



**Illinois
State Board of
Education**



**MODEL PARTNERSHIP AGREEMENT
UNDER THE
DUAL CREDIT QUALITY ACT**

July 2019



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Education**



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The Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) are jointly committed to expanding access to quality dual credit coursework for Illinois high school students. We support the purposes of the Dual Credit Quality Act (DCQA) (110 ILCS 27/1 et seq.), as recently amended by P.A. 100-1049, which include expanding dual credit in order to reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations.

To advance those purposes, P.A. 100-1049 directed our agencies to appoint a Dual Credit Committee to develop a Model Partnership Agreement addressing the parameters of local school district-community college partnerships to offer dual credit. Under the DCQA, the Model Partnership Agreement provisions must be implemented to the extent local agreement between a school district and community college are not reached. In addition to serving as the default agreement under the DCQA, the Model Partnership Agreement provides a model of recommended practice for communities to scale and ensure access to quality dual credit courses.

Since its appointment, the Dual Credit Committee worked diligently to develop the attached Model Partnership Agreement, which was delivered to us on June 6, 2019. Our agencies have jointly approved the attached Model Partnership Agreement and thank the Committee for its thoughtful and comprehensive approach. The provisions of the Model Partnership Agreement will guide local partnerships between high schools and colleges necessary for the successful implementation of quality dual credit courses and related student supports.

As the Model Partnership Agreement is implemented, our agencies will continue our collaborative efforts to support dual credit expansion. Together, we can contribute to an education system that supports more students to successfully transition from high school into postsecondary education and beyond.

Handwritten signature of Carmen I. Ayala in black ink.

Dr. Carmen I. Ayala
State Superintendent
of Education, ISBE

Handwritten signature of Brian Durham in black ink.

Brian Durham, Ed.D.
Executive Director, ICCB

DUAL CREDIT MODEL PARTNERSHIP AGREEMENT BETWEEN

_____ (“COLLEGE”)

AND

_____ (“DISTRICT”)

THIS DUAL CREDIT MODEL PARTNERSHIP AGREEMENT (“Agreement”) is entered into as of the Effective Date (as defined herein) in accordance with the Dual Credit Quality Act (110 ILCS 27/1) (“DCQA”). With respect to Exhibits B through D, this Agreement is entered into only for those Exhibits selected below for which agreement between the College and District could not otherwise be reached. In this Agreement, both the College and the District are referred to as the “Parties,” and each, a “Party.”

This Agreement shall supplement any other partnership agreement between the Parties for dual credit delivery and administration (“Local Agreement”). In the event of any conflict or inconsistency between this Agreement and a Local Agreement, the Local Agreement will control. The Parties may, by mutual agreement, modify or delete any terms of the Model Partnership Agreement as adopted by ISBE and ICCB, or agree to supplemental terms.

The Parties agree to implement the following Exhibits as marked by “X” in addition to Exhibit A, Definitions and General Terms:

- Exhibit B: Course Availability; Teacher and Course Approval
- Exhibit C: Cost and Fee Structure
- Exhibit D: Student Procedures, Student Supports, Data, and Partnership Review

Exhibit A and the other Exhibits marked above are hereby incorporated into this Agreement by this reference and expressly made a part of this Agreement. The Parties hereby confirm their agreement to the terms set forth herein.

FOR THE COLLEGE

President

Printed Name

Signature

Date

FOR THE DISTRICT

Superintendent

Printed Name

Signature

Date

Exhibit A

Definitions and General Terms

I. Definitions.

All capitalized terms used in this Agreement will have the meaning set forth below or as defined in the Agreement:

“College Course Contact” means an identified appropriate Dean or content faculty member to serve as a contact for a Type A Course Instructor whose responsibilities include:

- i. Serving as a contact and ongoing resource to the Instructor during the course delivery, including being available for consultation on a timely basis as reasonably requested by the Instructor;
- ii. Coordinating course administrative tasks, such as feedback on syllabi and course assessments;
- iii. Sharing and supporting integration of updated course content materials used on campus, and notifying the Instructor of professional development opportunities; and
- iv. Other support for implementing the Course Documentation as directed by the College.

