

**MEMORANDUM OF UNDERSTANDING
BETWEEN DEL MAR COLLEGE DISTRICT AND GREGORY-PORTLAND INDEPENDENT
SCHOOL DISTRICT DUAL CREDIT AND CONTINUING EDUCATION PROGRAMS**

Del Mar College (DMC) and Gregory-Portland Independent School District (**GPISD**) enter into this Memorandum of Understanding and Articulation Agreement (collectively hereinafter “Agreement”) concerning the concurrent enrollment of students at **GPISD** and **DMC** for simultaneous academic high school and college credit and continuing education programming.

This Agreement defines the roles, responsibilities, and expectations of **DMC** and **GPISD** for dual credit and continuing education. In accordance with H.B. No. 1638, those elements of this MOU specifically aligning with state dual credit goals (**SDCG**) are outlined in Appendix I and are identified as such.

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the parties to the agreement, **GPISD** and **DMC**, agree as follows:

I. ELIGIBLE COURSES

- A. Courses offered for dual credit by the College 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 Texas Higher Education Coordinating Board (THECB) Lower Division Academic Course Guide Manual (ACGM), as college-level technical education courses in the current edition of the Coordinating Board’s Workforce Education Course Manual (WECM), or in a university’s approved undergraduate core courses.
- B. **DMC** does not offer remedial and developmental courses for dual credit.
- C. Students enrolling in classes with **DMC** must lead towards both high school credit and college credit as well as align towards the following: 42-hour Texas Common Core, up to 60 credit hours towards the student’s intended college pathway, or earn transferrable credit towards a baccalaureate degree.
- D. Students who declare a major leading to either a Career Technical Education (CTE) certificate or an Associate degree may also enroll in academic dual credit courses limited to the five general education courses needed to obtain the AAS degree while not exceeding the limitation on dual credit courses per semester described above.
- E. **DMC** and **GPISD** enter an agreement of allowing students to enroll in courses leading to a State board approved certificate, AA, AS, AAT, or AAS degree program as defined in Title 19, Part 1, Chapter 0, Rule 9.1-Definitions Administrative Code. Expansion of the courses and programs offered at a location is subject to the policies and deadlines of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). **DMC** must seek approval from SACSCOC to offer 50% or more of a certificate or degree at a location based on the following SACSCOC deadlines: In order to have adequate time to research, write, and process the SACSCOC-required proposals, all requests to expand or start new programs must be submitted to **DMC** by November 1 to start in the following Fall Semester and by May 1 to start in the following Spring Semester. Requests are processed in the order in which they are received from all **DMC** locations.
- F. Continuing education courses may be offered for select CTE and/or workforce education-related programs of study in accordance with the current edition of WECM and as prescribed by the THECB rules and policies.
- G. Any TEKS not covered by the College course will be taught by the high school and accounted for separately from the required content of the college course.

II. PARTNERSHIP RESPONSIBILITIES (SDCG-1, 2, and 3)

- A. **DMC** and **GPISD** will collaborate on the following requirements as per the State goals mandated

in H.B. No. 1638, (as codified in Texas Education Code 28.009):

1. **DMC** hosting updated “Dual Credit 101” and Continuing Education orientation sessions for **GPISD** high school counselors;
 2. **DMC** and **GPISD** posting dual credit information on their individual web pages reflecting the most current information;
 3. **DMC** and **GPISD** creating a marketing campaign on dual credit and continuing education benefits;
 4. **DMC** and **GPISD** documenting and summarizing outreach efforts;
 5. **DMC** and **GPISD** ensuring student college readiness with respect to qualifying for and succeeding in entry-level, credit-bearing college courses leading to an associate degree or certificate without the need for remedial or developmental course work.
- B. **DMC** and **GPISD** will collaborate to provide a course equivalency crosswalk or other methods of equating high school courses with continuing education courses and college courses that identify the number of credits that may be earned for each course completed through the dual credit (refer to Appendix II) or Continuing Education Program.
- C. If **GPISD** is requesting a letter of support or partnership from **DMC**, then **GPISD** must provide **DMC** a complete application for review at least 14 working days prior to any grant deadline.
- D. **DMC** and **GPISD** agree that in the event of an unforeseen event posing a health and safety risk such as a natural disaster or public health emergency, on campus in-person courses and labs may be transitioned into remote, online learning as deemed appropriate. **DMC** faculty and instructors will work with students to minimize impact and provide accommodations for courses that cannot fully transition online.
- E. **DMC** and **GPISD** will ensure that all students and staff will abide by the current and applicable **DMC** COVID-19 Health and Safety Protocols. See Appendix IV.

III. STUDENT ELIGIBILITY FOR DUAL CREDIT

DMC requires **GPISD**'s dual credit students to follow the College's enrollment procedures, guidelines, deadlines, and regular prerequisite requirements designated for that course (e.g. minimum scores on a specified placement test, minimum grade in a specified previous course, etc.). The Vice President and Chief Academic Officer at **DMC** and the **GPISD** high school counselor must approve the application. A **GPISD** high school student is eligible to enroll in:

