

I. Parties

This Dual Credit / Concurrent Partnership Agreement ("Agreement") is entered into between Grayson College and Ector School District ("District") and is designed to allow high school students at Ector High School ("High School") to earn dual high school and college credit.

II. Goals and Purpose:

Dual Credit is defined as a process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. While dual credit / concurrent courses are often taught on the secondary school campus to high school students only, this definition also applies when a high school student takes a course on the college campus or electronically and receives both high school and college credit. Dual credit can also be referred to as concurrent course credit - the terms are equivalent. (Chapter 4, Subchapter D, §483, Texas Higher Education Code)

The State of Texas has continually raised the bar for higher education, through Closing the Gaps in 2000 and 60x30 TX in 2015. Building a Talent Strong Texas expands on the successes of these previous plans by widening the lens for higher education. Building a Talent Strong Texas focuses on three measurable, data-driven goals:

Goal 1: Attainment of certificates and degrees so at least 60% of Texans ages 25-64 have a postsecondary credential of value by 2030.

Goal 2: Postsecondary credentials of value aligned with workforce demands that will raise incomes for individual Texans while reducing debt.

Goal 3: Research, development, and innovation that drives discovery, improves lives, broadens education, and creates new jobs.

III. Eligible Courses for Dual/Concurrent Credit to Area High School Students

1. Grayson College offers a wide selection of courses to Dual Credit / Concurrent students at numerous locations and in a number of formats. Students must consult with their high school counselor about which subjects are available and most appropriate to fulfill high school graduation requirements, as well as their major/postsecondary goal after graduating high school. The most common subjects have been English, Government, History, Fine Arts, Speech, Economics, Math, Sciences, and Career Technical areas. Area high school administrators, primarily the counselors, work with the Director of Academic and CTE Dual Credit to develop all Dual Credit / Concurrent offerings on high school campuses.
2. Courses approved for dual credit / concurrent for a high school student must be applicable to a college or university certificate or degree (see Appendix A).
3. State Funding Limitations: Grayson College will not enroll high school students in courses that are not eligible for state funding. The State of Texas will only fund dual credit / concurrent courses that are: Core Curriculum or Foreign Language or Career / Technical / Workforce courses. Academic transfer courses that are approved as part of Fields of Study are also funded. Dual credit / Concurrent courses shall be composed of only dual credit / concurrent students or a combination of dual credit and traditional college students. Exceptions which include high school credit-only students, may be allowed only if the high school credit-only students are College Board Advanced Placement students or if the course is a career and technology / college workforce education course and the high school credit-only students are earning articulated college credit.

IV. Student Eligibility

1. High school students must meet all eligibility requirements set forth in the Texas Higher Education Coordinating Board (THECB) Rules. All eligibility requirements set forth herein are subject to the THECB Rules and, in the event of conflict, the THECB Rules govern and apply.
2. High school students should meet with their high school counselor(s) to ensure courses match requirements for high school graduation. The Director of Academic and CTE Dual Credit also serves as the College's point of contact, as well as makes visits to high schools to assist counselors, parents, and students.
3. All dual credit / concurrent students must meet the testing and placement guidelines stipulated in the Grayson College catalog. For specific information regarding testing and placement requirements, please contact (a) High School Representative, (b) Director of Academic and CTE Dual Credit, or (c) Grayson College Admissions.
4. Prospective high school students must complete the Grayson College admission process prior to registration.
5. High school students taking Grayson College courses for dual credit / concurrent will be treated as college students and, as such, are expected to conduct themselves as college students. A collegiate classroom environment is expected. The level of maturity of the high school student should be one of the criteria for approval by the high school official approving dual credit / concurrent.
6. The awarding of high school credit for graduation is at the discretion and approval of the District.

V. Faculty Selection, Supervision, and Evaluation

1. Grayson College controls all aspects of its education programs as related to the college dual credit / concurrent course. Each college dual credit / concurrent course for which academic credit is awarded must be approved by the appropriate Grayson College faculty and administration. In coordination with the District, Grayson College will recruit faculty who demonstrate the ability to deliver college-level course content with high quality and effectiveness. All faculty (including embedded high school faculty) will be supervised and evaluated by the appropriate Grayson College Department Chair / Health Science Program Director, the appropriate dean, and the Vice President of Instruction to ensure compliance with all Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines for faculty credentialing. Grayson College shall oversee content and delivery of all dual credit / concurrent courses and shall manage performance of faculty (i.e., provide feedback and improvement plans). If warranted, Grayson College shall investigate student complaints regarding the dual credit / concurrent course or its instructor pursuant to Grayson College policies and procedures such as FLD (LOCAL).
2. In order to serve as an instructor of record at Grayson College, instructors of transfer courses offered for dual credit / concurrent must have completed at least 18 graduate hours in the teaching discipline and hold at least a master's degree. Final determination of credentialing to meet SACSCOC standards and Grayson College requirements is with the Vice President of Instruction.
3. In order to serve as an instructor of record at Grayson College, instructors of career and technology courses for dual credit / concurrent must have a minimum of a bachelor's degree in the teaching discipline or an associate's degree and demonstrated competencies in the teaching discipline. Final determination of credentialing to meet SACSCOC standards and Grayson College requirements is with the Vice President of Instruction.
4. The Grayson College Department Chair / Health Science Program Director of the program / discipline area is the official college contact regarding instructional content for college courses taught for dual credit / concurrent. All course content, learning outcomes, and instructional objectives will be consistent with courses taught on the Grayson College campuses, including face to face, hybrid, and online.
5. Faculty teaching college courses for dual credit / concurrent are expected to meet the following:
 - a. Teach assigned classes according to Grayson College approved course syllabi, learning materials textbooks, and learning outcomes associated with the course.
 - b. Provide each student with a syllabus / class outline that explains the expectations of the instructor, learning outcomes, attendance expectations, and other information needed by the student. (Examples: required class materials, outside assignments, course prerequisites, etc.)

- c. Check dual credit / concurrent student enrollment in the course. If a dual credit / concurrent student's name does not appear on the class roster, the student should be instructed to contact the Director of Academic and CTE Dual Credit.
 - d. Arrive on time for classes or notify the Department Chair / Health Science Program Director and/or Dean and the high school contact as early as possible of an inability to conduct a class meeting.
 - e. Maintain control of the class. If there is a discipline problem that requires immediate attention, contact the appropriate administrator in charge on that campus. Additionally, report any major classroom discipline problems to the Department Chair / Health Science Program Director as soon as possible.
 - f. Actively maintain accurate class attendance records, grades, lesson assignments, and other necessary materials in the Canvas Learning Management System (LMS).
 - g. Submit all required class rosters, student grade reports, and required documentation on schedule.
 - i. Assign both an alphanumeric and numeric grade on the grade sheet as follows to meet the needs of the ISD partner:
 - A = Excellent (90-100)
 - B = Good (80-89)
 - C = Fair (70-79)
 - D = Poor (passing) (60-69)
 - F = Failure (below 60)
 - W = Withdrew (student initiated drop)
 - I = Incomplete
6. Grayson College shall evaluate instructors of college courses offered for dual credit / concurrent using the same procedures used for full-time faculty.
 7. Faculty teaching courses offered for dual credit / concurrent, who are paid by the College, will be considered as Grayson College adjunct faculty and, as such, will complete appropriate GC employment practices as required by the College's Human Resource Office.
 8. As with all Grayson College faculty, adjuncts teaching courses offered for dual credit / concurrent who are employed by the District are subject to Grayson College policies, rules, and regulations, and it is expressly understood that such instructors will teach Grayson College course content and learning outcomes for the individual course. Embedded faculty are required to follow the same curriculum, development and required training, protocols and GC requirements, learning materials / textbooks, syllabus, and assessment protocols as faculty teaching on a GC college campus.

VI. Location of Classes

The high school campus and/or classrooms may be used to conduct college classes for dual credit / concurrent for the purposes of this agreement. If the course is held on the District campus and there are additional costs associated with the GC faculty teaching on-site (i.e., background checks), the District requesting this requirement is responsible for this additional cost.

VII. High School Physical Resources

Resources will be evaluated by appropriate college personnel to ensure all physical resources are adequate for the courses taught in high school classrooms.

VIII. Student Composition of Classes

Dual credit courses may only be composed of dual credit / concurrent students if taught at a high school. Courses offered on Grayson College's campuses, online, and hybrid may be composed of dual credit / concurrent and other college students.

IX. Transcription of Credit

High school and college credit should be placed on student transcripts immediately upon a student's completion of the performance required in the course.

X. Academic Policies and Student Support Services

1. All academic policies applicable to courses taught on Grayson College campuses shall apply to dual credit / concurrent high school students as outlined in the Grayson College Catalog and Student Handbook.
2. Students taking college classes for dual credit / concurrent are offered the same services that are available to other Grayson College students. Grayson College is responsible for ensuring timely and efficient access to such services as academic advising and counseling, learning materials (e.g., library resources), and other services for which the student may be eligible. Links to all of these resources are available in the main navigation menu in all Canvas course shells.
3. All dual credit / concurrent students are subject to Grayson College's FERPA policies.

