

Dual Credit & College Prep

I. Parties

This Dual Credit Partnership Agreement (“Agreement”) is entered into between Grayson College and **Pottsboro School District** (“District”) and is designed to allow high school students at **Pottsboro High School** (“High School”) to earn dual high school and college credit.

II. Purpose and Background

In accordance with the rules and regulations of the Texas Higher Education Coordinating Board, Grayson College offers regular college credit courses in Core Curriculum and Career and Technology for dual credit high school students. If the District approves these college courses for dual credit, high school students meeting Grayson College admission requirements may enroll in these courses and may receive college and high school credit simultaneously.

In order to ensure the quality of dual credit courses, and to facilitate communications and understanding between the District and Grayson College, the following provisions are agreed to by Grayson College and the District at High School(s) where dual credit courses are offered.

III. Eligible Courses

1. Only courses as permitted by TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (“THECB Rules”) may be used for dual credit.
2. Courses approved for dual credit for a high school student must be applicable to a college or university certificate or degree (See Appendix A).

IV. Student Eligibility

1. High school students must meet all eligibility requirements set forth in the 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 a point of contact on the main campus, as well as makes visits to high schools to assist counselors and students.
3. All dual credit 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 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.
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 course. Each college dual credit 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 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 SACSCOC guidelines for faculty credentialing. Grayson College shall oversee content and delivery of all dual credit 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 course or its instructor pursuant to Grayson College policies and procedures.
2. In order to serve as an instructor of record at Grayson College, instructors of transfer courses offered for dual credit 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 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 area is the official college contact regarding instructional content for college courses taught for dual credit. All course content, learning outcomes, and instructional objectives will be consistent with courses taught on the Grayson College campuses.
5. Faculty teaching college courses for dual credit are expected to meet the following:
 - a. Teach assigned classes according to Grayson College approved course syllabi 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 student enrollment in the course. If a dual credit 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 to complete the enrollment process.
 - 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 meet a class.
 - 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. Maintain class attendance, 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. Maintain accurate attendance records for all classes in Canvas.

- i. Assign both an alphanumeric and numeric grade on the grade sheet as follows:

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)

6. Grayson College shall evaluate instructors of college courses offered for dual credit using the same procedures used for faculty teaching at GC's main campus.
7. Faculty teaching courses offered for dual credit, 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 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, syllabus, and assessment protocols as faculty teaching on the main campus.

VI. Location of Classes

The high school campus and/or classrooms may be used to conduct college classes for dual credit 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 students if taught at a high school. Courses offered on Grayson College's campuses, online, and hybrid may be composed of dual credit 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 high school students as outlined in the Grayson College Catalog and Student Handbook.
2. Students taking college classes for dual credit 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 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 credit.
2. Grayson College shall ensure that a college course offered for dual credit 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 2023-2024 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. 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. 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 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, 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 students may withdraw (drop) from a course(s) and receive a grade of “W” at any time during the semester on/prior to Grayson College official deadline specified in the college calendar located on the college’s website. Please see Appendix D for the 2023-2024 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 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. Funding

1. The cost of tuition and fees will be based on the current Grayson College tuition and fee schedule for eligible dual credit courses. Students reported by the District to be on (or meets their criteria) the Federal Free/Reduced Lunch program may apply for 100% or 50% tuition waived for up to 9 hours that are offered for dual credit per 16-week term.
2. Financial Aid for Swift Transfer (FAST)
 - a. The Texas Legislature is pondering a program named Financial Aid for Swift Transfer (FAST) to fund tuition and/or fees for students on Free/Reduced Lunch programs.
 - b. Grayson College will evaluate participation in the Financial Aid for Swift Transfer (FAST) program should the program be enacted by the Texas Legislature.
 - c. Depending on the rules of FAST, students may be benefitted by the new program. As such, Grayson College will work to make decision based upon the best interest of students.
 - d. If the Financial Aid for Swift Transfer (FAST) Program is enacted and funded by the State of Texas, Grayson College may apply for program funding for dual credit tuition and fees may be based on funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
 - e. If the FAST Program is enacted, it may require data sharing between the District and Grayson College to include Free/Reduced lunch documentation going back as far as four years prior to first enrollment in dual credit. The District and Grayson College will make every effort to share data to satisfy the FAST program’s requirements so that students may benefit.
3. Grayson College shall provide the District a stipend (based upon enrollment) for each college dual credit section taught by a District faculty member.

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 program.

XVI. Miscellaneous

1. The District is responsible for all textbook and instructional materials for students enrolled in dual credit courses. The District may pass this responsibility to the student. (See Appendix E for list of Open Educational Resources Courses for 2023-2024.)
2. This Agreement may only be modified in writing signed by both parties.
3. This Agreement will become effective on the date the last party executes it and will remain in effect until either party decides to terminate. Either party may terminate this Agreement without cause by giving the other party notice in writing.

4. Nothing herein shall waive the parties' immunity to suit or liability as established by applicable law.
5. This Agreement shall be governed by the laws of Texas.
6. All parties to this Agreement agree to abide by and comply with all applicable laws regarding student privacy including, but not limited to, FERPA.

XVII. Other Agreements with the District

This agreement does not apply to Grayson College Early Technical course credits or Early College arrangements. Grayson College and the District will have a separate and distinctive agreement for those articulations and agreements.

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 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; and
6. Sharing relevant college information with high school seniors and assisting with the college application process.

