

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

FIRST AMENDMENT TO AGREEMENT
BETWEEN
DALLAS COLLEGE
AND
DESOTO ECHS
CONCERNING DUAL CREDIT

This First Amendment (“First Amendment”) is made and entered into by and between the Dallas College (“Dallas College” or “College”) and DeSoto ISD (the “ISD”), a Texas secondary education high school, on behalf of DeSoto ECHS, (“High School”). The College and the ISD may hereafter be individually referred to as “Party” and collectively as “Parties.”

WHEREAS, the College and the ISD entered into that certain agreement entitled, Agreement Between Dallas College and DeSoto ECHS Concerning Dual Credit (“Agreement”) dated effective on August 17, 2020;

WHEREAS, the Parties now wish to amend the Agreement: (i) to update Attachments A, B, and C; and (ii) to exercise their option to renew the Agreement for the First Renewal Term;

NOW, THEREFORE, for good and valuable consideration the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

A. Amendment to Update Attachments: Attachment A, Attachment B, and Attachment C of the Agreement are hereby replaced in their entirety.

Accordingly, all references to Attachment A, Attachment B, and Attachment C in the Agreement shall be deemed, and are amended to include the updated Attachments attached hereto and incorporated herein by reference as if fully set forth in the Agreement.

B. Exercise of Option to Renew: In accordance with Section 2 of the Agreement, the Parties

hereby exercise their option to renew this Agreement for the First Renewal Term. This First Renewal Term will begin on August 17, 2021 and end on August 16, 2022.

- C. The Parties agree that this First Amendment shall be considered a part of the Agreement referred to above and incorporated by reference for all purposes.
- D. Except as provided in this First Amendment, all terms used in this First Amendment that are not otherwise defined shall have the respective meanings ascribed to such terms in the Agreement.
- E. This First Amendment shall be subject to any and all other provisions of the Agreement, and, with the exception of the parts or provisions of the Agreement which have been modified by this First Amendment, all other provisions of the Agreement shall remain in full force and effect and are not modified or amended by this First Amendment.

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IN WITNESS WHEREOF, the undersigned parties have executed this First Amendment on the dates indicated below.

DALLAS COLLEGE

By: 
Shawnda Floyd (Aug 31, 2021 14:59 CDT)

Dr. Shawnda Floyd, Ed. D., J.D. **Date**
Provost

DESOTO ECHS

By: *D'Andre Weaver* 9/16/2021

Dr. D'Andre Weaver **Date**
Superintendent, DeSoto ISD

DALLAS COLLEGE GUIDELINES FOR DUAL CREDIT, EARLY COLLEGE HIGH SCHOOL DUAL CREDIT COURSES, AND REMEDIAL COURSES OFFERED IN PARTNERSHIP WITH TEXAS PUBLIC SCHOOLS

2021-2022 Academic Year

The following guidelines reflect current Texas Higher Education Coordinating Board (“THECB”) rules and regulations (Chapter 4, Subchapters D and G) and Dallas College policies and procedures. THECB rules and Dallas College policies and procedures are always subject to change with the new changes taking precedence. While THECB defines four types of partnerships with high schools, these guidelines do not address partnerships where only high school credit is granted nor do they apply to Career Pathway Program Articulated Agreements.

These guidelines address course credit where instruction is provided to high school students for the immediate award of both high school diploma and college certificate and associate degree credit. These guidelines also address remedial instruction provided to high school students for either remedial work to prepare students to pass the State of Texas Assessments of Academic Readiness (“STAAR”) test(s) or other state-designated instrument(s) to prepare students to pass the Texas Success Initiative Assessment (“TSIA”) test(s).

