



September 13, 2021

Dr. Kevin Rogers
Superintendent
Lewisville ISD
1800 Timber Creek Rd
Flower Mound, TX 75028

Dear Dr. Rogers,

We appreciate the opportunity for Collin College to work with the Lewisville Independent School District in offering dual credit classes for your students. We believe this is a tremendous service to your students and Accordingly, we have enclosed the partnership agreement containing the specifications outlined by the Texas Higher Education Coordinating Board. Please note the following updates:

- Added language related to SB 1277 designating the high school counselor as the academic advisors for students in the dual credit program.
- Updated the crosswalk and course listings

Partnership Agreements will be signed via Adobe Sign. An electronic copy of the fully authorized agreement will be provided to you for your records.

I look forward to continuing our partnership through the dual credit program and other educational endeavors. Please feel free to contact me directly if you have any questions.

Sincerely,

Raul Martinez Jr.
Associate Vice President, P-12 Partnerships
RJMartinez@collin.edu
972.985.3725



Collin County Community College District and
Lewisville Independent School District

Partnership Agreement for 2021-2022

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Collin County Community College District and Lewisville Independent School District

Partnership Agreement for 2021-2022



Collin County Community College District (Collin College or the “College”) and the Lewisville Independent School District (Lewisville ISD) hereby enter into the following Partnership Agreement to provide opportunities for high school students to concurrently enroll in college courses and programs. This Agreement is written in accordance with Title 19, Part 1, Chapter 9, Subchapter H of the Texas Administration Code pertaining to partnerships between secondary schools and public two-year colleges.

Collin County Community College District and Lewisville Independent School District agree to enter into a partnership to award dual course credit. Concurrent enrollment allows students to be enrolled in high school and college at the same time. Dual credit courses are available to concurrently enrolled students and award both high school and college credit for the same class. Unless noted, this Agreement applies to concurrent enrollment for dual credit only.

STUDENT ELIGIBILITY

Prior to enrolling in college classes, students must satisfy Texas Success Initiative (TSI) requirements. The TSI assessment is a test in reading, writing, and mathematics that is required of all students taking college-level courses at a public college in Texas. Students must also satisfy all college local assessment requirements.

High school students may be exempt from state-mandated testing if they meet the qualifying standards listed in the current Collin College Catalog. Exemptions may be extended for the SAT or ACT. Dual credit students may be able to use temporary waivers (TSI waived for one year) with appropriate scores in PSAT, Aspire, STAAR English II or Algebra I.

Students may also be exempt if they are enrolling in workforce education courses contained in a Level I certificate or a program leading to a credential of less than a Level I certificate.

Students must have permission from Lewisville ISD to enroll. The College must be notified if students are receiving dual credit or if students are early admissions only.

Official high school transcripts are not required to participate in the Collin College Dual Credit Program. However, one may be required to demonstrate college readiness and to confirm academic information such as test scores, grade classification, vaccination, and other pertinent information.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

All “faculty” (Collin College professors and Lewisville ISD employees) teaching dual credit courses covered under this Agreement will meet the minimum requirements to teach as specified by the Southern Association of College and Schools Commission on Colleges (SACSCOC). Further, all faculty covered under this Agreement who will have direct contact with students on Lewisville ISD property or at another location where students are regularly present will be required to meet the Texas Education Code (TEC) requirements regarding fingerprinting and background check requirements. Lewisville ISD will provide

faculty fingerprinting appointments and cover all fees costs associated with the national criminal history check that are not covered as reimbursable expenses faculty receive from Collin College.

Collin College shall select, supervise, and evaluate instructors for courses which result in the award of dual credit. Faculty teaching dual credit courses will be required to meet the same standards, reviews, and approval procedures used by the college to select all college faculty. Official transcripts of all faculty must be kept on file at the college.

“Embedded faculty” are full-time high school teachers granted status as associate faculty by Collin College who will teach College courses during regular high school hours. During the college course time at the high school, embedded faculty are under the guidance of Collin College and must follow the guidelines and procedures of the College such as but not limited to, curriculum, FERPA, syllabus, college schedule, etc.