- A. **DMC** academic dual credit courses if the student:
1. Effective January 11, 2021, demonstrates the following minimum college readiness standards (also known as "cut scores") for English Language Arts Reading (ELAR) and Mathematics on the TSI Assessment, Version 2.0 (TSIA2) shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:
 - a. Mathematics (for college-level coursework with mathematics-intensive designation by the offering institution):
 - i. Have a College Readiness Classification (CRC) score of at least 950; or
 - ii. Have a CRC score below 950 and a Diagnostic level of 6; and
 - b. ELAR (for college-level coursework with reading, writing, or reading and writing-intensive designation by the offering institution):
 - i. Have a CRC score of at least 945 and an essay score of at least 5; or
 - ii. Have a CRC score below 945 and a Diagnostic level of 5 or 6 and an essay score of at least 5; or
 2. Prior to January 11, 2021, demonstrates college readiness for reading, writing, and/or math-intensive courses by achieving the minimum passing standards under the provisions of the Texas Success Initiative authorized by Texas Education Code Sec. 51.333 and specified in the Texas Administrative Code, Chapter 4, Subchapter C, Section 4.57 as follows: Reading-351, Math-350, Writing placement score of at least 340 and an essay score of at least 4 or a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5; or
 3. The student achieves a score of 4000 on the English II STAAR EOC and/or a score of

- 4000 on the Algebra I STAAR EOC or a score of 4000 on the Algebra I STAAR EOC and in conjunction, a passing grade in the Algebra II course relevant to the courses to be attempted; or
4. On a PSAT/NMSQT exam administered on or after October 15, 2015, the student achieves a score of 460 on evidence-based reading and writing test and/or a score of 510 on the mathematics test relevant to the courses to be attempted; or
 5. The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and/or English or a mathematics score of 431 and/or an English score of 435 on the ACT-Aspire relevant to the course to be attempted; or
 6. On an SAT exam taken on or after March 5, 2016, and taken within 5 years from the testing date, the student must achieve a 480+ on evidence-based Reading and Writing and a 530+ in Mathematics; or
 7. On an ACT exam taken within 4 years from the testing date, the student must achieve a 23 Composite AND an English 19 and/or a 23 Composite AND a Mathematics 19.
- B. Workforce education dual credit courses contained in a Level 1 certificate program or a program leading to a credential of less than a Level 1 certificate shall not be required to provide a demonstration of college readiness for dual credit enrollment eligibility.
 - C. An **GPISD** student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
 - D. **GPISD** shall assess each student for college readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
 - E. For this assessment **GPISD** may use any instrument otherwise approved by the Board for Texas Success Initiative purposes in accordance with §4.54 (relating to Exemptions, Exceptions, and Waivers), §4.56 (relating to Assessment Instrument), and §4.57 (relating to College Ready and Adult Basic Education (ABE) Standards) of the Texas Administrative Code.
 - F. After the assessment, **GPISD**, using guidelines established by **DMC**, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.
 - G. **DMC** may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
 - H. **DMC** may require some students to pass eligibility requirements by external entities or pass physical assessment(s) by program requirements. (Examples would be drug screen, criminal history/background check, or interviews with faculty.)
 - I. Each **DMC** college class that a high school student enrolls in must substitute for a high school course that meets Texas Education Agency's (TEA) high school graduation requirement.
 - J. **DMC** and **GPISD** agree that **GPISD** students are allowed to enroll in up to 15 college credit hours per fall and spring semesters and only enroll in courses that align with a student's high school graduation plan.
 - K. **GPISD** students are to enroll in college course(s) that are paired to a high school course required for graduation and where the student will receive credit for the course on both the college and the high school transcripts as per Texas Education Code (TEC) §28.009.
 - L. **DMC** is not required under the provisions of this section to offer dual credit courses for high school students.

IV. CONTINUING EDUCATION ENROLLMENT PROCEDURES

Students must complete and/or submit all original documents to the Continuing Education Department at **DMC**. All original documents shall remain with the Continuing Education Department at **DMC**. Once eligibility is determined, eligible students will be allowed to register. An **GPISD** student will need to complete the following procedures:

- A. Complete a **DMC** Registration Form which must be signed by the student, parent/guardian, high school counselor/principal and a **DMC** official;
- B. For specialized programs complete an application packet and provide requested documentation (varies by program) which may include but is not limited to immunizations and current COVID-

19 vaccination, criminal background check, drug screen, and documentation of health history.

V. LOCATION OF CLASS

Dual credit and continuing education courses may be taught at the following locations with the following provisions:

- A. The **GPISD** high school campus: **GPISD** will work with **DMC** to ensure that the high school's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction which includes the following:
 1. Ensure that college faculty and dual credit and continuing education students on the first day of each semester have all relevant instructional resources including required books and computer hardware and computer software for accessing courses, completing and submitting coursework, and secure testing.
 2. Permit access to the College's electronic learning resources.
 3. For high schools offering science courses, the schools shall meet the laboratory safety standards and have material/equipment that complies with the College's science course program requirements.
 4. Schedule courses to meet state-mandated contact hours required for college and continuing education courses.
 5. Designate a classroom for the college dual credit and continuing education classes.
 6. Assure no interruptions take place in the College dual credit or continuing education class while in session such as removing students for high school activities.
- B. **DMC** Campus(es) and Center(s): **DMC** may offer dual credit and continuing education courses at any of the following locations:
 1. Heritage Campus
 2. Windward Campus
 3. Oso Creek Campus
 4. Northwest Center
 5. Center for Economic Development
 6. Any official **DMC** Off-Campus Facility
- C. Electronically online
 1. **DMC** will:
 - a. comply with the standards and criteria of the SACSCOC; (**SDCG-4**)
 - b. adhere to criteria outlined in the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically; (**SDCG-4**)
 - c. provide students academic support services appropriate for distance education such as advising, career counseling, library, and other learning resources; (**SDCG-3**)
 - d. provide online technical support via the Del Mar College Viking Help Desk during its regularly scheduled operating hours; (**SDCG-3**)
 - e. use the College's approved Learning Management System; (**SDCG-3**)
 - f. offer support and training for high school online course facilitators;
 - g. have the right for **DMC** faculty to refuse access to **DMC** online dual credit courses for **GPISD** campus facilitators/coordinators.
 2. **GPISD** will:
 - a. ensure that students who enroll in online courses complete the College's approved Learning Management System's online student orientation module/course prior to enrollment to measure student readiness; (**SDCG-3**)
 - b. provide trained, online facilitators for courses that are offered online;
 - c. ensure that **GPISD** facilitators follow **DMC**'s assigned task duties that do not interfere with **DMC** faculty instruction or course assignments as outlined in the **DMC** course syllabus;
 - d. provide appropriate equipment, web camera with microphone, software including exam security software, and network access as required by **DMC** from the first day of each semester;
 - e. ensure that its dual credit students have required books for all dual credit courses from the