“Course Documentation” is defined in Exhibit B, Section III.C.

“College Dual Credit Liaison,” or “College Liaison” means an individual designated in writing by the College’s President as having primary responsibility for the management and administration of this Agreement and the dual credit relationship with the District.

“Course Planning” is defined in Exhibit B, Section III.A.

“Course Planning Decision Areas” is defined in Exhibit B, Section III.B.

“Course Request Form” means the form attached as Exhibit B-1 of this Agreement, or another form agreed upon by the Parties that substantially addresses the information requirements of Exhibit B-1.

“DCQA” means the Dual Credit Quality Act (110 ILCS 27/1 et seq.).

“DCQA Qualifications Requirements” means any of the minimum academic credential requirements an Instructor must meet as set forth in paragraph (1), (2), or (3) of Section 20 of the DCQA.

“District Dual Credit Liaison,” or “District Liaison” means an individual designated in writing by the District’s Superintendent as having primary responsibility for the management and administration of this Agreement and the dual credit relationship with the College.

“Dual Credit Course”, or “Course”, means a College course taken by a high school student enrolled in the District for credit at both the college and high school level.

“Effective Date” means either the date of execution by both the College and the District, or, if either Party does not execute the Agreement by the timelines required in Section 16 of the DCQA, the date established by either ISBE (with respect to the District) or ICCB (with respect to the College) as the Effective Date.

“FERPA” means the Family Educational Rights and Privacy Act of 1974, and the regulations at 34 CFR Part 99.

“ICCB” means the Illinois Community College Board.

“In-District Rate” means the College’s in-district per credit hour tuition and standard fee rate as reported to and annually published by ICCB.

“Instructor” means a high school teacher proposed by the District to teach a Type A Course.

“Instructor Qualifications Documentation” is defined in Exhibit B, Section II.C.

“Instructor Qualifications Review Form” means the form attached as Exhibit B-2 of this Agreement, or another form agreed upon by the Parties that substantially addresses the information requirements of Exhibit B-2.

“ISBE” means the Illinois State Board of Education.

“Liaisons” means the College Liaison and the District Liaison.

“Local Agreement” is defined on the signature page of this Agreement.

“Non-Priority Course” means any Dual Credit Course which is not a Priority Course.

“Parties”, and “Party”, are defined on the signature page of this Agreement.

“Priority Career Pathway Course” means a career-focused course that has been identified by the District, after consultation with the College, in its submission to ISBE as an early college credit course within a career-focused instructional sequence as part of a College and Career Pathway Endorsement system under the Postsecondary and Workforce Readiness Act (110 ILCS 148/1 et seq.).

“Priority Course” means any course within the Illinois Articulation Initiative General Education Core Curriculum, or any Priority Career Pathway Course.

“Supplemental Requirements” is defined in Exhibit C, Section V.

“Type A Course” means a Dual Credit Course taught at a high school or other District-managed location by one or more District teachers.

“Type B Course” means a Dual Credit Course taught at a high school or other District-managed location by one or more College faculty members.

“Type C Course” means a Dual Credit Course that is taught online, taught via distance learning, co-taught by a District teacher and College faculty member, or other hybrid models of other Types.

“Type D Course” is a Dual Credit Course taught at the College or a College satellite location (other than a District-managed location) by one or more College faculty members.

II. General Terms.

- A. Liaisons; Disputes. Each Party will designate a Liaison. The Parties will use good faith efforts to collaboratively resolve any disputes regarding this Agreement through their Liaisons. Disputes regarding the College's basis for disapproval of Instructors for Type A Courses will be resolved in accordance with Exhibit B, Section II.C. Disputes regarding the Parties' inability to reach agreement on Course Planning Decision Areas and Course Documentation despite good faith efforts will be resolved in accordance with Exhibit B, Section III. In the event any other dispute under this Agreement cannot be timely resolved, either Liaison may refer the dispute to the College's President and the District's Superintendent for resolution. If the dispute can still not be resolved within thirty (30) days after such a referral, the Parties will notify ISBE and ICCB and the dispute will be resolved by authorized representatives of ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.
- B. Amendment. This Agreement may be amended at any time by the written agreement of both Parties.
- C. Term and Termination. This Agreement will remain in effect unless terminated by the mutual agreement of the Parties. ISBE and ICCB shall be notified of any termination.
- D. Applicable Law and Severability. This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, regulation, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