Faculty employed with Lewisville ISD who teach a dual credit course under this Agreement outside of their regular duty hours with Lewisville ISD are considered employees of Collin College for the purposes of the dual credit course. As employees of Collin College, such faculty will be paid for services rendered under this Agreement in accordance with Collin College’s faculty compensation plan.

Faculty employed with Lewisville ISD who teach a dual credit course under this Agreement as part of their regular duty hours with Lewisville ISD will not receive additional compensation from Collin College. All Dual Credit faculty qualifications outlined in this agreement still apply. Collin College will pay Lewisville ISD the equivalent of the current associate faculty rate of pay and dual credit stipend for the course as consideration for the faculty member teaching the dual credit course.

Dual Credit Embedded Faculty FAQs are attached as Appendix F.

LOCATION OF CLASS AND STUDENT COMPOSITION OF CLASS

Dual Credit courses may be taught on one of the College's campuses, at the high school, online, or at an agreed upon location. During Maymester and Wintermester terms, dual/concurrent credit students may enroll in one online course.

Courses will be comprised of dual credit high school students only or of dual credit high school students and college credit students. High school students will not be allowed to concurrently enroll in college courses for high school credit only.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Lewisville ISD must provide an atmosphere which promotes a collegiate environment for classes which includes adequate classroom facilities, and ensures no disruptions of college classes for announcements, pep rallies, etc., or removal of students from class to conduct high school related activities. After a term’s registration period has started, changes cannot be made to the College’s class schedule, unless there are extenuating circumstances.

Dual credit courses will follow the Collin College academic calendar. If Lewisville ISD calendar is different from that of Collin College, Lewisville ISD will ensure that a classroom and facilities are available for the scheduled college class.

High school dual credit and concurrent enrollment students will have access to all college academic and student support services including, but not limited to, libraries, electronic library resources, writing centers, tutorial services, assessment, admissions, and academic advisement. Some services are available only on Collin College's campuses.

Per HB1638, all dual credit students receive academic and/or college readiness advising as referenced in the attached Appendix A. Per SB 1277, Lewisville ISD designates the high school campus counselor as responsible for academic advising to students in the dual credit program.

High school dual credit and concurrent enrollment students agree to abide by all Collin College policies and procedures as outlined in the current Student Handbook.

Students with disabilities who need accommodations must apply for disability services, provide current documentation, and be determined eligible for the accommodations at Collin College. Not all students who qualify for modification for high school classes will be eligible for accommodations in college classes.

If determined eligible for academic accommodations at Collin College, students must request accommodations each semester. Dual credit course location will determine who provides the academic accommodation needs determined by Collin College's ACCESS Department. Dual credit course accommodations offered on the high school campus are provided by high school personnel. Dual credit course accommodations offered on a Collin College campus will be provided by Collin College personnel.

ELIGIBLE COURSES

All courses offered for dual credit will be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual or as a college level technical course in an Associate of Applied Science (AAS) degree or certificate program. Collin College does not offer physical education activity courses for dual credit.

Courses listed in the attached Appendix B have been approved for the 2021-2022 academic year. A course equivalency crosswalk that identifies the number of credits that may be earned for each course completed through the dual credit program in the attached Appendix C has been approved for the 2021-2022 academic year. Programs listed in the attached Appendix D have been approved for the 2021-2022 academic year.

Additional courses may be added with approval from Lewisville ISD and Collin College. An addendum will be created if three or more additional courses are requested by Lewisville ISD.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

The College will ensure that a dual credit course and the corresponding course offered at the main campus of the College are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards will be upheld regardless of the student composition of the class.

Students will be expected to meet all requirements of the dual credit and concurrent enrollment class and will receive letter grades on their Collin College transcript. 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 Lewisville ISD. Mid-term grades will be provided upon request. Faculty members teaching

dual credit courses will alert both the College liaison and the designated high school counselor of any students having academic difficulty.