Guidelines for Early College High School and Dual Credit Program

1. Texas public colleges and universities are eligible to enter into agreements with Texas public schools to create an Early College High School (ECHS). Any College/University that participates in the creation of an dual credit program and ECHS shall notify the Texas Higher Education Coordinating Board in accordance with provisions and schedules determined by the Commissioner must be approved by the governing board or other designated authority of each party prior to the offering of courses. The agreement must also address the following:
 - A. Student eligibility requirements
 - (1) The student must be in enrolled in a Texas high school.
 - (2) A student enrolled in dual credit, or an ECHS may enroll in more than one dual credit course per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing.
 - (3) The student must complete a pre-assessment activity (“PAA”) and practice test prior to taking the official TSIA battery of tests.
 - (4) The high school or ECHS program and the College shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
 - (5) After the assessment, the high school or the Early College High School, using guidelines established by the College shall determine what forms of assistance and remediation, if

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any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.

- (6) A student must meet the College prerequisites designed the enrolled course.
- (7) A student may demonstrate that they are TSI exempt for college readiness and dual credit eligibility by achieving the following minimum passing standards under the provisions of the TSIA relating to College Ready and Adult Basic Education Standards on relevant section(s) of the TSIA OR other appropriate state-approved test scores (see below SAT, ACT, STAAR score requirements for TSIA). TSIA score requirements can be altered by the THECB with currently approved scores being used for eligibility and course placement purposes:
 - TSI Assessment with a minimum of 351 on reading; 350 on math; and 340 and an essay score of at least a 4 on writing. An advanced placement score of at least 340, an Adult Basic Education (ABE) Diagnostic level of at least a 4, and an essay score of at least a 5 may also demonstrate writing college readiness.
 - SAT – For **SAT Scores prior to March 5, 2016**, a combined critical reading and math score of 1070 with a minimum of 500 on critical reading test (student shall be exempt for both the reading and writing), and/or a minimum of 500 on the math test (student shall be exempt for math).
 - SAT- For **SAT Scores administered on or after March 5, 2016**: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score.
 - **Mixing or combining scores from the SAT administered prior to March 2016 and the SAT administered on or after March 5, 2016, is not allowable.** The newly approved scores became effective on August 10, 2016.
 - ACT – a student with a composite of 23 with a minimum of 19 on the English test shall be exempt for both the reading and writing sections and/or 19 on the math test (student shall be exempt for the math section)
 - A Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC
 - A Level 2 final recommended score of 4000 or higher on the English II STARR Combined Writing and Reading.
 - A Level 2 final recommended score of 4000 or higher on the English III STARR Combined Writing and Reading.
- (8) The student is eligible to enroll in dual credit courses with the following scores. Such scores will not make the student TSI exempt and are subject to change:
 - By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.
 - By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
 - By achieving a composite score of 23 on the Plan with a 19 or higher in the mathematics or an equivalent score on the ACT-Aspire as determined by ACT.
 - By achieving a Level, 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC **and** passing grade with a C or better in the Algebra II course.

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- PSAT/NMSQT placement scores **from test taken prior to October 15, 2015**: By achieving a combined score of 107 with a minimum of 50 on the reading test. By achieving a combined score of 107 with a minimum of 50 on the mathematics test.
 - PSAT/NMSQT placement scores **from test taken on or after October 15, 2015**: By achieving a minimum score of 460 on the evidence-based reading and writing (EBRW) test. By achieving a minimum score of 510 on the mathematics test.
 - Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.
- (9) The student is eligible to enroll in workforce education dual credit courses contained in a Level-One Certificate program, or a program leading to a credential of less than a Level-One Certificate and shall not be required to provide demonstration of college readiness **or** dual credit enrollment eligibility. If the student takes dual credit course(s) that are outside of the allowances outlined above, then:
- (a) The student will not be eligible for a TSI level-one certificate waiver; and
 - (b) The student will be required to take the TSIA unless the student presents qualifying ACT, SAT or STAAR scores to make the student exempt from TSI requirements.
- (10) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:
- a. Courses that require demonstration of TSI college readiness in reading and/or writing, the student achieves a Level 2 final recommended score of 4000 on the English II STAAR EOC
 - b. Courses that require demonstration of TSI college readiness in mathematics, the student achieves a Level 2 final recommended score of 4000 on the Algebra I STAAR EOC and a passing grade in Algebra II course; or
 - c. College-level math courses; the student achieves a Level 2 final recommended score of 4000 on the Algebra II STAAR EOC
 - d. Courses that require demonstration of TSI college readiness in reading and/or writing, the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire
 - e. Courses that require demonstration of TSI readiness in mathematics, the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire
 - f. Courses that require demonstration of TSI college readiness, the student achieves the following PSAT/NMSQT placement scores from test taken prior to October 15, 2015: By achieving a combined score of 107 with a minimum of 50 on the reading test. By achieving a combined score of 107 with a minimum of 50 on the mathematics test.
- (11) Courses that require demonstration of TSI college readiness, the student achieves the following PSAT/NMSQT placement scores **from a test taken on or after October 15, 2015**: By achieving a minimum score of 460 on the evidence-based reading and writing (EBRW) test. By achieving a minimum score of 510 on the mathematics test.

