DUAL CREDIT PARTNERSHIP MEMORANDUM OF UNDERSTANDING (MOU)

Between

HILL COLLEGE

And

IREDELL INDEPENDENT SCHOOL DISTRICT

In accordance with the Texas Administrative Code and Texas Higher Education Coordinating Board (Chapter 4, Subchapter D, Dual Credit Partnerships between Secondary Schools and Texas Public Colleges), Hill College offers college-level academic and workforce career and technical education course options to independent school districts (ISDs) for dual credit. After the appropriate college-level courses are approved for dual credit, high school students meeting Hill College requirements may register in the courses to receive college and high school credit simultaneously, thus developing a bridge between secondary and postsecondary education (TEC 28.009; TAC C-1). To facilitate effective communication between each respective ISD and Hill College, each party to this agreement will appoint a contact person to coordinate all activities related to dual credit. Communications with Hill College regarding dual credit should be directed to the college's dual credit representative.

Dual Credit Admission/Registration. Students, upon written permission of the high school principal (or designee), may apply for dual credit admission. Dual credit students must submit the following documents prior to registration: Hill College Dual Credit/Concurrent Permission Form, high school transcript, qualifying college readiness scores, official college transcript(s) from any other colleges attended prior to registration.

1. **Eligible Courses**

   A. All courses offered for dual credit by Hill College will be either college-level academic courses, identified from the current edition of the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual or college-level workforce career and technical education courses, identified from the current edition of the Workforce Education Course Manual.

   B. A college course offered for dual credit must be: (A) in the core curriculum of the public institution of higher education providing the credit; (B) a career and technical education course; (C) a foreign language course; or (D) a college pathway course that satisfies specific degree plan requirements leading to the completion of a board approved certificate, Associate of Arts, Associate of Science, Associate of Applied Science , or Field of Study.

   C. Developmental or remedial courses may not be offered for dual credit. ISD is encouraged to partner with Hill College (as required by House Bill 5, 83rd Texas Legislature) to develop and provide courses in college preparatory
   mathematics and English language arts to prepare student for success in entry-level college courses (See HB 5 MOU and College Connect below)

   D. The ISD will work closely with the Hill College dual credit representative to ensure that the college offers sufficient requested courses and/or sections. The feasibility of offering specific courses will be negotiated by Hill College and high school personnel. (TAC C-4)

   E. A complete list of dual credit courses taught within this school district, as well as a crosswalk, will be maintained

on file in the Vice President of Student Learning and Success office.

F. In addition to dual credit waivers for Texas Success Initiative Assessment (TSIA) Assessment (See Appendix A), the following core curriculum courses may be taken by dual credit students, who are not yet TSI compliant but have at least attempted the TSIA:

Core Area	Course Number and Title
Language, Philosophy, and Culture	HUMA 1301 Intro to Humanities I HUMA 1302 Intro to Humanities II
Creative Arts	ARTS 1301 Art Appreciation ARTS 1303 Art History I ARTS 1404 Art History II DRAM 1310 Intro to Theatre DRAM 2366 Development of the Motion Picture MUSI 1306 Music Appreciation MUSI 1310 American Music
Social and Behavioral Sciences	ECON 2301 Principles of Macroeconomics ECON 2302 Principles of Microeconomics SOCI 1301 Into to Sociology PSYC 2314 Lifespan Growth and Development
Content Option	BCIS 1305 Business and Computer Applications SPCH 1315 Public Speaking

2. Student Eligibility

A. TSIA requires mandatory assessment for all students to determine college readiness in reading, writing and math. The bill authorizes the Texas Higher Education Coordinating Board to prescribe assessment instruments with a statewide college-readiness standard. The initiative allows an institution to determine when a student is ready to perform college-level coursework. High School students who seek to register in a dual credit course, which will grant college credit must prove "college readiness" by achieving a college level score as outlined in **Appendix A**.

B. TSI rules state that students registering in a level one certificate or less are exempt from the TSI Assessment requirements. A high school student can register in career and technical/workforce education dual credit courses without having to show college readiness on an approved TSI Assessment if the student has permission of the high school.

C. Students registering in career and technical/workforce education dual credit courses contained in a level-two certificate or higher must meet the same dual credit eligibility criteria as students registered in academic dual credit courses.

D. Students coming from a non-traditional program of study (i.e., a home school, private or a non-accredited high school) and seeking dual credit/concurrent courses at Hill College must satisfy paragraphs A through C of this subsection.