- first day of each semester;
- f. ensure that district networks and network security will allow students to access all **DMC** library and learning support services electronically via the district's network.

VI. STUDENT COMPOSITION OF CLASS

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. Dual credit courses may be composed of the following:

- A. Dual credit students only:
 - 1. **GPISD** will ensure a minimum and a maximum number of enrollments mutually agreed upon by **GPISD** and **DMC's** Vice President and Chief Academic Officer (for courses taught at the **GPISD** campus by **DMC** faculty).
- B. Dual credit and college students.
- C. Mixed dual and high school students only under the following conditions:
 - 1. if the course involved is required for completion under the State Board of Education's High School Program graduation requirements and the high school involved is otherwise unable to offer such a course; or
 - 2. if the high school credit-only students are College Board Advanced Placement students; or
 - 3. if the course is a career and technology/college workforce education, continuing education course, and the high school credit-only students are earning articulated college credit.

If **GPISD** high school enrolls non-dual credit high school students in a dual credit course, the high school must submit a memo with the subject line "Course Exception Report Memorandum" to the College by Census Day (as defined by **DMC**). The report will include the name of the students, student ID numbers, the applicable exception, and justification. **GPISD** high school must notify both the students and parents that the students have been enrolled in the class for high school credit only and will not receive college credit.

VII. FACULTY SELECTION, SUPERVISION, AND EVALUATION

DMC shall select instructors of dual credit and continuing education courses. These instructors must be regularly employed faculty members of the College or must meet the same standards and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of **DMC**. Each approved dual credit or continuing education faculty member will be supervised by **DMC's** respective department chair or designee (**SDCG-4**). Credentialing of an **GPISD** embedded faculty is subject to **DMC** programmatic need, departmental adjunct faculty hiring processes, and SACSCOC's credentialing requirements for the specific subject area.

The following qualifications adhere to the SACSCOC *Principles of Accreditation: Faculty Credentials Guidelines* published in April 2018.

- 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).

A. **GPISD** will:

1. For **GPISD**-employed faculty (hereby referred to as “embedded”):
 - a. assist in identifying potential dual credit and continuing education faculty;
 - b. notify **DMC** of any embedded faculty changes or absences to ensure that credentialed faculty instruct the course during the embedded faculty member’s absence;
 - c. allow release time from **GPISD** duties to attend the announced dual credit or continuing education professional development trainings and required College instructional departmental meetings provided by **DMC**; (**SDCG-Requirement**)
 - d. ensure that **GPISD** faculty who are assigned as **DMC** embedded instructors that they use as a requirement their assigned **DMC** email account for communication with students and the College;
 - e. ensure that all assigned **GPISD** dual credit embedded faculty must conduct and report results of any required departmental or College-wide assessments of student learning;
 - f. ensure that embedded instructor coverage for a particular course is adequate and always available to allow for the course to proceed continuously and without interruption.
2. For **DMC**-employed faculty and adjuncts who teach at the high school campus (hereby referred to as “on-site”), the **GPISD** will:
 - a. ensure that **DMC** on-site faculty meet **GPISD**’s background screening requirements and comply with required codes of conduct for public school educators;
 - b. provide faculty orientation prior to the start of the new academic year to discuss issues including, but not limited to, campus protocols, classroom assignments, equipment, network access, computer usage, safety, testing, special events, and points of contact.

B. **DMC** will:

1. For embedded faculty: provide training, points of contact, and administrative support relevant to faculty duties including certifying class rolls, submitting class rosters by **DMC**’s Census Day (as defined by **DMC**), submitting online grades, etc.;
2. For on-site faculty:
 - a. contact **GPISD**’s dual credit or continuing education point of contact for faculty absences;
 - b. provide support via an assigned Dual Credit or Continuing Education Coordinator.

