

Lamar State College
— Orange —

Dual Credit Partnership Agreement

Fall 2020

I. Parties

This Dual Credit Partnership Agreement ("Agreement") is entered into between Lamar State College-Orange ("LSC-O") and Orangefield Independent School District ("District") and is designed to allow high school students at Orangefield High School ("High School") to earn dual high school and college credit with LSC-O.

II. Purpose and Background

In accordance with the rules and regulations of the Texas Higher Education Coordinating Board (THECB), LSC-O offers college credit courses in LSC-O's approved core curriculum and career and technical education courses for dual credit high school students. If the District approves these college courses for dual credit, as verified on the Dual Credit Registration Form presented upon enrollment in LSC-O courses, high school students meeting LSC-O admission requirements may enroll in these courses and may receive college and high school credit simultaneously. For additional information regarding LSC-O dual credit policies, please see the Dual Credit page on the LSC-O website.

In order to assure the quality of dual credit courses and to facilitate communications and understanding between the District and LSC-O, the following conditions of this Agreement will be met by both parties:

III. LSC-O Dual Credit Program Goals Aligned to THECB State Dual Credit Goals

STATE DUAL CREDIT GOALS	LSC-O DUAL CREDIT GOALS
<p>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.</p>	<p>Goal 1: The LSC-O dual credit program's achievement of enrollment in postsecondary education goal is to increase dual credit academic course enrollment and career and technical education course enrollment and expand opportunities for Dual Credit with new course offerings. Outreach efforts to inform students and parents of the benefits and costs of dual credit are a major part of this goal.</p>

Measures of Implementation:

Documentation summarizing collaboration and outreach efforts of IHE's and the secondary school partners will be readily available and posted.

- Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits and cost
- ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies
- Hosting dual credit meetings for high school counselors
- Collaboration between ISDs and IHE partner(s) on a marketing campaign
- Documentation summarizing collaboration and outreach efforts of IHEs and secondary school partners will be readily available and posted.

Measures of Implementation:

- Information event for parents and students
- Presentations
- Website is updated regularly to reflect policies, rules and fee policies
- Counselor meetings are held throughout the year for all service area ISDs and homeschool groups
- LSC-O Dual Credit Team meets regularly with ISD administrators about dual credit programs
- LSC-O dual credit creates marketing posters and brochures - disseminates to the ISDs and homeschool groups
- Dual credit recruiter/advisor maintains a record of visits and activities – it is available upon request

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

Metric: Examples of items included in analysis:

- Student enrollment in postsecondary after high school
- Time to degree completion
- Semester credit hours to degree
- Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.

Goal 2: The LSC-O dual credit program's goal for successful transition to and acceleration through postsecondary education goal is to increase dual credit AA, AAS, AS, AAT or certificate completion.

Metric:

- Student enrollment in postsecondary after high school is tracked through THECB and internal data
- Time to degree completion is tracked through internal data (Take One More Program)
- Semester credit hours to degree is tracked through internal data
- Analysis of measures in enrollment in persistence through postsecondary education, disaggregated by student subpopulation is tracked through internal data
- Dual credit office performs transcript audits to determine hours to degree and graduation options
- Dual credit office performs student advising with dual credit high school

<p>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.</p> <p>Metric: Examples of items included in analysis:</p> <ul style="list-style-type: none"> • Student enrollment in postsecondary after high school • Time to degree completion • Decrease in excess number of semester hours beyond required hours to degree completion • Analysis of measures in enrollment and degree completion, disaggregated by student sub-population. 	<p>Goal 3: The LSC-O dual credit program goal in the development of an effective bridge between secondary and postsecondary education is to increase college preparatory course offerings and/or raise college readiness scores.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Student enrollment in postsecondary after high school is tracked through internal data • Dual credit recruiter/advisor performs transcript audits to determine time to degree completion and graduation options • LSC-O provides advising to establish a plan of enrollment for efficient use of courses in order to decrease excess hours to completion • LSC-O maintains the college prep MOU and advises ISDs on the college prep program • LSC-O provides student support services for all dual credit students, as the ISDs
<p>Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Analysis of performance in subsequent course work. 	<p>Goal 4: The LSC-O dual credit students' performance in college-level coursework goal is to increase dual credit academic course and career and technical education course completion.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Dual credit office analyzes enrollment, completion, and success data by school district, by course, by student, by instructor, and by mode of delivery

IV. Eligible Courses

1. Courses eligible for the awarding of LSC-O dual credit for high school students are limited to those within the LSC-O core curriculum and the LSC-O career and technical education course inventory.
2. Freshman and sophomore high school students will be permitted to enroll in courses with the approval of the counselor and principal.