E. To be eligible for registration in a dual credit course, students must meet all the college's regular prerequisite requirements designated for that course

F. All students who participate in the dual credit/concurrent program must maintain a cumulative college GPA of

at least a 2.0 to remain in good standing and demonstrate satisfactory performance in college level coursework. Students who do not achieve satisfactory progress will be placed on scholastic probation for the next long semester and may be registered provisionally. Credit will be awarded according to state, local, and institutional policies in effect at the time of registration.

3. Location of Classes

A. Dual credit courses may be taught on one of Hill College's campus/centers, online, through distance learning, or on the high school campus. (TAC 19, Part 1, Chapter 4, Subchapter D, 4.85(c))

B. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit/concurrent credit courses taught electronically, Hill College shall comply with applicable rules and procedures relating to distance education and off-campus instruction. In addition, dual credit courses taught electronically shall comply with the Texas Higher Education "Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically" and Hill College's standards for distance education courses.

4. Composition of Class

A. Courses offered on any Hill College campus/center will be open to both eligible dual credit high school students and college credit students.

B. Dual credit classes planned at any approved off-campus site in collaboration with the appropriate college faculty, staff, and local high school personnel will be available to dual credit students only and only if the number of dual credit students is justifiable.

C. Only under the rare circumstances listed below will classes at an approved off-campus site such as a high school be permitted to include both dual credit students and non-dual credit high school students. Such mixed classes may be allowed under one of the following conditions:

i. If the course involved is required for completion under the State Board of Education High School Program graduation requirements and the high school is otherwise unable to offer such a course;

ii. If the mixed class is limited to high school honors students, College Board Advanced Placement or International Baccalaureate, dual credit/concurrent students, and/or regular college credit students, all of whom will be taught the college-level course. Students not registered for college credit by the official census date of the class will not be awarded college credit.

iii. If the course is a career and technical/workforce education course and the high-school credit-only students are eligible to earn articulated college credit.

D. It is the responsibility of the ISDs' high school principal to certify to Hill College that the requirements for class composition have been met, and it is the responsibility of Hill College to verify that classes taught follow this section. Further, should it be determined that this section has been violated, at the sole discretion of Hill College, Hill College may deny credit to any single student and/or all students who participated in an unapproved mixed class.

5. Faculty Selection, Supervision, and Evaluation

Faculty for a dual credit course will be approved and employed by Hill College. The instructor must meet credential requirements of Hill College and minimum requirements as specified by the Southern Association of Colleges and

Schools Commission on Colleges (SACSCOC). Each faculty member assigned to teach an academic course will have a master's degree plus 18 hours in the specific discipline. Technical course instructors will have at least an associate degree or Hill College must document academic preparation, work experience, other appropriate qualifications (certificates, licensure, etc.), and justification for any exceptions to SACSCOC requirements.

A. Part-time instructors teaching dual credit courses must meet the same standards, review, and approval procedures as full- time, regular Hill College faculty.

B. Faculty for a dual credit course who are not full-time faculty members of Hill College report directly to the appropriate Dean of Student Learning and Success for the pathway in which the course(s) is being taught. The college shall supervise and evaluate part-time faculty teaching dual credit courses using the same or comparable procedures used for full-time faculty employed by college.

C. The performance appraisal process for dual credit instructors will be conducted by the immediate supervisor and reviewed by the second line supervisor prior to the appraisal interview with the employee. The dual credit faculty evaluation process will mirror the evaluation process used at the college for all full-time faculty members and will be done according to the college policy manual. All dual credit faculty will be periodically evaluated using the following means: 1) random classroom observation by the immediate supervisor of that discipline, 2) student evaluations and 3) self-evaluation.

D. All dual credit faculty instructors will be supervised by the following means:
   i. When dual credit classes are visited during a classroom observation, supervisors will ask to see items such as the textbook, observe instruction and interaction with students, and request a class syllabus and a sample of class tests, quizzes, labs, and/or projects.
   ii. Dual credit instructors are given a self-evaluation form and are asked to fill out and return the form to their Hill College supervisor.
   iii. All dual credit instructors are given a master syllabus for the course. The master syllabus provides grading policy and student learning outcomes.
   iv. All dual credit instructors are required to participate in the assessment process.
   v. All dual credit instructors are required to certify rosters.
   vi. All dual credit instructors are required to submit progress reports, midterm, and final grades.

E. Faculty teaching courses, which result in the award of college credit, will be regularly employed faculty members of Hill College. All faculty selected by Hill College to teach dual credit classes will be considered employees of Hill College and will be compensated by the college in accordance with Hill College policy, procedures, and guidelines.

