

Dual Credit Partnership Memorandum of Understanding
Academic Years: 2024-2025, 2025-2026, 2026-2027
Valley View Independent School District

This Dual Credit Partnership Agreement between North Central Texas College (NCTC) and the Independent School District (ISD) is designated to allow high school students to earn high school and college credit (workforce or transfer).

This agreement is written in accordance with Texas Administrative Code (TAC) Title 19, Part 1, Chapter 9, Subchapter H pertaining to partnerships between secondary schools and public two-year colleges.

PROGRAM GOALS

Dual credit partnership goals align with the statewide goals collaboratively developed between Texas Higher Education Coordinating Board (THECB) and Texas Education Agency (TEA). These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure quality dual credit are provided to Texas high school students. College and School agree to post the MOU on their respective websites.

| Statewide Goal | Partnership Goal | Strategy |
|---|--|--|
| <p>STATEWIDE GOAL 1: <i>ISD's and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment policies.</i></p> | <p>Partnership Goal 1: Documentation summarizing collaboration and outreach efforts of IHE and secondary school partners will be readily available and posted.</p> | <p>Secondary school partners and IHE dual credit webpages reflect the most current dual credit program information including enrollment policies and FAST information. IHE Dual Credit Success Coaches hold Parent/Student information sessions at various times throughout semesters prior to students enrolling in dual credit. IHE provides secondary school partners marketing brochures, posters and pathway information.</p> |
| <p>STATEWIDE GOAL 2: <i>Dual Credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.</i></p> | <p>Partnership Goal 2: Enrollment analysis in and persistence through postsecondary education coursework gathered and reviewed by both secondary school partners and IHE.</p> | <p>IHE provides enrollment data for secondary school partners based on semester by semester and year by year information for their review and to use in determining coursework moving forward.</p> |
| <p>STATEWIDE GOAL 3: <i>All dual credit students will receive academic and college readiness advising and will have access to student support services to bridge them successfully into college course completion.</i></p> | <p>Partnership Goal 3: Secondary school partners provide IHE Dual Credit Success Coaches an area designated for face to face advising and assisting with locations of support services for students.</p> | <p>IHE provides dual credit student visits by Success Coaches to secondary school and access to support services including, but not limited to libraries, electronic library resources, tutorial services, academic accommodations, assessment, admissions, and academic advisement. Email links to all services are provided to students and secondary school advisors as well as posted in the learning management system, Canvas.</p> |
| <p>STATEWIDE GOAL 4: <i>The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses</i></p> | <p>Partnership Goal 4: IHE ensures that dual credit courses offered on any campus and taught by embedded or full-time faculty are equivalent in curriculum, materials, instruction, method and rigor.</p> | <p>All faculty teaching dual credit courses are required to meet the same standards, reviews, and approval procedures used by the IHE. Faculty attend professional development opportunities provided by the IHE throughout the year.</p> |

1. ELIGIBLE COURSES

Dual credit courses must be identified as:

- a. College-level academic courses in the current Lower Division Academic Course Guide (ACGM) or as college-level workforce education courses in the current Workforce Education Course Manual (WECM), but limited to those which lead directly to a certificate or degree in a program offered by NCTC

- b. NCTC Core Curriculum and Foreign Language courses
- c. The college and ISD shall collaborate to determine the course offerings for their students.
- d. Each ISD will transfer offerings into a course crosswalk accompanying the Memorandum of Understanding (MOU). Course crosswalks can be revised yearly throughout the term of the MOU.
- e. The college shall approve all courses in the dual credit program before implementation.
- f. Developmental courses are not offered for dual credit

2. STUDENT ELIGIBILITY REQUIREMENTS

- a. A high school student (9th-12th grades) is eligible to enroll in dual credit courses if the student:
 - i. Demonstrates college readiness by achieving the Texas Success Initiative ("TSI") minimum passing standards as set forth in 19 Texas Administrative Code § 4.57 on relevant assessment instrument section(s) approved by the THECB in 19 Texas Administrative Code § 4.56
 - ii. Demonstrates that the student is exempt under the TSI provisions as set forth in 19 Texas Administrative Code § 4.54.
- b. A high school student is also eligible to enroll in academic and/or Level II workforce dual credit courses if they achieve the minimum score for TSI college readiness in reading, writing, and/or mathematics as set forth in 19 Texas Administrative Code § 4.85 on other approved assessments for dual credit student eligibility requirement.
- c. A high school student is eligible to enroll in workforce education dual credit courses in a postsecondary Level I certificate program, or a program leading to a credential of less than a Level I certificate, at a public junior college or public technical institution and shall not be required to demonstrate college readiness or dual credit enrollment eligibility.
- d. All students enrolled in secondary public (accredited or non-accredited), private, or home school are required to demonstrate college readiness or demonstrate a TSI exemption or submit another approved dual credit eligibility assessment.