3. Courses eligible for the awarding of LSC-O dual credit for high school students must be applicable to an LSC-O certificate or degree.
4. The LSC-O Guide for Potential Dual Credit Courses provides a crosswalk between secondary and postsecondary dual credit courses and will be provided to ISDs, upon their request.
5. LSC-O will partner with ISD's to review endorsement areas to make sure courses that are offered through dual credit align student endorsement and pathways.
6. Programs listed in the attached Appendix A have been approved for the 2020-2021 academic year. If there are courses that an ISD is interested in offering for Dual Credit, the ISD and LSC-O can adjust the MOU to meet the needs of the ISD and the student, subject to possible off-campus instructional site restrictions. Contact LSC-O Dual Credit Coordinator for more information.

V. Defined Sequence of Courses

1. The AA defined courses offer to students for the Fall 2020 semester include:

Delivery	LSC-O Courses	High School Courses	Palmis #
Online	ENGL 1301 Composition I (3 SCH)	English III or English IV (1/2 Credit)	03220300 or 03220400
Online	ENGL 2322 British Literature I (3 SCH)	English IV (1/2 Credit)	03220400
Online	GOVT 2305 Federal Government (3SCH)	Government (1/2 Credit)	03301000
Online	HIST 1301 US History I (3 SCH)	Social Studies Advanced Studies (1/2 Credit)	03380001
Online	MATH 1314 College Algebra (3SCH)	Independent Studies in Math (1/2 Credit)	030102500
LSCO	PTAC 1302 Intro to Process Tech	Intro to Process Technology (1 credit)	13040502
LSCO	PTAC 1408 Safety Health and Environment	Petrochemical Safety, Health & Environment (1 Credit)	13040504

VI. Student Eligibility

1. High school students must meet all eligibility requirements set forth in the THECB Rules. All eligibility requirements set forth herein are subject to the THECB Rules and, in the event of conflict, the THECB Rules govern and apply.
2. To be eligible for enrollment in dual credit courses offered, a student must be enrolled as a high school student. Academic eligibility requirements include demonstration of college readiness as evidenced by achieving the minimum passing standards of the Texas Success Initiative (TSI).

TSI Subject	TSI Cut Scores TAC 19, Part 1, Chapter 4, Subchapter C, §4.57
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Mathematics	Minimum of 350
Reading	Minimum of 351
Writing	Minimum of Essay score of 4 AND MC score of 340 or MC Below 340, an ABE Diagnostic level of at least 4, and an essay score of at least 5

In accordance with TAC 19, Part 1, Chapter 4 Subchapter D, §4.85, a high school student is also eligible to enroll in dual credit courses that are TSI liable in reading, writing, and/or mathematics by achieving one of the following exemptions:

ACT:

English	Composite score of 23, minimum of 19 = TSI exempt in both reading and writing
Mathematics	Composite score of 23, minimum of 19 = TSI exempt in mathematics

SAT (Prior to March 2016):

Critical Reading (formerly "verbal")	Combined Critical Reading & Mathematics of 1070, minimum of 500 = TSI exempt in both reading and writing
Mathematics	Combined Critical Reading & Mathematics of 1070, minimum of 500 = TSI exempt in mathematics

OR SAT (After March 5, 2016):

Evidenced-Based Reading & Writing	Minimum of 480 = TSI exempt in both reading and writing
Mathematics	Minimum of 530 = TSI exempt in mathematics

NOTE: Mixing or combining scores from SAT administered prior to March 5, 2016 and the SAT administered on or after March 5, 2016 is not allowable.