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- (12) Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.
- (13) A student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by the College to determine eligibility for enrolling in workforce education dual credit courses.
- (14) Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the College's ECHS Coordinator. To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).
- (15) Score requirements can be altered by the THECB or Dallas College with the currently approved scores being used for eligibility and course placement purposes.
- (16) The student must meet all admissions criteria of the College. In addition, students may be withdrawn from the pre-registration course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the College designed to increase the potential for success.
- (17) Eligibility for the dual credit or ECHS program and academic standing are reviewed for continued participation in dual credit courses. Dual credit or ECHS students must maintain satisfactory academic performance at the high school; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each subsequent semester of enrollment. A student who earns a grade of D or F in a dual credit course may not be eligible for future dual credit courses or may have restrictions placed on their enrollment in the Dual Credit Program. Students who earn a grade of W, D and/or F in a dual credit course of may not be eligible for future financial aid or may have limited financial aid options beyond high school.
- (18) The College may provide the student written conditions designed to increase the potential for success.
- (19) It is important for students to maintain a good academic standing as grades could impact a student's admission when transferring into four-year colleges/universities.
- (20) Student must file a degree plan with the College.
- (21) The College may impose additional requirements for enrollment in courses for dual credit that do not conflict with THECB dual credit requirements.
- (22) Students must discuss with their College Advisor and High School Counselor if they wish to withdraw from their college course(s). Students who decide to withdraw must submit the required withdrawal form to the College Advisor and High School Counselor or College Registrar by the published deadline. Failure to submit the required withdrawal form could result in the student receiving a grade of F. If a student needs to repeat a course they have failed, they must repeat that course and receive a grade of D or higher before any additional courses can be repeated for high school and college graduation.
 - (a.) Under Section 51.907 of the Texas Education Code, an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education. This law applies to students who enroll in a public institution of higher education as first-time

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freshman in fall 2007 or later. All college-level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception.

- (23) ECHS Students are currently exempt from the following state requirements until they graduate from high school. Once students graduate from high school and are no longer exempt, they should take care when selecting additional courses to be transferred toward a Baccalaureate degree. Texas law allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits.

State limits are:

- (a.) For students entering public, Texas institutions Fall 1999 – Summer 2006 who attempt 45 hours beyond what is required for Baccalaureate degree (120 hours).
- (b.) For students entering Fall 2006 and thereafter who attempt 30 hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.
- (24) Academic freedom is practiced at all Dallas College campuses and locations and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.
- (25) Dallas College has established a system of policies, including the student code of conduct, which governs student behavior and provides guidelines for the educational environment of Dallas College and its programs. ECHS Students are subject to the same Dallas College policies, procedures, rules, regulations, and guidelines as other Dallas College students. Students enrolled in a dual credit or ECHS program must agree to comply with the Student Code of Conduct and all other applicable Dallas College policies, procedures, rules, regulations, and guidelines, as well as those of their high school. Violations of Dallas College policies, procedures, rules, regulations, or guidelines shall be addressed in accordance with established Dallas College grievance and complaint procedures, if applicable, and/or the student code of conduct.
- (a.) For matters alleging sexual misconduct involving a dual credit or ECHS student, the high school and College shall work cooperatively to investigate and provide a prompt and equitable resolution. Sexual misconduct is any act of sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any other conduct that threatens the health and safety of any person on the basis of actual, expressed or perceived gender identity.
- (b.) The high school shall promptly report to College administration disciplinary problems involving high school students, including any complaints of sexual misconduct. The College may, at its sole discretion, refuse to admit students with a history of disciplinary problems.
- (26) Under Section 51.9192 of the Education Code and Section 21.613 of the Texas Administrative Code, students attending classes on a Dallas College campus must present proof of immunization for bacterial meningitis or present documentation of an

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appropriate exemption. The meningococcal conjugate vaccine (MenACWY) and meningococcal polysaccharide vaccine (MPSV4) are state approved for this requirement.

B. Faculty Qualifications

- (1) The approval procedures used by the College to select faculty for dual credit and ECHS programs must be the same as that used for faculty who teach other courses at the College.
- (2) It is encouraged that high school faculty teaching dual credit classes should also teach a class on the College's campus as soon and as often as practical.
- (3) Faculty teaching dual credit classes will meet all expectations for adjunct instructors including attending orientations, faculty meetings, and staff development activities.
- (4) The faculty supervision and evaluation for dual credit and ECHS faculty will be the same as that for all other instructors at the College.
- (5) The faculty supervision and evaluation will be the same as that for all instructors at the college. Such evaluations will be conducted by the appropriate division dean or delegate. The student survey of instruction instrument will be administered, and all normal and usual documentation will be completed.

C. Course Curriculum, Instruction, and Grading

- (1) Courses offered for dual credit must be college-level academic courses or college-level workforce education courses.
- (2) The College shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.
- (3) Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual credit courses may withdraw from the college course by following college procedures and meeting all deadlines.
- (4) Dual Credit students who retake a dual credit course or enroll in a concurrent (non- dual credit) course will pay tuition for such courses.

D. Location of Dual Credit Classes

- (1) Dual credit courses offered to traditional high school students or ECHS students may be taught on the college campus or the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, the College shall comply with applicable rules and procedures for offering courses at a distance in THECB Rules, Chapter 4, subchapters P and Q relating to Distance Education and Off-Campus instruction.
- (2) ECHS students and staff at the College location will be supported by the College infrastructure with the College being responsible for the cost of software, equipment, installation, and maintenance. ECHS students and staff at the high school campus will be supported by the high school campus with ISD/high school being responsible for cost of software, equipment, installation, and maintenance.
- (3) The College will serve as consultants to ensure delivery and compliance with college policy requirements for ISD IT staff regarding internet services and CIPA compliance.
- (4) Dual credit courses taught electronically shall comply with the THECB adopted Principles of Good Practice for Courses Offered Electronically.