VIII. COURSE CURRICULUM, INSTRUCTION, GRADING, AND TESTING

- A. **DMC** shall ensure that a dual credit or continuing education course is equivalent to the corresponding course offered at the campus of the College with respect to the curriculum, materials, instruction, and method/rigor of the student’s evaluation. These standards must be upheld regardless of the student composition of the class. (**SDCG-4**)
- B. Dual credit and continuing education courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course.
- C. Instructional Calendar
 1. Dual credit and continuing education classes will follow the **DMC**’s Academic Calendar.
 2. Exceptions may be arranged through collaboration between the **DMC** Early College Programs or Continuing Education Office and **GPISD**.
- D. Instructional Materials: Textbooks and Supplemental Materials
 1. Students or **GPISD** will be responsible for purchasing all textbooks, equipment, and supplemental materials required for dual credit and continuing education classes. (**SDCG-Requirement**)
 2. **GPISD** shall make textbooks and materials available to students on the first class day of each semester.
 3. Exceptions must be discussed with the **DMC** Early College Programs or Continuing Education Director and the College Department Chair no later than one week before the start of the semester.
 4. **DMC** faculty may choose to participate in a “pilot textbook program” with **DMC**’s onsite textbook company, Texas Book Company. Texas Book Company is a private

third party company that is located on the Heritage Campus of **DMC** and is not affiliated directly with **DMC**. The current pilot program offers selected course materials at a tuition and textbook/bundle cost. **GPISD** may choose not to enroll their students into the piloted course sections. If **GPISD** chooses to participate in the pilot course sections, **GPISD** is responsible for understanding and adhering to the textbooks pilot options. **DMC** will provide a listing of the piloted courses to the districts at their request.

E. Grading

1. All dual credit and continuing education faculty will follow the grading criteria in the department-approved syllabus. (**SDCG-4**)
2. **DMC** will provide **GPISD** midterm grades for regular long semesters (excluding summer and 8-weeks' semesters) and end-of-semester numeric grades electronically via a secured network for dual credit and continuing education courses.
3. For dual credit courses, **GPISD** will submit final semester letter grades according to **DMC's** electronic grade submission protocol by the agreed-upon date.

F. Online Testing

1. All **GPISD** students who will be taking any online exam will be required to use a web camera with a microphone and required software including exam security software.
2. **GPISD** will also make proctors available to students for all **DMC** online exams throughout the fall and spring semesters if needed.
3. All test proctors must be employees of **GPISD** and cannot be students, mentors, or other non-employee volunteers.
4. All testing proctors/facilitators must validate the identity of each student prior to the start of each exam. Each student is required to show a valid ID such as a current school ID, state-issued ID, or passport. If a student does not have an ID, the test will not be administered.
5. All **GPISD** students are required to sign in with the test proctor/facilitator before the start of the exam. **GPISD** proctors/facilitators will provide a separate sign-in sheet for each exam/class/instructor. The sign-in sheet will include the time and date of the exam.
6. **GPISD** facilitators will submit scanned copies of all exam sign-in sheets to the **DMC** instructor of record and eLearning (dcproctor@delmar.edu) by email no later than 48 hours after the exam.
7. Each proctor will assist in keeping the academic integrity of the course and exams. This means maintaining an environment that fosters the prevention of plagiarism, collusion, or cheating.
8. Proctors will make allowances for additional testing materials and accessibility accommodations.
9. In the event of an emergency and courses move from face-to-face to online delivery, **GPISD** agrees to work with **DMC** to implement appropriate testing strategies to maintain the academic integrity of the course.

IX. ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

- A. Regular academic policies applicable to courses taught at **DMC's** campuses must also apply to dual credit and continuing education courses taught at the **GPISD** campus. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students and when the syllabus must be distributed, etc. (**SDCG-3**)
- B. Students requesting disability accommodations for TSI, continuing education, and/or dual credit classes must schedule an intake appointment with **DMC's** Student Disability Service Office.
- C. Students must provide appropriate documentation such as assessment reports, letters from qualified evaluators and/or professionals, ARD, or 504 documents.
- D. **DMC** will comply with the Family Educational Rights and Privacy Act (FERPA) (20U.S.C. §1232g; 34 CFR Part 99). All information provided to **DMC** relating to educational records will be confidential, and **DMC** will not disclose, communicate or divulge, or permit disclosure, communication or divulgence, to another or use for their own benefit or the benefit of another, any

confidential information unless permitted by FERPA or required by the laws of the State of Texas. Students must have an updated FERPA form on file identifying who can receive information on their behalf.

- E. **DMC** and **GPISD** administrators may exchange information on an **GPISD** student if the student is enrolled at high school and at **DMC**.
- F. Professional and student representatives will collaborate in spreading the college-going message among students and parents and provide a general overview of the college experience, college and course selection, test preparation, and completion of financial aid and admission applications.

X. USE OF DEL MAR COLLEGE INFORMATION TECHNOLOGY RESOURCES

- A. **GPISD** dual credit and Early College High School (ECHS) students to include associated program staff and faculty who are authorized to use the computer and/or network resources of **DMC** accept the responsibility for reasonable and legitimate use as specified by the following policies:
 - 1. **DMC** 2021 - 2022 Manual of Policies and Procedures:
 - a. B7.13 Standards of Student Conduct Policy
 - b. B3.23 Computer and Network Resources Use Policy
 - c. A3.23.1 Legitimate Use
 - d. A3.23.2 Ownership and Copyright
 - e. A3.23.3 Responsibilities of the User
 - f. A3.23.5 Violation and Consequences
 - 2. **DMC** reserves the right to take any necessary actions without notice, if required, to protect College information systems and data against misuse or damage. This includes the possible suspension or termination of system access accounts and/or network access.
 - 3. **DMC** information systems are monitored for performance, security, and government regulatory compliance. System users understand and acknowledge that there is no expectation of privacy when using College information systems except as specifically provided for under the FERPA or other applicable law.
- B. **GPISD** acknowledges that **DMC** does not restrict student access to Internet resources except as specified by the above-listed policies. The College does not employ technical controls capable of selectively restricting or controlling access to Internet resources based on demographic information such as a person's age. In accordance with the defined system limitations described above, **GPISD** agrees that it assumes all responsibility for the conduct of **GPISD** students and staff while using College networks and information resources including any damage, loss, or theft to College information resources and/or data and any possible legal actions resulting from misuse, policy violations, or misuse by minor students.