XI. Course Curriculum, Instruction, and Grading

1. The Grayson College Department Chair / Health Science Program Director of the program area is the official college contact regarding instructional content for college courses taught for dual / concurrent credit.
2. Grayson College shall ensure that a college course offered for dual credit / concurrent at the District and the corresponding course offered at the College are equivalent with respect to the curriculum, contact hours, instruction, student outcomes, and method/rigor of evaluation of student performance, regardless of student composition of the class.
3. Instructors shall follow Grayson College grading policies. Dual Credit faculty will submit midterm and final grades in both letter grade and numeric form to the Director of Academic and CTE Dual Credit and the Registrar on dates in alignment with the 2025-2026 GC academic calendar.
4. Faculty will participate in providing information for the assessment of student learning outcomes as required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Texas Higher Education Coordinating Board (THECB). This includes, but is not limited to, the submission of summary scores/data, where such information is needed for evaluating departmental success, and the submission of student work for secondary evaluation by the division to ensure that relevant learning outcomes are achieved in any given course.
5. The Grayson College Department Chair / Health Science Program Director, in consultation with appropriate Grayson College administrators, will evaluate the performance of faculty teaching college courses offered as dual credit / concurrent. Included in this evaluation will be a determination of how well the faculty member performs in achieving the desired learning outcomes. The evaluation will be forwarded to the appropriate GC contact for a decision regarding whether the faculty member will be able to continue teaching college courses as dual credit / concurrent. In the event that it is determined that a faculty member is not going to be allowed to continue, the District will be immediately informed by the Vice President of Instruction.
6. All dual credit / concurrent instructor assignments are determined by the Department Chair / Health Science Program Director and are subject to change depending on scheduling and availability.

XII. Transfer of Courses

Grayson College is a regionally accredited institution, and, as such, general education courses are readily transferable to other public institutions of higher education in Texas. However, since each college has its own policy regarding the transferability of courses, each student is strongly advised to check with the college he or she plans to attend after high school, other than Grayson College, in order to determine the transferability of Grayson College courses. Students are encouraged to check with prospective universities concerning programs such as the BAAS and other similar programs.

Appendix B – List of Grayson College Pathways and associated degrees and certificates

Appendix C – Examples of Grayson College Course Sequencing from each of the six GC Pathways

XIII. Academic Regulations

1. A course size not meeting the Grayson College minimum (14 students) must be approved by the Vice President of Instruction prior to the first day of class.
2. Grayson College courses offered as dual credit / concurrent, regardless of where they are taught, follow the same college calendar to the extent possible, syllabus requirements, course outline, grading procedure, and other instructional and evaluative policies and procedures.
3. Letter grades are given in accordance with policies printed in the College Catalog. Numerical grades will be provided to the high school counselor for midterm and final grades.
4. Students will have access to the Grayson College's Students Rights and Responsibilities FLD (Local) Grade Appeal Process Policy.
5. Dual credit / concurrent students may withdraw (drop) from a course(s) and receive a grade of "W" at any time during the semester on or prior to the Grayson College official deadline specified in the College calendar located on the College's website. Please see Appendix D for the 2025-2026 Academic Calendar. It is the student's responsibility to officially withdraw from a course or verify that the instructor initiated the withdrawal procedure. The District retains the right to drop a student from the dual / concurrent credit class if such student is assigned to the Discipline Alternative Education Program. Students should contact their instructor and high school counselor if they wish to drop a course.

XIV. Tuition/Fees and Funding to Financial Aid for Swift Transfer (FAST)

1. The cost of tuition and fees will be based on the current Grayson College tuition and fee schedule for eligible dual credit courses.
2. Financial Aid for Swift Transfer (FAST)

Grayson College and the ISD enter into an agreement to participate in the Financial Aid for Swift Transfer (FAST) Program in anticipation of the Texas Higher Education Coordinating Board (Coordinating Board) adopting new rules on an emergency basis in Texas Administrative Code, Title 19, Part I, Chapter 13, Subchapter Q, §§13.500 –13.506, concerning Financial Aid for Swift Transfer (FAST) Program.

ISD Responsibilities:

- a. Enter into an agreement with Grayson College to support payment of expenses for mandatory fees, course fees (especially in CTE courses), and course materials for FAST-eligible students.
- b. Provide early certification of eligible students to Grayson College in cases where the ISD knows the student to be an eligible student; however, the student has not yet been reported to the Texas Education Agency due to timing of the report (e.g., documentation in August when the report to the state may not be due until October).
- c. Maintain records to justify certification of eligible students.
- d. Provide certification of eligible students to the Texas Education Agency.
- e. Accept financial responsibility for students' tuition, fees, course fees, and course materials/books if an ISD certified eligible FAST student is found to be ineligible because the state is unable to match the students' record with ISD reported information to the Texas Education Agency.

College Responsibilities:

- a. Provide reasonable funding as a partner to the school district to support payment of expenses for mandatory fees, course fees (especially in CTE courses), and course materials for FAST eligible students.
- b. Collaborate with the school district on identifying FAST-Eligible students.
- c. Share with the school district the list of FAST-Eligible students from the state list once it is available.
- d. The College will work with the school district to determine the lowest cost to the school district and will provide support for students opting in or out of our Inclusive Access Textbooks.
- e. Share with the school district FAST eligible courses for a student.

Responsibility For Incorrectly Reported Students:

The Texas Education Agency will provide the Texas Higher Education Coordinating Board a list of students who have been listed as Educationally Disadvantaged. Should the student be Educationally Disadvantaged by appearing on this list in any of the four years prior to enrolling in their first dual credit / concurrent course, the student is an eligible student for the FAST Program.

Grayson College will access this list of students and will share with the District when a student appears on this list.

Additionally, if the school district certifies they will provide auditable documentation to the College demonstrating that the student qualifies as an Educationally Disadvantaged student by the FAST definitions, the College will accept that documentation and submit it to the state to qualify the student as a FAST student. Should the State and/or Grayson College be unable to validate that the student is eligible for the FAST program when the Texas Higher Education Coordinating Board matches for Educationally Disadvantaged students based upon the school district's free- and reduced- lunch reporting to the Texas Education Agency, the school district shall be responsible for the balance of tuition, fees, course fees, and course materials access fees that would have been charged to the student because the student has been labeled a non-FAST student. At the discretion of the College President, this reimbursement may be waived in cases where a student does not show up on the state list and the school district can document the student's eligibility, provide evidence of timely reporting to the state, and explain a state error in reporting back to the Texas Higher Education Coordinating Board (and the College).


Grayson College will submit a list of FAST students to the school district, indicating which have been qualified from the state-generated FAST list and which are preliminarily qualified through the school district-generated list.

The school district will be asked to certify the accuracy of the list. Failure of the school district to certify the list will result in students becoming ineligible for the FAST program until a list is certified.

In the case where Grayson College has incorrectly reported a student as FAST-eligible due to an error of the College, the College will cover all expenses for that student for that semester.

For Ector ISD, the amount for FAST-Eligible students is \$ 247.50. (This amount does NOT include any charges the District may cover for non-FAST-Eligible students.)

To assist with the upcoming year's funding, Grayson College will contribute \$50 per credit hour to cover the general fees for all FAST-Eligible Students.

 ☒ The school district will contribute \$50 per credit hour for FAST-Eligible Students (\$27 per credit hour for course materials, and \$23 per credit hour for additional fees). This arrangement will provide reasonable payment for course materials for FAST-Eligible Students by (a) reimbursing the College for course material fees covered by the College on behalf of the student, or (b) securing the course materials for the student directly. This will help offset aggregate College costs for course specific fees. Course specific fees supporting CTE courses are tied to direct expenses unique to offering that course. One example is metal and welding rods for a welding class. Rather than providing a scale that varies by course, the College is proposing a set fee.

☐ The school district will apply for financial assistance from Grayson College to help with the proposed school district costs for the current fiscal year, and will budget for expenses in the upcoming year. Any assistance provided by Grayson College will not exceed the expenses Grayson College contributed toward free- and reduced-students in aggregate during this past year.

Financial Support Arrangement for Fast-Eligible Students

To assist with the upcoming year's funding, Grayson College will contribute \$50 per credit hour to cover the general fees for all FAST-Eligible Students.

The District will be responsible for vaccinations and/or shots required for specific program entry.

The District agrees to pay for course costs beyond basic tuition and general fees in an amount equal to the aggregate amount spent on these items for FAST-Eligible Students in the immediate year prior to this agreement.

This arrangement will provide reasonable payment for course materials for FAST-Eligible Students by (a) reimbursing the College for course material fees covered by the College on behalf of the student, or (b) securing the course materials for the student directly. Additionally, this will help offset aggregate College costs for materials and supplies/kits, specific course fees (usually for CTE courses like welding, cosmetology, EET, health sciences).

In special circumstances, the College may approve financial assistance for a District that is unable to fulfill the above agreement. In any case, assistance provided by Grayson College will not exceed the expenses Grayson College contributed toward free- and reduced-students in aggregate during the immediate year prior to this agreement.

XV. Indemnity and Liability

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

XVI. Confidentiality of Data

Both parties will maintain the confidentiality of any and all student data shared with it in compliance with the Family Educational Rights and Privacy Act (FERPA) and its associated federal regulations. Both parties agree not to share information with third parties unless authorized to do so by state or federal law. Data obtained will be used solely for the purposes described in the MOU. GC and ISD will notify designated individuals authorized to access the individual student or employee data for purposes outlined in the MOU that they must maintain the confidentiality of all personally identifiable data and confidential information. The confidentiality requirements shall survive the termination or expiration of the MOU.

ISD agrees that any student data transferred by GC to ISD is and shall remain the sole property of GC. The parties agree that any data protected by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") shall not be released by either party unless the same is done in accordance with all applicable state and federal laws.

XVII. Miscellaneous

1. This MOU shall be in effect from August 18 (start of Fall 2025 Semester) through, July 30 (end of Summer Term) ("Term") unless renewed by the parties or terminated early. This MOU shall be reviewed annually and may be renewed upon written approval of ISD and GC. Either party may terminate this MOU with or without cause by giving written notice to the other party at least sixty (60) days prior to the date of termination. However, this MOU shall not terminate in the middle of a semester so if notice and the termination date given is during a current semester, then the date of termination shall be the last day of the semester so that students may complete the semester³. Nothing herein shall waive the parties' immunity to suit or liability as established by applicable law.
2. This Agreement shall be governed by the laws of Texas.