Faculty are conscious of FERPA guidelines when communicating with students about grades. Grade information is not provided over the phone or via non-college e-mail. Currently grades of A, B, C, D, F, and I are awarded by faculty to each student on their college transcript. Grades of "I" are only temporary and must be resolved by the end of the next long semester. Numeric grades are also provided to Lewisville ISD. If a student withdraws from a course, a "W" will appear on the student's college transcript.

The Grade Appeals Process is available online: <http://www.collin.edu/studentresources/support/gradeappeal.html>.

Faculty will attend faculty meetings and other special meetings called by the division office as needed.

TRANSCRIPTION OF CREDIT

High school and college credit will be added to the students' transcripts immediately by Lewisville ISD and Collin College upon the student's completion of the dual credit course.

FUNDING

State funding for dual credit courses will be available to both Lewisville Independent School District and Collin County Community College District based upon the current agreement between the Commissioner of Education and Commissioner of Higher Education.

Tuition and fees will be collected from high school students unless evidence is presented documenting the high school student's eligibility for the reduced or free lunch program in Lewisville ISD.

Lewisville ISD participates in third party billing for students in The Colony Collegiate Academy and agrees to abide by the policies set forth by the Bursar's office. Lewisville ISD is responsible for purchasing student textbooks. Lewisville ISD students not participating in The Colony Collegiate Academy are responsible for purchasing their own textbooks and other required course materials.

TERMINATION

It is agreed that either party may terminate this Agreement effective thirty (30) days after the receipt of written notification.

ADDITIONAL SERVICES

Both parties agree to add the College and Career Counselors Initiative as described in Appendix E.

APPROVAL SIGNATURES

Kevin Rogers

Kevin Rogers (Sep 14, 2021 15:49 CDT)

Sep 14, 2021

Dr. Kevin Rogers, Superintendent
Lewisville Independent School District

Date

Neil Matkin

Neil Matkin (Sep 10, 2021 16:01 CDT)

Sep 10, 2021

Dr. H. Neil Matkin, District President
Collin County Community College District

Date

APPENDIX A: HB 1638

HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and independent school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

Goal 1: *ISDs 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 and fee policies.*

Collin's dual credit website is regularly updated with enrollment guidelines, policies, and program details. This includes ISD registration and payment deadlines, information session schedules, FAQs, forms and links to student resources.

Collin provides dual credit information sessions each spring at all partnering high schools to potential students, parents and school counselors before students enroll into dual credit classes for fall.

On an annual basis, Collin provides two dual credit update sessions to all HS counselors. These include updates on dual credit procedures, testing, ACCESS, as well as shared best practices from school districts. Collin offers a yearly All-Star Counselor Conference for all local high school counselors. This event is hosted by Collin's president to honor and reward high school counselors. Breakout sessions with relevant topics are provided and keynote speakers address current issues.

Collin also uses marketing materials to help inform students and parents regarding the benefits of dual credit. The Mobile Go Center is utilized as well. The Mobile Go Center is a 42-foot air-conditioned trailer equipped with laptop computers, televisions, a printer, and internet connectivity. It is used for dual credit admissions and registration events as well as promotional events. Collin also has embedded College & Career Counselors at partnering high schools. The College & Career Counselors are part of a new initiative to support local school districts college and career readiness goals. They provide dual credit academic advising, orientations, workshops, and other related services as requested.

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

Collin College has embedded College & Career Counselors at partnering high schools. The College and Career Counselors are part of a new initiative to support local school districts college and career readiness goals. They provide dual credit academic advising, orientations, workshops, and other related services as requested.

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.*

All dual credit students receive academic and/or college readiness advising provided by Special Admissions Coordinators and College & Career Counselors. High school dual credit students have access to all college academic and student support services including, but not limited to, libraries, electronic library resources, writing centers, tutorial services, academic accommodations, assessment, admissions, and academic advisement. Per House Bill 5, Collin College also partners with local ISDs to develop and provide courses in college preparatory mathematics and English language arts to prepare students for success in entry-level college courses without the need for remedial or developmental coursework.

Goal 4: *Dual credit students' performance will meet or exceed the level of quality and rigor on subsequent courses.*

Collin College ensures that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards are upheld regardless of the student composition of the class.

