



**Collin County Community College District and
Wylie Independent School District**

Partnership Agreement for 2019-2020

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Collin County Community College District and
Wylie Independent School District
Partnership Agreement for 2019-2020



Collin County Community College District (Collin College) and the Wylie Independent School District (Wylie 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 the Wylie 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 partnership 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, ACT, or STAAR English III or Algebra II tests. 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 the high school to enroll. The college must be notified if students are receiving dual credit or if students are early admissions only.

Students must provide an official copy of their high school transcript and complete all admissions forms.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

All instructors will meet the minimum requirements to teach as specified by the Commission on Colleges of the Southern Association of Colleges and Schools.

The college shall select, supervise, and evaluate instructors for courses which result in the award of dual credit.

Instructors 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 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.

Faculty employed with the school district who teach a dual credit course under this Agreement outside of their regular duty hours with the school district 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 the school district who teach a dual credit course under this Agreement 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 this agreement still apply. Collin College will pay the school district 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.

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

The district 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 the high school calendar is different from that of Collin College, the Independent School District 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.

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 2019-2020 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 2019-2020 academic year. Programs listed in the attached Appendix D have been approved for the 2019-2020 academic year.

Additional courses may be added with approval from the Independent School District (ISD) and Collin College. An addendum will be created if three or more additional courses are requested by the 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 as determined by the high school district. 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. Numeric grades are also provided to the high school. If a student is withdrawn 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.

TRANSCRIPTING OF CREDIT

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

FUNDING

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

Wylie ISD participates in third party billing and agrees to abide by the policies set forth by the Bursar's office. For EMT students only, partial tuition and fees will be collected from the ISD unless evidence is presented documenting the high school student's eligibility for the reduced or free lunch program in the school district. Wylie ISD students not participating in the EMT program are responsible for all tuition and fees. All students are responsible for purchasing their own textbooks.

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



Dr. David Vinson, Superintendent
Wylie Independent School District

7-29-19

Date



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

7-22-19

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 WYLIE ISD/COLLIN COLLEGE DUAL CREDIT FOR THE 2019-2020 ACADEMIC YEAR.**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.

DSAE 1340 Diagnostic Electrocardiography

Cardiac testing including the techniques and interpretation of patient physical assessment. Cover electrocardiography, stress testing, Holter monitoring, vital signs, and cardiovascular pharmacology. Lab required. 3 credit hours.

ECON 2302 Principles of Microeconomics

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

ECRD 1111 Electrocardiography

Fundamentals of cardiovascular anatomy and physiology. Includes basic electrocardiography procedures, interpretation of basic dysrhythmias, and appropriate treatment modalities. Prerequisite/Concurrent enrollment: DSAE 1340. 1 credit hour.

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. Note: Students may only take one of the following: EDUC 1200, EDUC 1300, PSYC 1100 or PSYC 1300.

EDUC 2301 Introduction to Special Populations

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status,

ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations. Lab required. Prerequisite: Meet TSI standard for INRW 0315; or equivalent. 3 credit hours.

EMSP 1160 Clinical - Emergency Medical Technician (EMT Paramedic) - Basic

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: Consent of Program Director. 1 credit hour.

EMSP 1371 Introduction to Emergency Medical Technician (EMT)

Introduction to Emergency Medical Services including: history, organization and function, legal aspects, and ethics. Overview of human anatomy and physiology, patient assessment, airway control, and infection control techniques. Prerequisite: Consent of Program Director. Corequisites: EMSP 1160 and EMSP 1501. 3 credit hours.

EMSP 1501 Emergency Medical Technician

Preparation for certification as an Emergency Medical Technician (EMT). Lab required. Prerequisite: Consent of Program Director. Corequisite: EMSP 1160. 5 credit hours.

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.

ENGL 2328 American Literature II

A survey of American literature from the Civil War to the present. 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.

FREN 1411 Beginning French I

Fundamental skills in listening comprehension, speaking, reading, and writing. Includes basic vocabulary, grammatical structures, and culture. Lab required. 4 credit hours.

FREN 1412 Beginning French II

Continuation of FREN 1411. Lab required. Prerequisite: FREN 1411 or consent of Associate Dean. 4 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.