Exhibit B

Course Availability; Teacher and Course Approval

I. District Course Offerings.

- A. Offering of Type A Courses. Subject to the College's approval of the Instructor and the Parties' mutual agreement to the Course Documentation in accordance with this Exhibit B, the College will approve Type A Priority Course requests. The College may disapprove Non-Priority Type A Course requests if deemed necessary by the College to ensure appropriate levels of oversight and support for Priority Courses and other aspects of its dual credit partnership with the District.
- B. Offering of Type B and Type D Courses. The College may disapprove a Type B Course request if the College determines, in its sole discretion, that the College is unable to provide a qualified faculty. The Parties will mutually specify the Type D Courses, if any, that will be subject to this Agreement. Type D Courses are subject to cancellation or modification by the College in accordance with generally applicable College policies. In determining the offering of Type B and Type D Courses, the Parties will prioritize Priority Courses for which the District does not have sufficient qualified teachers to meet student demand.
- C. Offering of Type C Courses. The requirements applicable to the delivery and administration of a Type C Course must be defined by Local Agreement.

II. Course Request Process.

- A. New Courses. To initiate a request to offer a new Type A, B, or D Course, the District Liaison must complete and submit to the College Liaison a Course Request Form for each proposed Course. Unless otherwise agreed to by the College, for a Fall semester Course, the Course Request Form must be submitted to the College Liaison by no later than February 1 of the same calendar year. Unless otherwise agreed to by the College, for a Spring or Summer Semester Course, the Course Request Form must be submitted to the College Liaison by no later than May 1 of the calendar year prior to the semester.
- B. Action on Course Requests. The College may disapprove a Non-Priority Type A Course request or a Type B or Type D Course request for the reasons described in Section I of this Exhibit. The basis for the disapproval must be provided on the Course Request Form and returned to the District within fourteen (14) days of the College's receipt of the form. Unless otherwise agreed by the District, the College must proceed to the Instructor Qualifications Review process in Section II.C of this Exhibit for a Priority Type A Course and, if the Instructor is approved, the Course Planning and Documentation process in Section III of this Exhibit. Upon the College's disapproval or the Parties' mutual agreement to discontinue the Course request and approval process, the District may pursue an alternative provider for that Course in accordance with Section V of this Exhibit.
- C. Instructor Qualifications Review for Type A Courses. For a new Type A Course Request, the District Liaison will include with the Course Request Form the Instructor Qualifications Review Form identifying the proposed Instructor and demonstrating how the Instructor meets the DCQA Qualifications Requirements ("Instructor Qualifications Documentation"). The College Liaison will review the Instructor Qualifications Documentation and will respond to the District Liaison with preliminary approval or disapproval within fourteen (14) days.

1. If preliminarily approved:
 - a. The College Liaison will indicate preliminary approval on the Course Request Form pending receipt of the Instructor's official transcripts;
 - b. If known by the College, the College will identify the College Course Contact; and
 - c. The District Liaison will provide the official transcripts of the Instructor, and contact the College Liaison to commence Course Planning and Documentation in accordance with Section III of this Exhibit.
2. If disapproved, the College Liaison will identify the basis for disapproval in writing on the Instructor Qualifications Review Form and submit the written rationale to the District Liaison. The rationale must specifically indicate the basis for why the proposed Instructor does not meet the DCQA Qualifications Requirements, or another legitimate basis for why the College is unable to approve the proposed Instructor for the Course. The College cannot require an Instructor to exceed the DCQA Qualifications Requirements. Thereafter, the District Liaison may request an in-person or teleconference meeting to discuss the disapproval among the applicable College Dean, the Liaisons, and the District Superintendent (or designee). The College will participate in such a meeting if requested. Further, upon disapproval, and with or without requesting a meeting to discuss, the District may pursue an alternative provider for that Course in accordance with Section V of this Exhibit.
3. The District must submit a new Instructor Qualifications Review Form subject to the review and approval process set forth in this Section any time the District proposes a new Instructor assignment for an approved Course.