Statement of Alignment with THECB Statewide Goals

The goals of the Grayson College Dual Credit Program mirror the stated goals in *Building a Talent Strong Texas*. The dual credit / concurrent program at Grayson College focuses on collaborative outreach efforts with school district personnel, parents, and administrators to establish and maintain a college-going culture for high school students. The goals of the Grayson College Dual Credit program are to:

1. Transition students to post-secondary education with an accelerated pathway to an associate degree, an associate of applied science, or transfer to a 4-year university;
2. Provide college readiness and academic advising in collaboration with area high school counselors; and
3. Provide quality and rigorous coursework equivalent to other college-level courses at the college.

Grayson College creates a college-going culture among service area high school students by:

1. Conducting Senior Parent Info Nights;
2. Offering FAFSA Workshops for high school students and parents;
3. Identifying high school to college pathways aligned with high school endorsements;
4. Promoting pathways to parents, students, and community members;
5. Assisting, facilitating, and offering group tours of Grayson College to high school students;
6. Sharing relevant college information with high school seniors and assisting with the college application process; and
7. Hosting Senior Days on the College campus.

To create an awareness of the benefits of higher education and benefits of dual credit / concurrent participation, Grayson College engages school administrators, counselors, students, and parents through the following activities:

1. The Grayson College President meets annually with District superintendents to review data, address concerns, and identify necessary improvements for students;
2. The Director of Academic and CTE Dual Credit attends College Nights to provide students with information about Grayson College;
3. The College has recruiters who are actively engaged with students at each high school and are available to answer questions and assist with the college application process;
4. The College offers a 100% Acceptance program for all seniors in our service area Districts;
5. The College assists high schools with developing individual 6-year plans for each dual credit / concurrent high school;
6. The Director of Academic and CTE Dual Credit hosts dual credit / concurrent parent information nights at each high school;
7. The College shares dual credit / concurrent student completion data with the community; and
8. The Director of Academic and CTE Dual Credit hosts area high school counselors on campus each year to provide relevant information to aid in the success of students who will be participating in dual credit / concurrent courses.

To offer access to quality higher education both in academic and career and technical education while enrolled in high school for an accelerated pathway through post-secondary education, Grayson College works with each area high school to provide academic and career and technical education courses that are equivalent in quality and rigor to those courses taught to non-dual credit / concurrent college students. This is done through:

1. Aligning college pathways to the high school endorsements in an effort to provide students with a pathway from high school to college that minimizes excessive credits or loss of credits;
2. Providing a wide array of academic college courses at each high school;

3. Providing access to career and technical education courses to include health science;
4. Collaborating with each high school to articulate technical courses taught at their high school by academically qualified high school instructors for credit once students graduate from high school and enroll at Grayson College;
5. Participating in the FAST program to offer affordable college options for eligible students; and
6. Offering technical courses in the afternoon/mornings in coordination with high school extra-curricular activities to eliminate barriers.

To provide access to quality academic and college readiness advising and services to assist students in the transition from high school to college graduation or transfer to a 4-year university, the College:

1. Offers free college prep courses to ensure TSI readiness upon high school graduation;
2. Coordinates the Grayson College Testing Center schedules for high school groups to come to Grayson to participate in TSI testing;
3. Arranges for the Grayson College Testing Center to travel to individual high schools to provide TSI testing for students;
4. Assists students with the Grayson College application at each high school in our service area;
5. Offers individual college readiness advising at each high school to each student; and
6. Aligns dual credit / concurrent curriculum to university transfer pathways.

Academic and Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Student Support Services

All Student Support Services for dual credit / concurrent high school students are provided by each high school on their site with additional support services being provided as necessary by Grayson College through coordination with the Director of Academic and CTE Dual Credit. The director is on-site at each high school regularly throughout the semester and stays in close contact with high school administrators. Targeted student support services and student success interventions occur at each high school by their personnel for students to ensure student success.

Grayson College Resources and Access by Dual Credit High School Students

All dual credit / concurrent students are provided with access to resources offered to any other student on the main campus. Students are made aware of these resources through a resources page in their Canvas shells, on-campus orientations to resources via a scavenger hunt activity, informational meetings with the Director of Academic and CTE Dual Credit, advisement by faculty, and communication with their high school counselors.

According to the Dual Credit Partnership Agreement, section IX, item 2, "Students taking classes for dual credit / concurrent are offered the same services that are available to other GC students. GC is responsible for ensuring timely and efficient access to such services as academic advising and counseling, learning materials, and other services which the student may be eligible for."

GC's Student Services provide full access to all of its on-campus services to its dual credit / concurrent students. All services can be accessed online, face-to-face, or by appointment at the high school location in coordination with the high school counselor. Information about student programs and services is published in the College Catalog and on the College Website. GC has developed its website to include online resources for information and interaction. The website is an important portal to the wide variety of student services, programs, and activities available to enhance the collegiate experience.

Admissions, Records, and Recruitment

Through the combined efforts of the Admissions/Promise personnel, Registrar, the Director of Academic and CTE Dual Credit, and its Recruiters, GC has aligned itself to serve area high schools in raising students' awareness of the benefits of higher education and to educate students about GC's academic programs and support services. Recruiters participate in college fairs and job fairs, as well as work with prospective students, parents, and high school administrators to orient them to the College. The GC webpage link for Admissions and Aid: Apply Now is designed to be a learning experience, welcoming prospective students and answering important questions. Students must apply and be admitted prior to enrolling in courses.

Additionally, School District permission is granted upon receiving student registration information for the academic year. Students wishing to take more than three college classes per semester must receive permission from the District and Vice President of Instruction at Grayson College. The Director of Academic and CTE Dual Credit assists students and the District with ensuring all necessary permissions and waivers are completed.

Regardless of location, all students have access to admissions and records, and services online in MyViking.

Student Life

All GC students, regardless of location or mode of delivery, may participate in student life activities and events utilizing their student ID.

Fitness Center

All GC students, regardless of location or mode of delivery, may utilize the fitness centers located on the Main and South Campuses using their student ID.

Student Success Center Labs

Located at both the Main and South Campus, Student Success Center labs have computers that are equipped with the most recent Windows operating systems, a variety of Internet browsers, and Microsoft Office. Lab assistants are on duty to check students in and out of the lab. They monitor equipment and assist students with any questions they may have. The assistants are kept updated by faculty on assignments so they may provide help when needed. Dual credit students may access these resources through online submissions or by visiting the Main or South Campus locations.

Testing, Tutoring, and Accessibility Services

Full-service testing, tutoring and accessibility services are available on the Main and South Campuses and at other delivery locations and online by appointment. All services provided for students with disabilities are coordinated with high school personnel as needed.

Academic Support Services

Academic support services offered at the dual credit / concurrent high school locations are the responsibility of the high school. For services available at the Grayson College Main and South Campuses, all students have full access either face-to-face, online, or by appointment at their location.

All dual credit / concurrent students are provided with access to resources offered to any other student on the GC campuses. Students are made aware of these resources through a resources page in their Canvas shells; on-campus orientations to resources via a scavenger hunt activity; informational meetings with the Director of Academic and CTE Dual Credit; through advisement by faculty; communication from the Director of Academic and CTE Dual Credit and high school counselors; as well as the Grayson College Dual Credit FAQs located on the Grayson College Dual Credit website.

Academic and Career Services

Academic Advising and Career Services are offered at the Main and South Campuses. Under the direction of the Director of Success Coaches, advising and career services are offered for all students. Services offered include: new student orientation, entrance advising, and career counseling.

The goal of academic advising is to help students establish a sound foundation and complete their academic program of study and to support students toward the accomplishment of their educational goals. Advisors begin building this foundation by academically advising first-time-in-college, transfer, developmental education, probation, and students who stop out of college for more than one year. Also, all first-time-in-college students are emailed by academic advisors during the first week of classes to share student support services that are available to them, such as tutoring, success labs, etc. Grayson College utilizes a mixed model of academic advising. Upon completion of the first academic advising session with full-time Success Coaches (academic advisors) and successful completion of 15 SCH in the active program, each student can be assigned a faculty mentor based upon his or her major of study.

Career Services at Grayson College provides resources for students who are undecided about their career plans, who are looking for a part-time job, and who need help with their job search skills. Students who are undecided or who are majoring in General Studies are encouraged by Success Coaches to participate in an Interest Inventory during onboarding. Students who participate in the Interest Inventory are encouraged to schedule an appointment with the Career and Pathway Coach to discuss and explore careers and majors. During the duration of the students college experience at Grayson College, students have unlimited access to assistance in selecting a major field of study, exploring possible career options through career advisement, career assessments, reference materials, and online career websites.

Personal Counseling

Full on-site personal counseling is offered at the Main and South Campuses. A licensed professional counselor and licensed clinical social worker-intern have office hours and see students by appointment. Students requesting personal counseling services are seen on a first-come, first-served basis on the Main Campus. Students have access to the resources of personal counseling. The personal counseling services webpage contains many links to connect students to information and resources for mental health.

All GC students are eligible to receive personal counseling services offered by Grayson College. These services are provided to support the emotional, mental, and psychological well-being of students as they navigate both their academic and personal responsibilities. Access to counseling services will be determined through an intake assessment that evaluates the student's age and eligibility for services with or without parental consent, in accordance with applicable laws and institutional guidelines.. The staff on the main campus offers personal counseling through telemental health or by appointment as needed at their location. Distance education students have access to services through telemental health or by appointment and referral to local resources as needed.

Writing Center

Trained consultants in the Writing Center act as an attentive and responsive audience to provide feedback at any stage of the writing process for any discipline. Consultants ask open-ended questions and offer constructive feedback. Students have access to this support service in the form of online and face-to-face consultations, writing groups, and workshops. On the main campus, the Writing Center is located on the first floor of the Liberal Arts Building. On the South Campus, the Writing Center is in the main building.

Math Hub

Located on the Main Campus on the second floor of the Student Success Building, the Math Hub provides students with assistance with any level of math instruction and provides a suitably quiet space for students to work on homework or lab work and have questions answered upon request. The Math Hub is equipped with computers for students to use for their math classes, whether it be checking the Learning Management System (LMS) for an assignment, working on online homework, completing a project for Statistics, or watching a math video. Students may also participate in one-on-one tutoring.