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.

HITT 1305 Medical Terminology I

Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties. 3 credit hours.

HPRS 2301 Pathophysiology

Study of the pathology and general health management of diseases and injuries across the life span. Topics include etiology, symptoms, and the physical and psychological reactions to diseases and injuries. 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 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.

NURA 1160 Clinical-Nursing Aide and Patient Care Assistant

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: NURA 1301 or consent of Program Director. 1 credit hour.

NURA 1301 Nurse Aide for Health Care

Knowledge, skills, and abilities essential to provide basic care to residents of long-term care facilities. Topics include resident's rights, communication, safety, observation, reporting and assisting residents in maintaining basic comfort and safety. Emphasis is on effective interaction with members of the health care team, restorative services, mental health, and social service's needs. Lab required. 3 credit hours.

SPAN 1411 Beginning Spanish I

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level. Lab required. 4 credit hours.

SPAN 1412 Beginning Spanish II

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level. Lab required. Prerequisite: SPAN 1411 or consent of Associate Dean. 4 credit hours.

SPAN 2311 Intermediate Spanish I

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading, and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Prerequisite: SPAN 1412 or consent of Associate Dean. 3 credit hours.

SPAN 2312 Intermediate Spanish II

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading, and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Prerequisite: SPAN 2311 or consent of Associate Dean. 3 credit hours.

Articulated Credits or Courses:

Conditions of articulated courses are formulated with representatives from the Independent School District and Collin College regarding student evaluation criteria, course content, and exit competencies. Through this agreement, Collin College agrees to articulate college credit for the college level high school courses listed below provided the following requirements are met.

- a) College credit hours only shall be awarded once the student enrolls at Collin College and successfully completes 6 additional credit hours.
- b) Students enrolled in concurrent or dual credit courses may apply credit hours earned with a C or better towards the fulfillment of the 6 credit requirement.
- c) Remedial or developmental course hours taken at the college may not be included in the total credit hours.
- d) Students must satisfactorily complete an end-of-course exam covering student learning outcomes for the articulated course.
- e) The articulated course or courses appear in the college catalog.
- f) The high school agrees that for each student participating in an articulated course, the high school will denote the course with the letter "A" on the student transcript.
- g) Once the 6 credit hours are earned, students will submit the Petition for Articulated Credit form for the articulated credits to be added to their transcripts by the Academic Partnership Office. Petitions must be submitted to Collin College within 12 months of high school graduation.
- h) Successful completion of a high school course eligible for articulated credit does not guarantee that a student will receive college credit for the course.

Wylie ISD Course	Collin College Course	
Computer Maintenance	CPMT 1305	IT Essentials
Instructional Practices in Education and Training	EDUC 1301	Intro to the Teaching Profession
Principles of Health Science	HPRS 1271	Introduction to Healthcare System
Intro to Welding	WLDG 1428	Intro to Metal Arc Welding

APPENDIX C: CROSSWALK APPROVED FOR WYLIE/COLLIN COLLEGE DUAL CREDIT FOR THE 2019-2020 ACADEMIC YEAR.

2019-20 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				
13014500	Practicum in Education & Training A	1	Learning Framework (EDUC 1300)	3
Education for Dual Credit				
13014500	Practicum in Education & Training B	1	Introduction to Special Populations (EDUC 2301)	3
English for Dual Credit				
3220300	English III	1	Composition I (ENGL 1301)	3
			Composition II (ENGL 1302)	3
3220400	English IV	1	American Literature I (ENGL 2327)	3
			American Literature II (ENGL 2328)	3
Foreign Language Studies for Dual Credit				
03440300	Spanish III A	0.5	Beginning Spanish I (SPAN 1411)	4
	Spanish III B	0.5	Beginning Spanish II (SPAN 1412)	4
03440400	Spanish IV A	0.5	Intermediate Spanish I (SPAN 2311)	3
	Spanish IV B	0.5	Intermediate Spanish II (SPAN 2312)	3
03410300	French III A	0.5	Beginning French I (FREN 1411)	4
	French III B	0.5	Beginning French II (FREN 1412)	4
Mathematics for Dual Credit				
03102500	Independent Study in Mathematics A	0.5	College Algebra (MATH 1314)	3
	Independent Study in Mathematics B	0.5	Elementary Statistical Methods (MATH 1342)	3
Science for Dual Credit				
13037200	Scientific Research and Design A	0.5	Biology for Non-Science Majors I (BIOL 1408)	4
	Scientific Research and Design B	0.5	Biology for Non-Science Majors II (BIOL 1409)	4

