

I. Parties:

This Dual Credit and Concurrent Partnership Agreement (“Agreement”) is entered into between Grayson College (GC) and Whitesboro School District (“District”) and is designed to allow high school students at Whitesboro 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.

Concurrent enrollment is defined as a process by which a high school student enrolls in a college course and receives college credit only and does not receive high school credit for that course.

Dual credit and concurrent enrollment are distinct designations under Texas Higher Education Coordinating Board (THECB) and Texas Education Agency (TEA) guidance and are not interchangeable terms.

The determination of whether a course is offered as dual credit (earning both high school and college credit) or as concurrent enrollment (earning college credit only) is made annually by the District in alignment with high school graduation requirements, endorsement pathways, and local academic policies.

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 Service Area High School Students:

1. Grayson College offers a wide selection of courses to dual credit and concurrent enrollment 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 and Concurrent offerings on high school campuses. The District determines annually which courses will be designated as dual credit for purposes of satisfying high school graduation requirements versus those offered as concurrent enrollment courses that do not apply toward high school graduation.
2. Grayson College, in partnership with the District, will offer career ready (workforce) courses as part of the dual credit and concurrent program. These courses are designed to align with high-demand, high-wage careers and may lead to industry-recognized credentials, certificates, or workforce skills that support immediate employment and/or continued postsecondary education. Career ready courses may be offered as dual credit (earning both high school and college credit) or as concurrent enrollment (earning college credit only), as determined annually by the District in alignment with high school graduation requirements and local academic policies.
3. Courses approved for dual credit and concurrent for a high school student must be applicable for Grayson College's certificate/licensure/degree or a four year university degree (see Appendix A).

4. 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 and 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 and concurrent courses shall be composed of only dual credit and 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.
5. While Grayson College may award an associates degree and the District may award a high school diploma, this Agreement does not constitute a joint or dual award to be awarded by GC and the District.

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 and 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 and 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 and concurrent.
6. The awarding of high school credit for graduation is at the discretion and approval of the District. The District also retains sole authority to determine how dual credit courses apply to high school graduation requirements, including alignment to foundation and endorsement plans, as well as how such courses are calculated in grade point average (GPA) and class rank in accordance with local policy.
7. Non-Degree Seeking Admissions Option: To support access and timely enrollment, high school students enrolling in dual credit courses may be admitted to Grayson College as non-degree seeking students. This designation allows students to enroll in approved dual credit coursework without declaring a certificate or degree plan upon initial entry. Students may remain classified as non-degree seeking through the completion of up to 15 semester credit hours. Upon attempting or completing 15 semester credit hours, students must declare a program of study aligned with their postsecondary goals in collaboration with their high school counselor and Grayson College staff. Students may be subject to TSI regulations in subject areas they have not previously earned exemptions through coursework as a non-degree seeking student.

V. Faculty Selection, Supervision, and Evaluation:

1. Grayson College controls all aspects of its education programs as related to the college dual credit and concurrent course. Each college dual credit and 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 and 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 and 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 and 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 and 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 and 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 and 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 and concurrent student enrollment in the course. If a dual credit and 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.
 - h. Assign both an alphanumeric and numeric grade on the grade sheet as follows to meet the needs of the District 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 and concurrent using the same procedures used for full-time faculty.
7. Faculty teaching courses offered for dual credit and 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. When teaching dual credit courses at the high school campus, embedded faculty are under the guidance of Grayson College and must follow the guidelines and procedures of Grayson College for items including but not limited to; curriculum, the Family

Educational Rights and Privacy Act (FERPA), Title IX of the Education Amendments of 1972, syllabus, college schedule, etc.

8. Grayson College full time, adjunct, staff, and embedded faculty will adhere to all employment guidelines as written in the Grayson College Employee Handbook, which can be found under Employment Resources. Questions and concerns can be addressed with either the Vice President of Instruction and/or the Vice President of People and Culture.
9. As with all Grayson College faculty, adjuncts teaching courses offered for dual credit and 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 campus.

VI. Location of Classes:

The high school campus and/or classrooms may be used to conduct college classes for dual credit and 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 and concurrent students if taught at a high school. Courses offered on Grayson College's campuses, online, and hybrid may be composed of dual credit and concurrent and other Grayson College students.