XI. STUDENT ENROLLMENT AND ATTENDANCE

GPISD will monitor student attendance according to their protocols; **DMC** will follow College Policy and course syllabi attendance requirements.

- A. Students must attend and/or log onto their online or face-to-face dual credit class regularly and turn in all required assignments. Students may be withdrawn for lack of attendance and/or lack of progress. This attendance policy pertains to all students enrolled in any section of a dual credit course on any campus. If for any reason an **GPISD** student is not attending the dual credit class at the school or online regularly, the student may be withdrawn from the **DMC** class (including students who are sent to an alternative school as well as homebound students).
- B. All students are responsible for reading and abiding by each course syllabus which includes course-grading rubric, assignments, due dates, course policy, test and quiz dates.
- C. All students must make prior arrangements with each **DMC** instructor if they are unable to attend class due to conflicting events taking place on or off the high school campus. Excused/makeup assignments, quizzes or exams are subject to **DMC** faculty approval.
- D. Students underperforming are encouraged to withdraw from the course before the "Last Date to Withdraw" deadline after conferring with their instructor or Dual Credit Coordinator. If the student remains in the course after the "Last Date to Withdraw", the student will be awarded the grade

- earned on his/her **DMC** transcript.
- E. All **GPISD** students are responsible for knowing and adhering to **DMC**'s "Last Date to Withdraw" deadlines as listed on **DMC** Academic Calendar found on the **DMC** website or course syllabus and are responsible to submit a **DMC** drop form to **DMC** Registrar's Office via in person, fax or email.
 - F. Students are expected to meet academic standing as defined in the **DMC** catalog to continue in the Dual Credit Program offered by **DMC**.

XII. COST/FINANCIAL ASSISTANCE

- A. Courses that fall under the dual credit guidelines are eligible at a reduced tuition rate set by **DMC**'s Board of Regents. (**SDCG-Requirement**)
- B. Dual credit participating students are eligible to apply for **DMC** internal scholarships.
- C. Tuition costs for continuing education courses will follow the current tuition and fee schedule for Continuing Education. Please note that additional fees may be applicable for background checks, drug testing, license testing, uniforms, supplies, and tools/equipment. All tuition costs and associated fees are the responsibility of the student or **GPISD**.

XIII. TRANSCRIBING OF CREDIT

- A. Students who are enrolled at **GPISD** and who have earned college credit/grades through **DMC**'s Dual Credit Program will have those credit(s)/grade(s) reflected on their college and high school transcripts.
- B. An **GPISD** student has the right to appeal a grade that they have received. The evaluation of academic work is the prerogative of the instructor, and the rules for determining the final course grade should be established by the instructor and provided to the students in an electronic or printed course syllabus at the beginning of the semester. A student who believes that grounds exist for the appeal of a final grade must first consult with the instructor and follow **DMC**'s grade appeal process outlined in A7.12.4 in **DMC** policy.

XIV. FUNDING

- A. 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 and the Texas Higher Education Coordinating Board. (**SDCG-5**)
- B. **DMC** may only claim funding for students earning college credit in core curriculum, career and technical education, and foreign language dual credit courses. This provision does not apply to students who are enrolled in approved early college high school programs.
- C. For continuing education courses, **DMC** may only claim funding for students meeting the age and grade level policy requirements prescribed in 19 TAC §§9.112 - 9.117.
- D. All public colleges, universities, and health-related institutions may waive all or part of the tuition and fees for a Texas high school student who is enrolled in a course for which the student may receive dual course credit. (**SDCG-Requirement**)

XV. CONDITIONS FOR RENEWAL AND TERMINATION

This Agreement will take effect on the date signed and will remain in effect upon the parties signing a "Letter of Notification" on an annual basis. **DMC** and **GPISD** reserve the right to terminate this Agreement at the end of a semester by providing written notice to the other party at least sixty (60) days prior to the date of termination. Termination agreements will be agreed upon between both parties.

XVI. NOTICES

All written notices provided to the parties pursuant to this Agreement shall be forwarded to each party at the address indicated below. Such notices shall be considered duly and properly given when delivered in person or actually received by either party via U.S. mail or any other delivery service provider.

XVII. MEDIATION

Except for the immediate remedy of injunctive relief, neither party will resort to litigation without first submitting any dispute regarding the subject matter of this Agreement to mediation.

XVIII. GOVERNING LAW AND VENUE

The validity of this Agreement and of its terms or provisions, as well as the rights and duties of the parties hereunder, shall be governed by the laws of the State of Texas. Any legal action brought in state court shall have venue in Nueces County, Texas.

XIX. ENTIRE AGREEMENT

This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter that is not contained herein shall be valid or binding.

XX. EQUAL OPPORTUNITY

The parties shall provide all services and fulfill all obligations associated with the subject matter of this Agreement in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (34 C.F.R. §106, et seq.), and all other applicable anti-discrimination laws.