STAAR EOC:

Algebra I	Level 2 (4000) & passing grade in high school Algebra II = TSI exempt in mathematics
Algebra II	Level 2 (4000) = TSI exempt in mathematics
English II	Level 2 (4000) = TSI exempt in both reading and writing

PSAT/NMSQT (Prior to October 15, 2015):

English	Combined Reading & Mathematics of 107, minimum of 50 = TSI exempt in both reading and writing
Mathematics	Combined Reading & Mathematics of 107, minimum of 50 = TSI exempt in mathematics

PSAT/NMSQT (After October 15, 2015):

Evidenced-Based Reading & Writing	Minimum of 460 = TSI exempt in both reading and writing
Mathematics	Minimum of 510 = TSI exempt in mathematics

NOTE: Mixing or combining scores from PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.

3. Dual credit students applying for entry in career and technical level one certificate courses are encouraged to take the TSI Assessment. For specific information regarding testing and placement requirements, please contact the LSC-O Dual Credit Coordinator. Information is also available on the LSC-O dual credit website.
4. Prospective dual credit students must complete the LSC-O admission process prior to registration. The application may be submitted online through www.applytexas.org. Students will be required to select a major/program of study, allowing them to be placed on an academic or technical plan/pathway to progress toward the completion of an institutional award, certificate or degree. Students must also submit a bacterial meningitis shot record (within the past 5 years) for admission if students are planning to attend classes on the LSC-O campus. Information is also available on the LSC-O dual credit website.
5. Prospective dual credit students must submit the LSC-O Dual Credit/Supplemental Application Form signed by the student, parent or legal guardian, and high school counselor or principal each academic year. The LSC-O Dual Credit/ Supplemental Application Form must be presented or on file at LSC-O at the time of registration. The registration form is available at the high school counselor's office and the LSC-O Dual Credit Office. Information is also available on the LSC-O dual credit website.
6. High school students taking LSC-O courses for dual credit will be treated as college students. It is expected that high school students taking LSC-O courses for dual/concurrent credit will conduct themselves as college students. A collegiate classroom environment will be maintained for all dual credit classes. The level of maturity of the high school student should be one of the criteria for approval considered by the high school officials.
7. Dual credit students on academic probation are those with less than a 2.0 cumulative GPA (or C average) in LSC-O courses and will be required to meet with the LSC-O Dual Credit Coordinator to determine their eligibility to enroll in LSC-O classes. See the current LSC-O catalog for rules regarding academic probation.
8. The awarding of high school credit for graduation is at the discretion and approval of the District and should be indicated on the LSC-O Dual Credit/Concurrent Registration Form.

VII. Student Composition of Class

Dual credit courses may be comprised of dual credit high school students only or of dual credit high school students and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

- a. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
- b. If the high school credit-only students are College Board Advanced Placement (AP) students.

- c. If the course is a career and technical education course and the high school credit only students are earning articulated college credit.

For other exceptions, contact the LSC-O Dean of Student Services.