Students at the South Campus have access to the Math Hub in the main building, which provides access to the same services on the Main Campus. Online students who need Math Hub services have free access to Upswing Online Tutoring. Students can schedule a one-on-one online tutoring session with a qualified tutor from Grayson, or if one is unavailable, with an Upswing Coach who will be able to assist the student. In other cases, when students prefer to have tutoring from their class instructor, students and their instructor can log on to Canvas, the

college's Learning Management System, and meet in a group or one-on-one setting through Canvas Conferences or talk via Canvas Chat. Canvas Conferences are helpful because instructors have settings where students can listen and view exactly what is on the instructor's screen and reply via chat box, or if using a microphone, ask a question directly. Canvas Chat is an online instant messaging system students can utilize if they have a quick question that is simple to answer via a short message.

Science Hub

Located on the Main Campus on the second floor of the Science Building (SC203), the Science Hub provides students with access to a welcoming environment provided with models used in GC science courses as well as textbooks and other visual resources to help students engage with the concepts covered in the Life and Physical Science courses offered at Grayson College. Peer tutors provide assistance and faculty are on hand to assist if necessary. Scheduling is provided through "Upswing" which can be accessed through Peer Tutoring or through the students' LMS/Canvas shells.

Testing, Tutoring, and Accessibility Services

Led by the Director of Testing, Tutoring and Accessibility Services, the Testing Centers provide services including: basic skills testing, proctoring, and state/national tests. GC is an official testing site for the Texas Success Initiative Assessment (TSIA) 2.0, approved by the Texas Higher Education Coordinating Board (THECB).

The Testing Center provides testing services to meet a wide range of needs. The Testing Center assesses students' basic skills for planning successful academic programs through the administration of the Texas Success Initiative Assessment (TSIA) 2.0. As a support for Grayson College students and faculty, the Testing Center administers make-up exams and exams for internet and hybrid courses. Testing services are extended to the community by the administration of Pearson Vue academic and IT examinations (including GED exams), ACT exams, CLEP (College Level Equivalency Program) exams, Prometric's Automobile Service Excellence exams, FISDAP (EMT Entrance Exam), and by providing proctoring services for other colleges/universities/agencies.

The Testing Center assists GC programs by administering admissions/certification exams such as the HESI Admissions Exam for Associate Degree Nursing, Vocational Nursing, and Radiology programs; and TCOLE (Texas Commission on Law Enforcement) exams. Additional services include the administration of tests for students with testing accommodations approved by the Coordinator of Tutoring and Accessibility Services. Testing Center staff may be able to provide copies of past scores or information on obtaining score reports. Testing services are located on both the Main and South Campuses. The Testing Center is certified by the National College Testing Association and follows the NCTA standards and guidelines.

Tutoring for college-level coursework is available at no charge to all enrolled students. Peer tutors recommended by professors assist students in small groups or individually. Free online tutoring is also offered through the Upswing platform.

GC's Coordinator of Tutoring and Accessibilities Services assists students with reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Accessibility Services webpage includes the steps in requesting accommodations for students with disabilities, provides links to accommodation forms, and lists the appropriate documentation students must provide to the Coordinator of Tutoring and Accessibility Services, so an accommodation plan can be developed. Professors include this information in their course syllabi each semester. Students may request services related to testing, note-taking, large print, audio recording, mobility, interpreting, etc. Success Center staff work closely with professors to effectively provide these services. For faculty training, the department provides a Faculty Guidelines for Accessibilities Services brochure for faculty. This brochure is available upon request and via the Accessibility Services web page.

Full-service tutoring and accessibility services are available on the Main and South Campuses and at other delivery locations and online by appointment.

Library

GC's library services provide students with academic support. The library's collection consists of books, DVDs, and online databases, including academic journals and magazines, films, and eBooks. These resources support the mission of the college and academic needs of all programs offered at GC. The electronic resources are supported in part by GC's membership in TexShare. The GC Library is also a member of the Bibliographic Association of the Red River, which provides a consortium arrangement whereby holdings from the Sherman and Denison Public Libraries can be accessed and obtained by GC students. Similar arrangements are maintained with the Austin College Library. Online and off-campus students have equal access to all library materials and bibliographic instruction.

Service(s) Offered by High School

Ector High School offers several services to our dual credit students. We offer laptops and hot spots for wi-fi if needed. Ector ISD purchases the textbooks for the dual credit students. Teachers are available before and after school for tutoring assistance. The dual credit students have a designated time during the day for their college courses. They have access to counseling services for academics as well as mental health services. There is time (during a class day) designated for all the seniors to complete their FAFSA applications and to apply to colleges. The students have access to scholarship information that is constantly updated as scholarships come open. There is a full-time nurse available if students need services for any health-related matter. One staff member is designated as the dual credit liaison and is available to answer any questions that the dual credit students have and to handle any dual credit issues that might arise. This staff member also monitors the students' progress in dual credit and reaches out to the students if she sees problems with assignments or grades.



Superintendent

On behalf of Ector School District

5/6/2025
Date



President

On behalf of Grayson College

April 11, 2025

Date

Appendix A - Academic and CTE Dual Credit / Concurrent Course Offerings

| Programs | Course Number | Course Name |
|--------------------------------------|---------------|---|
| AG Science | AGRI 1119 | INTRO ANIMAL SCIENCE LAB |
| AG Science | AGRI 1319 | INTRO ANIMAL SCIENCE |
| Advanced Manufacturing | INMT 1419 | MANUFACTURING PROCESSES |
| Advanced Manufacturing | MCHN 1320 | PRECISION TOOLS & MEASUREMENT |
| Advanced Manufacturing | MCHN 1426 | INTRO COMP-AIDED MANUFACTURING |
| Advanced Manufacturing | MCHN 1371 | MSSC MANUFACTURING PROC & PROD |
| Advanced Manufacturing | MCHN 1438 | BASIC MACHINE SHOP 1 |
| Advanced Manufacturing | MCHN 1454 | INTER MACHINE SHOP 2 |
| Advanced Manufacturing | OSHT 1301 | INTRODUCTION TO SAFETY & HEALTH |
| Advanced Manufacturing | PTAC 2346 | PROCESS TROUBLESHOOTING |
| Certified Clinical Medical Assistant | MDCA 1009 | Anatomy and Physiology for Medical Assistants |
| Certified Clinical Medical Assistant | HITT 1005 | Medical Terminology I |
| Certified Clinical Medical Assistant | MDCA 1000 | Basic Medical Assistant Technology |
| Certified Clinical Medical Assistant | MDCA 2031 | Advanced Medical Assistant Technology |
| Certified Clinical Medical Assistant | HPRS 2000 | Pharmacology for Health Professionals |
| Certified Clinical Medical Assistant | MDCA 1060 | Clinical - Medical/Clinical Assistant |
| Computer Aided Drafting and Design | DFTG 1309 | BASIC COMPUTER AIDED DRAFTING |
| Computer Aided Drafting and Design | DFTG 1317 | ARCHITECTURAL DRAFTING RESIDENTIAL |
| Computer Aided Drafting and Design | DFTG 1425 | BLUEPRINT READING & SKETCHING |
| Computer Maintenance | COSC 1301 | INTRODUCTION TO COMPUTING |
| Computer Maintenance | COSC 1336 | PROGRAMMING FUNDAMENTALS 1 |
| Computer Maintenance | CPMT 1311 | INTRO COMPUTER MAINTENANCE |
| Computer Maintenance | CPMT 1345 | COMPUTER SYSTEMS MAINTENANCE |
| Computer Maintenance | CPMT 2345 | COMPUTER SYSTEM TROUBLESHOOTING |
| Certified Nurse Aide | NURA 1001 | Nurse Aide for Healthcare |
| Certified Nurse Aide | NURA 2005 | Nurse Aide Skills |
| Cosmetology | CSME 1401 | ORIENT TO COSMETOLOGY |
| Cosmetology | CSME 1405 | FUND OF COSMETOLOGY |
| Cosmetology | CSME 1410 | INTRO HAIRCUTTING & RELATED THEORY |
| Cosmetology | CSME 1447 | SKIN CARE/FACIAL & RELATED THEORY |
| Cosmetology | CSME 1453 | CHEM REFORM & RELATED THEORY |
| Cosmetology | CSME 2441 | PREP FOR STATE LICENSING EXAM |
| Cosmetology | CSME 2501 | PRIN HAIR COLORING & RELATED THEORY |
| Cosmetology | CSME 2439 | ADVANCED HAIR DESIGN |