F. All dual credit faculty are required to complete all Hill College mandatory training, including but not limited to compliance, safety, and professional development training, within established timelines as a condition of employment and continued instructional assignment.

G. Applications for employment and official transcripts from each college or university attended MUST be submitted and approved before classes start. All paperwork will be kept on file at Hill College.

6. Course Curriculum, Instruction, and Grading

A. Hill College courses offered as dual credit, regardless of where they are taught, follow the same syllabus, course outline, textbook, grading method, and other academic policies as the courses outlined in the Hill College catalog.

B. Approved courses being taught for dual credit must follow the approved master syllabus of the discipline and of Hill College.

C. Textbooks should be identical to those approved for use by Hill College. Should an instructor propose an alternative textbook, the textbook must be approved in advance by the appropriate instructional department of Hill College and the vice president of student learning and success. Other instructional materials for dual credit/concurrent courses must be identical or at an equivalent level to materials used by Hill College.

D. Courses which result in college-level credit will follow the standard grading practices of Hill College, as identified by college policy, and as identified in the appropriately approved course syllabus. The grades used in college records are A (excellent), 8 (above average), C (average), D (below average), F (failure), I (incomplete), W (withdrawn), WC (withdrawn COVID). The lowest passing grade is D. Grade point averages are computed by assigning values to each grade as follows: A= 4 points, B = 3 points, C= 2 points, D = 1 point, and F = 0 points. Grading criteria may be devised by Hill College and the ISD to allow faculty to award high school credit only or high school and college credit depending on student performance.

E. Faculty, who are responsible for teaching dual credit/concurrent classes, are responsible for keeping appropriate records, certifying census date rosters, providing interim grade reports, certifying final grade reports at the end of the semester, certifying attendance, and providing other reports and information as may be required by Hill College and/or the School District. Faculty and students of dual credit classes are expected to use the LMS for Hill College and/or the approved LMS for the ISD for all grades, reports, assignments, etc. Academic Policies and Student Support Services Hill College.

F. It is the policy and procedure of Hill College to provide reasonable accommodation for qualified students with documented disabilities. Hill College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations to afford equal educational opportunity and enable participation in and benefits from educational programs and activities. Students must provide appropriate documentation, complete an accommodation request form and submit it to the Academic Advising and Success Center. Every effort will be made to identify needs and provide reasonable academic accommodations needed.

G. If for any reason, it becomes necessary for a student who has registered for a Hill College class to withdraw or drop from the class, Hill College and the ISD agree it is the responsibility of the student to officially withdraw or drop the college course.

H. A student may add or drop a course prior to the official census date for the course. Students who drop before the official college census date will not receive a grade; tuition and fees will be refunded according to the Hill College approved refund schedule.

I. A student may withdraw from a course with a grade of "W" any time after the census date for the semester and on or before the last day to withdrawal a class of a term as designated in the college academic calendar. Dual credit students attending class on or off campus may initiate a drop, withdrawal resignation form through the Hill College Dual Credit Office or Advising and Success Center. If attending class off campus at a high school, the student should notify his/her high school representative and complete the form. A student who discontinues class attendance and does not officially withdraw from the course on or before the last day will receive the earned grade for the course based on the grading criteria identified in that course's syllabus. This grade will go on the student's permanent high school and college transcripts. (TAC C 6)

J. If at the end of a semester there are overdue books or materials belonging to a Hill College library, each library will take steps consistent with their policies and procedures to ensure that the past due books and/or materials are returned as expediently as possible. Upon return of the material to the lending library, the student's account will be cleared of any obligation.

K. As of Fall 2019 and in accordance with Senate Bill 25, a student enrolled in a dual credit course at an institution of higher education shall file a degree plan with the institution when the student has earned a cumulative total of 15 or more semester credit hours of course work.

7. Transcription of Credit

A. For both technical and academic dual credit/concurrent credit courses, college credit will be placed on the transcript immediately upon a student's completion of the performance required in the course. [TAC 19, Part 1, Chapter 4, Subchapter D, 4.85(h))

B. Before graduation from high school, a student or high school representative can request an unofficial transcript of courses taken as dual credit to be released to the student or the high school.

C. Upon graduation from high school, students must submit an official high school transcript, with the date of graduation, before a Hill College official transcript will be released to other colleges or universities.