Instructors teaching dual credit courses are required to meet the same standards, reviews, and approval procedures used by the college to select all college faculty. Faculty attend professional development opportunities provided by Collin College throughout the year.

APPENDIX B: COURSES APPROVED FOR LEWISVILLE ISD/COLLIN COLLEGE DUAL CREDIT FOR THE 2021-2022 ACADEMIC YEAR.**ARTS 1301 Art Appreciation**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical context. Prerequisite: Meet TSI standard for INRW 0315; or equivalent. 3 credit hours.

BIOL 1406 Biology for Science Majors I

Lecture: Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab: Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab required. Prerequisite: Meet TSI standard for MATH 0310, and TSI college-readiness standard for Reading and Writing; or equivalent. 4 credit hours.

BIOL 1407 Biology for Science Majors II

Lecture: The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Lab: Laboratory activities will reinforce study of the diversity and classifications of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Lab required. Prerequisite: BIOL 1406. 4 credit hours. (A) Note: This course includes dissection in lab.

BIOL 1408 Biology for Non-Science Majors I

Lecture: Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Lab required. 4 credit hours.

BIOL 1409 Biology for Non-Science Majors II

Lecture: This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Lab required. Prerequisite: BIOL 1408. 4 credit hours.

BUSI 1301 Business Principles

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory

environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life. 3 credit hours.

ECON 2301 Principles of Macroeconomics

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

EDUC 1300 Learning Framework

A study of the: 1) research and theory in the psychology of learning, cognition, and motivation; 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. 3 credit hours. (A) Note: Students may only take one of the following: EDUC 1200, EDUC 1300, PSYC 1100 or PSYC 1300.

ENGL 1301 Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

ENGL 1302 Composition II

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required. Prerequisite: ENGL 1301. 3 credit hours.

ENGL 2327 American Literature I

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours.

GOVT 2305 Federal 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.

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

GOVT 2306 Texas Government

Origin and development of the Texas Constitution, structure and powers of the state and local government, federalism and inter-governmental relations, political participation, the election process, public policy and the political culture of Texas. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HIST 1301 U.S. History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HIST 1302 U.S. History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HIST 2321 World Civilizations I

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HIST 2322 World Civilizations II

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HUMA 1301 Introduction to Humanities I

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create. Additionally, this course provides a broad overview of cultural traditions and the variety of aesthetic and intellectual works through which they express their values and aspirations. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

MATH 1314 College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. Graphing calculator required. Lab required. Prerequisite: Met TSI college-readiness standard for Mathematics; or equivalent. 3 credit hours.

MATH 1316 Plane Trigonometry

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included. Graphing calculator required. Prerequisite: MATH 1314 or MATH 1414; or equivalent. 3 credit hours.

MATH 1324 Mathematics for Business and Social Sciences

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities, systems of linear equations, matrices; linear programming, and probability, including expected value. Graphing calculator required. Lab required. Prerequisite: Meet TSI college-readiness standard for Math; or equivalent. 3 credit hours.

MATH 1325 Calculus for Business and Social Sciences

This course is the basic study of limits and continuity, differentiation, optimization and graphing and integration of elementary functions, with emphasis on applications in business, economics, and social sciences. This course is not a substitute for MATH 2413, Calculus I. Graphing calculator required. Lab required. Prerequisite: MATH 1314 or MATH 1324, or MATH 1414 or equivalent. 3 credit hours.

MATH 1332 Math for Liberal Arts I

Topics include logic, sets, graphs and applications of functions, mathematics of finance, probability, and statistics. Other topics may include voting theory, sequences, geometry, graph theory and mathematical systems. This course is NOT intended to prepare students for calculus, business, or engineering courses. Prerequisite: Meet TSI college-readiness standard for Math or equivalent. 3 credit hours.

MATH 1342 Elementary Statistical Methods

Collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Graphing calculator required. Lab required. Prerequisite: Meet TSI college-readiness standard for Mathematics; or equivalent. 3 credit hours.