| Programs | Course Number | Course Name |
|------------------|----------------------|--------------------------------------|
| Criminal Justice | CRIJ 1301 | INTRO CRIMINAL JUSTICE |
| Criminal Justice | CRIJ 1306 | COURT SYSTEMS & PRACTICES |
| Criminal Justice | CRIJ 1307 | CRIME IN AMERICA |
| Criminal Justice | CRIJ 1310 | FUND OF CRIMINAL LAW |
| Criminal Justice | CRIJ 1313 | JUVENILE JUSTICE |
| Criminal Justice | CRIJ 2313 | CORRECTIONAL SYSTEMS |
| Criminal Justice | CRIJ 2314 | CRIMINAL INVESTIGATION |
| Criminal Justice | CRIJ 2323 | LEGAL ASPECTS OF LAW ENF |
| Criminal Justice | CRIJ 2328 | POLICE SYSTEM & PRACTICE |
| Culinary | CHEF 1301 | BASIC FOOD PREPARATION |
| Culinary | CHEF 1302 | PRINCIPLES OF HEALTHY CUISINE |
| Culinary | CHEF 1305 | SANITATION & SAFETY |
| Culinary | CHEF 1314 | A LA CARTE COOKING |
| Culinary | CHEF 1345 | INTERNATIONAL CUISINE |
| Culinary | CHEF 2331 | ADVANCED FOOD PREPARATION |
| Culinary | HAMG 1321 | INTRO TO HOSPITALITY INDUSTRY |
| Cybersecurity | ITNW 1325 | FUNDAMENTALS NETWORKING TECHNOLOGIES |
| Cybersecurity | ITNW 1354 | IMPLEMENTING & SUPPORTING SERVERS |
| Cybersecurity | ITNW 2355 | SERVER VIRTUALIZATION |
| Cybersecurity | ITSC 1316 | LINUX INSTALLATION & CONFIGURATION |
| Cybersecurity | ITSC 1342 | SHELL PROGRAMMING |
| Cybersecurity | ITSC 2325 | ADVANCED LINUX |
| Cybersecurity | ITSY 1300 | FUNDAMENTALS OF INFO SECURITY |
| Electrical | ELPT 1221 | INTRO ELECTRICAL SAFETY & TOOLS |
| Electrical | ELPT 1325 | NATIONAL ELECTRICAL CODE 1 |
| Electrical | ELPT 1329 | RESIDENTIAL WIRING 1 |
| Electrical | ELPT 1343 | ELECTRICAL TROUBLESHOOTING |
| Electrical | ELPT 1345 | COMMERCIAL WIRING |
| Electrical | ELPT 1291 | SPECIAL TOPICS IN ELECTRICAL |
| Electrical | ELPT 2337 | ELECTRICAL PLANNING AND ESTIMATING |
| Electrical | ELPT 2305 | MOTORS AND TRANSFORMERS |
| Electrical | ELPT 2319 | PLC 1 |
| Electrical | ELPT 2343 | ELECTRICAL SYSTEMS DESIGN |
| Electrical | ELPT 1411 | BASIC ELECTRICAL THEORY |
| Electrical | ELPT 1441 | MOTOR CONTROLS |

| Programs | Course Number | Course Name |
|-----------------------------------|---------------|----------------------------------|
| Electrical Engineering Technology | CETT 1403 | DC CIRCUITS |
| Electrical Engineering Technology | CETT 1405 | AC CIRCUITS |
| Electrical Engineering Technology | CETT 1425 | DIGITAL FUNDAMENTALS |
| Electrical Engineering Technology | CETT 1441 | SOLID STATE CIRCUITS |
| EMS | EMSP 1160 | CLINICAL EMT/TECHNICIAN |
| EMS | EMSP 1501 | EMERGENCY MEDICAL TECHNICIAN |
| EMS | EMSP 2305 | EMS OPERATIONS |
| General Studies AA/AS | ARTS 1301 | ART APPRECIATION |
| General Studies AA/AS | BIOL 1106 | BIOLOGY LAB SCIENCE MAJORS 1 |
| General Studies AA/AS | BIOL 1107 | BIOLOGY LAB SCIENCE MAJORS 2 |
| General Studies AA/AS | BIOL 1108 | BIOLOGY LAB FOR NON SCI MAJORS 1 |
| General Studies AA/AS | BIOL 1306 | BIOLOGY FOR SCIENCE MAJORS 1 |
| General Studies AA/AS | BIOL 1307 | BIOLOGY FOR SCIENCE MAJORS 2 |
| General Studies AA/AS | BIOL 1308 | BIOLOGY NON SCIENCE MAJORS 1 |
| General Studies AA/AS | BIOL 1322 | NUTRITION & DIET THERAPY |
| General Studies AA/AS | BIOL 2101 | ANATOMY & PHYSIOLOGY LAB 1 |
| General Studies AA/AS | BIOL 2102 | ANATOMY & PHYSIOLOGY LAB 2 |
| General Studies AA/AS | BIOL 2301 | ANATOMY & PHYSIOLOGY 1 |
| General Studies AA/AS | BIOL 2302 | ANATOMY & PHYSIOLOGY 2 |
| General Studies AA/AS | BIOL 2404 | SURVEY ANATOMY & PHYSIOLOGY |
| General Studies AA/AS | DRAM 1310 | THEATER APPRECIATION |
| General Studies AA/AS | ECON 2301 | PRINCIPLES OF MACROECONOMICS |
| General Studies AA/AS | EDUC 1300 | LEARNING FRAMEWORKS |
| General Studies AA/AS | ENGL 1301 | COMPOSITION 1 |
| General Studies AA/AS | ENGL 1302 | COMPOSITION 2 |
| General Studies AA/AS | ENGL 2307 | CREATIVE WRITING |
| General Studies AA/AS | ENGL 2311 | TECHNICAL & BUSINESS WRITING |
| General Studies AA/AS | ENGL 2322 | BRITISH LITERATURE 1 |
| General Studies AA/AS | ENGL 2323 | BRITISH LITERATURE 2 |
| General Studies AA/AS | ENGL 2328 | AMERICAN LITERATURE 2 |
| General Studies AA/AS | GEOL 1101 | EARTH SCIENCE LAB 1 |
| General Studies AA/AS | GEOL 1301 | EARTH SCIENCE 1 |
| General Studies AA/AS | GOVT 2305 | FEDERAL GOVERNMENT |
| General Studies AA/AS | GOVT 2306 | TEXAS GOVERNMENT |
| General Studies AA/AS | HIST 1301 | UNITED STATES HISTORY 1 |

| Programs | Course Number | Course Name |
|--------------------------------------|----------------------|---|
| General Studies AA/AS | HIST 1302 | UNITED STATES HISTORY 2 |
| General Studies AA/AS | HUMA 1301 | INTRODUCTION TO HUMANITIES 1 |
| General Studies AA/AS | MATH 1314 | COLLEGE ALGEBRA |
| General Studies AA/AS | MATH 1332 | QUANTITATIVE REASONING |
| General Studies AA/AS | MATH 1342 | ELEMENTARY STATISTICAL METHODS |
| General Studies AA/AS | MATH 2312 | PRECALCULUS MATHEMATICS |
| General Studies AA/AS | MUSC 1327 | AUDIO ENGINEERING 1 |
| General Studies AA/AS | MUSI 1306 | MUSIC APPRECIATION |
| General Studies AA/AS | PHED 1164 | INTRO PHYSICAL FITNESS & WELLNESS |
| General Studies AA/AS | PHED 1304 | PERSONAL/COMMUNITY HEALTH |
| General Studies AA/AS | PHIL 1301 | INTRO TO PHILOSOPHY |
| General Studies AA/AS | PSYC 2301 | GENERAL PSYCHOLOGY |
| General Studies AA/AS | PSYC 2314 | LIFESPAN GROWTH & DEVELOPMENT |
| General Studies AA/AS | PSYC 2320 | ABNORMAL PSYCHOLOGY |
| General Studies AA/AS | SOCI 1301 | INTRODUCTION TO SOCIOLOGY |
| General Studies AA/AS | SOCI 1306 | SOCIAL PROBLEMS |
| General Studies AA/AS | SOCI 2336 | CRIMINOLOGY |
| General Studies AA/AS | SPAN 1411 | BEGINNING SPANISH 1 |
| General Studies AA/AS | SPAN 1412 | BEGINNING SPANISH 1 |
| General Studies AA/AS | SPAN 2311 | INTERMEDIATE SPANISH 1 |
| General Studies AA/AS | SPAN 2312 | INTERMEDIATE SPANISH 2 |
| General Studies AA/AS | SPCH 1311 | INTRO SPEECH COMMUNICATION |
| General Studies AA/AS | SPCH 1315 | PUBLIC SPEAKING |
| General Studies AA/AS | SPCH 1321 | BUSINESS & PRO COMMUNICATION |
| Heating, Air Conditioning Technology | HART 1401 | BASIC ELECTRICITY FOR HVAC |
| Heating, Air Conditioning Technology | HART 1407 | REFRIGERATION PRINCIPLES |
| Heating, Air Conditioning Technology | HART 1441 | RESIDENTIAL AIR CONDITIONING |
| Heating, Air Conditioning Technology | HART 1445 | GAS & ELECTRIC HEATING |
| Heating, Air Conditioning Technology | HART 2436 | TROUBLESHOOTING |
| Heating, Air Conditioning Technology | HART 2442 | COMMERCIAL REFRIGERATION |
| Heating, Air Conditioning Technology | HART 2445 | AC SYSTEMS DESIGN |
| Heating, Air Conditioning Technology | HART 2449 | HEAT PUMPS |
| Patient Care Technician/Assistant | NUPC 1020 | Patient Care Technician/Assistant |
| Patient Care Technician/Assistant | NUPC 1060 | Clinical - Nursing Assistant/Aide and Patient Care Assistant/Aide |
| Welding | WLDG 1313 | INTRO TO BLUEPRINT READING FOR WELDERS |

| Programs | Course Number | Course Name |
|-----------------|----------------------|---------------------------------------|
| Welding | WLDG 1421 | INTRO WELDING FUNDAMENTALS |
| Welding | WLDG 1428 | INTRO SHIELDED METAL ARC WELDING |
| Welding | WLDG 1430 | INTRO GAS METAL ARC (GMAW) WELDING |
| Welding | WLDG 1434 | INTRO GAS TUNGSTEN ARC (GTAW) WELDING |
| Welding | WLDG 1457 | INTER SHIELDED METAL ARC WELDING |
| Welding | WLDG 2406 | INTERMEDIATE PIPE WELDING |
| Welding | WLDG 2447 | ADV GAS METAL ARC WELDING (GMAW) |
| Welding | WLDG 2451 | ADV GAS TUNGSTEN ARC WELDING (GTAW) |

Appendix B - List of Grayson College Pathways

Arts and Humanities

The Arts and Humanities Pathway is designed for students who are interested in the visual and performing arts as well as audio technology, history, government, economics, philosophy, communications, and language. Students in these areas can work in a variety of settings, including theaters, recording studios, government, schools, and corporate environments.