Student eligibility scores (TSIA2/EOC/ACT/SAT) are subject to change throughout the term of the MOU based on Texas law or regulations.

- e. Students must have a high school minimum grade point average (GPA) equivalent of a "C" or higher to be eligible for academic or CTE dual credit courses.
 - i. To remain eligible for dual credit courses each semester, students must complete each course with minimum grade of "C"
 - ii. Should a student fail to make a "C" or higher in each course attempted, they will not be permitted to register for one long semester. The student will be eligible to reenroll after a break of enrollment for one long semester and after gaining approval through their high school counselor; Summer I and Summer II constitute a long semester.
- f. Student requirements to be eligible in a Dual Credit Fire/EMT program are based on Fire/EMT Advisory Board decisions: general GPA, submissions of recommendation, few discipline or attendance issues. Each ISD selection process will specifically be related to the Advisory Board requirements, but not limited to and posted on the ISD webpage.
 - i. To remain eligible in the Fire/EMT program, students must complete each course with a numeric grade of a 75 or higher.

- ii. Should a student fail to make a 75 or higher in each course the student will be removed from continuing in the program.
 - iii. Should a student receive complaints from partnering Fire Departments, EMT Units or Clinical Sites as described in the FIRE/EMT Handbook they will be administratively removed from continuing in the program. If the student is a FAST recipient the ISD will remain responsible for paying all costs.
- g. Students with prior disciplinary or attendance problems, as defined by The Texas Education Code, Section 25.92 Minimum Attendance for Class Credit, are not eligible to enroll in college classes.
- h. Students must meet all regular College prerequisite requirements designated for a course

3. ADMISSION REQUIREMENTS

The ISD shall submit to NCTC all required admission documents in a timely manner to ensure student enrollment.

- a. Application for admissions
- b. Current high school/college transcript
- c. Official test scores or proof of exemption for non CTE courses
- d. Bacterial Meningitis Immunization for face to face classes at NCTC or Dual Credit Fire/EMT Program
- e. Dual Credit Registration Form

4. DUAL CREDIT LOADS

High School students may enroll in the number of classes appropriate to their needs with an institutional upper limit of 18 hours per long semester, with the understanding that a load of 12 hours per long semester should be considered advanced by most metrics for Dual Credit students. Dual credit programs will assist the ISD students in successful transition to and acceleration through postsecondary education.

5. DUAL CREDIT COURSE LOCATIONS

- a. Dual-credit classes may be taught on the ISD campus, online, NCTC campus, or another mutually agreed upon location.
- b. It is the ISD or student's responsibility to provide transportation to the location where classes are being held.
- c. NCTC classes at the high school that contain a "lab" component will have the same equipment, specifications and consumables provided as the college would. Before a lab course can be offered at the high school, the designated NCTC Division Chair or Dean will evaluate the proposed "lab" location to ensure it meets the college minimum standards. The high school will be responsible for maintaining the upkeep and storing consumables and non-consumables related to the "lab" course.
- d. High school classrooms where NCTC faculty are sent in to teach dual credit courses, the ISD will ensure the classrooms are:
 - i. Located in an area promoting a college environment with minimized disruptions
 - ii. Available for the entire allotted instructional class time

- iii. Equipped for college level instruction with computer equipment or docking abilities, projection, and internet access that aligns with the college and State of Texas standards to ensure comparable delivery of instruction as on a college campus.
- e. Security will be provided for students and college staff by the ISD when classes are held at a high school campus.
- f. Any ISD location where dual credit courses are held, the district will appoint a designated liaison who will act as a contact in regards to facilitate support for faculty, supplies and general communication with students.

6. STUDENT COURSE COMPOSITION

- a. Dual credit courses at the ISD may include only dual credit students or both dual and college credit students if taught on NCTC campus or online.
- b. All dual credit courses must have a minimum enrollment of 20 students for a 48-hour, 3 credit hours course regardless of having an embedded instructor or not. Workforce CTE courses may have exceptions to the minimum number of students as they are limited by space and teacher-to-student ratio for safety.
- c. Any ISD location where dual credit courses are held, the district will appoint a designated liaison who will act as a contact in regards to facilitate support for faculty, supplies and general communication with students.