MATH 2412 Pre-Calculus

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Graphing calculator required. Lab required. Prerequisite: MATH 1314 or the equivalent preparation. 4 credit hours.

MATH 2413 Calculus I

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric and transcendental functions, with an application to calculation of area. Graphing calculator required. Lab included. Prerequisite: MATH 2312 or equivalent. 4 credit hours.

PSYC 2301 General Psychology

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

SOCI 1301 Introduction to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

SPCH 1311 Introduction to Speech Communication

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

APPENDIX C: CROSSWALK APPROVED FOR LEWISVILLE/COLLIN COLLEGE DUAL CREDIT FOR THE 2021-2022 ACADEMIC YEAR.

2021-22 DUAL CREDIT CROSSWALK				
PEIMS Code	HS Dual Credit Course Title	Possible HS Credit 0.5 = 1 sem 1.0 = 1 year	Collin College Course Title	College Hours
Academic Preparatory for Dual Credit				
N1290050	COLL TRANS DC	0.5	Learning Framework (EDUC 1300)	3
03380002	PSYCHOLOGY DC			
Business for Dual Credit				
13011200	PRN BUS/MKT DC (BUSI 1301)	0.5	Business Principles (BUSI 1301)	3
English for Dual Credit				
03220300	ENG 3 A/B DC HUM/ ENGLISH 3 A/B DC	0.5-1.0	Composition I (ENGL 1301)	3
			Composition II (ENGL 1302)	3
03220400	ENGLISH 4 A/B DC	0.5-1.0	Composition I (ENGL 1301)	3
			Composition II (ENGL 1302)	3
03221800	AE IS EN AM LIT DC (ENGL 2327)	0.5	American Literature I (ENGL 2327)	3
Fine Arts for Dual Credit				
03500100	ART APPRECIATION DC	1	Art Appreciation (ARTS 1301)	3
Mathematics for Dual Credit				
03102500	IS MATH COL ALG DC	0.5	College Algebra (MATH 1314)	3
03101100	PRE CALC B DC	0.5	Plane Trigonometry (MATH 1316)	3
	PRECAL A DC		Pre-Calculus Math (MATH 2412)	4
03102501	IS MATH BUS & SS DC	0.5	Mathematics for Business & Social Sciences (MATH 1324)	3
	IS MATH CONTMTH		Contemporary Mathematics (MATH 1332)	3

03102502	IS MATH BUS CALC DC	0.5	Calculus for Business & Social Sciences (MATH 1325)	3
	IS MATH CALC 1 DC		Calculus I (MATH 2413)	4
	IS ELEM STAT DC		Elementary Statistical Methods (MATH 1342)	3
13016900	SRM ELEM STAT DC	0.5	Elementary Statistical Methods (MATH 1342)	3
Science for Dual Credit				
13037200	SCI R&D BM1 DC	1	Biology for Science Majors I (BIOL 1406)	4
	SCI R&D NBM1 DC	1	Biology for Non-Science Majors I (BIOL 1408)	4
13037210	SCI R&D BM2 DC	1	Biology for Science Majors II (BIOL 1407)	4
	SCI R&D NBM2 DC	1	Biology for Non-Science Majors II (BIOL 1409)	4
Social Studies for Dual Credit				
03340100	US HISTORY A DC/US HIST A DC HUM	0.5-1.0	United States History I (HIST 1301)	3
	US HISTORY B DC/US HIST B DC HUM		United States History II (HIST 1302)	3
03340400	WORLD HIST A DC (HIST 2321) 9W/18W	0.5-1.0	World Civilizations I (HIST 2321)	3
	WORLD HIST B DC (HIST 2322) 9W/18W		World Civilizations II (HIST 2322)	3
03310300	ECONOMICS DC	0.5	Principles of Macroeconomics (ECON 2301)	3
03330100	US GOVT DC	0.5	Federal Government (GOVT 2305)	3
03380032	SPTSS DC	0.5	Texas Government (GOVT 2306)	3
03221600	HUM COL ACD DC	0.5	Introduction to Humanities (HUMA 1301)	3
03350100	PSYCHOLOGY DC	0.5	General Psychology (PSYC 2301)	3
03370100	SOCIOLOGY DC	0.5	Introduction to Sociology (SOCL 1301)	3
Speech for Dual Credit				
03241210	AE IS SPCH COM DC	0.5	Introduction to Speech Communication (SPCH 1311)	3