III. Course Planning and Documentation.

- A. Purpose; Schedule. The purpose of the Course Planning and Documentation process described in this Section III ("Course Planning") is to ensure that Dual Credit Courses address equivalent content and include the same learning outcomes as those courses taught at the College. The Liaisons will determine the schedule and logistics of Course Planning, provided that:
 1. The Course Planning schedule must ensure its completion, including completion of the Course Documentation described in Section III.C of this Exhibit, by a date that enables the District to prepare the Instructor (with respect to Type A Courses) and enroll students as of its planned start date;
 2. The schedule and logistics must ensure that all prerequisites and placement requirements are determined in time to ensure certainty for high school scheduling and enrollments;
 3. The schedule and logistics must ensure adequate timing and engagement opportunities to collaboratively address the applicable Course Planning Decision Areas described in Section III.B of this Exhibit; and
 4. With respect to Type A Courses, the schedule and logistics must ensure the College Course Contact and Instructor have multiple opportunities to discuss Course content, delivery, and learning outcomes, and that an adequate onboarding process is designed and delivered for the Instructor.
- B. Course Planning Decision Areas. The Course Planning must result in documented agreement between the Liaisons on the administrative aspects and course content topical areas specified in this Section III.B ("Course Planning Decision Areas") and must be described in the form attached as Exhibit B-3 or another form agreed upon by the Parties. For Type A Courses, all of the Course

Planning Decision Areas must be addressed. For Type B and D Courses, the Liaisons will determine which of the Course Planning Decision Areas are applicable to the Course Planning process for that Course.

1. Course content and instruction, including:
 - a. Curriculum, which will include the College's sharing of core content materials and syllabi used for the Course on campus;
 - b. Textbook and materials, which will include the College identifying any common textbook selected by faculty for all sections of the Course taught on campus;
 - c. Other facilities, technology, or equipment needed for the delivery of the Course, including the identification of any Supplemental Requirements;
 - d. Assessment of learning outcomes, which will include the College sharing any common assessment materials and rubrics for the Course along with any expectations related to the College's assessment of student learning outcomes program; and
 - e. Accreditation requirements.
2. Course administration, including:
 - a. Utilization of the College's course management system or another system acceptable to the Parties;
 - b. The College's academic calendar and class scheduling requirements and the impact on delivery of the Course;
 - c. The College's processes and timing for submission of class rosters and grades; and
 - d. The anticipated student count and number of sections.
3. Student prerequisites for enrollment (if any), placement requirements (if any), and any additional student registration or application requirements. The College will ensure that all placement requirements are evidence-based, include multiple appropriate measures to determine whether a student is prepared, address equity of high school student access to placement tests, and enable the use of standardized assessments appropriate to the grade level of potential students.
4. Instructor support and expectations, including:
 - a. If not already identified, designation of the College Course Contact;
 - b. The onboarding process and expectations to ensure new Instructors are sufficiently trained in the Course content and learning outcomes, with expectations not to exceed those of adjunct faculty;
 - c. Ongoing available and required training and professional development opportunities for the Instructor, including a description of trainings and workshops available for the specific discipline as established by the College, with expectations not to exceed those of adjunct faculty; and
 - d. A description of the review and observation process to be used by the College under Section IV of this Exhibit, with student evaluation procedures as applicable, which must include the College's provision of the instrument(s) to be used.
5. Contingency plans that accommodate the delivery of the Course and minimize disruptions to students, including:
 - a. A contingency plan if the approved Instructor is no longer able to teach the Course, which may involve using a different qualified high school teacher or offering the Course as a Type B or Type D Course; and
 - b. Plans for the Course delivery in the event a long-term substitute is required.