D. For technical and academic dual credit/concurrent courses which result in high school-level credit, the ISD will transcript all course work in accordance with the ISD's normal policies and procedures immediately following the end date of the course. Further, the ISD agrees to make available in the same manner it does to other students an official high school transcript that may be sent to other schools, colleges, or locations as the student designates.

E. Students registered in job training or continuing education courses may be eligible for Course Completion Certificates if all specific requirements in the course syllabus are met and certified by the Job Training and Workforce Partnerships Department.

F. Hill College is a fully accredited institution, and core academic courses are transferable to any state university in Texas. However, since each college has its own policy regarding the transferability of courses, each student is strongly advised to check with the college which he or she plans to attend, if other than Hill College, to determine the transferability of Hill College courses

8. Sources of Funding

A. State funding for dual credit/concurrent courses will be available to the ISD and Hill College based on the current agreement between the Commissioner of Education and Commissioner of Higher Education. In accordance with this agreement, Hill College may claim state funding for all students registered for college level credit in a dual credit/concurrent course. The ISD may also claim full ADA funding for all students registered in a dual credit/concurrent course.

B. As of fall 2023, per HB 8, 88th Regular Legislature, the Financial Aid for Swift Transfer (FAST) program was outlined and adopted to allow eligible students to enroll, at no cost to the student, in dual credit courses (HB 8 Sec. 28.0095.) Institutions of higher education may not collect tuition and fees from Financial Aid for Swift Transfer (FAST) eligible dual credit students. Additionally, Hill College may only collect a maximum of $55 per credit hour for non-FAST-eligible dual credit students (HB 8, Section 43.308.) Hill College will then receive performance and outcome-based funding reimbursement from the state as they meet eligibility requirements outlined in HB 8 Sec. 61.003 and funded by the Foundation School program.

C. In accordance with the tuition and fee structure established by the Hill College Board of Regents and the

table below, Hill College agrees to charge only non-FAST-eligible students' tuition and have waived all fees for all dual credit students as indicated on the Hill College website. The Hill College Board of Regents reserves the right to change the policies and procedures of Hill College without notice, including tuition and fees in accordance with the cost of instruction and state laws. The ISD agrees to pay for the cost of textbooks and required course supplies for all FAST-eligible students.

FAST-Eligible Students - Economically Disadvantaged	Non-FAST-Eligible Students
Tuition = $0 per credit hour	Tuition = $55 per credit hour
Fees= $0 per credit hour	Fees= $0 per credit hour
Books= Paid by ISD	Books= Paid by student/ISD
Supplies= Paid by ISD	Supplies= Paid by student/ISD

D. Non-FAST-eligible dual credit students must pay tuition at the time of registration as mandated by Hill College policy.

E. If the ISD is to be responsible for payment either in part or in full of a student's tuition, textbooks, and supplies, Hill College agrees to bill the school district when Hill College receives the documentation of FAST eligibility from the state. The ISD agrees to settle all account receivables with Hill College within 30 days of the billing date. Students whose tuition and fees are not paid by the official college census day of the class will be dropped from the college roll and must be removed from the class in accordance with Section 4 of this agreement. Students are billed separately by Hill College for costs not paid by ISD. For payments not paid for or at the responsibility by the ISD, students and families will be held responsible to pay for tuition, textbooks and supplies.

F. Textbooks adoptions will be provided by Hill College. Hill College will provide open educational resources (OER's) or low-cost textbooks for as many disciplines as possible. As adoptions are made, Hill College will commit to a three-year adoption period.

G. Students who officially withdraw from Hill College will have their tuition refunded according to the official refund policy schedule for all students. Tuition paid directly to Hill College by the ISD, sponsor, donor, or scholarship fund will be refunded to the source rather than directly to the student.

H. Hill College is not responsible for the transportation of dual credit students.

9. Defined Sequence of Courses

The most common dual enrollment courses taken in Texas are English 1301(Composition I), English 1302 (Composition II), History 1302 (United States History II), Government 2305 (Federal Government), History 1301United States History I), Economics 2301(Principles of Macroeconomics), and Math 1314 (College Algebra). Dual credit courses taught exclusively to high school students on a high school campus or courses taught electronically must comply with the general rules for dual credit courses as well as the THECB's rules that apply to distance education and off-campus and self-supporting courses. In some cases, we have special AA or AAS programs that we offer to certain districts as well as technical certificates and PTECH opportunities with certain ISDs. In those cases, we will provide an appendix to outline those crosswalks and degree plans or certificates.