To create an awareness of the benefits of higher education and benefits of dual credit 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 high school.
6. The Director of Academic and CTE Dual Credit hosts dual credit parent information nights at each high school.
7. The College shares dual credit completion data with the community.
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 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 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. Offering tuition waivers for students on Free/Reduced Lunch Program, making college affordable; 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 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 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 Main Campus Resources and Access by Dual Credit High School Students

All dual credit 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 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 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 Director of Admissions and 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 accepted 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 full access to admissions, records, and recruitment 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 Disability Services

Full-service testing, tutoring and disability 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 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 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; 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, licensed professional counselor-intern, and 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 also 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 have access to short-term personal counseling. 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.

Student Success Center Labs

Under the direction of the Vice President of Instruction, GC offers all students' academic support through the Success Centers. Located at both the Main and South Campus, these 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.

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.

Testing, Tutoring, and Disability Services

Led by the Director of Testing, Tutoring and Disability 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 Services for Students with Disabilities. Testing Center staff may be able to provide copies of past scores or information on obtaining score reports. Testing services are located in the Success Centers on 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 Tutoring and Disabilities Services Coordinator 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 Disability 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 Testing and Disability Services Coordinator, 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, taping, 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 Disability Services brochure for faculty. This brochure is available upon request and via the Disability Services web page.

Full-service tutoring and disability 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 is staffed by a director, reference librarians, and paraprofessionals. 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

Pottsboro High School offers a range of services to help our students build academic skills necessary for lifelong learning. This school year, we have added a full-time nurse at the High School campus to be available to students throughout the school day. PHS has two high school counselors who work diligently alongside students and parents to engage students, assist them with their academic, personal/social and college/career needs. Pottsboro High School provides interventions for students through daily tutorials, which are offered in the mornings, and a built-in advisory class for students to receive extra assistance. Students who are classified as SPED or 504 have accommodations to make the learning environment equitable and available. Pottsboro High School is a 1:1 technology campus which offers a printing station, a school issued laptop, wireless internet through-out the school and hot spots are available to check out for home use.

Kevin Matthews

05 / 11 / 2023

Superintendent

Date

On behalf of **Pottsboro School District**

Dr. Jeremy P. McMillen

President

May 10, 2023

Date

On behalf of Grayson College

Appendix A - Standard Academic Dual Credit Classes

Communication – 2 courses:

ENGL 1301, ENGL 1302

Mathematics – 1 course:

MATH 1342 or MATH 1314

Life and Physical Sciences – 2 courses:

BIOL 1306/1106 and BIOL 1307/1107
or AGRI 1319/1119 and AGRI 1315/1115

Creative Arts – 1 course:

ARTS 1301 or DRAM 1310 or MUSI 1310

Language, Philosophy, and Culture – 1 course:

HUMA 1301 or PHIL 1301
ENGL 2322/2323
ENGL 2327/2328
ENGL 2332/2333

American History – 2 courses:

HIST 1301 and HIST 1302

Government/Political Science – 2 courses:

GOVT 2305 and GOVT 2306

Social and Behavioral Science – 1 course

ECON 2301 or PSYC 2301 or AGRI 2317

Component Area Option #1 – 1 course:

EDUC 1300

Component Area Option #2:

PHED 1164

This completes the 42 hour core for Texas. An Associate's Degree requires 60 credit hours. To obtain an AA, AS, AAT, or AAS degree, students must take **18 more credits** (if not taken previously to satisfy the 42-hour core requirement). Some suggestions are:

Either MATH 1342 or 1314
ECON 2301
PSYC 2301
HUMA 1301
PHIL 1301
MUSI 1306

SOCI 1301
GEOG 1303
CRIJ 1307
SPAN 2311
SPAN 2312
SPCH 1311

These are only suggestions. For a complete list, go to the [Grayson Catalog](#). For complete accuracy, please see the Director of Academic and CTE Dual Credit for details (dualcredit@grayson.edu).

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
- 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
- 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
- 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
- Emergency Medical Technician Basic Occupational Skills Award
- Kinesiology/Exercise Science AS
- LVN to RN Transitional Entry Associate Degree
- Medical Coding and Billing Certificate
- Medical Laboratory Technology AAS
- Nursing, Associate Degree AAS
- RN to BSN
- Nursing University Transfer AS
- Paramedicine Certificate
- Pathway to BSN for UT-Tyler
- Radiologic Technology AAS
- Vocational Nursing Certificate
- Surgical Technology (pending approval by the Southern Association of Colleges and Schools Commission on Colleges)

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 Level 1 Certificate
- Basic Collision Apprentice Certificate
- Basic Collision Helper Certificate
- Basic Manufacturing Technician Certificate
- Computer Aided Drafting and Design Technology AAS
- Computer Aided Drafting Technician Certificate
- Combination Welder Small Business Management Certificate
- Collision Repair Tech AAS
- Drafting Assistant Certificate
- Electrical Engineering Technology AAS
- 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 Administrator Certificate
- Child Development Certificate
- Child Development Associate Training Occupational Skills Award
- Child Development Occupational Skills Award
- Early Childhood Education AAS
- Criminal Justice Technology AAS
- Associate of Arts in Teaching in EC-6 Certification (Early Childhood-6th grade)
- Associate of Arts in Teaching in 4-8, EC-12 Special Education Certification
- Associate of Arts in Teaching in 8-12 Certification; EC-12 other than Special Education
- 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
- Engineering AS
- Enology Certificate
- Mathematics AS
- Viticulture and Enology AAS
- Viticulture Certificate
- Enology Certificate
- Brandy and Cider Production Occupational Skills Award

Appendix C – Course Sequencing Examples

Advanced Manufacturing Associate of Applied Science Industrial Technologies Pathway