6. Other professional expectations for the Course.
- C. Course Documentation.
1. The Liaisons will jointly document the understandings arising from the Course Planning (“Course Documentation”) by no later than thirty (30) days prior to the scheduled first day of the Course, unless a later date is approved by the District. If, however, despite good faith efforts, the Liaisons are unable to reach agreement on the Course Documentation, then either (a) the Parties may mutually agree not to offer the Course, or (b) either Liaison may refer the disputed matter or matters to the College’s President and the District’s Superintendent for resolution. If the disputed matter(s) can still not be resolved through good faith efforts within thirty (30) days, the District may pursue an alternative provider for that Course in accordance with Section V of this Exhibit.
 2. The Parties will ensure the delivery of the Course in accordance with the Course Documentation, unless variances are mutually approved during the Course’s delivery. If the College reasonably determines that the District is not adhering to the Course Documentation, the College Liaison will notify the District Liaison and provide the District with a reasonable opportunity to correct the matter. If, following a reasonable opportunity to correct, the District is not adhering to the Course Documentation, the College may withdraw its approval of the Course for the next semester, and the District may pursue an alternative provider for that Course in accordance with Section V of this Exhibit.
- D. Multiple Districts. The College may establish a Course Planning process with multiple school districts offering the same Course.

IV. Observation and Review of Course Delivery.

- A. Purpose; Process. The College’s Chief Academic Officer or designee will observe and review the delivery of each Type A Course in a manner that is consistent with the College’s review and evaluation policy and procedures for on-campus adjunct faculty and any related agreements set forth in the Course Documentation. The College will schedule and coordinate all aspects of the observation and review with the District Liaison in a collaborative manner. This evaluation shall not impact the Instructor’s performance evaluation under Article 24A of the School Code. The evaluation may impact the Instructor’s approved status and future eligibility as an adjunct faculty member for that Course in accordance with the College’s evaluation policies and procedures.
- B. Sharing Results. No later than thirty (30) days after the observation and review, the College will share the results with the District Liaison and be available to discuss the results with the District Liaison, the High School Department Chair, and the Instructor.

V. Alternative Providers. Upon disapproval by the College of a Course request pursuant to Section II.B, disapproval of an Instructor pursuant to Section II.C, failure to reach agreement on Course Documentation pursuant to Section III, or the College’s withdrawal of Course approval pursuant to Section III.C, the District may pursue an alternative provider of that Course, and will notify the College Liaison of its intent to do so. Thereafter, the College will not object to, or seek to limit, the District’s ability to contract with another community college or institution of higher learning (whether in-state or out-of-state) for delivery of that Course. Nothing in this Agreement restricts the ability of the District to pursue Dual Credit Course delivery with an in-state institution of higher learning at any time, for any reason.

Exhibit C

Cost and Fee Structure

I. Cost Structure – Type A Courses.

- A. The District is responsible for making payment to the College for all Course costs on behalf of all students enrolled in Type A Courses in accordance with this Agreement.
- B. The cost structure for Type A Courses, on a per credit hour basis, shall be as follows:
 - 1. For Priority Type A Courses, a per-student enrollment fee equal to eight percent (8%) of the In-District Rate, subject to paragraphs I.C and I.D below.
 - 2. For Non-Priority Type A Courses, a per-student enrollment fee equal to twelve percent (12%) of the In-District Rate, subject to paragraphs I.C and I.D below.
- C. If less than ten (10) students enroll in a Type A Course, a per course fee will apply equal to the applicable per-student fee multiplied by ten (10). If more than twenty-five (25) students enroll in a Type A Course, a per course fee will apply equal to the applicable per-student fee multiplied by twenty-five (25).
- D. No other fees or costs will be charged by the College for Type A Courses, except as provided in Section V of this Exhibit regarding Supplemental Requirements.
- E. The College will utilize revenue received by the District for Type A Courses for the coordination and administration of dual credit partnerships with school districts and the delivery and administration of Dual Credit Courses (which may include all Types).