- Audio Engineering Occupational Skills Award
- Audio Engineering Small Business Certificate
- Fine Arts AA
- General Studies Degree AA/AS
- Music AA
- Theatre AA

Business and Entrepreneurship

The Business and Entrepreneurship Pathway is designed for students interested in business management, finance, hospitality, tourism, marketing, banking, wine making, and general entrepreneurship. Careers in this pathway will prepare students for planning, organizing, directing, and evaluating business functions in a variety of industries. (HB5 Endorsement: Business and Industry)

- Accounting - AAS
- Accounting - Certificate
- Accounting - Occupational Skills Award
- Accounting - Office Support Certificate
- Administrative - Assistant Certificate
- Applications Software Specialist - Certificate
- Small Business Audio Engineering Management - Certificate
- Banking Operations Level II - Certificate
- Barber and Cosmetology Core - Certificate
- Basic Culinary Arts Chef Training - Certificate
- Bookkeeping - Certificate
- Business Administration - AS
- Business and Management - AAS
- Business Foundation - Certificate
- Business General Management - Certificate
- Business Management - Occupational Marketing Skills Award
- Catering and Event Planning - Certificate
- Class A Barber - Certificate
- Cosmetology - Certificate
- Cosmetology Skin Care Specialist/Esthetician - Certificate
- Cosmetology Instructor - Certificate
- Cosmetology Nail Technician - Certificate
- Culinary Arts - AAS
- Culinary Arts - Certificate
- General Banking Level 1 - Certificate
- Hospitality Management - AAS
- Hospitality Management - Certificate
- Medical Administrative Assistant - Certificate
- Nail Technician - Certificate

- Office and Computer Technology - AAS
- Office and Computer Technology - Occupational Skills Award

Health Sciences

The Health Sciences Pathway is designed for students who have an interest in various aspects of the medical profession. From hospitals to medical offices and labs to ambulances, students can work in many different settings depending on individual career objectives. Choosing to pursue health sciences prepares you for careers that make a difference—nurse, dental assistant, paramedic, radiologic technologist, medical lab technologist, physical therapist, psychologist, and more.

- Athletic Training - AS
- Dental Assisting - AAS
- Dental Assisting - Certificate
- Emergency Medical Services-EMT / Paramedicine - AAS
- Emergency Medical Services-EMT / Paramedicine - Certificate
- Emergency Medical Technician Basic - Occupational Skills Award
- Kinesiology/Exercise Science - AS
- LVN to RN Transitional Entry Registered Nursing - AAS
- Medical Coding and Billing - Certificate
- Medical Laboratory Technology- AAS
- Registered Nursing - AAS
- RN to BSN - BS
- Pre-Health Science - AS
- Radiologic Technology - AAS
- Vocational Nursing - Certificate
- Surgical Technology - AAS

Industrial Technologies

The Industrial Technologies Pathway is designed for students who have an interest in areas like construction, manufacturing, architecture, safety, and logistics. Grayson's pathway will prepare you for careers in advanced manufacturing, drafting, collision repair, electrical technology, heating and air, occupational safety, and welding. (HB5 Endorsement: STEM / Business and Industry)

- Advanced Manufacturing - AAS
- Advanced Manufacturing Technician - Certificate
- Advanced Manufacturing - Machining Certificate
- Basic Manufacturing Technician - Certificate
- Computer Aided Drafting and Design Technology - AAS
- Computer Aided Drafting Technician - Certificate
- Combination Welder Small Business Management - Certificate
- Drafting Assistant - Certificate
- Electrical Engineering Technology - AAS
- Electrical Engineering Technology Automation - Certificate
- Electrical Engineering Technology Electronics - Certificate
- Electrical Technology - AAS
- Residential Electrical Technology - Certificate
- Commercial Electrical Technology - Certificate
- Heating, Air Conditioning, and Refrigeration Technology - AAS
- Heating, Air Conditioning, and Refrigeration Technician Apprentice - Certificate
- Heating, Air Conditioning, and Refrigeration Technician - Certificate

- Mechatronics Technician - Certificate
- Welding Technology - AAS
- Welding Combination Welder - Certificate
- Structural Welder - Certificate

Public Services

The Public Services Pathway is designed for students who have an interest in areas like education, public administration, human services, and law enforcement. Training will prepare you for planning, managing and providing education and training related services as well as providing legal, public safety, protective services and homeland security, including support services. (HB5 Endorsement: Public Services)

- Child Development - AAS
- Child Development / Child Care Administrator - Certificate
- Child Development - Certificate
- Child Development Associate Training - Occupational Skills Award
- Child Development - Occupational Skills Award
- Early Childhood Education - AAS
- Criminal Justice - AS
- Associate of Arts in Teaching in EC-6 Certification (Early Childhood-6th grade) - AAT
- Associate of Arts in Teaching in 4-8, EC-12 Special Education Certification - AAT
- Associate of Arts in Teaching in 8-12 Certification; EC-12 other than Special Education - AAT
- Educational Aide II - Certificate
- Police Academy - Certificate

STEM

The Science and Technology Pathway is designed for students interested in areas like information technology, cybersecurity, science, technology, engineering, and math. Career pathways include building linkages for the design, development, support, security and management of hardware, software, multimedia, and integrated services. Other career pathways include opportunities as scientists, mathematicians, and engineers. (HB5 Endorsement: STEM)

- Agricultural Science - AS
- Biological and Physical Science - AS
- Computer Maintenance; Networking Technology - AAS
- Computer Network Administrator - Certificate
- Computer Network Technician - Certificate
- Computer Science/Computer Information Systems - AS
- Computer Support Technician - Certificate
- Cyber Security Administration - AAS
- Cyber Security Technician - Certificate
- Distillation Sciences - AAS
- Engineering - AS
- Enology - Certificate
- Mathematics - AS
- Viticulture and Enology - AAS
- Viticulture - Certificate
- Enology - Certificate

Appendix C – Course Sequencing Examples

Please consult the GC website for updates to these sequencing due to curricula changes.

Advanced Manufacturing Associate of Applied Science Industrial Technologies Pathway

| Course Sequence Number | Department | Course ID | Course Name | Course Credits |
|-------------------------------|-------------------|------------------|---|-----------------------|
| 1 | MATH | 1332 | Quantitative Reasoning | 3 |
| 2 | Core | Core | CAO Core | 3 |
| 3 | CRJ | 1307 | Crime in America | 3 |
| OR | HIST | 1301 | United States History I | 3 |
| 4 | TECM | 1403 | Technical Calculations | 4 |
| 5 | ENGL | 1301 | Composition I | 3 |
| 6 | MCHN | 1302 | Print Reading for Machine Trades | 3 |
| 7 | ARTS | 1301 | Art Appreciation | 3 |
| OR | PHIL | 1301 | Intro to Philosophy | 3 |
| 8 | OSHT | 1301 | Intro to Safety and Health | 3 |
| 9 | MCHN | 1320 | Precision Tools and Measurement | 3 |
| 10 | MCHN | 1438 | Basic Machine Shop | 4 |
| 11 | DFTG | 1433 | Mechanical Drafting (or Elective) | 4 |
| 12 | PTAC | 2346 | Process Troubleshooting | 3 |
| 13 | INMT | 1419 | Manufacturing Processes | 4 |
| 14 | MCHN | 1454 | Intermediate Machining or Elective | 4 |
| 15 | MCHN | 1426 | Intro to Computer Aided Manufacturing or Elective | 4 |
| 16 | MCHN | 1371 | MSSC Certification | 3 |
| 17 | INMT | 2388 | Internship or Elective | 3 |
| 18 | Elective | Elective | Elective | 3 |
| | | | Total Credits | 60 |

**Biological and Physical Sciences
Associate of Science
STEM Pathway**

| Course Sequence Num | Department | Course ID | Coursename | Course Credits |
|------------------------|------------|-----------|-----------------------------------|----------------|
| 1 | ENGL | 1301 | COMPOSITION 1 | 3 |
| 2 | MATH | 1314 | COLLEGE ALGEBRA | 3 |
| 3 | HIST | 1301 | UNITED STATES HISTORY 1 | 3 |
| 4 | BIOL | 1306 | BIOLOGY FOR SCIENCE MAJORS 1 | 3 |
| 5 | BIOL | 1106 | BIOLOGY LAB SCIENCE MAJORS 1 | 1 |
| 6 | ENGL | 1302 | COMPOSITION 2 | 3 |
| 7 | HIST | 1302 | UNITED STATES HISTORY 2 | 3 |
| 8 | MATH | 1342 | ELEMENTARY STATISTICAL METHODS | 3 |
| 9 | BIOL | 1307 | BIOLOGY FOR SCIENCE MAJORS 2 | 3 |
| 10 | BIOL | 1107 | BIOLOGY LAB SCIENCE MAJORS 2 | 1 |
| 11 | ARTS | 1301 | ART APPRECIATION | 3 |
| 12 | HUMA | 1301 | INTRODUCTION TO HUMANITIES 1 | 3 |
| 13 | MATH | 2312 | PRECALCULUS MATHEMATICS | 3 |
| 14 | GOVT | 2305 | FEDERAL GOVERNMENT | 3 |
| 15 | CHEM | 1311 | GENERAL CHEMISTRY 1 | 3 |
| 16 | CHEM | 1111 | GENERAL CHEMISTRY LAB 1 | 1 |
| 17 | CHEM | 1312 | GENERAL CHEMISTRY 2 | 3 |
| 18 | CHEM | 1112 | GENERAL CHEMISTRY LAB 2 | 1 |
| 19 | PSYC | 2301 | GENERAL PSYCHOLOGY | 3 |
| 20 | GOVT | 2306 | TEXAS GOVERNMENT | 3 |
| 21 | CHEM | 2323 | ORGANIC CHEMISTRY 1 | 3 |
| 22 | CHEM | 2123 | ORGANIC CHEMISTRY LAB 1 | 1 |
| 23 | PHYS | 1301 | COLLEGE PHYSICS 1 | 3 |
| 24 | PHYS | 1101 | COLLEGE PHYSICS LAB 1 | 1 |
| Total Credits | | | | 60 |