Course Sequence Num	Department	Course ID	Coursename	Course Credits
1	MATH	1332	QUANTITATIVE REASONING	3
2	EDUC	1300	LEARNING FRAMEWORKS	3
3	CRIJ	1307	CRIME IN AMERICA	3
OR	HIST	1301	UNITED STATES HISTORY 1	3
4	TECM	1303	TECHNICAL CALCULATIONS	3
5	ENGL	1301	COMPOSITION 1	3
6	MCHN	1302	PRINT READING MACHINING TRADES	3
7	ARTS	1301	ART APPRECIATION	3
OR	PHIL	1301	INTRO TO PHILOSOPHY	3
8	OSHT	1401	INTRODUCTION TO SAFETY & HEALTH	4
9	POFT	1220	JOB SEARCH SKILLS	2
10	MCHN	1320	PRECISION TOOLS & MEASUREMENT	3
11	MCHN	1438	BASIC MACHINE SHOP 1	4
12	QCTC	1343	QUALITY ASSURANCE	3
13	PTAC	2346	PROCESS TROUBLESHOOTING	3
14	INMT	1419	MANUFACTURING PROCESSES	4
15	MCHN	1454	INTER MACHINE SHOP 2	4
16	MCHN	1326	INTRO COMP-AIDED MANUFACTURING	3
17	MCHN	1371	MSSC MANUFACTURING PROC & PROD	3
18	INMT	2388	INTERNSHIP MANUFACTURING TECH	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 AAS
Associate of Applied Science
Business and Entrepreneurship Pathway

Course Sequence Num	Department	Course ID	Coursename	Course Credits
1	BUSG	1304	FINANCIAL LITERACY	3
2	ITSC	1309	INTEGRATED SOFTWARE APPS 1	3
3	ACNT	1303	INTRODUCTION TO ACCOUNTING 1	3
4	BUSI	1301	BUSINESS PRINCIPLES	3
5	BUSG	2309	SMALL BUSINESS MANAGEMENT	3
6	ACNT	1304	INTRODUCTION TO ACCOUNTING 2	3
7	BMGT	1327	PRINCIPLES OF MANAGEMENT	3
8	MRKG	1302	PRINCIPLES OF RETAILING	3
OR	MRKG	1311	PRINCIPLES OF MARKETING	3
OR	MRKG	2333	PRINCIPLES OF SELLING	3
9	ACCT	2302	PRIN OF MANAGERIAL ACCOUNTING	3
10	BMGT	1305	COMMUNICATIONS IN MANAGEMENT	3
11	ECON	2301	PRINCIPLES OF MACROECONOMICS	3
12	HRPO	2301	HUMAN RESOURCES MANAGEMENT	3
13	BMGT	2309	LEADERSHIP	3
14	ECON	2302	PRINCIPLES OF MICROECONOMICS	3
15	MATH	1332	QUANTITATIVE REASONING	3
OR	MATH	1342	ELEMENTARY STATISTICAL METHODS	3
OR	MATH	1314	COLLEGE ALGEBRA	3
16	SPCH	1311	INTRO SPEECH COMMUNICATION	3
OR	SPCH	1321	BUSINESS & PRO COMMUNICATION	3
17	BUSG	2305	BUSINESS LAW/CONTRACTS	3
18	ENGL	1301	COMPOSITION 1	3
19	HUMA	1301	INTRODUCTION TO HUMANITIES 1	3
OR	ARTS	1301	ART APPRECIATION	3
20	BMGT	1341	BUSINESS ETHICS	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	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	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

Appendix D –

2023–2024 Academic Calendar

Fall 2023

Aug 16	W	Fall (16-week) and Fall 1 (8-week) terms begin
Aug 23	W	Census date for Fall 1 (8-week) term
Aug 31	R	Census date for Fall (16-week) term
Sep 4	M	Labor Day- No classes and campuses closed
Sep 26	F	Last day to withdraw Fall 1 (8-week) term
Oct 4–5	W–R	Final Exams for Fall 1 (8-week) term
Oct 10	T	Fall 2 (8-week) term begins
Oct 17	T	Census date for Fall 2 (8-week) term
Nov 7	F	Last day to withdraw for Fall (16-week) term
Nov 20–24	M–F	Thanksgiving- College campuses closed
Nov 27	M	Last day to withdraw for Fall 2 (8-week) term
Dec 4–7	M–R	Final Exams for Fall (16-week) term
Dec 6–7	W–R	Final Exams for Fall 2 (8-week) term
Dec 8	F	Winter Commencement; Winter 1 (5-week) term begins
Dec 13	W	Census date for Winter 1 (5-week) term
Dec 14	R	Winter 2 (3-week) term begins; Census date for Winter 2 (3-week) term
Dec 15	F	Winter Break; administrative offices close at 5pm

Spring 2024


Jan 2	T	Campus offices re-open at 8am
Jan 4	R	Final Exams for Winter 1 (5-week) and Winter 2 (3-week) terms
Jan 15	M	Martin Luther King, Jr. Day- No classes and campuses closed
Jan 16	T	Spring (16-week) and Spring 1 (8-week) terms begin
Jan 23	T	Census date for Spring 1 (8-week) term
Jan 31	W	Census date for Spring (16-week) term
Feb 26	M	Last day to withdraw for Spring 1 (8-week) term
Mar 6–7	W–R	Final Exams for Spring 1 (8-week) term
Mar 11–15	M–F	Spring Break- No classes and campuses closed
Mar 19	T	Spring 2 (8-week) term begins
Mar 26	T	Census date for Spring 2 (8-week) term
Apr 15	M	Last day to withdraw for Spring (16-week) term
Apr 29	M	Last day to withdraw for Spring 2 (8-week) term
May 6–9	M–R	Final Exams for Spring (16-week) term
May 8–9	W–R	Final Exams for Spring 2 (8-week) term
May 10	F	Spring Commencement
May 13	M	Spring minimester term begins
May 14	T	Census date for Spring minimester term
May 24	F	Last day to withdraw for Spring Minimester term
May 27	M	Memorial Day- No classes and campuses closed
May 30	R	Final Exams for Spring minimester