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- (5) The College must comply with SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) requirements and processes as it relates to courses being taught off college location.
- E. Composition of Dual Credit Classes
- (1) Dual Credit courses must be taught on the College and/or the high school campus.
 - (2) Dual credit classes may be composed of dual credit students only or of dual and college credit students. Combined classes, which would include high school credit-only students, as well as dual credit students, are allowed as provided within THECB rules.
- F. Student Services
- (1) High school students in dual credit courses will be given access to the College library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.
 - (2) High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus.
 - (3) Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for students with disabilities enrolled in Dual Credit courses (“Established Procedures”). High School and College shall provide disability services in accordance with Established Procedures and applicable law.
 - (4) If a student is enrolled simultaneously in College and in high school in a dual credit program, the two schools may share information regarding the student, in accordance with FERPA.
 - (5) All other services provided to regular Dallas College students will also be provided to high school students enrolled in dual credit courses in accordance with applicable law and Dallas College policies.
- G. Eligible Courses
- (1) Courses to be offered must be college-level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Workforce Education Course Guide Manual approved by THECB. Course name and number are subject to change.
 - (2) ECHS dual credit classes must demonstrate the same quality and rigor to classes on the College campus.
 - (3) Textbooks, textbook access codes, required course supplies/instructional tools and other materials to be utilized will be those normally used or approved by full-time faculty teaching the course at the College.
 - (4) The syllabus will contain all elements common to the syllabi for the same course as taught at the college.
 - (5) Regular academic policies applicable to courses taught at the college's main campus must also apply to ECHS dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the College campus.
 - (6) Colleges will not receive formula funding from the state for PHED 1164 dual credit course and the College will not offer this course to students who are not in an ECHS program. Texas law does not restrict institutions of higher education from enrolling dual credit students in PHED 1164.

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- H. Transcription of Credit. Transcription of dual credit courses on a college transcript should be handled exactly as it is for other college-level courses. Prior to the start of each academic year, college and Early College High School administration shall confirm that approved college courses are aligned to appropriate high school course and PEIMS code.
- I. Evaluation and Accountability. The ECHS and the College shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the ECHS. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments (e.g., TAKS/STAAR or other state-designated instrument(s) and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point averages, retention rates, and graduation rates).
- J. Funding
 - (1) State funding for high school and college will be available to the public school district and Dallas College based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
 - (2) The College may claim funding for all dual credit and ECHS students receiving college credit.
- K. Tuition and Cost- By written agreement with various high schools, the College is authorized to offer dual credit enrollment classes to high school students as permitted by Chapter 130 of the Texas Education Code.

Tuition Scholarship:

- (1) In Dallas County High Schools- A signed Dual Credit Agreement between the college and the school district, charter school, private school, or home school must be on file and indicate students enrolled in dual credit courses shall not pay tuition. One tuition scholarship per dual credit course per student is allowed. Tuition scholarship is not awarded to high school students enrolled in concurrent college courses where only college credit is awarded. Dual Credit Agreements will be made with school districts, charter schools, private schools, or home schools located within Dallas County. Tuition scholarship is not awarded for repeated courses. Student and/or high school are responsible for tuition and additional costs of any repeated course(s).
- (2) Out of Dallas County In-State High Schools- A signed Dual Credit Agreement may be made with a school district, charter school, private school, or home school located outside of Dallas County and within the state of Texas. Students who are attending the out-of-county school and enrolled in dual credit courses will be charged tuition at the Dallas College in-county tuition rates. Parent is responsible for tuition in full, unless high school offers to sponsor/scholarship student tuition. Educational institutions file Form 1098-T for each student they enroll and for whom a reportable transaction is made for dual credit courses, including online dual credit courses and repeated dual credit courses. To the extent dual credit courses are to be offered outside of Dallas County and within the State of Texas and involve additional costs for specialized equipment or supplies, the written dual credit agreement shall specify the additional course costs associated with same.
- (3) Student may take no more dual credit courses than permitted by the TEA course graduation guidelines.

