



MEMORANDUM OF UNDERSTANDING

**Midland College Dual Credit Program
Academic Year 2025/2026**

PURPOSE

This Memorandum of Understanding (referred to as the “Agreement”) is entered into by Midland College (referred to as the “College”) and Fort Stockton Independent School District (referred to as the “Partner”). The purpose of this Agreement is to provide students with the opportunity to participate in the College’s Dual Credit Program (referred to as the “Program”). Students participating in the Program earn both high school and College credit by completing courses that follow the College’s curriculum.

Program enrollment helps students:

- Build academic and technical skills,
- Earn industry-based credentials,
- Explore careers,
- Enter professional fields, and
- Pursue higher education opportunities.

This Agreement is made in accordance with all applicable laws, policies, and standards.

THE PROGRAM

SECTION 1: ELIGIBLE COURSES & PATHWAYS

To be offered as part of the Program, courses must be in the College’s Core Curriculum, a Career and Technical Education course, a Foreign Language course, a course in a Texas Higher Education Coordinating Board (THECB) approved Field of Study, or as part of an early college pathway.

Approved courses appear on course lists, crosswalks, and pathways defined in Appendix A – Approved Pathways and Course Crosswalks.

SECTION 2: STUDENT ELIGIBILITY

Requirements determining student eligibility are controlled by the State of Texas and differ depending upon whether a student is classified as Degree Seeking or Non-Degree Seeking.

Non-Degree Seeking: Until students reach one of the following milestones, they are classified as Non-Degree Seeking:

- **Early College Pathway**: Students in an associate degree program must have a degree plan before the end of the semester after completing 30 credit hours.
- **Standard Dual Credit**: A degree plan is required before the end of the second regular semester after earning 15 credit hours.
- **Transfer In**: Students who start Midland College with more than 15 earned credit hours must have a degree plan by the end of their second regular semester.

Students who are classified as Non-Degree Seeking are not required to meet college readiness standards (TSI exemption or completion). Students who reach one of the milestones listed above become Degree Seeking.

Degree Seeking: Once a student has become a Degree Seeking student, they are required to be Texas Success Initiative (TSI) Exempt or Texas Success Initiative (TSI) Qualified.

- ***Texas Success Initiative (TSI) Exempt***: Students who are exempt from the TSI include students enrolled in a Level 1 Certificate pathway. A full list of TSI exemptions can be found in Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter C, Rule §4.54. A summary of TSI exemptions can be found in the above referenced portion of the Texas Administrative Code.
- ***Texas Success Initiative (TSI) Qualified***: Students who have demonstrated college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative on relevant section(s) of the assessment.

SECTION 3: LOCATION OF CLASS

Program courses may be taught on a College campus, a Partner campus, or online. The College does not, and a Partner may not, require students to be at any specific location to receive online instruction through the Program.

SECTION 4: STUDENT COMPOSITION OF CLASS

Courses offered through the Program are College courses. College courses are populated by College students (Program students, or a mix of Program and traditional College students). See: Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule §4.85(d).

Partner schools may wish to co-seat high school credit-only students with Program students. Co-seating high school credit-only students with Program students requires permission from the College.

Permission for a co-seated course may be granted by the College if the creation of a high school credit-only course is not financially viable for the high school and if:

- a. The course involved is required for completion under the State Board of Education High School Program graduation requirements; or
- b. The high school credit-only students are College Board Advanced Placement or International Baccalaureate students; or
- c. The course is a career and technical education course, and the high school credit-only students are eligible to earn articulated college credit.

Requests for co-seated courses may be made by emailing dualcredit@midland.edu, with “Request for Co-seated Course” in the subject line.

SECTION 5: FACULTY

Program courses are taught by College faculty. College faculty meet the standards of the College’s accrediting agency.

For additional information about College faculty teaching Program courses, see Appendix B: College Faculty and Instruction.

SECTION 6: INSTRUCTION

The College shall ensure that a Program course and the corresponding course offered at the main campus of the College are equivalent with respect to curriculum, materials, and method/rigor of student evaluation.

For additional information about Program instruction, see Appendix B: College Faculty and Instruction.

SECTION 7: ADMISSION & ADVISING

The College, through the Dual Credit Service Center, will work with Partner counselors on the admission and advising of dual credit students. To support an orderly and timely admission and advising process, the College has adopted the timeline outlined in Exhibit 1 and incorporated here.

SECTION 8: ACADEMIC POLICIES

In addition to the policies and standards of the Partner, Program students are subject to the same academic policies, rights, and responsibilities applicable to College students outlined in the current edition of the College's Student Handbook.

SECTION 9: STUDENT SUPPORT SERVICES

The College is responsible for ensuring timely and efficient access to services and does so as follows:

- a. Program students have access to academic advising through the Dual Credit Service Center. See: ADVISING
- b. Program students have access to accommodations for students with disabilities.
- c. Program students have access to learning supports such as
 - The Fasken Learning Resource Center (LRC) and the digital learning and research materials it provides.
 - Online tutoring through nettutor.
- d. Program students have access to academic achievement programs (e.g., Honors Program).