Summer 2024

Jun 3	M	Summer 1 (5-, 8-, and 10-week) terms begin
Jun 6	R	Census date for Summer 1 (5-week) term
Jun 11	T	Census date for Summer 1 (8-week) term
Jun 19	W	Juneteenth- No classes and campuses closed
Jun 20	R	Census date for Summer 1 (10-week) term
Jun 26	W	Last day to withdraw for Summer 1 (5-week) term
Jul 2–3	T–W	Final Exams for Summer 1 (5-week) term
Jul 4–5	R–F	Independence Day- No classes and campuses closed
Jul 9	T	Summer 2 (5-week) term begins
Jul 11	R	Last day to withdraw for Summer 1 (8-week) term
Jul 15	M	Census date for Summer 2 (5-week) term
Jul 23	T	Last day to withdraw for Summer 1 (10-week) term
Jul 24–25	W–R	Final Exams for Summer 2 (5-week) term
Aug 1	R	Last day to withdraw for Summer 2 (5-week) term
Aug 7–8	W–R	Final Exams for Summer 2 (5-week) and Summer 1 (10-week) terms
Aug 14	W	Fall (16-week) and Fall 1 (8-week) terms begin



Appendix E – OER Courses



GC
2023-2024
ZERO COST
TEXTBOOK
COURSES

- AGRI 1119
- ARTS 1301
- ARTS 1311
- ARTS 1312
- ARTS 2316
- ARTS 2317
- ARTS 2346
- ARTS 2347
- ARTS 2389
- BIOL 1106 (online)
- BIOL 1107 (online)
- BIOL 1306
- BIOL 1307
- BIOL 2102
- BIOL 2301
- BIOL 2302
- BIOL 2320
- CHEM 1311
- CHEM 1312
- 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
- PHED 1164
- PHED 1306
- PHED 1346
- PHED 2356
- PHYS 1102
- PHYS 1115
- PHYS 1301
- PHYS 1302
- PHYS 2126
- PSYC 2301
- SOCI 1301
- SOCI 1306
- SPCH 1311
- SPCH 1315
- SPCH 1321
- TECA 1354

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Grayson College
OER



MEMORANDUM OF UNDERSTANDING

Grayson College and Pottsboro School District

HB 5 College Prep Mathematics / English Language Arts Courses (2023-2024)

This Memorandum of Understanding (MOU) is entered into as of August 2023 between **Pottsboro School District**, hereinafter 'School District,' and **Grayson College (GC)**, a two-year college system located at 6101 Grayson Drive (Hwy 691), Denison, Texas 75020.

WHEREAS, the state of Texas mandated via House Bill 5, Section 10 that each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory Mathematics and English Language Arts.

WHEREAS the parties have agreed to enter into a collaborative agreement for students at the school district who are deemed not 'college ready' per TSIA2 assessment and per House Bill 5, Section 10;

WHEREAS, **Pottsboro School District** and **Grayson College** jointly recognized an opportunity to create seamless pathways for students to enter into college-level coursework in Mathematics and English Language Arts without further remediation;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **Pottsboro School District** and **GC**, intending to be legally bound, agree as follows:

1. Scope of Services:

The School District and GC agree to collaborate to develop and maintain (College Prep) Mathematics and English Language Arts courses that meet the terms of this agreement as outlined below in the Support and Services section of this MOU. **Pottsboro School District** and **GC** will meet regularly to maintain the integrity and evaluate the effectiveness of the program.

2. Term:

The initial term of the MOU shall begin Fall 2023 Semester and continue for a period of one year. Thereafter, GC may renew this MOU for two consecutive academic years by delivering written notice to the School District. The initial term and new renewal term(s) are collectively referred to in this MOU as "Term."

Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties. Early termination may negate use of the course for TSIA2 exemption and/or 3rd or 4th year Mathematics or Early Language Arts credit.

1. Support and Services:

The School District and GC agree to the following conditions:

- A. GC agrees to the following for both the Mathematics and English Language Arts courses:
 - i. To share data and provide feedback regarding student success on entry-level college Mathematics and English Language Arts courses;
 - ii. To train Success Coaches to recognize and honor College Prep course(s) on school District transcripts; and
 - iii. To ensure that students are counseled directly into college level Mathematics, English Language Arts, and all other courses that require Mathematics and English Language Arts college readiness.
 - iv. To provide professional development and resources required to teach the Mathematics and/or English Language Arts course;
 - v. To provide professional development and resources to enable high school counselors to understand the Mathematics and English Language Arts College Prep courses' purpose and requirements for advising purposes
 - vi. If requested by the School District, provide proctored TSIA2 testing if needed at the Main Campus, South Campus, or the School District at the completion of the College Prep Course for purposes of CCRM metrics held by TEA. Upon completion of the TSIA2, provide appropriate scores to the School District for reporting purposes.
 - vii. In the event that a student who successfully completes the Mathematics and/or English Language Arts courses but does not meet the TSIA2 score, the student will remain TSIA2 exempt at Grayson College until two years after the course completion date.
- B. GC agrees to the following for the college preparatory Mathematics and English Language Arts courses:
 - i. To provide the Student Learning Outcomes;
 - ii. To provide the syllabus for the course being offered;
 - iii. To provide curriculum for the course that is consistent with the Student Learning Outcomes;
 - iv. To provide the midterm exam for the College Math Prep Course;
 - v. To award the opportunity to enroll in a non-STEM course (MATH 1332 or MATH 1342) to those students who pass the Math midterm exam with a score of 70% or higher. These students must enroll in the non-STEM course during the spring semester of the year that they are enrolled in the College Math Prep Course.
 - vi. To provide the final exam for the Math course;
 - vii. To provide the essay prompts for the English Language Arts portfolio;
 - viii. To award TSIA2 exemption,
 - a. Only if the student's grade on the final exam in the Mathematics course is 70% or higher;
 - b. Only if the student's grade in the ELAR course is 70% or higher; and
 - ix. To award the opportunity to enroll in a corequisite Mathematics course only if the student's grade on the final exam is between 60% – 69% and demonstrates sufficient comprehension of material on the final exam.
- C. The School District agrees to the following for both the Mathematics and English Language Arts courses:
 - i. To provide qualified instructors for the courses being taught;
 - ii. To identify students who are not 'college ready' based on the TSIA2 Assessment, but also did not meet prerequisite standards of STAAR/EOC completion as stated in HB 5;
 - iii. To identify successful completion of the course(s) on the student transcripts as determined by the state of Texas PEIMS number;