VIII. Faculty Qualifications, Selection, Supervision, and Evaluation

1. LSC-O controls all aspects of its educational programs. Each educational program for which college credit is awarded must be approved by the college administration. Using the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation requirements, LSC-O will approve and/or provide qualified faculty who demonstrate at least the minimum academic and/or experiential credentials to deliver college-level course content with high quality and effectiveness.
2. To be qualified and/or approved to serve as an instructor of record for LSC-O, minimum educational and experiential criteria are required commensurate with the type of course being taught and level of program(s) in which the course is included.
 - a. Instructors of academic transfer courses offered for dual credit must provide official transcripts reflecting a master's degree with at least 18 graduate hours successfully earned in the teaching discipline. Degrees and graduate credit hours held by faculty members, whether full-time or part-time, must have been earned at a U. S. regionally accredited institution. [Southern Association of Colleges and Schools, Principles of Accreditation, 6.2.a (Faculty Qualifications)]
 - b. Instructors of career and technical education courses offered for dual credit must provide official transcripts reflecting either a minimum of a bachelor's degree in the teaching discipline, or associate's degree with demonstrated competencies (three years work experience) in the teaching discipline. Minimum educational/experiential requirements for career and technical education courses are determined by the LSC-O program/award level in which the course is taught. Degrees and graduate credit hours held by faculty members, whether full-time or part-time, must have been earned at a U. S. regionally accredited institution. [Southern Association of Colleges and Schools Commission on Colleges, Principles of Accreditation, 6.2.a (Faculty Qualifications)]
3. The LSC-O Dual Credit Content Faculty Liaison is the official college contact for all instructional content for college courses taught for dual credit. All course content, learning outcomes and instructional objectives will be consistent with and comparable to courses taught on the College campus. Each instructor is required to post a syllabus that addresses instructional objectives and/or intellectual competencies on the LSC-O website by the LSC-O deadline.
4. Faculty teaching college courses for dual credit are expected to:
 - a. Carefully review the schedules that the LSC-O dual credit recruiter/advisor and/or LSC-O counselor provide(s) before registration begins. Questions regarding the courses that each cohort of students are to be registered for should be directed to the LSC-O dual credit recruiter/advisor on or before the due date for student enrollment packets.
 - b. Collaborate with a content area Faculty Liaison, assigned by LSC-O, as a level of support for ISD instructors. The goal of the liaison program is to insure accountability and quality education for off-campus courses offered to high school students.
 - c. Teach assigned classes according to LSC-O approved course syllabi; maintain college rigor; and provide instruction in the outlined competencies associated with the course.

- d. Provide each student with a syllabus that explains expectations of the instructor, learning outcomes, attendance policy, and other relevant course information (Examples: required class materials, outside assignments, course pre-requisites, etc.). The syllabus should be developed using the most current LSC-O syllabus template and conform to College standards and will be reviewed by the appropriate LSC-O Academic Dean. All syllabi are to be posted to the LSC-O syllabus system for inclusion in the LSC-O course schedule by the LSC-O deadline.
- e. Regularly check and maintain accurate attendance records for student enrollment in the course. **If a student's name does not appear on the LSC-O class roll, the student is ineligible to attend class and they will NOT be eligible to receive a grade from LSC-O for the course.** If a student attending the course does NOT appear on the LSC-O class roll, notify the dual credit recruiter/advisor or LSC-O Registrar as quickly as possible BEFORE the end of the second week of the semester.
- f. Notify the ISD administrator as early as possible of an inability to meet a class.
- g. Report any violations of the LSC-O student code of conduct outlined in the current LSC-O Catalog to the dual credit recruiter/advisor as soon as possible.
- h. Submit textbook requirements to the LSC-O textbook request system for each course taught EVERY semester.
- i. Participate in curriculum development and assessment, when possible, including but not limited to:
 - Syllabus review and update
 - Program learning outcomes assessment
 - Library book/resources recommendations
 - Instructional material and textbook review and recommendation
 - Academic Support Services on campus and online
- j. Retain class record books, lesson assignments, and other necessary materials or equipment available for use by substitute instructors.
- k. Submit all syllabi, teaching agreements, required class rosters, student grade reports, disability follow-up forms, outcomes assessment artifacts, and required documentation by LSC-O deadlines.
- k. Assign grades in the College system as follows:

A=Excellent (90-100)

B=Good (80-89)

C=Fair (70-79)

D=Poor (passing) (60-69)

F=Failure (below 60)

Q= Drop (student-initiated drop on or before drop date)

W=Withdrew (student-initiated withdrawal on or before withdrawal date)

There should also be back-up data to justify the grade assigned in the course (list of grades collected for quizzes, completion of projects, skills demonstrated, etc.).

- l. Maintain a copy of grade books for each dual credit course for the period of one calendar year following the end of the semester. If LSC-O personnel need to review grade books, the Faculty Liaison will request and receive a copy at that time.