**Business Administration
Associate of Science
Business and Entrepreneurship Pathway**

| Course Sequence Num | Department | Course ID | Coursename | Course Credits |
|---------------------|------------|-----------|-----------------------------------|----------------|
| 1 | BCIS | 1305 | BUSINESS COMPUTER APPLICATIONS | 3 |
| 2 | BUSI | 1301 | BUSINESS PRINCIPLES | 3 |
| 3 | HIST | 1301 | UNITED STATES HISTORY 1 | 3 |
| 4 | ENGL | 1301 | COMPOSITION 1 | 3 |
| 5 | MATH | 1324 | PRECALCULUS FOR BUSINESS | 3 |
| OR | MATH | 1314 | COLLEGE ALGEBRA | 3 |
| 6 | BUSI | 2305 | BUSINESS STATISTICS | 3 |
| 7 | SPCH | 1321 | BUSINESS & PRO COMMUNICATION | 3 |
| 8 | HIST | 1302 | UNITED STATES HISTORY 2 | 3 |
| 9 | ENGL | 1302 | COMPOSITION 2 | 3 |
| 10 | PHED | 1164 | INTRO PHYSICAL FITNESS & WELLNESS | 1 |
| OR | COSC | 1336 | PROGRAMMING FUNDAMENTALS 1 | 3 |
| 11 | ACCT | 2301 | PRIN OF FINANCIAL ACCOUNTING | 3 |
| 12 | HUMA | 1301 | INTRODUCTION TO HUMANITIES 1 | 3 |
| 13 | GOVT | 2305 | FEDERAL GOVERNMENT | 3 |
| 14 | GEOL | 1301 | EARTH SCIENCE 1 | 3 |
| OR | BIOL | 1306 | BIOLOGY FOR SCIENCE MAJORS 1 | 3 |
| OR | CHEM | 1311 | GENERAL CHEMISTRY 1 | 3 |
| 15 | GEOL | 1101 | EARTH SCIENCE LAB 1 | 1 |
| OR | BIOL | 1106 | BIOLOGY LAB SCIENCE MAJORS 1 | 1 |
| OR | CHEM | 1111 | GENERAL CHEMISTRY LAB 1 | 1 |
| 16 | ECON | 2301 | PRINCIPLES OF MACROECONOMICS | 3 |
| 17 | ACCT | 2302 | PRIN OF MANAGERIAL ACCOUNTING | 3 |
| 18 | ECON | 2302 | PRINCIPLES OF MICROECONOMICS | 3 |
| 19 | GOVT | 2306 | TEXAS GOVERNMENT | 3 |
| 20 | ARTS | 1301 | ART APPRECIATION | 3 |
| OR | DRAM | 1310 | THEATER APPRECIATION | 3 |
| OR | MUSI | 1306 | MUSIC APPRECIATION | 3 |
| 21 | GEOL | 1303 | PHYSICAL GEOLOGY | 3 |
| OR | BIOL | 1309 | BIOLOGY NON SCIENCE MAJORS 2 | 3 |
| OR | CHEM | 1312 | GENERAL CHEMISTRY 2 | 3 |
| 22 | GEOL | 1103 | PHYSICAL GEOLOGY LAB | 1 |
| OR | BIOL | 1109 | BIOLOGY LAB FOR NON SCI MAJORS 2 | 1 |
| OR | CHEM | 1112 | GENERAL CHEMISTRY LAB 2 | 1 |
| Total Credits | | | | 60 |

Business and Management
Associate of Applied Science
Business and Entrepreneurship Pathway

| Course Sequence Number | Department | Course ID | Course Name | Course Credits |
|------------------------|------------|-----------|--|----------------|
| 1 | ACNT | 2301 | Principles of Financial Accounting | 3 |
| 2 | BUSI | 1301 | Business Principles | 3 |
| 3 | BUSG | 1304 | Financial Literacy | 3 |
| 4 | BMGT | 2309 | Leadership | 3 |
| 5 | ITSC | 1309 | Integrated Software Applications | 3 |
| 6 | ACNT | 1313 | Computerized Accounting Applications | 3 |
| 7 | BMGT | 1305 | Communications in Management | 3 |
| 8 | BMGT | 1327 | Principles of Management | 3 |
| 9 | ECON | 2301 | Principles of Macroeconomics | 3 |
| 10 | SPCH | 1311 | Intro to Speech Communications | 3 |
| OR | SPCH | 1315 | Public Speaking | 3 |
| OR | SPCH | 1321 | Business & Professional Communications | 3 |
| 11 | BUSG | 2305 | Business Law/Contracts | 3 |
| 12 | MRKG | 1311 | Principles of Marketing | 3 |
| OR | MRKG | 1302 | Principles of Retailing | 3 |
| OR | MRKG | 2333 | Principles of Selling | 3 |
| 13 | HRPO | 2301 | Human Resources Management | 3 |
| 14 | BUSG | 2309 | Small Business Management | 3 |
| 15 | ACCT | 2302 | Principles of Managerial Accounting | 3 |
| 16 | ENGL | 1301 | Composition 1 | 3 |
| 17 | ECON | 2302 | Principles of Microeconomics | 3 |
| 18 | Core | Core | Life & Science Core | 3 |
| 19 | BMGT | 1341 | Business Ethics | 3 |
| 20 | Core | Core | Language, Philosophy, Culture Core | 3 |
| | | | Total Credits | 60 |

**Criminal Justice
Associate of Science
Public Services Pathway**

| Course Sequence Num | Department | Course ID | Coursename | Course Credits |
|------------------------|------------|-----------|---|----------------|
| 1 | CRIJ | 1301 | Intro to Criminal Justice | 3 |
| 2 | ENGL | 1301 | Composition I | 3 |
| 3 | MATH | 1314 | College Algebra | 3 |
| 4 | CRIJ | 1306 | Court Systems and Practices | 3 |
| 5 | ENGL | 2311 | Technical & Business Writing | 3 |
| 6 | HIST | 1301 | United States History I | 3 |
| 7 | CRIJ | 1310 | Fundamentals of Criminal Law | 3 |
| 8 | SPCH | 1311 | Introduction to Speech Communication | 3 |
| 9 | | | Life & Physical Sciences Core | 3 |
| 10 | | | Life & Physical Sciences Lab Core | 1 |
| 11 | CRIJ | 2313 | Correctional Systems and Practices | 3 |
| 12 | GOVT | 2305 | Federal Government | 3 |
| 13 | HIST | 1302 | United States History II | 3 |
| 14 | CRIJ | 2328 | Police Systems and Practices | 3 |
| 15 | | | Social & Behavioral Sciences Core | 3 |
| 16 | | | Life & Physical Sciences Core | 3 |
| 17 | | | Life & Physical Sciences Lab Core | 1 |
| 18 | PHED | 1164 | Introduction of Physical Fitness and Wellness | 1 |
| 19 | | | Criminal Justice Elective | 3 |
| 20 | GOVT | 2306 | Texas Government | 3 |
| 21 | | | Creative Arts Core | 3 |
| 22 | | | Lang, Phil, & Culture Core | 3 |
| Total Credits | | | | 60 |

**General Studies
Associate of Arts
Arts & Humanities Pathway**

| Course Sequence Num | Department | Course ID | Coursename | Course Credits |
|----------------------|------------|-----------|-----------------------------------|----------------|
| 1 | EDUC | 1300 | LEARNING FRAMEWORKS | 3 |
| 2 | ENGL | 1301 | COMPOSITION 1 | 3 |
| 3 | HIST | 1301 | UNITED STATES HISTORY 1 | 3 |
| 4 | MATH | 1342 | ELEMENTARY STATISTICAL METHODS | 3 |
| 5 | PSYC | 2301 | GENERAL PSYCHOLOGY | 3 |
| 6 | ENGL | 1302 | COMPOSITION 2 | 3 |
| 7 | HIST | 1302 | UNITED STATES HISTORY 2 | 3 |
| 8 | GEOL | 1301 | EARTH SCIENCE 1 | 3 |
| 9 | GEOL | 1101 | EARTH SCIENCE LAB 1 | 1 |
| 10 | HUMA | 1301 | INTRODUCTION TO HUMANITIES 1 | 3 |
| 11 | PHED | 1164 | INTRO PHYSICAL FITNESS & WELLNESS | 1 |
| 12 | GOVT | 2305 | FEDERAL GOVERNMENT | 3 |
| 13 | BIOL | 1308 | BIOLOGY NON SCIENCE MAJORS 1 | 3 |
| 14 | BIOL | 1108 | BIOLOGY LAB FOR NON SCI MAJORS 1 | 1 |
| 15 | SPCH | 1311 | INTRO SPEECH COMMUNICATION | 3 |
| 16 | PHIL | 1301 | INTRO TO PHILOSOPHY | 3 |
| 17 | HIST | 2321 | WORLD CIVILIZATIONS 1 | 3 |
| 18 | ARTS | 1301 | ART APPRECIATION | 3 |
| 19 | GOVT | 2306 | TEXAS GOVERNMENT | 3 |
| 20 | ENGL | 2327 | AMERICAN LITERATURE 1 | 3 |
| 21 | GEOG | 1303 | WORLD REGIONAL GEOGRAPHY | 3 |
| 22 | PHIL | 1304 | INTRO TO WORLD RELIGIONS | 3 |
| Total Credits | | | | 60 |