- iv. To follow the School District grading expectations;
- v. To readily communicate with GC coursework coordinators regarding student progress and relevant concerns related to the quality of the Mathematics and English Language Arts courses;
- vi. To not exempt students enrolled in these courses from taking GC final exams; and
- vii. To provide assistance with college enrollment and financial aid applications.

D. The School District agrees to the following for the college preparatory Mathematics course:

- i. To provide technology resources (e.g., internet, computers) to students for coursework with online components;
- ii. To proctor the Mathematics final exam provided by GC;
- iii. To award credit as the 3rd or 4th year Mathematics course only if the student's final grade is at least 70% or higher;
- iv. To provide and utilize the GC Canvas Course with NROC content for each student enrolled in the course.
- v. To ensure that the grading policy is agreed upon prior to the start of the course between the School District and GC.

E. The School District agrees to the following for the English Language Arts course:

- i. To provide technology resources (e.g., internet, computers) to students for coursework with online components;
- ii. To teach and grade the required essays using the material provided;
- iii. To teach at least one semester of the course that focuses on college readiness and literacy skills;
- iv. To award credit for the course only if the student's final grade in the course is at least 70% or higher;
- v. To ensure that the grading policy is agreed upon prior to the start of the course between the School District and GC;
- vi. To provide a final portfolio for each student that meets basic portfolio requirements.

2. Non-Compliance:

Notwithstanding any provision herein to the contrary, if GC or Pottsboro School District does not comply with any part of this MOU, and the failure to comply is not corrected within 30 calendar days after written notice from GC or the School District, this MOU may be terminated immediately upon written notice from GC or the School District, at the discretion of GC or the School District.

Pottsboro School District enters into agreement with Grayson College for 2023-2024: *(Please select one of the following.)*

- ☒ English Language Arts and Mathematics
- ☐ English Language Arts Only
- ☐ Mathematics Only
- ☐ Not Participating in the College Prep for 2023-2024

Kevin Matthews

05 / 11 / 2023

Superintendent

On behalf of **Pottsboro School District**

Date

Dr. Jeremy P. McMillen

President

On behalf of Grayson College

May 10, 2023

Date

TEXOMA PROMISE & DATA SHARING

POTTSBORO ISD

2023-2024 TEXOMA PROMISE

MEMORANDUM OF UNDERSTANDING

BETWEEN

GRAYSON COLLEGE

AND

POTTSBORO INDEPENDENT SCHOOL DISTRICT

The Texoma Promise is an authentic partnership among our communities focused on building a stronger college-going culture and successfully preparing students to achieve their educational goals. This level of collaboration will result in college graduates ready to enter the 21st century workforce and become productive members of society.

All seniors who graduate from Pottsboro High School are eligible to become a Texoma Promise Scholar. Students must meet certain criteria within the established timeline in order to enter the Texoma Promise.

The program will launch for the Class of 2024 in September 2023, with the incoming class enter Grayson College or partner university during the fall semester of 2024. In order to ensure the success of the Texoma Promise, Grayson College (hereinafter referred to as "College") and Pottsboro Independent School District (hereinafter referred to as "School District") agree to the following: to facilitate the Texoma Promise in order to ensure broad participation.

The College and School District will work collaboratively:

1. For the 2023-24 year, seniors will complete Texoma Promise Prospect Form with parents or guardians between September 1, 2023 and August 31, 2024.
2. The School District will assist seniors in completing the Texoma Promise form, financial aid aligned with HB3 graduation requirements, and college applications aligned with their CCMR goals.
3. The College will assist in managing financial aid for those students requesting financial aid to be sent to the College.
4. The School District will provide the College with the high school senior roster. The College will notify students each semester of their continued eligibility.
5. The School District will provide transcripts for qualified students, based on the standards of the Texoma Promise, during the final semester of students' final year in high school.
6. The School District will share their TEA-required CCMR quality goals to help with regional alignment.
7. The School District will agree to share FERPA compliant appropriate data aligned with HB 788.
8. The College will provide Texoma Promise Scholarships that underwrite tuition and mandatory fees at the College for two years for up to 60 credit hours to all eligible 2024 High School graduates.

The undersigned, on behalf of the College and School District, hereby acknowledge that they have read and accept the terms of this Memorandum of Understanding.