II. Cost Structure – Type B Courses.

- A. The District is responsible for making payment to the College for all Course costs on behalf of all students enrolled in Type B Courses in accordance with this Agreement.
- B. The cost structure for Type B Courses, on a per credit hour basis, shall be as follows:
 - 1. For Priority Type B Courses, a per-student enrollment fee equal to seventy percent (70%) of the In-District Rate, subject to paragraphs II.C and II.D below.
 - 2. For Non-Priority Type B Courses, a per-student enrollment fee equal to seventy-five (75%) of the In-District Rate, subject to paragraphs II.C and II.D below.
- C. If less than ten (10) students enroll in a Type B Course, a per course fee will apply equal to the applicable per-student fee multiplied by ten (10). If more than twenty-five (25) students enroll in a Type B course, a per course fee will apply equal to the applicable per-student fee multiplied by twenty-five (25).
- D. No other fees or costs will be charged by the College for Type B Courses, except as provided in Section V of this Exhibit regarding Supplemental Requirements.

III. Cost Structure – Type C Courses. The cost structure for Type C Courses must be established by Local Agreement. Without a Local Agreement Type C Courses will not be offered.

IV. Cost Structure – Type D Courses.

- A. For Type D Courses, the District will elect to either make payment on behalf of students, or elect for students to pay tuition and fees to the College in accordance with generally applicable College policies and processes.

- B. If the District elects to make payment on behalf of students, the District will pay a per-student enrollment fee equal to, on a per credit hour basis, (i) seventy percent (70%) of the In-District Rate for Priority Courses, and (ii) seventy-five (75%) of the In-District Rate for Non-Priority Courses. In addition, the College may also charge for additional supplemental fees not included within the In-District Rate. No other fees or costs will be charged by the College.
- C. If the District elects for students to pay tuition and fees, tuition and fees will be charged in accordance with generally applicable College rates and policies.

V. Supplemental Fees. If the District is not able to provide or pay for the facilities, equipment, materials, or required activities necessary to offer a Course (“Supplemental Requirements”) and the College is willing to address the Supplemental Requirements on behalf of the District to offer the course at a high school, the District and College must agree to a supplemental fee to cover the Supplemental Requirements.

VI. Textbooks and Materials.

- A. For Type A and B Courses, the District will purchase textbooks and materials on behalf of students. For Type D Courses, the District may elect to either purchase such items on behalf of students, or have the students purchase textbooks and materials in accordance with standard College policies. Arrangements for Type C Courses are subject to Local Agreement.
- B. For Type A Courses, the College will specify whether a common textbook has been selected by faculty for all sections of the Course taught at the College.
 - 1. If there is no common textbook, the Instructor will determine textbook and course materials in consultation with the College; textbook and materials must address equivalent content and the same learning outcomes as the outcomes expected of the same Courses taught at the College.
 - 2. If there is a common textbook and set of course materials, the common textbook and materials will be used unless the College, in consultation with the District, agrees to a different textbook and materials covering equivalent content and the same learning outcomes. The College will consider any alternatives proposed by the District, but will retain final decision-making authority.
- C. For Type B Courses, the College faculty member will specify the required textbook and materials unless the faculty member, in consultation with the District, agrees to a different textbook and materials covering equivalent content and the same learning outcomes. The College and faculty member will consider any alternatives proposed by the District, but will retain final decision-making authority.
- D. For any Type A or Type B Course where the College specifies the textbook, the College agrees to allow the use of the textbook for at least four (4) years, provided the use of a previously published edition of the textbook does not appreciably impact the content and delivery of the Course.

VII. Charges to Students/Families; Low-income Discounts and Waivers.

- A. The District may charge students for fees, textbooks and materials in any instance where the District is paying the College for the Course or directly purchasing textbooks and materials, provided:

1. The District may not charge more than amounts payable to the College or directly incurred by the District for textbook and material purchases on a per student basis under this Agreement; and
 2. The District must apply fee waivers or discounts to low-income families. The District's policy for fee waivers or discounts shall be described in the form attached as Exhibit C-1 or another form agreed upon by the Parties to this Agreement and must be publicized to families.
- B. The College will apply fee waivers or discounts for low-income students for a Type C or D Course where the students or families are making direct payment to the College under this Agreement. The College's policies for fee waivers or discounts shall be described in the form attached as Exhibit C-2 or another form agreed upon by the Parties to this Agreement and must be publicized to families.