XXI. LEGAL CONSTRUCTION

In case any one or more of the provisions contained in this Agreement 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 hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

DEL MAR COLLEGE
101 Baldwin Boulevard
Corpus Christi, TX 78404

Mark Escamilla, Ph.D.
President and CEO

Date

Dr. Jonda Halcomb
Vice President and Chief Academic Officer

Date

GREGORY PORTLAND INDEPENDENT SCHOOL DISTRICT
1200 Broadway Blvd.
Portland, TX 78374

Dr. Michelle Cavazos
Superintendent

Date

APPENDIX-I

H.B. NO. 1638 requires that on or after September 1, 2018, any new, revised, or renewed dual credit MOU or articulation agreement must include the following:

- A description of how the goals of the dual credit program align with the statewide goals;
- A course equivalency crosswalk or other methods of equating high school courses with college courses that identify the number of credits that may be earned for each course completed through the dual credit program;
- A description of the academic supports and guidance that will be provided to students participating in the dual credit program;
- A description of the **GPISD** and the institution of higher education's (IHE) respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program; and
- A description of the sources of funding for dual credit courses offered under the program including at a minimum the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program. On or after September 1, 2018, and each subsequent year, all dual credit MOU's, regardless of new, revised, or renewed, must be posted each year to the **GPISD's** and IHE's respective websites.

The Statewide Dual Credit Goals are as follows:

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.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

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.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

APPENDIX-II

DMC-GPISD COURSE CROSSWALK

HIGH SCHOOL COURSE	DEL MAR COURSE	COURSE DESCRIPTION
Independent Study in Science .5 credit	BIOL 1406 Biological Concepts I: Cellular and Molecular 4 credit hours <i>Fall Semester</i> Independent Study in Science	Provides a foundation in biological concepts for students majoring in the sciences . Includes fundamentals of molecular biology, cell structure, and function, cellular respiration, photosynthesis, cell reproduction, genetics, and biotechnology. Prerequisite: One year each of high school biology and chemistry. <i>Assessment Levels: R3, E3, M2.</i>
Independent Study in Science 3160 .5 credit	BIOL 1407 Biological Concepts II: Evolution, Diversity, Structure, Function, and Environment 4 credit hours <i>Spring Semester</i> Independent Study in Science	Provides a foundation in biological concepts for students majoring in the sciences . Includes evolution, origin, and history of life, classification, and diversity of life; plant and animal structures, functions and life cycles; behavior, ecology, and global ecology. Recommended for students majoring in the biological sciences and related disciplines. Prerequisite: BIOL 1406 <i>Assessment Levels: R3, E3, M2.</i>
Economics .5 credit	ECON 2301 Principles of Macroeconomics 3 credit hours <i>Fall Semester</i> <i>Online Only</i>	History, development, and application of macroeconomic and microeconomic theory underlying the production, distribution, and exchange of goods and services including the utilization of resources, analysis of value and prices, national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, labor problems, international economics and economics systems. Attention given to the application of economic principles to economic problems. <i>Assessment Levels: R3, E3, M2.</i>
Practicum in Health Science for Emergency Medical Technician-Basic - 8920 (Grade 11 – 12) (2 credits, Spring semester course. 3 periods)	EMSP 1501 Emergency Medical Technician- Basic 5 credit hours <i>Spring Semester</i>	Preparation for certification as an Emergency Medical Technician (EMT) - Basic. Includes all the skills necessary to provide emergency medical care at a basic life support level with an emergency service or other specialized services. Requisite: EMSP 1160. <i>Assessment Levels: R2, E2, M1.</i>

HIGH SCHOOL COURSE	DEL MAR COURSE	COURSE DESCRIPTION
Practicum in Health Science for Emergency Medical Technician-Basic - 8920 (Grade 11 – 12) (2 credits,	EMSP 1160 Clinical 1 credit hour <i>Spring Semester</i> Emergency Medical Technician	Health-related work-based learning experience that enables students to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Requisite: EMSP 1501. <i>Assessment Levels: R2, E2, M1.</i>
English IV <i>Fall Semester</i> .5 credits	ENGL 1301 Composition I 3 credit hours <i>Fall Semester</i>	Composition course providing instruction in the writing and analysis of expository prose; emphasis on rhetorical principles and basic organizational modes. One-hour lab required. <i>Assessment Levels: R3, E3, M1.</i>
English IV <i>Spring Semester</i> .5 credits	ENGL 1302 Composition II 3 credit hours <i>Spring Semester</i>	Continuation of ENGL 1301 with emphasis on the writing of analytical essays, which may include literary analysis; preparation of the investigative paper. Prerequisite: ENGL 1301. <i>Assessment Levels: R3, E3, M1.</i>
US GOVERNMENT 4370 .5 CREDIT	GOVT 2305 Federal Government: Federal Constitution and Topics 3 credit hours <i>Spring Semester</i> Government	Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights. <i>Assessment Levels: R3, E3, M1.</i>
US HISTORY Independent Study in SS	HIST 1301 United States History I 3 credit hours <i>Fall Semester</i>	Survey of the nation's colonial background, the struggle for independence, and the emergence of political parties; emphasis on individualism, westward expansion, social reform, and sectionalism. <i>Assessment Levels: R3, E3, M1.</i>
US HISTORY Independent Study in SS	HIST 1302 United States History II 3 credit hours <i>Spring Semester</i>	Survey of Reconstruction; the impact of industrialization, urbanization, and immigration; the rise of America as a world power; the quest for economic security and for Social justice. <i>Assessment Levels: R3, E3, M1.</i>
<i>Health Science –</i> PEIMS# 13020400 Medical Terminology (First Year Fall, .5 credit)	HPRS 1106 Essentials of Medical Terminology 1 credit hour <i>Spring Semester</i> Medical Terminology	Prerequisite for selected health occupations courses. A study of medical terminology, word origin, structure, and application. <i>Assessment Levels: R2, E2, M2.</i>