- m. Check LSC-O email on a regular basis, at least twice a week. This is the primary method of official communication from the college.
- n. Direct students who qualify for accommodations considered and identified through the District process to the LSC-O Office of Disability Support Services for appropriate action. Dual credit students who qualify for accommodations considered and identified through a District can complete an application for Disability Support Services and submit it to the LSC-O Office of Disability Support Services. The instructor should **not** provide accommodations to students with disabilities prior to receiving and acknowledging receipt of the LSC-O "Students with Disabilities Advisement Form" each semester from the Office of Disability Support Services.
- o. Keep LSC-O administration informed of matters affecting the welfare of students, faculty, and the College.
 - LSC-O shall evaluate instructors of embedded college courses offered for dual credit using the same or comparable procedures and criteria used for faculty teaching at the college campus. Faculty teaching courses for dual credit shall comply with LSC-O's standards of instruction and policies.
- p. Faculty teaching courses offered for dual credit, who are also employed by the District, will be considered the employees of the District for this agreement. It is understood and agreed that such instructors are not the employees of LSC-O. The District shall perform criminal background checks as required by applicable law on all persons who are placed in the classroom for dual credit courses pursuant to this Agreement and the District is solely responsible for ensuring that all such individuals have met acceptable standards under such background checks.
- q. As with all LSC-O instructors, faculty teaching embedded courses offered for dual credit who are also employed by the District are subject to LSC-O policies, rules, and regulations, and it is expressly understood that such instructors will abide by and comply with same.
- r. Faculty teaching dual credit courses who are also employed by the District will be responsible for completing annual training/updates on Title IX, harassment, and child abuse at a level commensurate to that which is required of all LSC-O employees. It will be the responsibility of the District to provide appropriate documentation of completed training upon request by LSC-O administration.
- s. LSC-O retains the right to deny any dual credit instructor who violates the Teaching Agreement the opportunity to teach for LSC-O.

IX. Course Scheduling and Faculty Requests

1. All course selections for the fall semester should be finalized on or before April 1. All course selections for the spring semester should be finalized on or before November 1.
2. LSC-O cannot guarantee an ability to staff embedded course sections with LSC-O employed faculty that are made any later than April 1 for the fall semester and November 1 for the spring semester.
3. The ISD will ensure that the required Texas Higher Education Coordinating Board (THECB) contact hour rules for college courses will be followed and the high school course schedules will allow the required number of contact hours for embedded dual credit courses college courses.
4. High school officials will provide at least two weeks' notice to the Dual Credit Recruiter/Advisor of any changes to instructional time.

5. The College calendar and operational hours shall take precedence over the District calendar and operational hours for all dual credit courses.

X. Location of Classes

1. Dual credit courses may be taught on the college campus, embedded on the high school campus, or by distance learning.
2. District administration will ensure the institution and dual credit classrooms have adequate physical resources to support the mission of the institution and the scope of its programs and services:
 - a. The classroom used to teach dual credit courses and lab courses provides an adequate environment for a minimum of 25 students.
 - b. The classroom used to teach dual credit courses and lab courses is an adequate environment with few or no interruptions.
 - c. The classroom used to teach dual credit courses and lab courses is located as far as possible from the main student traffic areas.
 - d. The classroom used to teach dual credit courses and lab courses contains the technology and equipment adequate for and appropriate to instruction addressing the learning outcomes to be demonstrated for the course being offered.
 - e. The library provides and supports student and faculty access to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all of the college's educational, research, and public service programs.
 - f. The high school provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

XI. Transcription of Credit

1. For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

XII. Academic Policies and Student Support Services

1. All academic policies applicable to courses taught on the LSC-O campus shall apply to dual credit high school students enrolled in face-to-face campus, distance learning, and embedded courses, as outlined in the LSC-O policies and catalog.
2. Students with disabilities who are presently taking an LSC-O college course are eligible to receive disability-appropriate accommodations. Accommodations for dual credit students will be provided per the LSC-O procedure for students. Disability-appropriate accommodations will be determined by the LSC-O Office of Disability Support Services in conjunction with ISD input.
3. Accommodations for dual credit students will be provided per the LSC-O procedure for students who are not otherwise qualified for course(s), such as college readiness scores.
4. Students taking college classes for dual credit are entitled to the same services that are available to other LSC-O students. LSC-O provides timely and efficient academic advising and counseling for dual credit high school

students regarding the collegiate curriculum. Dual credit high school students participate in the LSC-O procedures regarding resolution of written student complaints, orientation regarding their rights and responsibilities, and the security of personal information.

5. LSC-O ensures that students have access to regular and timely instruction in the use of library and other learning resources, through course curriculum. If the District is the provider of these materials, LSC-O establishes the appropriateness of the collections for the courses and programs offered.