VIII. Invoicing and Payment Processes. For Courses where the District is making payment to the College of fees and, if applicable, textbooks and materials, the College will invoice the District each semester based on enrollment numbers as of the mid-point of the Course. The District will pay the invoice in accordance with standard District payment processes.

Exhibit D

Student Procedures, Student Supports, Data, and Partnership Review

I. Student Placement, Admissions, and Transcripts.

- A. Identification and Placement of Students.
 - 1. The District Liaison will ensure that all students enrolling in a Dual Credit Course meet the Course prerequisites of the College as defined in the Course Documentation.
 - 2. The District will provide copies of student transcripts in accordance with admission procedures of the College. The College will provide appropriate placement and assessment testing as set forth in the Course Documentation.
- B. Student Admissions. The District Liaison will work directly with students to complete applicable registration and application materials. The College Liaison will assist in any needed admissions and registration assistance.
- C. College Credit and Transcripts. The College will award college credit for each successful completion of a Dual Credit Course and record student grades on College transcripts.

II. Student Academic Supports and Guidance.

- A. The College will provide students and the District with information regarding:
 - i. The rights, responsibilities, and expectations of enrolled College students;
 - ii. Student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; and
 - iii. Processes such as credit transfer.
- B. The Liaisons will jointly identify and establish pre-college and college transition advising services, supports for student progress monitoring, and supports to engage students in postsecondary counseling including, but not limited to advising on:
 - i. Articulation of Dual Credit Courses into postsecondary education degree completion plans;
 - ii. Financial aid and scholarship options;
 - iii. Class registration and scheduling;
 - iv. Degree and certificate programs offered through the College;
 - v. Supports and services for individuals with disabilities to successfully transition into postsecondary;
 - vi. Other targeted supports for students who need additional support to successfully transition into postsecondary, as identified by Instructors; and
 - vii. College policies, procedures, academic programs of study, and other support services provided by the College.

The Liaisons shall describe the Parties' joint approach to pre-college and college transition advising services and supports in the form attached as Exhibit D-1 or another form agreed upon by the Parties and publicize the information to students.

III. Data Sharing. To administer and assess the impact of this Agreement, the Parties will exchange student information, grades, and other appropriate data as permitted by FERPA and other applicable law. If a student is enrolled concurrently in the District and the College, the Parties may disclose the student's education records in accordance with FERPA and will mutually share data on the performance of students in a meaningful and timely basis. Each Party designates the other Party as its agent with a

legitimate educational interest in students' educational records for purposes of FERPA. The Parties will institute policies and procedures designed to ensure that its employees and agents comply with FERPA and other applicable laws governing the privacy and protection of student education records, and will protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

IV. Annual Partnership Review. The College and District will annually review their dual credit partnership under this Agreement during a joint meeting. The joint meeting will be scheduled by the Liaisons to align with the availability of data from the prior school year and deadline for establishing new Courses in the upcoming year. The joint meeting must include appropriate senior leadership of the Parties and address all of the following matters:

- i. Assessment of disaggregated data pertaining to Dual Credit Course enrollments, completions, and subsequent postsecondary enrollment and performance to the extent feasible;
- ii. Review of successes and challenges pertaining to current Course offerings;
- iii. Concerns regarding placement requirements or prerequisites for student enrollment, as well as consideration of remediation opportunities for high school students to broaden access;
- iv. Recommendations from either Party to adjust the cost and fee structure for the upcoming school year to support the sustainability, quality, and expansion of the dual credit partnership;
- v. Anticipated expansion of Courses in the upcoming school year;
- vi. Anticipated modifications to Course Documentation in the upcoming school year; and
- vii. Recommended modifications to this Agreement or other policies and procedures of the Parties to improve Dual Credit Course delivery.