**General Studies
Associate of Science
STEM Pathway**

| Course Sequence Num | Department | Course ID | Course name | Course Credits |
|----------------------|------------|-----------|-----------------------------------|----------------|
| 1 | EDUC | 1300 | LEARNING FRAMEWORKS | 3 |
| 2 | ENGL | 1301 | COMPOSITION 1 | 3 |
| 3 | HIST | 1301 | UNITED STATES HISTORY 1 | 3 |
| 4 | MATH | 1314 | COLLEGE ALGEBRA | 3 |
| 5 | PSYC | 2301 | GENERAL PSYCHOLOGY | 3 |
| 6 | ENGL | 1302 | COMPOSITION 2 | 3 |
| OR | SPCH | 1311 | INTRO SPEECH COMMUNICATION | 3 |
| 7 | HIST | 1302 | UNITED STATES HISTORY 2 | 3 |
| 8 | GEOL | 1301 | EARTH SCIENCE 1 | 3 |
| 9 | GEOL | 1101 | EARTH SCIENCE LAB 1 | 1 |
| 10 | HUMA | 1301 | INTRODUCTION TO HUMANITIES 1 | 3 |
| 11 | PHED | 1164 | INTRO PHYSICAL FITNESS & WELLNESS | 1 |
| 12 | GOVT | 2305 | FEDERAL GOVERNMENT | 3 |
| 13 | BIOL | 1306 | BIOLOGY FOR SCIENCE MAJORS 1 | 3 |
| 14 | BIOL | 1106 | BIOLOGY LAB SCIENCE MAJORS 1 | 1 |
| 15 | SPCH | 1311 | INTRO SPEECH COMMUNICATION | 3 |
| 16 | PHIL | 1301 | INTRO TO PHILOSOPHY | 3 |
| 17 | SOCI | 1301 | INTRODUCTION TO SOCIOLOGY | 3 |
| 18 | ARTS | 1301 | ART APPRECIATION | 3 |
| 19 | GOVT | 2306 | TEXAS GOVERNMENT | 3 |
| 20 | MATH | 1342 | ELEMENTARY STATISTICAL METHODS | 3 |
| 21 | PSYC | 2314 | LIFESPAN GROWTH & DEVELOPMENT | 3 |
| 22 | ECON | 2301 | PRINCIPLES OF MACROECONOMICS | 3 |
| Total Credits | | | | 60 |

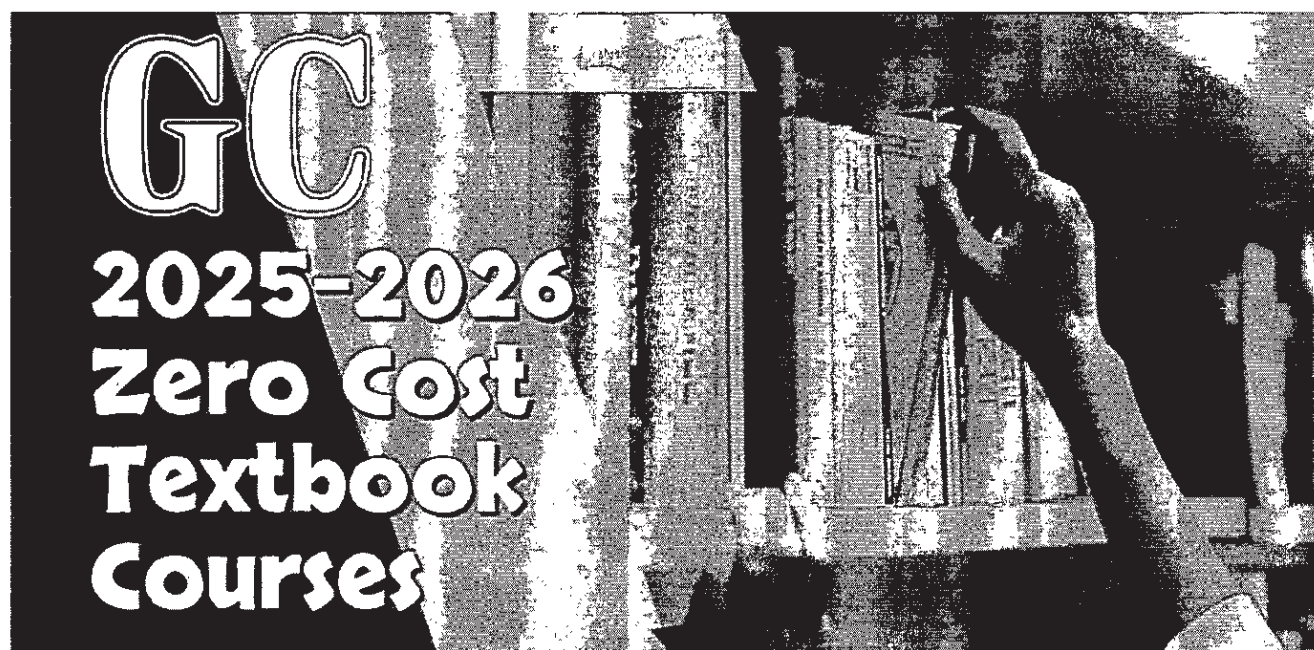
Paramedicine
EMT to Paramedicine - Level 2 Certificate
Health Sciences Pathway

| Course Sequence Num | Department | Course ID | Coursename | Course Credits |
|---------------------|------------|-----------|--|----------------|
| 1 | EMSP | 1501 | EMERGENCY MEDICAL TECHNICIAN | 5 |
| 2 | EMSP | 2305 | EMS OPERATIONS | 3 |
| 3 | EMSP | 1160 | CLINICAL EMT/TECHNICIAN | 1 |
| 4 | EMSP | 2137 | EMERGENCY PROCEDURES | 1 |
| 5 | EMSP | 1438 | INTRO TO ADVANCED PRACTICE | 4 |
| 6 | EMSP | 2206 | EMERGENCY PHARMACOLOGY | 2 |
| 7 | EMSP | 2434 | MEDICAL EMERGENCIES | 4 |
| 8 | EMSP | 1356 | PATIENT ASSESSMENT & AIRWAY MANAGEMENT | 3 |
| 9 | EMSP | 1161 | CLINICAL EMT/TECHNICIAN | 1 |
| 10 | EMSP | 2237 | EMERGENCY PROCEDURES | 2 |
| 11 | EMSP | 2544 | CARDIOLOGY | 5 |
| 12 | EMSP | 1455 | TRAUMA MANAGEMENT | 4 |
| 13 | EMSP | 2330 | SPECIAL POPULATIONS | 3 |
| 14 | EMSP | 2162 | CLINICAL EMT/TECHNICIAN | 1 |
| 15 | EMSP | 2143 | ASSESSMENT BASED MANAGEMENT | 1 |
| 16 | EMSP | 2563 | CLINICAL EMT/TECHNICIAN | 5 |
| | | | Total Credits | 45 |

2025-2026 Academic Calendar

| | | |
|--------------|-----|--|
| Aug 18 | M | Fall (16-week) and Fall 1 (8-week) terms begin |
| Sep 1 | M | Labor Day- No classes and campuses closed |
| Oct 8-9 | W-R | Final Exams for Fall 1 (8-week) term |
| Oct 14 | T | Fall 2 (8-week) term begins |
| Nov 24-28 | M-F | Holiday: Thanksgiving- College campuses closed |
| Dec 8-11 | M-R | Final Exams for Fall (16-week) term |
| Dec 10-11 | W-R | Final Exams for Fall 2 (8-week) term |
| Dec 15 | M | Winter 1 (4-week) term begins |
| Dec 22-Jan 2 | M-F | Winter Break - Campuses closed |
| Jan 8 | R | Winter 1 (4-week) term ends |
| Jan 19 | M | Martin Luther King, Jr. Day- No classes and campuses closed |
| Jan 20 | T | Spring (16-week) and Spring 1 (8-week) terms begin |
| March 11-12 | W-R | Final Exams for Spring 1 (8-week) term |
| March 16-20 | M-F | Spring Break- No classes and campuses closed |
| March 24 | T | Spring 2 (8-week) term begins |
| May 11-14 | M-R | Final Exams for Spring (16-week) term |
| May 13-14 | W-R | Final Exams for Spring 2 (8-week) term |
| May 18 | M | Spring minimester term begins |
| May 25 | M | Memorial Day- No classes and campuses closed |
| June 4 | R | Final Exams for Spring minimester |
| June 8 | M | Summer 1 (4-week and 8-week) terms begin |
| June 19 | F | Emancipation Day - No classes and campuses closed |
| July 2 | R | Final Exams for Summer 1 (4-week) term |
| July 3 | F | Independence Day Observed - No classes and campuses closed |
| July 6 | M | Summer 2 (4-week) term begins |
| July 30 | R | Final Exams for Summer 1 (8-week) and Summer 2 (4-week) term |
| Aug 17 | M | Fall (16-week) and Fall 1 (8-week) terms begin |





- AGRI 1115
- AGRI 1119
- AGRI 1315
- AGRI 1319
- AGRI 2330
- ARTS 1301
- ARTS 1311
- ARTS 1312
- ARTS 2316
- ARTS 2317
- ARTS 2346
- ARTS 2347
- ARTS 2389
- BIOL 1306
- BIOL 1307
- BIOL 2301
- BIOL 2302
- BIOL 2320
- CHEM 1311
- CHEM 1312
- CHEM 2323
- CHEM 2325
- ECON 2301
- ECON 2302
- EDUC 1300
- EDUC 1301
- EDUC 2301
- ENGL 2322
- ENGL 2327
- ENGL 2332
- GEOG 1302
- GEOG 1303
- GEOL 1303
- GEOL 1304
- GOVT 2305
- HIST 1301
- HIST 1302
- MUAP- All Lessons
- MUEN- All Ensembles
- MUSC 1213
- PHED 1164
- PHED 1306
- PHED 1346
- PHED 2356
- PHYS 1101
- PHYS 1102
- PHYS 1115
- PHYS 1301
- PHYS 1302
- PHYS 2125
- PHYS 2126
- SOCI 1301
- SOCI 1306
- SPCH 1315
- SPCH 1321
- TECA 1354

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