XIII. Student Code of Conduct

1. Dual credit students shall adhere to the following:
 - a. School district policies;
 - b. LSC-O student code of conduct (outlined in the current LSC-O Student Handbook);
2. Dual credit students on the LSC-O campus who participate in inappropriate behavior, criminal acts, or other violations of the LSC-O student code of conduct will be disciplined in accordance with the LSC-O Student Code of Conduct Judicial Process and the District will be notified of such. (2020-2021 LSC-O Student Handbook).
3. The LSC-O department of Public Safety is the primary security authority for LSC-O. All dual credit students while on any LSC-O campus shall be eligible for and receive all Public Safety services provided by the LSC-O department of Public Safety.
4. Responses to law enforcement, safety, or emergency-related incidents shall be based upon the guidelines and operational procedures of LSC-O, along with local, state, and federal laws.
5. LSC-O may at its discretion release primary law enforcement jurisdiction to the appropriate District on a case-by-case basis.
6. The District agrees to notify the LSC-O Department of Public Safety of any incident or situation(s) involving dual credit high school students which may affect the public safety of the LSC-O community.
7. Campus carry laws will be obeyed as the law was written during the 84 (R) Texas legislative session (SB 11).
8. Dual credit parents will report grievances to the high school counselor, at which time the high school counselor will communicate any grievances to the Dual Credit Recruiter/Advisor. The Dual Credit Recruiter/Advisor will work with the Dean of Student Services on any grievance filed. Upon confirmation from the District high school counselor, students will be expected to follow the grievance process outlined in the 2020-2021 LSC-O Student Handbook for any academic or disciplinary appeal.

XIV. Media and Public Relations

Media and public relations regarding dual credit students will be managed according to the District and LSC-O protocols.

XV. Course Curriculum, Instruction, and Grading

1. The LSC-O Dual Credit Recruiter/Advisor is the official college contact regarding instructional content for college courses taught for dual credit.
2. Each LSC-O instructor must have a syllabus on file, which incorporates the policy and procedure for mastering learning outcomes, grading policies, and disability services.

3. Instructors shall follow LSC-O grading policies where students will receive letter grades on their LSC-O transcripts. College faculty will provide numeric grades at the end of the semester to be weighted or factored into the student's high school grade point average as determined by the high school district.
4. Faculty will participate in providing information for the assessment of student learning outcomes as required by the Texas Higher Education Coordinating Board (THECB) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This includes, but is not limited to, the submission of summary scores/data where such information is needed for evaluating departmental success, and the submission of student work for secondary evaluation by the division to ensure that relevant learning outcomes are achieved in any given course.

XVI. Transfer of Courses

1. LSC-O basic academic, general education courses are readily transferable to other public institutions of higher education in Texas. However, since each college has its own policy regarding the transferability and applicability of courses, each student is strongly advised to check with the transferring college or university he/she plans to attend in order to determine the transferability and programmatic applicability of LSC-O courses. The Dual Credit student can also look at his/her degree plan with the Dual Credit Recruiter/Advisor for transfer credit questions.
2. The entire LSC-O core curriculum will be accepted by Texas state-supported colleges and universities into that institution's core curriculum, for coursework in which a student earns a "C" or better.
3. Career and technical education courses are not designed for transfer beyond LSC-O. However, Bachelor of Applied Arts and Science (BAAS) programs exist at some universities that allow these courses to be applied directly to baccalaureate degree requirements. Students are encouraged to check with prospective universities concerning programs.