The Partner will ensure Partner librarians receive training from the College on learning support provided by the College.

SECTION 10: TRANSCRIPTION OF CREDIT

The College and Partner will transcribe grades immediately upon a student's completion of a Program course.

GENERAL TERMS & CONDITIONS

SECTION 11: TERM

The term of this Agreement will begin on the later of the execution date, or August 1, 2025, and will continue until July 31, 2026.

SECTION 12: DATA SHARING

The Family Educational Rights and Privacy Act of 1974 (FERPA) allows protected student data to be exchanged between the College and Partner for students concurrently enrolled without parent or student consent. If the student is under 18, parents still retain the right under FERPA to inspect and review any education records maintained by the Partner, including those disclosed to the Partner by the College.

As required by law, the College and Partner shall adhere to the confidentiality of student information according to FERPA and the implementing regulations found in 34 CFR Part 99. FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Govt. Code §552.001 et. Seq.). While in possession of FERPA records and data, only persons authorized to have access to student data maintained for purposes of the Program will be granted access as required by FERPA. All persons authorized to have access to student data understand that under FERPA they can be held liable for all applicable criminal and civil penalties imposed for breach of confidentiality.

The College and Partner shall maintain the confidentiality of all student data exchanged pursuant to this Agreement. The confidentiality requirements under the paragraph shall survive the termination or expiration of the Agreement or any subsequent agreement intended to supersede this Agreement. To ensure the continued confidentiality and security of the student and staff data processed, stored, or transmitted under this Agreement, the College and the Partner shall establish a system of safeguards that shall, at minimum, do the following:

- a. The College and Partner shall develop, implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all data, including electronically maintained or transmitted data received from, or on behalf of, each other. These measures shall be extended by contract to all subcontractors used by the College and the Partner.
- b. College and Partner employees, subcontractors, and agents involved in the handling, transmittal, and/or processing of data provided under this agreement shall be required to maintain confidentiality of all student and staff related personally identifiable information.
- c. The College and Partner shall develop and implement procedures and systems that ensure all confidential student and staff data processed, stored, and/or transmitted under the provisions of this Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
- d. The College and Partner shall develop and implement procedures and systems to process, store, or transmit data provided under this Agreement that ensure any and all disclosures of confidential student and staff data comply with all provisions of federal and Texas laws relating to the privacy rights of the students and staff as such laws are applicable to the parties of this Agreement.
- e. The College shall return to the Partner all data or any portions thereof requested by the Partner, or, at the Partner's election, the College shall destroy all or any part of the Partner's data that is within the possession or control of the College and shall, upon request of the Partner, provide certification of such destruction. The Partner shall return to the College all data or any portions thereof requested by the College, or, at the College's election, the Partner shall destroy all or any part of the College's data that is

within the possession or control of the Partner and shall, upon request by the College, provide certification of such destruction.

- f. The College shall obtain permission from the Partner prior to publication or disclosure of relevant data, or other uses not outlined in this Agreement. The Partner shall obtain permission from the College prior to publication or disclosure of relevant data or other uses not outlined in this Agreement.

SECTION 13: FUNDING

State funding for Program courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (Texas Education Code §42.005(g)) and the Texas Higher Education Coordinating Board (Texas Education Code §61.059(q)).

The College will seek State funding both from the Financial Aid for Swift Transfer (FAST) program and through Performance Tier Funding. The Partner agrees to provide the College with student information necessary for State reporting to secure such funding.

SECTION 14: PROGRAM COSTS

Program Tuition & Fees: Program courses are provided to eligible students from the College's service area at no cost to the student.

The College has opted into the Financial Aid for Swift Transfer (FAST) Program, capping dual credit tuition at the FAST tuition rate.

Tuition costs for FAST qualified students are covered by the State. Students may qualify for FAST if they:

- a. Are enrolled in and eligible for Foundation School Program funding at a high school in a Texas school district under the rules of the Texas Education Agency;
- b. Are enrolled in a dual credit course at a participating institution of higher education that has entered into a Dual Credit Agreement with the student's school district as set out in Rule §4.84; and
- c. Were educationally disadvantaged at any time during the four school years preceding the student's enrollment in the dual credit courses.

The College and Partner collaborate on reducing and eliminating costs not otherwise covered by FAST funding, ensuring dual credit courses are made available to Partner students at no cost to the student.

SECTION 15: ALIGNMENT WITH STATEWIDE GOALS

Goal 1: The College and Partner will implement purposes and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

- The College will be invited to participate in all information sessions that promote dual credit hosted by the Partner.
- The College will maintain an up-to-date webpage to include information relevant to all identified dual credit stakeholders.
- The College and the Partner will collaborate in promoting the Program through press releases, social media, and their respective web pages.
- The College and the Partner will consider the use of free or low-cost open educational resources.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

- The College will participate in ongoing data sharing with the Partner.
- The College and the Partner will provide ongoing academic support and interventions to facilitate the students successful transition to college.

Goal 3: All dual credit students will receive academic and college readiness advice with access to student support services to bridge them successfully into college course completion.

