0.5	03101100	Pre-Calculus B OR
			0.5	0310250X	Independent Studies in Math
MATH 2413	Calculus I	4	0.5	0310250X	Independent Studies in Math (X Time Taken)
MATH 2414	Calculus II	4	0.5	0310250X	Independent Studies in Math (X Time Taken)
Languages Other Than English					
SLNG 1401	ASL I	4	1.0	03980100	ASL I
SLNG 1402	ASL II	4	1.0	03980200	ASL II
SLNG 2301	ASL III	3	1.0	03980300	ASL III
SLNG 2302	ASL IV	3	1.0	03980400	ASL IV
ARAB 1411	Arabic I	4	1.0	03110100	Arabic I
ARAB 1412	Arabic II	4	1.0	03110200	Arabic II
ARAB 2311	Arabic III	3	1.0	03110300	Arabic III
ARAB 2312	Arabic IV	3	1.0	03110400	Arabic IV
CHIN 1411	Chinese I	4	1.0	03490100	Chinese I
CHIN 1412	Chinese II	4	1.0	03490200	Chinese II
CHIN 2311	Chinese III	3	1.0	03490300	Chinese III
CHIN 2312	Chinese IV	3	1.0	03490400	Chinese IV
FREN 1411	French I	4	1.0	03410100	French I
FREN 1412	French II	4	1.0	03410200	French II
FREN 2311	French III	3	1.0	03410300	French III
FREN 2312	French IV	3	1.0	03410400	French IV
GERM 1411	German I	4	1.0	03420100	German I
GERM 1412	German II	4	1.0	03420200	German II
GERM 2311	German III	3	1.0	03420300	German III
GERM 2312	German IV	3	1.0	03420400	German IV
JAPN 1411	Japanese I	4	1.0	03120100	Japanese I
JAPN 1412	Japanese II	4	1.0	03120200	Japanese II
JAPN 2311	Japanese III	3	1.0	03120300	Japanese III
JAPN 2312	Japanese IV	3	1.0	03120400	Japanese IV
LATI 1411	Latin I	4	1.0	03430100	Latin I
LATI 1412	Latin II	4	1.0	03430200	Latin II
LATI 2311	Latin III	3	1.0	03430300	Latin III
LATI 2312	Latin IV	3	1.0	03430400	Latin IV
RUSS 1411	Russian I	4	1.0	03450100	Russian I
RUSS 1412	Russian II	4	1.0	03450200	Russian II
RUSS 2311	Russian III	3	1.0	03450300	Russian III
RUSS 2312	Russian IV	3	1.0	03450400	Russian IV
SPAN 1411	Spanish I	4	1.0	03440200	Spanish II
			1.0	03440100	Spanish I (if no prior Spanish taken)
SPAN 1412	Spanish II	4	1.0	03440300	Spanish III
			1.0	03440200	Spanish II (if no prior Spanish taken)
SPAN 2311	Spanish III	3	1.0	03440400	Spanish IV
			1.0	03440300	Spanish III (if no prior Spanish taken)
SPAN 2312	Spanish IV	3	1.0	03440500	Spanish V
			1.0	03440400	Spanish IV (if no prior Spanish taken)
COSC 1336	Programming Fundamentals I	3	1.0	03580200	Computer Science I
COSC 1337	Programming Fundamentals II	3	1.0	03580300	Computer Science II

Any courses needed for graduation must be completed prior to the last semester in the year which the student plans to graduate. Any elective or career technical courses not listed must be approved prior to course enrollment.

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Health and Speech					
KINE 1305	Personal Health	3	0.5	03810100	Health Education
KINE 1304	Community Health	3	0.5	03810100	Health Education
SPCH 1311	Introduction to Speech Communication	3	0.5	03241400	Communication Application
Career and Technical Education					
COSC 1301	Introduction to Computing	3	1.0	13011400	Business Information Mgt I
ACCT 2301	Principals of Accounting	3	1.0	13016600	Accounting I
BUSI 2301	Business Law	3	1.0	13011700	Business Law
IBUS 1305	Intro. to International Business & Trade	3	0.5	13011800	Global Business
HPRS 1206	Medical Terminology	3	1.0	13020300	Medical Terminology
CRIJ 1306	Courts Systems and Practices	3	1.0	13029600	Court Systems and Practices
CRIJ 1301	Introduction to Criminal Justice	3	1.0	13029300	Law Enforcement I
Other Electives					
EDUC 1300	Effective Learning: Strategies for College Success	3	0.5	03270100	College Readiness and Study Skills
SPCH 1315	Public Speaking	3	0.5	03240900	Public Speaking 1
HUMA 1301	Humanities: Prehistory to Renaissance	3	1.0	03221600	Humanities (First Time Taken)
HUMA 1302	Humanities: Renaissance to Present	3	1.0	03221610	Humanities (Second Time Taken)