PEIMS Code	HS Dual Credit Course Title	Possible HS Credit 0.5 = 1 sem 1.0 = 1 year	Collin College Course Title	College Hours
Social Studies for Dual Credit				
03340100	United States History Studies Since 1877	1	United States History I (HIST 1301)	3
			United States History II (HIST 1302)	3
03310300	Economics with Emphasis on the Free Enterprise System and Its Benefits	0.5	Principles of Microeconomics (ECON 2302)	3
03330100	US Government	0.5	Federal Government (GOVT 2305)	3
Electrocardiography (EKG)				
13020500	Practicum in Health Science - EKG	2	Diagnostic Electrocardiography (DSAE 1340)	3
			Electrocardiography (ECD 1111)	1
Emergency Medical Technician (EMT)				
13020500	Practicum in Health Science - EMT	2	Clinical - Emergency Medical Technician (EMSP 1160)	1
			Introduction to Emergency Medical Technician (EMSP 1371)	3
			Emergency Medical Technician (EMSP 1501)	5
Health Science				
13020300	Medical Terminology A	0.5	Medical Terminology (HITT 1305)	3
13020300	Medical Terminology B	0.5	Pathophysiology (HPRS 2301)	3
13020400	Health Science Theory	1	Nurse Aide for Health Care (NURA 1301)	3
			Clinical – Nursing Aide and Patient Care Assistant (NURA 1160)	1

APPENDIX D: PROGRAMS APPROVED FOR WYLIE ISD/COLLIN COLLEGE DUAL CREDIT FOR THE 2019-2020 ACADEMIC YEAR.**Associate of Arts (AA) Degree**

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Earn a minimum of 18 credit hours at Collin College.
3. Earn a minimum cumulative grade point average (GPA) of 2.0
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 degree requirement for the AA degree:
 - * At least one sophomore-level literature course (3 credit hours). This requirement may simultaneously meet the Humanities core requirement.

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 Applied Science (AAS) Degree

AAS degrees require 60-68 credit hours with at least half of the coursework in a technical specialty area of the degree. All AAS degrees require a minimum of 15 credit hours of general education. The 15 credit hours of general education coursework must be distributed as follows:

1. At least three semester credit hours from humanities/fine arts;
2. At least three semester credit hours from social/behavioral sciences;
3. At least three semester credit hours from natural sciences/mathematics.

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).

Certificate Level 1 – Patient Care Technician

17 credit hours

HPRS 1204	Basic Health Profession Skills or HPRS 1271 Introduction to the Healthcare System
HITT 1305	Medical Terminology I
DSAE 1340	Diagnostic Electrocardiography
ECRD 1111	Electrocardiography
PLAB 1160	Clinical – Phlebotomy
PLAB 1323	Phlebotomy
NURA 1301	Nurse Aide for Health Care
NURA 1160	Clinical – Nursing Aide and Patient Care Assistant

OSA – Emergency Medical Services Professions

9 credit hours

EMSP 1160	Clinical – Emergency Medical Technician – Basic
EMSP 1371	Introduction to Emergency Medical Technician (EMT)
EMSP 1501	Emergency Medical Technician

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 the School District and the College District, 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 the Local 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. WYLIE ISD WILL PROVIDE THE FOLLOWING

3.1 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 Should funding for the program be eliminated mid-year, all project activity may cease.

5.2 Should funding be eliminated at academic year end, all project activity may cease. Neither Collin College nor the Local ISD will be required to fund the program.

5.3 However, should the College and Career Counselor initiative prove to be as successful as expected, both parties may continue the activity, based on a renegotiated funding mode.