7. FACULTY SELECTION, SUPERVISION AND EVALUATION

- a. Potential instructors shall submit employment applications and official transcripts to NCTC Human Resources prior to employment.
- b. All faculty must be interviewed by NCTC personnel before consideration is given to allow them to teach dual credit.
- c. It is the policy and practice at NCTC to ensure that all faculty possess the appropriate academic preparation, training, and experience to teach in a community college setting. All faculty at NCTC will meet or exceed the minimum credentialing requirements of accrediting bodies and state agencies. This policy applies to all full-time and adjunct faculty on all campuses and in all learning environments (e.g. on-line, face-to-face, off-campus, etc.). A district may want to contact NCTC for clarification on qualifications prior to making offers to ISD faculty members to determine if the individual meets SACS credentialing standards. If questions arise in areas of credentialing, the Dual Credit Department or Division Administration can be contacted for clarification.
- d. Embedded faculty members employed on a full-time basis with the ISD, who teach a dual credit course under the MOU inside or outside of their ISD regular duty hours are considered employees of NCTC for the purpose of the dual credit course and must adhere to all college instructional and administrative procedures as outlined in the NCTC Employee Handbook or as directed by their NCTC Division Chair.
These include, but are not limited to:
 - i. NCTC department approved text or OER
 - ii. NCTC approved course syllabi
 - iii. Follow NCTC calendar
 - iv. Timely submission of certified rosters within NCTC deadlines

- v. Timely submission of midterm and final numeric and letter grades for both 8-week and 16-week courses within NCTC deadlines.
 - vi. Participation in professional development
 - vii. Participation in department meetings
 - viii. Evaluations by NCTC supervisors, including classroom visitation in the same manner as other regular NCTC faculty.
 - ix. Use the college learning management system Canvas
- e. The College may remove and/or replace any Instructor who fails to meet the College procedures and requirements.
 - f. As employees of NCTC, such faculty will be paid directly from NCTC for services rendered under the MOU in accordance with NCTC adjunct faculty compensation plan and are subject to the same agreements and obligations as all other NCTC faculty members. Embedded high school adjunct instructors will receive a pro-rated salary for sections below the required 20 students.

8. COURSE CURRICULUM, INSTRUCTION AND GRADING

A dual credit course and the corresponding course offered at an NCTC campus are equivalent with respect to the curriculum, materials, instruction and rigor.

9. ACADEMIC AND STUDENT SUPPORT SERVICES

Advising

- a. The College shall provide dual credit students with access to services and facilities that college students have on the College's campuses.
- b. The ISD and the College shall establish common advising strategies and terminology related to dual credit and college readiness, provide for endorsements described by Texas Education Code § 28.025(c-1), and identify tools to assist school counselors, students, and families in selecting endorsements offered by the College.

ADVISORS: ISD Designated Counselor or College and Career Specialist
NCTC Dual Credit Success Coach

- c. The College shall require a student enrolled in a dual credit course to file a degree plan with the college no later than the second regular semester's end or term immediately following the semester or term in which the student earned a 15 or more cumulative semester credit hours total for dual credit courses successfully completed by the student.

Career Services

The college center for student career services is dedicated to helping students explore college majors and associated careers, research employers, and prepare for interviews.

Learning Tools

- a. Each campus provides a learning center to extend learning beyond the classroom. Those include libraries, study aids, tutoring and testing centers.
- b. Dual credit students are eligible to utilize the same comparable academic and instructional support services that are afforded college students such as counseling, advising, disability services and library resources, which can be accessed online or in person on an NCTC campus.
- c. Students will have access to internet and library through the ISD and on all college campus locations.

10. DISABILITY SERVICES

- a. NCTC is dedicated to providing the least restrictive environment for all students and promotes equity in academic access by providing reasonable accommodations as required by the Rehabilitation Act of 1973, Title V 504 and 508, the Americans with Disabilities Act of 1990 and the American with Disabilities Amendment Act.
- b. Student accommodations or services approved and provided by the ISD are not transferable to the college or the college course.
- c. Students with disabilities are encouraged to register with an NCTC campus Office for Students with Disabilities (OSD) as early as possible to help ensure accommodations are in place before the semester start. Students request accommodations for a disability in a College course must contact the College's Disability Services Office each semester to register for or renew accommodations for College courses. Seeking college accommodations is the student's responsibility. If the student does not make a request for accommodation and actively participate in the accommodation discussion as needed, the student will not receive an accommodation.
- d. Instructors must receive an approved accommodation letter via College email before students can use their College-approved accommodation in the Instructor's course.