Prohibition of Discrimination and Harassment:

Grayson College has policies and procedures in place to receive, investigate, and resolve student and employee complaints alleging civil rights violations, including claims under Title VI, Title VII and Title IX. District and Grayson College shall each comply with their own policies and any applicable state and federal law that prohibit discrimination and harassment on the basis of a student or employee's disability, race, color, national origin, religion, or sex. Each party shall adhere to its obligations under relevant policy and law without regard to the other party's obligations.

District agrees to report to the Director of Title IX and Student Conduct, within 2 business days, any allegation of discrimination or harassment involving a College employee or dual credit student, regardless of where the alleged Grayson College and District conduct occurred. Grayson College has designated the following individual as its District Title IX/Title VI Coordinator:

Dr. Erin Howard
Director of Title IX and Student Conduct
Grayson College
903.415.2614
TitleIX@grayson.edu

Clery Act Obligations:

If Grayson College is using space on a District campus or facility for the purposes of providing dual credit services and/or courses, District's law enforcement agency will respond in a timely manner to any requests made by Grayson College for statistical information of crimes that have been reported at that location, so Grayson College may fulfill its obligations under the Clery Act (20 U.S.C. § 1092(f) and its regulations. E.1).

Grayson College Police Department contact information:

Jackie Thomas

Police Chief

Grayson College

Police@grayson.edu

903.463.8777

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 and concurrent high school students as outlined in the Grayson College Catalog and Student Handbook.
2. Students taking college classes for dual credit and 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. All dual credit and concurrent students are subject to Grayson College's FERPA policies.
3. Grayson College will provide a free Dual Credit Parent Orientation and Information Session during the spring/summer semester prior to the upcoming school year, where parents can learn more about the program, services provided, and resources for their student.

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 and 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 2026-2027 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 and 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 and 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 and 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 an 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

Appendix F – ISD Crosswalk

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 and 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 and 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 2026-2027 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. FAST Agreement:

Grayson College and the District enter into an agreement to participate in the Financial Aid for Swift Transfer (FAST) Program, a program administered by the Texas Higher Education Coordinating Board (Coordinating Board) to support students with identified need to participate in a program in which the student would receive dual credit or concurrent classes without having out-of-pocket expenses on the part of the student or family. As such, the ISD and College engage in an agreement to participate in this program with the following responsibilities.

1. College Responsibilities – Grayson College shall:

- **Collaborative Identification:** Partner with the District to identify eligible students using both state-generated lists and District-provided documentation.
- **Financial Partnership:** Contribute **\$50 per credit hour** toward general fees for all FAST-eligible students to support the district.
- **Cost Optimization:** Work with the District to determine the lowest possible costs for students, including supporting Victor E. Bundle textbook opt-in/opt-out preferences.

- **Information Sharing:** Regularly share the state-generated FAST eligibility lists and provide a list of FAST-eligible courses to the District.
- **Error Accountability:** In the event the College incorrectly reports a student as FAST-eligible due to a College-specific error, the College shall cover all expenses for that student for that semester.

2. District Responsibilities – The School District (District) shall:

- **Data Provision:** Provide Grayson College access to historical student data (up to four years prior) to identify FAST-eligible students via the Region 10 Service Center or direct system integration.
- **Provisional Certification:** Identify and document students who are reportable to the TEA for the current year but do not yet appear on state lists due to reporting cycles.
- **Record Maintenance:** Maintain comprehensive audit trails and records to justify student eligibility, making them available to the College or state authorities upon request.
- **Validation & Certification:** Review and certify the accuracy of the FAST student list provided by the College. The District acknowledges that failure to certify this list will result in student ineligibility for the program.
- **Liability for Ineligibility:** Assume primary financial responsibility for all costs (tuition, fees, and materials) if a certified student is later deemed ineligible due to record-matching failures between the District and TEA.
- **Third-Party Oversight:** Should a third-party guarantor be identified to cover costs, the District must provide the College with the agreement. The District remains the residual liable party if the third party defaults.
- **Program Requirements:** Maintain responsibility for costs associated with vaccinations or medical requirements for specific program entries (e.g., Health Sciences).

XV. Financial Support Arrangement Options:

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 prior year. For the 2025-2026 cycle, this amount for the District is: \$11,050.