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- L. Salaries. Payment of salaries shall be determined by the College and High School.
 - M. ECHS and dual credit students will not pay tuition. A tuition scholarship will be awarded to ECHS and dual credit students for courses required for completion. If a student is required to repeat a Dual Credit course, the student's or the student's school district or the ECHS shall reimburse the College for the cost of the course.
 - N. For the purposes of dual credit, the high school or the College may charge the other any expenses associated with the use of facilities.
 - O. The College may charge the school district for the cost of textbooks, textbook access codes, required course supplies and the cost of additional Dallas College personnel to assist in labs/classrooms.
 - P. All high school students who are interested in students may initially take all three component areas of the college's Texas Success Initiative Assessment (TSIA), at no cost and re-test once within each of the three component areas at no cost. For additional testing, college or high school will pay for re-test costs.
2. The College may contract with school districts as outlined above to provide remedial courses for students enrolled in a public secondary school in preparation for graduation from high school. Such courses are not eligible for state formula funding. Such courses may not be offered for dual course credit. The College may not waive tuition for remedial courses unless approved by the Dallas College Board of Trustees.
 3. Sexual misconduct involving HS students and/or College faculty or students shall be addressed by both the High School and the College. The High School shall promptly report to the College administration any complaints of sexual misconduct made by or against a student, employee or guest of the College to the extent such complaint relates to the dual credit agreement between the parties. All other misconduct, behavioral problems, and any disciplinary measures resulting therefrom concerning High School students while at the College/High School are the sole responsibility of the HS. The College shall report in writing such disciplinary problems to the High School Administration. The College may, at its sole discretion, refuse to admit students with a history of disciplinary problems. Sexual misconduct is any act of sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any other conduct that threatens the health and safety of any person on the basis of actual, expressed or perceived gender identity.
 4. As rules and regulations are subject to change, please refer to the Dallas College web catalog at <http://www.1.dcccd.edu/catalog/cattoc.cfm> for updated general and academic information for your needs.

Revised June 2021Dallas College/Educational Partnerships June 2021/LF

Attachment B Dallas College and DeSoto ISD
THECB Approved CORE, Academic, Career Technical Education, and Foreign Language Courses for Dual Credit
2021-2022

(Some Course Rubrics and/or Numbers are subject to change throughout the year.)

Course Availability	Dallas College Course Number	Dallas College Course Name	Location	Faculty	College Credit	Semester	Core Curriculum Foundation Category/Component Area	State Number (PEIMS)	Local ID Number	DeSoto ISD Course Name	HS Credit	Approved College Location
COMP	ACCT 2301	Principles of Financial Accounting	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	THECB approved	13016600	16410	Accounting I	1	Cedar Valley
ECHS	ARTS 1301	Art Appreciation	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3500100	13037	Art Appreciation	0.5	Cedar Valley
COMP	AUMT 1305	Introduction to Automotive Technology	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13039700	16869	Automotive Technology II	1	Cedar Valley
COMP	AUMT 1307	Automotive Electrical Systems	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13039700	16869	Automotive Technology II	1	Cedar Valley
COMP	AUMT 1310	Automotive Brake Systems	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13040450	16867	Practicum in Transportation Systems	1	Cedar Valley
COMP	AUMT 1316	Automotive Suspension and Steering Systems	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13040450	16867	Practicum in Transportation Systems	1	Cedar Valley
ECHS	BCIS 1405	Business Computer Applications	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	THECB approved	13011400	13095	Business Information Management	1	Cedar Valley
ECHS	BIOL 1406	Biology for Science Majors I	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	3020000	18081	Biology for Science Majors I	0.5	Cedar Valley
ECHS	BIOL 1407	Biology for Science Majors II	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	3020000	18081	Biology for Science Majors II	0.5	Cedar Valley
ECHS	BIOL 1408	Biology for Non-Science Majors I	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	3020000	13067	Biology for Non-Science Majors I	0.5	Cedar Valley
ECHS	BIOL 1409	Biology for Non-Science Majors II	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	3020000	13067	Biology for Non-Science Majors II	0.5	Cedar Valley
ECHS	BMGT 1327	Principles of Management	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13012100	16814	Business Management	0.5	Cedar Valley
COMP	BMGT 1327	Principles of Management	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13012100	16275	Business Management	1	Cedar Valley
ECHS	BUSI 1301	Business Principles	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	THECB approved	13011200	16275	Business Principles	0.5	Cedar Valley
COMP	BUSI 1301	Business Principles	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	THECB approved	13011200	16255	Principles of Business, Marketing & Finance	0.5	Cedar Valley
ECHS	BUSI 2301	Business Law	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	THECB approved	13011700	16270	Business Law	0.5	Cedar Valley
COMP	BUSI 2301	Business Law	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	THECB approved	13011700	16270	Business Law	1	Cedar Valley