HIGH SCHOOL COURSE	DEL MAR COURSE	COURSE DESCRIPTION
Independent Study in Math	MATH 1314 College Algebra 3 credit hours <i>Fall or Spring Semester</i>	Fundamentals of algebra, including inequalities, functions, quadratic equations, exponential and logarithmic functions, systems of equations, determinants, and instructor option of binomial theorem or progressions (or both). Prerequisite: Satisfactory score on college admission test. <i>Assessment Levels: R3, E1, M3.</i>
Independent Study in Math	MATH 1316 Plane Trigonometry 3 credit hours <i>Fall or Spring Semester</i>	Trigonometric functions, identities, height and distance, equations involving trigonometric functions, solutions of triangles, area, vectors, and their basic applications, and inverse functions. Prerequisite: Satisfactory score on college admission test. <i>Assessment Levels: R3, E1, M3.</i>
Independent Study in Math	MATH 1342 Elementary Statistical Methods 3 credit hours <i>TBD Dependent on Enrollment</i>	Statistical description - frequency distributions, measures of location, variation; probability- basic rules, concepts of random variables and their distributions (including binomial and normal); statistical inference - confidence intervals, tests of hypotheses p-values, introduction to linear regression. <i>Assessment Levels: R3, E1, M3.</i>
Independent Study in Math	MATH 2413 Calculus I 4 credit hours <i>Spring Semester</i>	Limits, continuity, differentiation with applications, integration, definite integral with properties, applications of integration. One-hour lab required. Prerequisites: MATH 1314, 1316 or permission of Del Mar mathematics department chair. <i>Assessment Levels: R3, E1, M3.</i>
Philosophy	PHIL 1301 Introduction to Philosophy 3 credit hours <i>Spring Semester</i>	Introduction to the study of ideas from antiquity to the present, covering such topics as knowledge, religion, ethics, reality, the meaning of life, and current events. Includes an introduction to the history, theories, and methods of reasoning. <i>Assessment Levels: R3, E3, M1.</i>
Psychology	PSYC 2301 General Psychology 3 credit hours <i>Fall Semester</i>	Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior. <i>Assessment Levels: R3, E3, M1.</i>
Sociology	SOCI 1301 Introduction to Sociology 3 credit hours <i>Spring Semester</i>	Introduction to the concepts and principles used in the study of group life, social institutions, and social processes. <i>Assessment Levels: R3, E3, M1.</i>

HIGH SCHOOL COURSE	DEL MAR COURSE	COURSE DESCRIPTION
Public Speaking/Speech 8419 OR 8420	SPCH 1315 Fundamentals of Public Speaking 3 credit hours <i>Fall or Spring</i>	An introductory course in theories and practices of speech communication behavior in public communication situations. Includes listener and audience analysis with an emphasis on research, organization, and delivery of informative and persuasive presentations. Prerequisite: Successful completion of developmental English and Reading courses. <i>Assessment Levels: R3, E3, M1.</i>

DMC-GPISD CONTINUING EDUCATION CROSSWALK

	Grade	Fall/Spring	DMC Course Equivalent	Certification
Year 1	9			
Year 2	10			
Year 3	11	Fall	HPRS 1006/ HPRS 1005 Medical Terminology/ Law & Ethics	
		Spring	ECRD 1011 Electrocardiography	Electrocardiography Technician
Year 4	12	Fall	PLAB 1023 Phlebotomy	Phlebotomy Technician
		Spring	NUPC 1020 Patient Care Technician OR NURA 1001 & NURA 1060 CNA Lecture/ CNA Clinical	Patient Care Technician OR Certified Nurse Aide

APPENDIX-III

DEL MAR COLLEGE RESOURCES

ACADEMIC RESOURCES

Viking Help Desk

Viking Help Desk is the central point of contact for all computer, software, and web-related questions. We are here to serve students, faculty, and staff.

Student Support:

- Assist students with web navigation to course materials.
- Assist students with plug-in problem resolutions.
- Assist in solving browser compatibility issues.
- Provide connectivity assistance.
- Get students started with course-related application usage.
- Assist with Del Mar College campus equipment issues.

Wireless Internet-Students:

- Wireless access is available for all currently registered students. Students can bring personal laptops to the campus and have access to the internet.
- Requirements: Must be a currently enrolled student.
- Must have anti-virus software that is current and up to date.
- Must have all Microsoft Window's critical updates completed.

Library

The Del Mar College Libraries located on the Heritage, Windward, and Oso Creek campuses are dedicated to providing access to learning resources, promoting information literacy, fostering creative thinking and intellectual curiosity, and supporting lifelong learning opportunities for our community. Student learning is our highest priority.

Registrar's Office

The Office of the Registrar can assist students with:

- Student academic actions including course schedule changes
- Verification of enrollment
- Requests for official Del Mar College transcripts
- Evaluation and articulation of transfer credits
- Applying for Graduation
- Application for Reclassification of Residency
- Change of Major
- Personal Information Update

Student Engagement and Retention

The Department of Student Engagement and Retention (SER) Services is part of the Division for Student Affairs and is under the direction of the Dean of Student Engagement and Retention. SER coordinates the efforts of multiple offices whose work involves support for students. These include Disability Services, Retention Services, Student Success Center, and Veterans Services.