11. STUDENT EXPECTATIONS and RESPONSIBILITIES

- a. A Dual Credit course is a college course in all respects. The curriculum and teaching methods are the same as used in other college courses.
- b. All NCTC college courses whether face to face or online require the use of the college learning management system Canvas as well as additional programs to complete course requirements. Therefore, students will need technology in order to access the systems. Should the student have a device (computer, tablet or laptop) checked out by the ISD, they will need to ensure the appropriate programs are accessible.
- c. While taking courses through NCTC, the student must adhere to all College policies and regulations contained in the college catalog, student handbook, and course syllabus.
- d. Students will be responsible for completing a Title IX module in the learning management system Canvas.
- e. To prepare for college course assignments, all college students should expect to invest at least as much time out of class as in class reading and studying. All students should schedule more study time when they have an exam or when projects are due.
- f. High school courses may not address the same controversial issues or subject matter as a college course, so Dual Credit students should be prepared to participate in adult/college level class discussions.
- g. The students should not expect to repeat work, receive extra credit or do additional work in order to improve a grade.
- h. High school extra-curricular activities may conflict with Dual Credit courses. Parents and students should seriously discuss priorities before and during enrollment in a dual credit course. Students are responsible for all materials related to the course whether or not they are in class the day the information is given or the assignment is made. Students will need to talk to their instructor about

arrangements for receiving handouts, classroom information, obtaining lecture notes, or turning in work.

- i. Students requesting special accommodations while enrolled in dual credit courses must schedule a meeting with the NCTC Office for Students with Disabilities (OSD) prior to the beginning of the semester they are enrolled in.
- j. Students must maintain a "C" or better in each Academic or CTE course to continue in the dual credit program the following semester. Specialty programs such as Fire/EMT and Cosmetology require a numeric grade of 75 or better in each course, each semester to continue in the program the following semester.

12. ATTENDANCE

- a. Dual credit students are expected to attend class. Students must follow the instructor's attendance policy as outlined in the course syllabus. If students will be out of class for an official school function, the high school must notify the NCTC instructor prior to the absence. Students must also notify the instructor prior to the absence and should be aware that approval of make-up work is at the instructor's discretion.
- b. Generally speaking, colleges do not distinguish between an excused or unexcused absence, an absence is defined as "a student not being in class."
- c. Missing more than one week of class will negatively affect student's grade. NCTC instructors reserve the right to withdraw students from courses for excessive absences. Students should be aware of the instructor's policy as stated in their syllabus.
- d. Students who miss more than one week of class due to high school suspension, assignment to alternative education and/or expulsion may be withdrawn from the college course.
- e. NCTC should be notified if a student is assigned to alternative education or suspension.

13. WITHDRAWAL FROM COURSES

- a. If a student wishes to withdraw from a dual credit course, they must first discuss the matter with their high school counselor. It is the high school's responsibility to place the student in an alternative high school course to ensure necessary credits for high school graduation.
- b. Dual credit students are exempt from Senate Bill 1231 that limits the number of withdrawals of college students to 6 total courses during their undergraduate career.
- c. It is the student's responsibility to submit an official withdrawal form to NCTC if the high school grants permission by the college published deadline each semester.

14. TRANSCRIPTION OF CREDIT

- a. NCTC shall transcribe the respective credit immediately upon a student's completing the required course.
- b. NCTC will communicate letter and numeric midterm and final grades each semester for students to the ISD.

- c. If a student wishes to appeal a grade at the end of a semester, they must follow the NCTC grade appeal/change of grade policy as published in the NCTC Student Handbook deadline.
- d. The local ISD is responsible for maintaining the student's high school transcript.
- e. School districts are responsible for creating a crosswalk of course equivalency for each high school course and its associated college course, including number of credits that may be earned for each course offered as dual credit.
- f. The approved course crosswalk will be published on the high school website each academic year and the college will post a link to each ISD's high school dual credit webpage.

15. Tuition, Fees, Textbooks and Supplies

Dual Credit Financial Aid for Swift Transfers (FAST) Students (does not apply to private or homeschool students):

- a. NCTC will pay tuition for all students identified as educationally/economically disadvantaged by ISD PEIMS code 01, 02 or 99 within 4 years of taking a dual credit course and confirmed by THECB based on TEA data.
- b. ISD's will be responsible for checking the PEIMS 01, 02 or 99 status for FAST students over the 4-year period prior to taking dual credit.
- c. FAST applies to all semester a student is eligible to enroll: Fall, Winter, Spring, May and Summers.
- d. The ISD will be responsible for FAST students' textbooks and supplies, plus any additional fees for specialty programs such as Cosmetology and Fire/EMT.
 - i. Selected textbooks will be purchased and coordinated with the college bookstore.
 - ii. NCTC will share bookstore contact information and the textbook price list with the ISD.
 - iii. Other textbooks along with additional fees will be invoice to the ISD by the NCTC Business Office.
- e. It is possible THECB may locate additional students who were FAST eligible based on TEA data and as a result the ISD will be required to cover costs.
- f. It is possible based on TEA data THECB may deny FAST students the ISD identified as eligible and as a result either the student or ISD will be responsible for all costs.
- g. FAST students are NOT eligible to apply for NCTC Scholarships