GRAYSON COLLEGE

POTTSBORO INDEPENDENT SCHOOL
DISTRICT

Signature: Dr. Jeremy P. McMillen
Name: Dr. Jeremy P. McMillen
Title: President
Date: May 10, 2023

Signature: Kevin Matthews
Name: Dr. Kevin Matthews
Title: Superintendent
Date: 05 / 11 / 2023

**STATE OF TEXAS §
§
COUNTY OF GRAYSON §**

**FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)
DATA SHARING AGREEMENT
BETWEEN THE
GRAYSON COUNTY JUNIOR COLLEGE
AND THE
POTTSBORO INDEPENDENT SCHOOL DISTRICT
RELATING TO DATA SHARING**

1. PARTIES

This Data Sharing Agreement (Agreement) for the Texoma Promise is entered into by and between Grayson County Junior College, a Texas political subdivision of higher education located in Grayson County, Texas (hereinafter referred to as "GRAYSON COLLEGE"), and the Pottsboro Independent School District, an independent school district located in Grayson County, Texas (hereinafter referred to as "POTTSBORO ISD"), are referred to singularly as "Party" and collectively as "Parties".

The Contact Information for POTTSBORO ISD is:

Pottsboro High School

Dr. Kevin Matthews

First and Last Name

105 Cardinal Lane

Pottsboro TX 75076

kevin.matthews@pottsboroisd.org

Email

903-771-0083

Phone

The Contact Information for GRAYSON COLLEGE is:

Tiffany Francis

6101 Grayson Drive

Denison, TX 75021

tiffanyf@grayson.edu

903.463.8781

2. TERM OF AGREEMENT

The term of this Agreement begins upon execution by the last party to sign and ends on August 31, 2024, unless terminated earlier by the Parties. The Parties may extend the term of this Agreement by an amendment signed by the Parties.

3. BACKGROUND AND PURPOSE

The purpose of this Agreement is to document the rights and obligations of the Parties pursuant to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and its implementing regulations, 34 C.F.R. Part 99, in order to protect the privacy of students' education records and afford parents and eligible students (i.e., students who are 18 years of age or older or attend an institution of postsecondary education) the right to access student records.

4. DATA

For the purpose of this Agreement, the definitions of "directory information," "education records," and "personally identifiable information" are set out in 34 C.F.R. § 99.3. The Parties agree and represent that the information shared under this Agreement is narrowly tailored to meet the applicable exceptions set out in Section 5.3, below. The Parties agree that POTTSBORO ISD will share the following data with GRAYSON COLLEGE:

- a) Roster
- b) Directory information
- c) Parent contact information
- d) Race
- e) Gender
- f) Social Security number
- g) Date of birth
- h) Immunization records
- i) High school transcript
- j) Free or reduced lunch eligibility

5. APPLICABLE FERPA PROVISIONS

5.1. POTTSBORO ISD obtained written consent to transfer student records to GRAYSON COLLEGE:

☐ Yes

☒ No

If yes, please indicate the secured file location or link to forms. If yes, no exception is required under this Agreement.

If no, proceed to Section 5.2.

5.2. POTTSBORO ISD is sharing personally identifiable information with GRAYSON COLLEGE.

☒ Yes

☐ No

If yes, proceed to Section 5.3.

If no, no exception is required under this Agreement.

5.3. POTTSBORO ISD did not obtain written consent for disclosure of education records to GRAYSON COLLEGE.

The following FERPA exceptions apply:

☒ Studies Exception: 20 U.S.C. § 1232g(b)(1)(F) and 34 C.F.R. § 99.31(a)(6).
Complete Section 6.1.

☐ Audit or Evaluation Exception: 20 U.S.C. § 1232g(b)(1)(C), (b)(3), and (b)(5) and 34 C.F.R. §§ 99.31(a)(3) and 99.35. Complete Section 6.2.

☐ School Official or Representative (or Outsourced Services) Exception: 34 C.F.R. §§ 99.31(a)(1) and 99.7(a)(3)(iii). Complete Section 6.3.

6. DOCUMENTATION FOR APPLICABLE EXCEPTIONS

6.1. Studies Exception:

The purpose of the study is to (check one or more):

☐ 1) develop, validate, or administer predictive tests;

☒ 2) administer student aid programs; or

☐ 3) improve instruction.

The purpose of the Texoma Promise is to build a stronger college-going culture and prepare students to achieve their educational goals through a collaborative effort between Grayson College and Pottsboro ISD. The Program provides high school seniors with support in applying to colleges or universities and completing the FAFSA and scholarship applications. The goals of the program are aligned with HB3 graduation requirements, and college applications aligned with the high school's CCMR goals. Under SB 788, the Texas Higher Education Coordinating Board, TEA, and TWC developed this data sharing agreement, which is FERPA-compliant, for the voluntary use by school districts, institutions of higher education, state and local workforce entities, and others authorized to receive information for system evaluation and improvement.

Under this program, the parties agree to:

1. The School District will provide the College with the high school senior roster. The roster may include but not be limited to directory information, parent contact information, race, gender, social security number, date of birth, immunization records, high school transcript, and free or reduced lunch eligibility.
2. The College will provide the School District with college application status, federal financial aid application completion status, scholarship application status, and post high school college or university enrolment statues for their high school seniors and graduates.

The Parties agree that the duration of the study may not extend beyond the term set out above except upon written amendment to this Agreement.

6.2. Audit or Evaluation Exception:

The purpose of the study is to (check one or more):

- ☐ 1) audit or evaluate a Federal or State supported education program; or
- ☐ 2) enforce compliance with Federal legal requirements related to the program.
- ☒ 3) not applicable for this program.

6.3. School Official or representative (or Outsourced Services) Exception:

GRAYSON COLLEGE is serving in the role of a school official for POTTSBORO ISD with a legitimate need to access education records in performance of this role. POTTSBORO ISD represents that GRAYSON COLLEGE is (1) performing an institutional service or function for which the school would otherwise use employees; (2) under the direct control of the school with respect to the use and maintenance of education records; and (3) complying with the personally identifiable information from education records use and redisclosure requirements.