In the spirit of providing our students a quality education, the SER Office offers an appropriate array of support services and provides assistance to any student to identify options and resources to find a solution to their concerns and to answer any questions.

The Office of the Dean of Student Engagement and Retention (SER) coordinates the Student Conduct Administration processes, serves as an advocate for students facing challenges to their success as students, and assists students in filing Student Complaints. We have staff ready to assist students, staff,

faculty, family members, and community members with student issues and concerns.

Disability Services

Del Mar College faculty and staff in general — and the Disability Services Office (DSO) staff in particular — are committed to ensuring equal access to College services, programs, and activities for qualified students with disabilities in accordance with The Americans with Disabilities Act (ADA) of 1990, The ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and applicable Texas state laws. As such, students shall not be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity of the College.

The mission of the DSO is to eliminate physical, instructional, and attitudinal barriers across the Del Mar College community by providing support services—including reasonable accommodations—to promote maximum academic potential, participation in the college experience, and self-sufficiency for students with disabilities.

Retention Services

Retention Case Managers (RCMs) incorporate multi-tier models of support – to include recovery programs and best practice early alert warning systems – backed by appreciative advising theory with students experiencing situations that may impede academic success.

Student Self-Referrals:

Students experiencing situations that may be impeding their academic success – including having difficulty in balancing life's priorities with the demands of attending college – are encouraged to contact the Office of Retention Services to schedule an appointment with a Case Manager.

Academic Recovery Program (ARP):

The ARP RCMs employ an outreach/connection/triage/linkage/follow-up sequence across a Start Strong/Stay Strong/Finish Strong framework with students on academic probation or suspension (cumulative GPA below 2.0) to raise their GPA and attain "Good Scholastic Standing" with the College.

Student Success Center

The Student Success Center (SSC) is located on the first floor of the St. Clair Building on the Heritage Campus. The SSC is committed to providing students with the facilities, resources, and services designed to enhance learning. **DMC** students will find peer tutoring, workshops and seminars, and technology resources to assist them to succeed and promote positive learning outcomes. Supplemental Instruction (SI) is an additional service that is housed at the SSC.

Veterans Services

The mission of the Del Mar College Veterans Center is to provide services to Veterans, Active Service Members, and dependents that will aid them in pursuing a quality education, workforce preparation, and lifelong learning by providing guidance and assistance, awareness and recognition programs, and coordinating services to address the academic, financial, physical and social needs of students.

Testing Center

The mission of the Testing Center is to support student retention and success by providing various assessments and resources to students, prospective students, and members of the community while maintaining an optimal testing environment.

TUTORING AND LEARNING CENTERS

Foreign Languages Lab

The Languages Lab provides additional instruction in Spanish or French through tutoring, conversation sessions, computer software, and audio-visual materials for study or pleasure. The lab is open to any student or member of the community. Each student in a foreign language course at the 1411 and 1412

levels is required to complete two hours of lab activities per week.

The Math Learning Center

The Math Learning Center (MLC) offers free math tutoring to Del Mar College students on a walk-in basis.

Our mission is to better prepare students to succeed in numerous math-related classes and assist the students in becoming a more confident, effective, and independent learner. The MLC's experienced tutors will improve the student's knowledge and develop skills by encouraging and enabling students to do their own work through a collaborative and interactive process.

Speech Communication Center

The Speech Communication Center (SCC) provides instructional resources that aid students in the application of effective communication skills. Trained staff are available for one-on-one tutoring assistance in the entire speechmaking process which includes researching, organizing, and practicing. In addition, the SCC's mission is to provide a non-threatening environment for clients to identify and practice effective interpersonal and group communication skills.

The SCC has multiple computers, video-viewing equipment, a conference room, and practice/meeting rooms equipped with Destination units. Clients are aided in the creation of computer-generated visuals and then have the opportunity to practice how to effectively incorporate visuals in speech delivery. An important step in the improvement of speaking skills involves using available camcorders to practice and then self-critique.

The SCC also has numerous instructional videotapes/DVD's that cover specific communication content areas giving students the opportunity for additional clarification of information.

Stone Writing Center

The mission of the Stone Writing Center (SWC) is to help students and the community develop writing skills in communicating critical thought. The SWC supports student learning of grammar, composition, literature, and research through instruction, resources, technology, and facilities.

Technology Resource Center

The Technology Resource Center (TRC) provides student computer workstations for academic support and includes a variety of software programs and the Internet. The TRC also has a loaner program for laptops and graphing calculators for student checkouts. A valid Del Mar College ID card must be presented to check out laptops and calculators. Students must be in good standing.

APPENDIX-IV

COVID-19 (CORONAVIRUS) NOTICE

All students enrolled at **DMC** pursuant to this Agreement shall be responsible for complying at all times with all applicable **DMC** policies and procedures, including all current and applicable **DMC** COVID-19 Health and Safety protocols.

All **DMC** students, including those enrolled under this Agreement shall be responsible for knowing and following all current and applicable **DMC** COVID-19 Health and Safety protocols.

For any questions regarding the **DMC** Return to Campus Plan or the COVID-19 Health and Safety Protocols, **DMC** Student Support Services is available at (361) 698-2730.

Students will be updated on any changes to the **DMC** Return to Campus Plan, **DMC** Health and Safety Protocols, or other general protocols, as needed.

DMC Return to Campus Plan: <https://www.delmar.edu rtc/>

DMC Health and Safety Protocols: <https://www.delmar.edu/offices/cro/cv/protocols.html>