Traditional Dual Credit Students:

- a. Any dual credit student not identified as a FAST recipient will pay the following tuition rate based on residency:

| | | |
|------------------------|-------------------------|---|
| Cooke County Residents | \$25 per college credit | One 3 credit course such as HIST 1301 = \$75 |
| Graham Residents | \$35 per college credit | One 3 credit course such as HIST 1301 = \$105 |
| All Other Areas | \$55 per college credit | One 3 credit course such as HIST 1301 = \$165 |

- b. Students will pay all appropriate fees and purchase instructional support materials unless otherwise agreed upon by the ISD and college. Students will be responsible for textbooks and required course supplies for all courses including specialty programs.

- c. Traditional dual credit students are expected to pay in full or set up a payment plan at the time of registration.
- d. Failing to make payment may result in courses being dropped and reinstatement not guaranteed.
- e. ISD's and students must follow specified dual credit registration and payment procedures. Procedures and deadlines may be different than for non-dual credit students.
- f. Traditional Dual Credit students are eligible to apply for NCTC Scholarships.
- g. Tuition rates are subject to change based on Texas Legislation and NCTC Board of Regents policies.

Third Party Billing or Scholarships:

- a. Schools who pay all or a portion of costs for non-FAST students will be required to notify the Dual Credit Department in writing prior to enrolling students for the academic year in order to ensure students are not dropped from classes for nonpayment.
- b. NCTC will invoice an ISD based on the official day of enrollment. Payment by the school is due within 30 days following the receipt of such invoice.
- c. If payment from the ISD is not received within 30 days after the invoice due date, the student will be responsible for paying their unpaid balance and have a hold on their account preventing registration for future terms
- d. Educational Foundations, Rotaries or Chambers who intend to scholarship a student will need to notify the NCTC Scholarship Department as soon as possible to ensure students are not dropped from enrolled courses.

16. SCHOOLS HOSTING FIRE/EMT PROGRAM

- a. ISD and NCTC Fire/EMT Program Director will meet prior to beginning the program to discuss all procedures and requirements for the program.
- b. ISD will provide a classroom for in class teaching and skills necessary for the program.
- c. ISD will provide a locked area near the classroom for storage of all materials and gear students will use during the program. NCTC Fire/EMT Program Director will determine if the area's temperature and space are adequate prior to semester beginning.
- d. Students and parents will be required to attend an information session to ensure they fully understand the requirements to enter the program and the expectations within the program.
- e. Students will be required to follow through with additional program requirements other than the admissions requirements to be eligible to participate in the program.
- f. FAST students are eligible to apply and participate in the program if selected.

17. CIVIL RIGHTS COMPLIANCE, TITLE IX, COMPLAINTS ABOUT STUDENT CONDUCT AND DISCIPLINE

- a. The college and ISD have policies and procedures in place to receive, investigate, and promptly resolve student and employee complaints alleging civil rights or Title IX violations. Nothing in the MOU

changes each parties' obligations to have in place and to utilize its own complaint resolution processes for students enrolled at the college or ISD including dual credit enrolled students. The College and the ISD shall each cooperate with any investigations conducted by the other.

- b. If a student enrolled in the dual credit program taught at the College engages in conduct that would result in disciplinary action against a College student, the College shall advise the School prior to the finalizing any disciplinary action against the student. However, the College may remove a student from the course or from the premises if the student engages in conduct that is disruptive, dangerous, or threatening to others, without prior communication with the School.

18. FERPA COMPLIANCE AND DATA SHARING

- a. If a student is enrolled in a dual credit program, NCTC and the ISD may disclose an education record regarding the student as allowed by United States Code, 34 CFR § 99.34.
- b. NCTC and ISD acknowledge that the ISD is subject to the Family Educational Rights and Privacy Act (20 U.S.C. 12332(g)) ("FERPA"), which federal law and supporting regulations generally address certain obligations of an educational agency or institution that receives federal funds regarding disclosure of personally identifiable information in education records.
 - i. NCTC is a "school official" under FERPA and has a legitimate educational interest in personally identifiable information from education records because NCTC:
 - (1) provides service or function for which the District would otherwise use employees
 - (2) is under the direct control of the District with respect to the use and maintenance of education records
 - (3) is subject to the requirement of FERPA governing the use and re-disclosure of personally identifiable information from education records.
- c. The ISD expects and anticipate that NCTC may receive identifiable information in education records only as an incident of service or training that NCTC provides to the ISD or its students pursuant to this MOU.
- d. The ISD acknowledges that, once a student is registered in a College course, the student under the Family Educational Rights and Privacy Act (FERPA) post-secondary rules and students are given the privacy rights in their educational records when enrolled in College courses, regardless of their age. Any release of the student's records to parents, legal guardians, or third parties by the College is at the College's sole discretion.
- e. The ISD and NCTC acknowledge that each has a legitimate educational interest in the students' educational records for FERPA purposes. Both shall ensure that its employees and agents comply with these and all other federal and state laws governing the dual credit students' rights to educational records and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

19. UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) ELIGIBILITY

NCTC assumes no responsibility for loss of eligibility for high school students enrolled under this program to participate.

20. TERM AND TERMINATION

This MOU will become effective for the Fall 2024 term and remain in effect through Summer 2027. By law NCTC is required to have an active MOU before servicing your dual credit students for Fall 2024. Therefore, please return this MOU prior to August 1 to ensure the ISD's students remain enrolled for the fall semester. It is agreed that either Party may terminate this MOU with written notice to the other party within thirty (30) days. In the event of termination mid semester, currently enrolled dual credit students would be permitted to complete their courses for that semester. No new dual credit registrations would be permitted for the current or future terms. Either Party may also terminate this MOU with written notice to the other Party immediately for breach. This MOU may also be terminated by mutual agreement of the Parties.

21. LEGAL COMPLIANCE

Both NCTC and the ISD shall operate the dual credit program and perform their obligations under this Agreement in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, interpreting authorities, and administrative rules and requirements, including, but not limited to, (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974; and Title IV of the Higher Education Act of 1965; (b) the Texas Constitution; (c) Texas Education Code's applicable provisions; (d) state and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) state record retention laws; (f) Title 19 of the Texas Administrative Code's applicable provisions, including, without limitation, Chapter 4, Subchapters D and Chapter 9, Subchapter H; (g) TEA guidelines and requirements, including, the Student Attendance Accounting Handbook and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements; and (i) the rules, regulations, and requirements imposed by accrediting agencies applicable to either Party including, the Southern Association of Colleges and Schools. The Parties agree to operate the dual credit program in compliance with their respective applicable board policies and procedures.

The Parties agree to a mutual understanding to resolve issues or concerns that may arise in the course of this partnership that involve students, staff, and/or faculty. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligations, terms and responsibilities of the Parties to this MOU, each Party shall designate administrative liaisons for the purpose of resolving concerns at both the campus (liaison must be a Principal or other designated high school campus administrator) and central administrative levels. If resolution is not found through those levels, a request may be made that the matter be handled through the Parties' respective legal counsel(s). If resolution is not found through those levels, a request may be made that the matter be handled by voluntary mediation through a mutually approved mediator within thirty (30) days of the selection of a mediator.

ADDENDUMS SUBMITTED BY ISD UPON RETURN OF THE MOU:

Crosswalk

Third-Party Billing Letter (if applicable)

Individuals signing below on behalf of NCTC and the ISD agree to execute this MOU according to its terms.