10. Student Conduct

A. Dual credit students will be required to adhere to college policies and procedures including student conduct as set forth in the Hill College policy manual and the Student Handbook while on a Hill College

campus and/or while in attendance in Hill College classes at off-campus instructional sites such as the high school.

B. Failure to comply with Hill College policies and procedures may result in dismissal of the student from Hill College classes. Hill College and the partner ISD will be cooperative in disciplinary issues to the extent possible, but the college will have final authority over disciplinary matters relating to Hill College courses.

C. Disciplinary issues will be reported and addressed according to published college policies and procedures.

D. The ISD will notify Hill College of student behavioral issues that would impact a dual credit course, particularly regarding matters concerning student and employee safety.

11. Non-Discrimination

Hill College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, genetic information, or veteran status in the administration of its educational programs, activities, or employment policies. Retaliation against anyone involved in the complaint process is a violation of college district policy and is prohibited. Reports of discrimination may be directed to the Title IX coordinator. The college district designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended.

Ms. Tamy Rogers
Executive Director of Human
Resources 112 Lamar Drive
Hillsboro, TX 76645
254-659-7731 or trogers@hillcollege.edu

12. Title IX

Hill College strives to maintain a work and educational environment free from discrimination, sexual harassment, sexual assault, stalking, rape, dating and domestic violence, and related retaliation in accordance with applicable federal and state laws. Students may contact the Office of Student Experience, dean of students, Offices of Campus Safety, campus security authority (CSAs) or Title IX coordinator for assistance with reporting a complaint or may file a complaint online from the Hill College website. The Title IX coordinator

Ms. Tamy Rogers
Executive Director of Human Resources
112 Lamar Drive
Hillsboro, TX 76645
254-659-7731 or trogers@hillcollege.edu

13. Facilities and Technology

A. The high school or ISD partner agrees to provide and maintain adequate instructional spaces, resources, and technology, including student devices, to serve dual credit faculty and students taking dual credit courses at the ISD location. Adequate facilities are those of the quality, scope and condition to support the dual credit programs and college learning environment at the ISD location.

B. The high school or ISD partner will ensure that Hill College faculty and dual credit students have access to

college email, MyHC, the learning management system, and the library resources from the ISD computers.

C. Dual credit students may need access to devices capable of running a lock down browser, LMS, or other security programs, devices/internet access unrestricted by the ISD filter, as well as a webcam. Such access is vital for academic integrity measures, Internet-based course materials, research and course projects. Student resources are available on the Hill College campus to fulfill such needs should the student choose to implement them.

14. Term

The term of this MOU shall commence on the last date of the final signature on page 9 of this MOU and shall continue for a period of 24 months (about 2 years) or until terminated by either party. Either party may terminate this MOU, without cause, upon at least thirty (30) days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

15. Hill College Navigator Presence and Responsibilities within ISD Partners

Hill College shall assign a designated Navigator to participating high school campuses in order to ensure consistent communication, coordinated support, and a seamless transition for students participating in dual credit and other early college initiatives. The Navigator will serve as the primary on-site liaison between Hill College and the ISD partner, maintaining a regular presence on campus as mutually agreed upon by both parties. The Navigator's responsibilities include, but are not limited to:

A. Assisting prospective and current dual credit students with the admissions and enrollment process, including ApplyTexas completion, documentation submission, registration guidance, and general onboarding support.
B. Providing timely information to students, families, counselors, and campus administrators regarding Hill College programs, deadlines, academic expectations, and institutional policies.
C. Supporting dual credit student success by encouraging appropriate use of academic resources, monitoring communication pathways, and facilitating connections with faculty and college personnel when concerns arise.
D. Collaborating with high school counselors and administrators to coordinate recruitment efforts, informational sessions, and student engagement activities.
E. Serving as a conduit for communication between the ISD partner and Hill College to ensure clarity, alignment, and responsiveness in all matters related to dual credit and postsecondary transition.

The Navigator does not replace the role of high school counselors or administrators but complements existing services by providing specialized knowledge of Hill College processes and maintaining consistent institutional presence. This collaborative approach is intended to strengthen student support structures, enhance college readiness, and promote successful postsecondary enrollment outcomes.

The ISD partner agrees to support the effective implementation of the Navigator role. In addition to providing a consistent and appropriate workspace for confidential student meetings, the ISD partner will:

A. Designate a primary point of contact (e.g., counselor or administrator) to coordinate scheduling, student access, and ongoing communication;
B. Provide reasonable access to dual credit students during the school day for classroom visits and individual meetings;
C. Assist in identifying and referring students who may benefit from additional support;
D. Share relevant academic progress and attendance data, as permissible under applicable privacy laws, to facilitate proactive student support;
E. Support communication efforts by promoting Navigator availability and services to students, families, and staff.