XVII. Academic Regulations

1. An LSC-O class minimum enrollment of 10 students is necessary to constitute a face-to-face class on the LSC-O campus. Exceptions to this restriction apply in instances in which more than one high school agrees to receive instruction simultaneously (ITV, distance learning, etc.). Embedded courses may be taught on an individual student basis, with no minimum enrollment required. A minimum of 12 students is required for non-embedded courses taught on the high school campus.
2. LSC-O courses offered as dual credit by LSC-O faculty or embedded high school faculty, regardless of where they are taught, follow the LSC-O College calendar, syllabus requirements, course outline, grading procedure, FERPA regulations, policies on communication between students, parents, and ISD administrators, and other instructional and evaluative policies and procedures. Exceptions to this must be approved by the LSC-O Provost.
3. Letter grades are given in accordance with policies printed in the College catalog. Numerical averages will be provided to the high school counselor, via email, by the LSC-O at the end of each semester.
4. In the event of a grade dispute, the LSC-O policy for grade appeals will be followed. Please see the Academic Grievance Procedure in the current LSC-O catalog.
5. District employees and parents shall not influence the grading policies, grading procedures, or other instructional policies of LSC-O faculty who teach college courses as dual credit.
6. Dual credit students may withdraw (drop) from all courses and receive a grade of "W" at any time during the semester on/prior to the LSC-O official drop deadline specified in the College calendar. A grade of "F" will be

assigned for courses dropped after the deadline specified in the College calendar. For students who wish to drop a class, it is the student's responsibility to contact the high school official before dropping a course. It is the student's responsibility to verify that the official withdrawal has been initiated and completed.

XVIII. Funding

1. The cost of tuition and fees for eligible academic dual credit courses will be \$50.00 per credit hour for academic courses that are offered for dual credit each semester.
2. The District or the student will be responsible for the transportation of high school students to LSC-O.
3. The District or the student will provide the cost of tuition, required fees, and textbooks.
4. The District or LSCO will consider the use of free or low-cost open educational resources (OER) in courses offered under the program, if available.
5. The District will provide required software licenses and/or other materials for embedded career technical education dual credit courses taught at the high school campus.

XIX. Indemnity and Liability

1. To the extent allowed by law, the District does hereby agree to defend, indemnify, and hold harmless LSC-O, agents, employees, and representatives from and against any and all causes of action, claims, liabilities, debts, or judgments arising from or related to: (1) the actions or omissions of District instructors provided under this Agreement; or (2) the actions or omissions of any employee, agent, instructor, or anyone else acting on behalf of the District in the performance of this Agreement.
2. To the extent allowed by law, LSC-O does hereby agree to defend, indemnify, and hold harmless the District, agents, employees, and representatives, from and against any and all causes of action, claims, liabilities, debts, or judgments arising from or related to: (1) the actions or omissions of LSC-O instructors provided under this Agreement; or (2) the actions or omissions of any employee, agent, instructor, or anyone else acting on behalf of LSC-O in the performance of this Agreement.
3. The District expressly assumes all liability related to or arising from the acts and/or omissions of its employees, contractors, agents, or representatives related to this Agreement or the dual credit program.

XX. Miscellaneous

1. District and/or students are responsible for purchasing all textbook and instructional materials for students enrolled in dual credit courses.
2. The District will maintain required student vaccination records and required documentation at the high school for health occupations courses and make those records available to LSC-O auditing if needed.
3. Both parties agree to have a spirit of cooperation and to meaningfully collaborate in providing a positive collegiate-level experience for those high school students equipped with the maturity and academic preparation to be successful in college-level courses.
4. Both parties agree to post this agreement on the District and LSC-O respective websites.
5. This Agreement may only be modified in writing and must be signed by both parties to take effect.

6. This Agreement will become effective on the date the last party's notary executes it, and will remain in effect through the remainder of the academic term. Either party may terminate this Agreement without cause by giving the other party notice in writing at least thirty (30) days before the beginning of the first day of the LSC-O semester or District semester, whichever is earlier.
7. Nothing herein shall waive the parties' immunity to suit or liability as established by applicable law.
8. The parties to this Agreement are not in a joint venture, partnership or otherwise.
9. This Agreement shall be governed by the laws of Texas.
10. All parties to this Agreement agree to abide by and comply with all applicable laws regarding student privacy including, but not limited to, FERPA.
11. The signatures below indicate and represent that the governing boards of both LSC-O and the District have approved this Agreement.


XXI. Other Agreements with the District

1. This agreement does not apply to other agreements between LSC-O and the District. LSC-O and the District will have separate and distinctive agreements for LSC-O Dual Credit and for Early College High Schools.



ISD Administrator

12/4/2020
Date



Dr. Wendy Elmore
Provost/Executive Vice President: Lamar State College-Orange

12/2/2020
Date