William B. Sten
Superintendent

4/2/24
Date

Dr. Bruce King
Dr. Bruce King
Provost, North Central Texas College

April, 30, 2024
Date

Valley View High School Crosswalk 2024-2025

| <i>NCTC Course</i> | <i>NCTC Course Name</i> | <i>High School Equivalent</i> | <i>NCTC Credit Hrs</i> | <i>HS Credit</i> | <i>Eligible to Take</i> | <i>PEIMS ID#</i> |
|--|--------------------------------|-----------------------------------|------------------------|------------------|-------------------------|------------------|
| Communication (6 hrs) | | | | | | |
| ENGL 1301 | Composition 1 | English 3 (Semester 1) | 3 | 0.5 | 11th Grade | #03220300 |
| ENGL 1302 | Composition II | English 3 (Semester 2) OR | 3 | 0.5 | 11th Grade | #03220300 |
| ENGL 2311 | Technical and Business Writing | English 3 (Semester 2) | 3 | 0.5 | 11th Grade | #03220300 |
| ENGL 2322 | British Literature I | English 4 (Semester 1) | 3 | 0.5 | 12th Grade | #03220400 |
| ENGL 2323 | British Literature II | English 4 (Semester 2) | 3 | 0.5 | 12th Grade | #03220400 |
| Mathematics (3-4 hrs) | | | | | | |
| MATH 1314 | College Algebra | Ind. Study of Mathematics | 3 | 0.5 | 11th or 12th Grade | #03102500 |
| MATH 1316 | Trigonometry | Ind. Study of Mathematics | 3 | 0.5 | 11th or 12th Grade | #03102501 |
| MATH 1342 | Elementary Statistics | Statistics | 3 | 0.5 | 11th or 12th Grade | #03102530 |
| MATH 2412 | Pre-Calculus | Precalculus | 4 | 1 | 11th Grade | |
| MATH 2412 | Pre-Calculus | Precalculus | 4 | 1 | 12th Grade | #03101100 |
| MATH 2413 | Calculus I | Ind. Study of Mathematics | 4 | 1 | 12th Grade | #03102502 |
| Life & Physical Sciences (6 hrs lecture, 2 hrs lab) | | | | | | |
| BIOL 1406 | Biology for Science Majors I | Biology Biology | 4 | 1 | 11th Grade | #03010200 |
| BIOL 1408 | Biology for Non-Science Majors | | 4 | 1 | 11th Grade | #03010200 |
| BIOL 2401 | Anatomy & Physiology I | Anatomy & Physiology (Semester 1) | 4 | 1 | 11th Grade | #13020600 |
| BIOL 2402 | Anatomy & Physiology II | Anatomy & Physiology (Semester 2) | 4 | 1 | 11th Grade | #13020600 |
| CHEM 1411 | General Chemistry I | Chemistry (Semester 1) | 4 | 1 | 11th Grade | #03040000 |
| CHEM 1412 | General Chemistry II | Chemistry (Semester 2) | 4 | 1 | 11th Grade | #03040000 |
| Language, Philosophy & Culture (3 hrs) | | | | | | |
| ENGL 2322 | British Literature I | English 4A/Elective | 3 | 0.5 | 12th Grade | #03220400 |
| ENGL 2323 | British Literature II | English 4B/Elective | 3 | 0.5 | 12th Grade | #03220400 |
| PHIL 1301 | Intro to Philosophy | Elective | 3 | 0.5 | 10th Grade | #03221800 |
| HUMA 1301 | Intro to Humanities | Humanities | 3 | 0.5 | 10th Grade | #03221600 |
| SPAN 2311 | Intermediate Spanish I | Spanish 3 | 3 | 0.5 | 11th Grade | #03440300 |
| SPAN 2312 | Intermediate Spanish II | Spanish 3 | 3 | 0.5 | 11th Grade | #03440300 |

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| Creative Arts (3 hrs) | | | | | | |
| ARTS 1301 | Art Appreciation | Art I | 3 | 0.5 | | #03500100 |
| DRAM 1310 | Intro to Theater | Theatre Arts I | 3 | 0.5 | | #03250100 |
| DRAM 2366 | Intro to Cinema | Theatre Production I | 3 | 0.5 | | #03250700 |
| MUSI 1306 | Music Appreciation | Music Appreciation I | 3 | 0.5 | | #03155600 |
| History (6 hrs) | | | | | | |
| HIST 1301 | US History I | US History (Sem 1) | 3 | 0.5 | 11th Grade | #03340100 |
| HIST 1302 | US History II | US History (Sem 2) | 3 | 0.5 | 11th Grade | #03340100 |
| HIST 2301 | Texas History | Social Studies Elective | 3 | 0.5 | 11th Grade | #03380001 |
| Government (6 hrs) | | | | | | |
| GOVT 2305 | Federal Government | US Government | 3 | 0.5 | 12th Grade | #03330100 |
| GOVT 2306 | Texas Government | Social Studies Advanced Studies | 3 | 0.5 | 12th Grade | #03380001 |
| Social & Behavioral Sciences (3 hrs) | | | | | | |
| ECON 2301 | Prin. of Macroeconomics | Economics | 3 | 0.5 | 11th Grade | #03310301 |
| ECON 2301 | Prin. Of Microeconomics | Social Studies Advanced Studies | 3 | 0.5 | 11th Grade | #03380001 |
| PSYC 2301 | General Psychology | Psychology | 3 | 0.5 | 11th Grade | #03350100 |
| SOCI 1301 | Intro to Sociology | Sociology | 3 | 0.5 | 11th Grade | #03370100 |
| Component Area Option (6 hrs) | | | | | | |
| EDUC 1300 | Learning Frameworks | College Transition | 3 | 0.5 | | N1290050 |
| SPCH 1315 | Public Speaking | English 4 (Sem 2)/Elective | 3 | 0.5 | | #03240900 |
| Cosmetology | | | | | | |
| CSME 1401 | Orientation to Cosmetology | Intro to Cosmetology | 4 | 1 | 11th or 12th Grade | 13025100 |
| CSME 1405 | Fundamentals of Cosmetology | Cosmetology | 4 | 1 | 11th or 12th Grade | 13025100 |
| CSME 1410 | Intro to Haircutting & Related Theor | Principles of Cosmetology Design & Color Theor | 4 | 1 | 11th or 12th Grade | 13025050 |
| CSME 1453 | Chemical Reformation & Related Theory | Principles of Cosmetology Design & Color Theor | 4 | 1 | 11th or 12th Grade | 13025050 |
| CSME2410 | Advanced Haircutting & Related Theory | Cosmetology I w/Lab | 4 | 1 | 11th or 12th Grade | 13025210 |
| CSME 2501 | Principles of Hair Coloring & Related Theory | Cosmetology II/Lab | 5 | 1 | 12th Grade | 13025310 |
| CSME 2343 | Salon Development | Cosmetology II | 3 | 1 | 12th Grade | 13025300 |
| CSME 2441 | Prep for State Licensing Exam | Cosmetology II/Lab | 4 | 1 | 12th Grade | 13025310 |