XVI. Tuition, Fees, and Funding Mechanisms:

1. **Fee Schedule and Calculation** The cost of tuition and mandatory fees shall be assessed in accordance with the then-current Grayson College Tuition and Fee Schedule as approved by the Board of Trustees. These rates apply specifically to eligible dual credit and concurrent enrollment courses.
2. **Primary Payment Responsibility** Financial responsibility for tuition and fees resides primarily with the District, the student, or designated non-college sources. All balances must be satisfied according to the College's established payment deadlines unless otherwise specified under a FAST-eligible arrangement or third-party agreement.
3. **Strategic Funding Partnerships** The College and the District shall actively collaborate to identify and implement funding solutions designed to minimize out-of-pocket costs for students. These collaborative efforts include, but are not limited to:
 - **State Initiatives:** Implementation of the Financial Aid for Swift Transfer (FAST) program.
 - **Institutional Philanthropy:** Coordination with the Grayson College Foundation and the District's Educational Foundation.
 - **Community Partnerships:** Engagement with philanthropic organizations and third-party partners to secure scholarships or grants for dual credit enrollment.
 - Attachments for such partnerships shall become a part of this agreement.

Please select one of the following engagement options:

☐ **Option A: Standard Contribution**

The District agrees to contribute **\$50 per credit hour** for FAST-eligible students. This is allocated as:

- **\$30 per credit hour** for course materials (reimbursing the College or securing materials directly).
- **\$20 per credit hour** for additional fees, including CTE-specific costs (e.g., welding rods, health science supplies).
- This set fee replaces a variable scale to ensure predictable budgeting for both parties.

☒ **Option B: Financial Assistance Request**

The District requests financial assistance from Grayson College for the current fiscal year due to special circumstances.

- The District agrees to budget for these expenses in the upcoming fiscal year.
- **Note:** Assistance provided by the College shall not exceed the aggregate amount the College contributed toward free- and reduced-lunch students in the immediate prior years.

XVII. 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 and / concurrent program.

XVIII. 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 District 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.

District agrees that any student data transferred by GC to District 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") and FERPA shall not be released by either party unless the same is done in accordance with all applicable state and federal laws.

XIX. Miscellaneous:

1. This MOU shall be in effect from August 17 (start of Fall 2026 Semester) through July 29 (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 District 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 semester. 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.
3. Neither Grayson College nor the District may use the SACSCOC logo in any of their materials or on websites. Use of the logo is reserved exclusively for SACSCOC.

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 and 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 and concurrent participation, Grayson College engages school administrators, counselors, students, and parents through the following activities:

1. The Grayson College President is available to meet 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 the Texoma Promise for all high school graduates within our service area Districts;
5. The College assists high schools with developing individual 6-year plans for each dual credit and /concurrent high school;
6. The Director of Academic and CTE Dual Credit hosts dual credit and concurrent parent information nights at each high school;
7. The College shares dual credit and 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 and 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 traditional 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 an array of academic college courses at each high school;
3. Providing access to career and technical education courses to include health science;
4. Allowing high schools to apply to articulate courses from a list of technical courses approved by Grayson College Program Directors after review and training of academically qualified high school instructors. Students must enroll at Grayson College in order to receive credit.
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 and 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 and 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 and 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 and 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 and 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 and 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, transfer 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 student's 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.

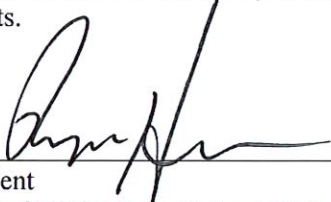
Full-service tutoring and accessibility services are available on the Main and South Campuses and at other delivery locations and online by appointment.

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

Whitesboro High School offers targeted interventions based on Aware student data including before school, after school and Saturday tutoring. Whitesboro also offers classes for remediation during regular school hours for local credit. Whitesboro High School offers targeted interventions based on student data including before school, after school and Saturday tutoring. Whitesboro also offers classes for remediation during regular school hours for local credit. Students taking dual credit classes are assigned to Whitesboro High School teachers that provide additional support in dual credit classes. We have one to one chrome books available for all students and have wireless connectivity at all campuses. Whitesboro offers academic and intervention counseling to all students.



Superintendent

On behalf of Whitesboro School District

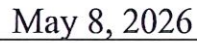


Date



President

On behalf of Grayson College



Date