APPENDIX D: PROGRAMS APPROVED FOR LEWISVILLE ISD/COLLIN COLLEGE DUAL CREDIT FOR THE 2021-2022 ACADEMIC YEAR.**Associate of Arts (AA) Degree**

The following requirements must be met for an Associate of Arts (AA) award:

1. Earn a minimum of 60 college-level credit hours.
2. Earn a minimum cumulative grade point average (GPA) of 2.0
3. Complete the general education core curriculum of 42 credit hours.
4. Complete a minimum of 18 additional credit hours of degree requirements and electives that are specified on each program's page.
5. Earn a minimum of 18 credit hours at Collin College.

Associate of Science (AS) Degree

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Earn a minimum cumulative grade point average (GPA) of 2.0
3. Earn a minimum of 18 credit hours at Collin College.
4. Complete the general education core curriculum of 42 credit hours.
5. Complete a minimum of 18 additional credit hours of degree requirements and electives.
6. Complete the mathematics and science degree requirements for the AS degree:
 - A. Complete at least six credit hours of mathematics from the AS Math course options. Three credit hours of these mathematics will also meet the Mathematics core requirement.
 - B. Complete at least eight credit hours of natural science from the AS Science course options. A two-course sequence is recommended. These Science courses will meet the Natural Science core requirement.

Associate of Arts in Teaching (AAT) Degree

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Complete the General Education Core of 42 credit hours.
3. Earn a minimum cumulative grade point average (GPA) of 2.0.
4. Earn a minimum of 18 credit hours at Collin College.
5. Complete all the courses listed for one of three AAT diploma options.

Collin offers degree plans with three specializations in mind: early childhood through grade 6; middle grades (grades 4-8); and high school (grades 8-12).

APPENDIX E: COLLEGE AND CAREER COUNSELORS INITIATIVE

PURSUANT to the terms of the Partnership Agreement, both Parties agree to include the College and Career Counselors Initiative program between Lewisville ISD and Collin College, as described therein. Both Parties desire to describe the terms and conditions set forth in the Services in this Exhibit that are added to or changed from the Partnership Agreement. The parties understand and agree that this Partnership Agreement is the controlling document which governs the relationship between the parties regarding the modified Services and the rights and obligations of the parties arising by virtue of the Partnership Agreement. This exhibit only applies to the College and Career Counselors Initiative program and these terms only apply to this program.

NOW, THEREFORE, the parties, intending legally to be bound, agree as follows:

1. BACKGROUND

The following additions are hereby incorporated into the Collin County Community College District and Lewisville Independent School District Partnership Agreement to support the College and Career Counselors Initiative.

2. COLLIN COLLEGE WILL PROVIDE THE FOLLOWING

2.1 A College and Career Counselor assigned to the high school on a daily full-day or part-day basis in a part-time role (20 hours per week)

3. LEWISVILLE ISD WILL PROVIDE THE FOLLOWING

3.1 Designated office space for the College and Career Counselors to meet with students and or parents

3.2 Access to students for College and Career Advisement

4. FUNDING PROVISIONS

4.1 All salaries, fringe benefits, professional development, local travel, supplies for the College and Career Counselor will be provided by Collin College.

5. TERMINATION (ONLY APPLIES TO COLLEGE AND CAREER COUNSELOR PROGRAM)

5.1 It is agreed that either party may terminate this agreement effective thirty (30) days after the receipt of written notification.

APPENDIX F: DUAL CREDIT EMBEDDED FACULTY FAQs

What are Embedded Faculty?

Embedded faculty are full-time high school teachers hired by Collin College as associate faculty to teach College courses during regular high school hours. During the college course time at the high school, embedded faculty are under the guidance of Collin College and must follow the guidelines and procedures of the College such as but not limited to, curriculum, FERPA, syllabus, college schedule, etc.