Course Availability	Dallas College Course Number	Dallas College Course Name	Location	Faculty	College Credit	Semester	Core Curriculum Foundation Category/ Component Area	State Number (PEIMS)	Local ID Number	DeSoto ISD Course Name	HS Credit	Approved College Location
ECHS	CHEM 1411	General Chemistry I	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	3040000	18050	General Chemistry I	1	Cedar Valley
ECHS	CHEM 1412	General Chemistry II	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	3040000	18050	General Chemistry II	1	Cedar Valley
ECHS	ECON 2301	Principles of Macroeconomics	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	33310300	13084	Economics	0.5	Cedar Valley
COMP	ECON 2301	Principles of Macroeconomics	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3310300	19053	Economics	0.5	Cedar Valley
ECHS	EDUC 1300	Learning Framework	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	THECB approved	N1290050	13005	College Transitions Dual Credit	0.5	Cedar Valley
COMP	ENGL 1301	Composition I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220300	12135	English III Dual Credit	0.5	Cedar Valley
COMP	ENGL 1302	Composition II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220300	12135	English III Dual Credit	0.5	Cedar Valley
ECHS	ENGL 1301	Composition I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220300	13091	English III Dual Credit	0.5	Cedar Valley
ECHS	ENGL 1302	Composition II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220300	13091	English III Dual Credit	0.5	Cedar Valley
ECHS	ENGL 2322	British Literature I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220400	12140	British Literature I	0.5	Cedar Valley
ECHS	ENGL 2323	British Literature II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220400	12140	British Literature II	0.5	Cedar Valley
ECHS	ENGL 2327	American Literature I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220400	13092	American Literature I	0.5	Cedar Valley
ECHS	ENGL 2328	American Literature II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220400	13092	American Literature II	0.5	Cedar Valley
COMP	ENGL 2327	American Literature I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220400	12143	English IV Dual Credit	0.5	Cedar Valley
COMP	ENGL 2328	American Literature II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3220400	12143	English IV Dual Credit	0.5	Cedar Valley
ECHS	GOVT 2305	Federal Government	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3330100	13082	Texas Government	0.5	Cedar Valley
COMP	GOVT 2305	Federal Government	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3330100	19036	U. S. Government	0.5	Cedar Valley
ECHS	GOVT 2306	Texas Government	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3380002	13080	Federal Government	0.5	Cedar Valley
ECHS	HIST 1301	United States History I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3340100	13083	United States History I	0.5	Cedar Valley
ECHS	HIST 1302	United States History II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3340100	13083	United States History II	0.5	Cedar Valley
COMP	HIST 1301	United States History I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3340100	19038	United States History	0.5	Cedar Valley
COMP	HIST 1302	United States History II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3340100	19038	United States History	0.5	Cedar Valley
ECHS	HIST 2321	World Civilizations I	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3340400	19025	World Civilizations I	0.5	Cedar Valley
ECHS	HIST 2322	World Civilizations II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3340400	19025	World Civilizations II	0.5	Cedar Valley
ECHS	HRPO 2301	Human Resources Management	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13011900	16275	Human Resources Management	0.5	Cedar Valley
COMP	HRPO 2301	Human Resources Management	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13011900	16280	Human Resources Management	0.5	Cedar Valley
ECHS	HUMA 1302	Introduction to Humanities II	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3221600	19076	Introduction to Humanities II	0.5	Cedar Valley