The purpose of the DSA is to outline the responsibilities and commitments of each organization in providing data about students who are enrolled or seeking enrollment in the Texoma Promise Program at Grayson College or partner university. This DSA is a formal agreement that defines parameters and areas of responsibilities, and establishes a spirit of cooperation to enhance student college, career and military readiness and access to local, state and federal financial aid. Sharing data reinforces open scientific inquiry, encourages diversity of analysis and opinion, makes possible the testing of new or alternative hypotheses and methods of analysis, supports studies on data collection methods and measurement, facilitates the education of new parties, enables the exploration of topics not envisioned by the initial investigators, and permits the creation of new datasets when data from multiple sources are combined. Data shared between the parties to this Agreement includes personally identifiable student information ("PII"). The parties agree that they will use the data shared pursuant to this Agreement and in compliance with the terms and conditions of this Agreement and only for such purposes as may be authorized in this Agreement. Only authorized officers and employees with a legitimate interest in PII, as delineated by the parameters of this Agreement shall view and have access to PII information. Another purpose of this Agreement is to protect against unauthorized access to

and disclosure of personally identifiable student information. Data on non-concurrently enrolled students will be used in accordance with Title 34 Education, Part 99 Family Educational Rights and Privacy Act (hereinafter referred to as "FERPA"), Sections 99.31, 99.33 and 99.34 while safeguarding the privacy of participants, and protecting confidential and proprietary data.

7. FERPA CONFIDENTIALITY AND DATA GOVERNANCE PROVISIONS

The Parties agree to comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the implementing federal regulations, 34 C.F.R. Part 99. Each Party agrees to protect with reasonable data security procedures any confidential student information it receives or accesses that could make a student's identity traceable. Each Party agrees that the data shall be treated as FERPA-confidential and in accordance with this Agreement regardless of which Party possesses the data.

7.1. School Official Provisions Governing Section 6.3 Disclosure:

7.1.1. Use of Data:

- a) POTTSBORO ISD represents that GRAYSON COLLEGE is a school official or acting as an authorized representative of a school official and performing a service or function that the school official would otherwise perform, and which requires access to PII in education records as set out in Section 6.3 above.
- b) POTTSBORO ISD maintains the right to conduct audits or other monitoring activities of GRAYSON's policies, procedures, and systems to ensure adequate measures to protect PII under this Agreement and FERPA.
- c) The Parties agree that POTTSBORO ISD will provide only data and PII from education records that are necessary to perform the service or function and no more.
- d) The Parties agree that GRAYSON COLLEGE's performance of a service or function that the school official would otherwise perform and which requires access to PII is governed by the 2023-2024 Texoma Promise Memorandum of Understanding.

7.1.2. Ownership:

Except as expressly set out in this Agreement, a school official or acting as an authorized representative of a school official does not own any education record or PII contained therein. The official or representative is authorized to use the record only as set out in this Agreement and as provided in the 2023-2024 Texoma Promise Memorandum of Understanding.

7.1.3. Destruction:

- a) Notwithstanding any other term of this Agreement or the 2023-2024 Texoma Promise Memorandum of Understanding, POTTSBORO ISD retains the right to terminate GRAYSON COLLEGE's access to education records or derivative PII without advance notice as necessary to ensure the security of PII and disclosure of PII in compliance with this Agreement.
- b) GRAYSON COLLEGE must return, destroy, or obliterate all PII from education records obtained under this Agreement upon direction of POTTSBORO ISD, in the case of written termination of this Agreement, after the earlier of completion of the project or contract authorized in this Agreement in Section 6.3. This term may be amended only by a written Agreement that otherwise complies with 20 U.S.C. § 1232g and its implementing regulations in 34 C.F.R. § 99.31(a)(1)(i)(B).
- c) Upon completion of the return, destruction, or obliteration of the applicable education records and PII, the Data Compliance Official and Data Custodian listed in Section 12.0, shall provide to POTTSBORO ISD a written, sworn verification of the return, destruction, or obliteration of the data.

8. GENERAL TERMS APPLICABLE TO ALL ACCESS

- a) The Parties each individually and collectively represent that under all terms of this Agreement the disclosure of education records is for an education purpose and the access is narrowly tailored to permit disclosure of PII and education records only as essential to carry out the terms of the audit, evaluation, study, project, or program.
- b) GRAYSON COLLEGE agrees that it and its employees and authorized representatives who access information pursuant to this Agreement will use the information only for the purpose(s) expressly authorized under this Agreement and shall not use or disclose the information for any other purpose except by written amendment to this Agreement. This Agreement further expressly prohibits "unauthorized look-ups."
- c) The Parties each individually and collectively represent that GRAYSON COLLEGE will allow access to PII only to those individuals employed by GRAYSON COLLEGE with a need to know.
- d) GRAYSON COLLEGE represents that it will ensure that each individual who is able to access PII is expressly informed of the limitations on the right to access and use the PII. GRAYSON COLLEGE represents that it will immediately terminate access to PII and has the right to discipline any authorized representative who fails to comply with this Agreement or otherwise violates FERPA.
- e) GRAYSON COLLEGE represents that it will not redisclose any data or PII governed by this Agreement without express permission from POTTSBORO ISD.