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|---------------------|---|--|---|-----|--------------------|----------|
| Welding | | | | | | |
| WLDG 1407 | Intro to Welding Using Multiple Processes | Intro to Welding | 4 | 1 | 11th or 12th Grade | 13032250 |
| WLDG 1313 | Intro to Blueprint Reading for Welders | Welding I | 3 | 0.5 | 11th or 12th Grade | 13032300 |
| WLDG 2413 | Intermediate Welding Multiple Processes | Welding I Welding II | 4 | | 11th or 12th Grade | 13032300 |
| WLDG 2447 | Advanced Gas Metal Arc Welding | w/Lab | 4 | 1 | 12th Grade | 13032410 |
| WLDG 1435 | Intro to Pipe Welding | Welding II w/Lab | 4 | 1 | 12th Grade | 13032410 |
| WLDG 1427 | Welding Codes and Standards | Welding II w/Lab | | | 12th Grade | 13032410 |
| TECM 1301 | Applied Math for Technical Professionals | Industrial Mathematics | 3 | 0.5 | 12th Grade | 12701410 |
| Fire Science | | | | | | |
| FIRS 1203 | Fire Fighter Agility & Fitness Prep | PE Substitution Non-District Program | 2 | 0.5 | 11th Grade | PE00008 |
| FIRS 1301 | Firefighter Certification I | Fire Fighter I | 3 | 0.5 | 11th Grade | 13029900 |
| FIRS 1313 | Firefighter Certification III Firefighter | Fire Fighter I Fire | 3 | 0.5 | 11th Grade | 13029900 |
| FIRS 1319 | Certification IV | Fighter I | 3 | 0.5 | 11th Grade | 13029900 |
| FIRS 1323 | Firefighter Certification V | Fire Fighter II | 3 | 2 | 11th Grade | 13029900 |
| FIRS 1329 | Firefighter Certification VI | Fire Fighter II | 3 | 0.5 | 12th Grade | 13030000 |
| FIRS 2188 | Internship Fire Protection & Safety | Practicum in Law, Public Safety, Corrections | 1 | 2 | 12th Grade | 13030100 |
| EMSP 1160 | Clinical Emergency Medical Technology | Fire Fighter II | 1 | 0.5 | 12th Grade | 13030000 |
| EMSP 1501 | Emergency Medical Technician | Emergency Medical Technician-Basic | 5 | 2 | 12th Grade | N1303015 |
| Machining | | | | | | |
| MCHN 1438 | Basic Machine Shop | Precision Metal Manufacturing 1A | 4 | 0.5 | 11th or 12th Grade | 13032500 |
| DFTG 1309 | Basic Computer Aided Drafting | Precision Metal Manufacturing 1A | 3 | 0.5 | 11th or 12th Grade | 13032500 |
| MCHN 2303 | Fundamentals of CNC | Precision Metal Manufacturing 1B | 3 | 0.5 | 11th or 12th Grade | 13032500 |
| TECM 1301 | Industrial Math | Precision Metal Manufacturing 1B | 3 | 0.5 | 11th or 12th Grade | 13032500 |
| MCHN 1320 | Precision Tools & Measurement | Precision Metal Manufacturing 2A | 3 | 0.5 | 11th or 12th Grade | 13032600 |
| MCHN 2434 | Operation of CNC Machining Cente | Precision Metal Manufacturing 2A | 4 | 0.5 | 11th or 12th Grade | 13032600 |
| MCHN 2435 | Advanced CNC Machining | Precision Metal Manufacturing 2B | 4 | 0.5 | 11th or 12th Grade | 13032600 |
| METL 1301 | Intro to Metallurgy | Precision Metal Manufacturing 2B | 3 | 0.5 | 11th or 12th Grade | 13032600 |