Course Availability	Dallas College Course Number	Dallas College Course Name	Location	Faculty	College Credit	Semester	Core Curriculum Foundation Category/ Component Area	State Number (PEIMS)	Local ID Number	DeSoto ISD Course Name	HS Credit	Approved College Location
ECHS	MATH 1314	College Algebra	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3102500	13053	Independent Study in Math	0.5	Cedar Valley
COMP	MATH 1314	College Algebra	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3102500	15010	Independent Study in Math	0.5	Cedar Valley
ECHS	MATH 1316	Plane Trigonometry	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3102501	15035	Plane Trigonometry	0.5	Cedar Valley
COMP	MATH 1316	Plane Trigonometry	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3102501	15032	Independent Study in Math II	0.5	Cedar Valley
ECHS	MRKG 1311	Principles of Marketing	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13011200	16812	Principles of Marketing	0.5	Cedar Valley
COMP	MRKG 1311	Principles of Marketing	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	WECM	13011200	16255	Principles of Business, Marketing & Finance	0.5	Cedar Valley
ECHS	PHED 1164	Introduction to Physical Fitness and Wellness	COLLEGE & HS	COLLEGE or HS	1	SU, FA, SP	Core	PE500052	13045	Introduction to Physical	0.5	Cedar Valley
ECHS	PHED 1304	Personal/Community Health	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3810200	13033	Advanced Health Education	0.5	Cedar Valley
ECHS	SPAN 1411	Beginning Spanish I	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Foreign Language	3440300	17330	Beginning Spanish I	0.5	Cedar Valley
ECHS	SPCH 1311	Introduction to Speech Communication	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	13009900	12174	Introduction to Speech Communication	0.5	Cedar Valley
ECHS	PHYS 1401	College Physics I	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	13037100	18070	College Physics I	0.5	Cedar Valley
ECHS	PHYS 1402	College Physics II	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	13037100	18070	College Physics II	0.5	Cedar Valley
ECHS	PHYS 1405	Elementary Physics I	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	13037200	18078	Elementary Physics I	0.5	Cedar Valley
ECHS	PHYS 1407	Elementary Physics II	COLLEGE & HS	COLLEGE or HS	4	SU, FA, SP	Core	13037200	18078	Elementary Physics II	0.5	Cedar Valley
ECHS	PSYC 2301	General Psychology	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3350100	19060	General Psychology	0.5	Cedar Valley
COMP	PSYC 2301	General Psychology	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	3350100	19063	Intro to Psychology	0.5	Cedar Valley
COMP	SOCI 1301	Intro to Sociology	COLLEGE & HS	COLLEGE or HS	3	SU, FA, SP	Core	03370100	19075	Intro to Sociology	0.5	Cedar Valley

Payment of Services:

1. For courses taught at a High School facility utilizing High School teachers who are qualified by the Dallas College using Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards to teach college level courses, Dallas College shall pay as follows:
 - a. **A minimum class size of 15 students per section is required for *DeSoto ISD* to receive payment from the College. Compensation will be paid at \$1,000 per course. There is no pro-rating for classes with less than 15 students and no payment to the *DeSoto ISD* will be made for classes with less than 15 students. A typical credit course can vary from 1 to 5 credit hours depending upon the course requirements.**
 - b. Actual attendance is based on the census date for state reporting, which is the College's 12th class day for the full 16-week fall semester, full 16-week spring semester, and the full 10-week summer session. For an 8-week session, the census date and certification of attendance is based on the 6th class day for fall and spring sessions. For the 5-week summer session I and 5-week summer session II, the census date and certification of attendance is based on the 4th class day.
 - c. College will pay *DeSoto ISD* at the end of the semester(s) or academic year. The total compensation that College pays *DeSoto ISD* under this Agreement with College shall not exceed \$10,000 for the Initial Term. Provided, further, that the total compensation paid by the college under the Initial Term and any Renewal Terms, if any, in the aggregate, shall not exceed the sum of \$40,000.
2. College's performance of its duties under this Agreement is specifically contingent upon receipt of adequate funding from the State of Texas and its funding sources.

Desoto ISD ECHS 2020-21.pdf

Final Audit Report

2021-09-16

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