What are the necessary qualifications?

All faculty credentials are consistent with Collin College and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Guidelines for Faculty Credentials, the Texas Administrative Code Section 7.4(11) (Appendix A), and program-level accrediting agency requirements that apply. Faculty teaching transfer courses require a master's degree with 18 graduate hours in the discipline.

Faculty teaching in workforce programs must meet the requirements found in the Texas Higher Education Coordinating Board Guidelines (www.theccb.state.tx.us/reports/pdf/3378.pdf#page=8)

Faculty in these programs may have a bachelor's degree in the teaching discipline, an associate's degree, a certificate, or professional work experience that demonstrates competencies in the teaching discipline as required by the specific program. Other demonstrated competencies and achievements that contribute to effective teaching and successful student learning outcomes are also considered during the hiring process. For all cases, Collin College provides justifying documentation of the qualifications of its faculty.

Collin College faculty credential requirements are the same, regardless of location, time of day, day of the week or modality of the course to be taught. Collin College does not distinguish, for the purpose of faculty qualifications, between full-time or associate (part-time) positions. After being hired, faculty who wish to teach distance learning sections of a course are required to participate in online training modules prior to receiving an assignment in that modality.

What are the expectations for Embedded Faculty in the classroom?

As Collin College associate faculty, embedded faculty are responsible for fulfilling all regular duties and responsibilities of all college faculty, including, but not limited to: maintaining college-level rigor in all instructional practices, utilizing a Canvas shell for each course, developing a course syllabus and calendar of assignments, certifying rosters, following FERPA regulations, providing mid-term and final numerical grades to the Dual Credit Office, posting

final course grades in the college's student management system, and responding promptly to emails, request and due dates sent by the offices of academic affairs.

How is the compensation dispersed?

Faculty employed with the school district who teach a dual credit course as part of their regular duty hours with the school district will not receive additional compensation from Collin College. All dual credit faculty qualifications outlined in the agreed terms still apply. Collin College will pay the school district the equivalent of the current associate faculty rate of pay and dual credit stipend for each course taught by an embedded faculty member.

Faculty employed with the school district who teach a dual credit course outside of their regular duty hours with the school district will be paid the current associate faculty rate of pay for services rendered under the agreed terms in accordance with Collin College's faculty compensation plan.

How does scheduling work?

Embedded faculty will work with the appropriate Associate Deans/Director and their high school regarding class schedules during the high school day.

How does evaluation of Embedded Faculty work?

The College will select, supervise, and evaluate all faculty employed by Collin College, including embedded faculty. Embedded faculty teaching dual credit courses will be evaluated through class observations and student evaluations in the same manner as all college faculty.

What if an Embedded Faculty member must be absent from class and wants a substitute to meet the class?

The embedded faculty member should follow the high school's absence procedure, but must also contact their Collin College supervisor (Associate Dean/Director) to inform them that they will be absent and would like a substitute. In the class period where the college curriculum is covered, a credentialed College employee can meet the class and provide instructional coverage. This must be arranged in advance of the absence.

What happens if the teacher leaves the district in the middle of the semester?

The College will work to find a qualified faculty to teach the remainder of the course in the same medium as originally agreed. If this is not an option, Collin will work with the district to find another reasonable solution.

Who provides 504 accommodations?

Students who receive accommodations from the ISD may be eligible for accommodations from Collin College; however, their accommodations from the ISD are not applicable to the college classroom. Students must contact the college's ACCESS office and be evaluated by a case officer and presented with an accommodation letter from the College. The student must self-identify her/himself as needing accommodations, present a copy of the letter to the instructor, and discuss with the professor specific accommodations she/he wishes to employ in the class.

What is the protocol if there are issues/concerns/questions with the assigned Embedded Faculty during the college course?

The high school Principal or Assistant Principal will collaborate with the appropriate Collin College Associate Dean or Director and the P-12 Partnerships office to develop an equitable solution that supports the needs of both educational entities and the best interests of the student.