16. Optional Programs for Dual Credit

A. **Structured Dual Credit** – This design for dual credit allows a student to take college credit classes while still having a more traditional high school experience as students will participate in extracurricular activities. Dual credit classes are offered in eight-week sessions starting in the 9th grade year where students will be core complete (45 credit hours) by the end of their senior year.

B. **ELAR College Prep-** House Bill 5, passed by the 83rd Legislature in 2013, requires school districts to partner with institutions of higher education to develop and offer college preparatory courses in both English language arts and mathematics to high school students whose academic performance indicates the student is not yet ready for college-level coursework. The statute requires districts to partner with at least one institution of higher education to develop and provide the college preparatory courses designed for students in the 12th grade. The purpose of the HB 5 College Preparatory courses is to provide high school students an opportunity to gain and demonstrate the necessary college readiness in English language arts and/or mathematics to be successful in college-level, credit-bearing courses without the need for remedial or developmental coursework.

In the 2024-2025 school year, TEA implemented a process to review and approve college preparatory courses that count for college, career and military readiness (CCMR) credit in the public-school accountability system.
The College Preparatory Courses for Accountability process aims to ensure that college preparatory courses (defined in Texas Education Code (TEC), §28.014) align with standards consistent with other indicators of college readiness. Under TEC, §28.014, college preparatory courses in English language arts and mathematics are courses developed through partnership(s) between a school district and at least one institution of higher education (IHE). Hill College is an approved provider of College Prep ELAR starting in Fall 2026 and will be approved for the following five years.

The college prep course is designed for students in the 12th grade whose coursework and Texas Success Initiative (TSI) assessment scores indicate that a student is not ready to perform entry-level college coursework in ELAR and/or Math. The course must be designed to prepare students for success in entry-level college courses. The statute also states that the course must be designed for students whose performance on an end-of-course assessment instrument does not meet college readiness standards.

Students must attend and participate in the college prep class at the high school. Students must pass the course with a passing grade and meet TSI college readiness standards in Math and/or ELAR by the end of the course. A student who successfully completes a college preparatory course is exempt for a period of twenty-four (24) months from the date of high school graduation with respect to the content area of the course, under the following conditions:

(A) The student enrolls in the student's first college-level course in the exempted content area in the student's first year of enrollment in an institution of higher education; and
(B) The student enrolls at the institution of higher education:
    (i) that partnered with the school district in which the student is enrolled to provide the course, or
    (ii) with an institution that deems the student TSI-met based on the completion of a course that meets the requirements of the institution

C. **College Connect-** The college connect courses program is a new, optional dual credit or dual enrollment program. Effective fall 2023, the college connect courses program encourages and authorizes public institutions of higher education to deliver innovatively designed dual credit courses that integrate both college-level content in the core curriculum of the institution alongside college-readiness content and skills instruction.

College connect courses will allow dual credit high school students the flexibility to obtain college credit and obtain the necessary integrated college readiness skills to students who are on the continuum of college readiness and will benefit from exposure to college-level content. An eligible student must be enrolled in a public school district or open enrollment charter school. A high school student is eligible to enroll in college connect courses if the student:

a. is a non-degree or non-certificate seeking student with fewer than fifteen (15) credit hours (SCH) of dual credit;
b. meets an exemption under the Texas Success Initiative (TSI);
c. demonstrates college readiness by meeting the minimum college readiness benchmarks on the TSIA/TSIA2; or
d. meets the eligibility requirements for a Texas First Diploma

NOTE: students with 15 SCH or more of dual credit are eligible to enroll in College Connect Courses in MATH or ENGL courses only.

Students who take ENGL 1301 or MATH 1314, 1342, or 1332 as a college connect designated student must complete the course with a grade of C or higher. This successful completion will be recorded on the Hill College transcript of meeting TSI standard based on the core course grade

Approved by the Hill College District Board of Regents; executed by the Hill College District; and signed by its vice president of student learning and success

Dr. Shelley Pearson
Vice President of Student Learning and Success
Hill College
112 Lamar Drive
Hillsboro, TX 76645

8-31-25
Date

Approved by the Iredell ISD Board of Trustees; executed by Iredell ISD; and signed by its superintendent.

Mr. Chris Morrow
Superintendent, Iredell ISD
501 E. McClain Street
Iredell, TX 76649

7-13-2026
Date