- f) POTTSBORO ISD has verified that GRAYSON COLLEGE has a sound data security program, one that protects both data at rest and data in transmission. GRAYSON COLLEGE's data security system and data stewardship plans can be found at:

<https://www.grayson.edu/employment/files/it/grayson-college-written-information-security-program-12042020.pdf>

<https://www.grayson.edu/employment/files/it/grayson-information-security-policy-12022020.pdf>

- g) POTTSBORO ISD has taken reasonable efforts to confirm that GRAYSON COLLEGE employees have been trained to properly handle education records and PII in accordance with this Agreement and FERPA.
- h) To the maximum extent provided by law, POTTSBORO ISD expressly retains the right to audit GRAYSON COLLEGE's compliance with the Agreement, including obtaining copies of documents from GRAYSON COLLEGE that demonstrate whether GRAYSON COLLEGE has breached this Agreement.

9. BREACH

Any breach of this Agreement leading to unlawful disclosure of education records or PII that is covered under 20 U.S.C. § 1232g and its implementing regulations in 34 C.F.R. Part 99 constitutes a material breach of this Agreement and constitutes cause for immediate termination by POTTSBORO ISD.

10. TERMINATION

Either party may terminate this Agreement without cause upon fifteen (15)-days written notice. Any unlawful disclosure of information covered by the Agreement, including by data security incident or breach, shall constitute a breach of this Agreement and cause for any party to immediately terminate the Agreement, as set out in Section 9. Any duty of confidentiality as to FERPA-protected information at any time subject to the Agreement shall survive this Agreement notwithstanding termination of this Agreement.

11. AMENDMENT

This Agreement may be modified only by written amendment executed by the Parties hereto. No amendment shall be effective except upon final signature of all parties. This Agreement, and executed amendments hereto, constitutes the final and exclusive agreement of the Parties.

12. ROLE OF THE PARTIES

POTTSBORO ISD designates the following individuals are the Point of Contact for Compliance and receipt of notification under this Agreement:

Pottsboro High School

Dr. Kevin Matthews

First and Last Name

Superintendent

Title

105 Cardinal Lane

Pottsboro TX 75076

kevin.matthews@pottsboroisd.org

Email

903-771-0083

Phone

GRAYSON COLLEGE designates the following individual as the Data Compliance Official and Data Custodian for the purpose of this Agreement:

Grayson College

Dr. Debbie Smarr

6101 Grayson Drive

Denison TX 75020

smarrd@grayson.edu

903.415.2592

13. SIGNATURES

By signature hereon, the individuals below represent and warrant that they are duly authorized representatives of the Parties and have the authority to bind the Parties in this Agreement.

POTTSBORO INDEPENDENT SCHOOL DISTRICT

Kevin Matthews

05 / 11 / 2023

Signature

Date

Dr. Kevin Matthews

First and Last Name

Superintendent

Title

GRAYSON COUNTY JUNIOR COLLEGE

Dr. Jeremy P. McMillen

May 10, 2023

Dr. Jeremy P. McMillen

Date

President

Financial Aid

2023-2024 Financial Aid Outreach Program Memorandum of Understanding

This proposed Memorandum of Understanding (MOU) is between GRAYSON COLLEGE, and POTTSBORO INDEPENDENT SCHOOL DISTRICT:

Both parties will:

- Work to meet the goals of the *60x30TX* plan;
- Inform the partner(s) of any scheduling changes that may impact service delivery;
- Develop a method of communicating needs and challenges;
- Remain in compliance with the Family Educational Rights and Privacy Act (FERPA): The Family Education Rights and Privacy Act, FERPA, 20 U.S.C. Section 1232g, and the implementing federal regulations, 34 CFR Part 99, is a federal law regarding the privacy of student records and the access provided to these records; and
- Collaborate to encourage students to pursue post-secondary education.
- Collaborate to encourage students to complete FAFSA/TASFA Application.

The Institution of higher education will:

- Provide Financial Aid Staff to promote college awareness and participation among students and parents;
- Advise students, parents, college staff and local high school staff through the financial aid process and application challenges;
- Ensure college staff completes a criminal background check;
- Monitor the activities of FAFSA completion through monthly reports shared with high school counselor;
- Maintain accessibility to students through online or virtual appointments in situations where face-to-face meetings are either not possible or not allowed due to external factors.

The participating high school(s) will:

- Ensure that college staff have internet access and students have access to a computer with internet access to complete college going activities and processes;
- Designate an adult sponsor to oversee day to day program operation. This sponsor must either be a school employee or someone authorized by the school to have access to students and facilities of the school. Typically, this sponsor is the High School Counselor or Principal;
- Display college and career readiness materials including FAFSA/TASFA forms;
- Utilize a tracking system (SalesForce) provided and maintained by the Institution of Higher Education (Grayson College);
- Encourage teachers and students to use the program facilities and foster an expectation of college attendance (i.e. reinforcing the knowledge that a postsecondary education is affordable and possible, and the belief that it is desirable); and
- Ensure that students have the capability to meet with Financial Aid Staff via virtual or online appointments in situations where face-to-face meetings are either not possible or not allowed due to external factors.

2023-2024 Financial Aid Outreach Program Memorandum of Understanding

PERIOD OF AGREEMENT

The participating parties agree to the terms outlined above for the 2023-2024 academic year, with plans to review these terms at the conclusion of noted academic year.

APPROVAL

I have read and agree to the terms and conditions outlined above.

Dr. Kevin Matthews

Printed Name

Kevin Matthews

Signature (High School Representative)

Superintendent

Title

05 / 11 / 2023

Date

Stephanie Martin

Print Name

Stephanie Martin

Signature (Grayson College Office of Financial Aid Representative)

Director of Financial Aid and Veteran Services

Title

April 17, 2023

Date

Dr. Jeremy P. McMillen

Print Name

Dr. Jeremy P. McMillen

Signature (Grayson College President)

President

Title

May 10, 2023

Date

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SIGNED

05 / 11 / 2023

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(kevin.matthews@pottsboroisd.org)
IP: 207.235.138.158



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05 / 11 / 2023

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