- The College and the Partner will collaborate and coordinate providing a “new student orientation” for all Program students.
- The College advisors (Dual Credit Service Center / Williams Regional Technical Training Center) and Partner counselors will communicate and coordinate in the advising of Program students to ensure maximum transferability of courses and completion of programs.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

- The College will provide professional development to the Partner faculty who have been credentialed through the College (a/k/a “Embedded Faculty”) to teach Program courses.

SECTION 16: MARKETING

The Partner and the College will coordinate on Program marketing and promotion. Please contact dualcredit@midland.edu to schedule a meeting with the College marketing team.

SECTION 17: NON-DISCRIMINATION

The College does not discriminate on the basis of race, color, national origin, sex, gender, disability or age in its programs and activities.

SECTION 18: TERMINATION

The College and Partner reserve the right to terminate this Agreement by notice from either party in accordance with this Agreement or by operation of law. The College or the Partner may terminate the Agreement at least ninety (90) days before the end of the semester during which notice was given. To be effective, notice must be submitted in writing, signed by the College President or designated Partner official, and personally delivered to the other party in this Agreement.

SECTION 19: TITLE IX

The College and Partner acknowledge that jurisdiction over incidents falling within Title IX can be difficult to determine with respect to Dual Credit Programs, and sometimes jurisdiction is shared by both parties. This protocol is agreed to by the College and the Partner to establish clarity and coordination with a set of consistent guidelines for each to follow.

The general principle is one of establishing a nexus and determining which party has the strongest nexus to the alleged misconduct, or whether a nexus reasonably exists with respect to the jurisdiction of both parties. If case jurisdiction exists for both parties, collaborative investigations and separate resolutions in accordance with the policies of each party will occur. In all collaborative processes, the parties agree to share investigation information with each other to the extent permitted by law.

In any complaint where law permits, the College and the Partner agree to share information about the outcome of the complaint with the other party to the extent the outcome impacts the other party or its students/employees.

In any circumstance where the parties agree to do so, or where the respondent dual credit student or employee is arguably under the jurisdiction of both parties (regardless of who controls the venue), investigations can be conducted jointly with (at least) one representative from each party. The results of the investigation (one joint investigation report encompassing the policies of both parties) will be made available to both parties, with appropriate redactions as necessary. The parties may then each use the results of the investigation to pursue their own independent resolutions of the complaint. Where investigation procedures of the parties differ substantially, it may be impossible for a collaborative investigation to comply with both, in which case separate investigations should be conducted.

Where one party controls the venue of the alleged misconduct and the respondent is a student or employee of that same part, that party shall normally have primary jurisdiction over the complaint.

Where a party controls the venue in which the complainant is its student/employee and the respondent is the student or employee of another party, the complainant will have the right to file a complaint within the other party's grievance process. The party in which the complainant is enrolled is responsible for providing supporting measures to the complainant.

Where a party provides only instruction/credit for a course and is not otherwise involved in any way in an act of misconduct, that party shall have no responsibility under this protocol except as policy otherwise requires (e.g., mandated reporting responsibilities).

Where a party controls only the venue of a course and is not otherwise involved in any way in an act of misconduct, that party will review any needed remedial measures related to the safety of the venue and implement them accordingly.

Control: 1) a party who controls the venue and the instruction, provides an employee for instruction, and provides credit for the course controls that course. 2) a party who provides instruction in the venue of the other party does not control that venue.

Student: 1) a student enrolled in a dual credit course is a student of both parties, regardless of which party has the primary relationship with the student. 2) Any party's policies and procedures will explicitly be made applicable to its students, including those who are dual enrolled.

Imposing consequences on a respondent by two parties is appropriate when the student is enrolled in the educational program of both parties, though the parties can agree that only one party will enforce its policies and procedures in a given situation. In such situations, the parties may agree that the party with the primary relationship to the student will take the lead and/or enforce its policies and procedures, or that the party in whose program the incident took place will normally have primary jurisdiction.

Each party's employees are expected/encouraged to participate as a witness in any resolution process as necessary.

SECTION 20: MODIFICATION

This Agreement may only be modified by a written supplemental agreement executed by both Parties.

SECTION 21: NOTICE

Any notice given under this Agreement by either party may be effected either by personal delivery in writing or by mail, registered or certified postage prepaid with return receipt requested. Mailed notices shall be addressed to the addresses of the Parties as they appear in the Agreement. Notices delivered personally shall be deemed communicated at the time of actual receipt. Mailed notice shall be deemed communicated three days after mailing.

COLLEGE

Midland College
3600 N. Garfield
Midland, TX 79705
Attn: Office of the President

With a copy to: 

Midland College
3600 N. Garfield
Midland, TX 79705
Attn: AVP of Partnerships

PARTNER

Fort Stockton ISD
101 W Division
Fort Stockton, Tx 79735
GABRIEL ZAMORA, SUPERINTENDENT
gabriel.zamora@fsisd.net

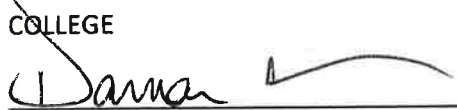
With a copy to:

Fort Stockton ISD
101 W Division
Fort Stockton, Tx 79735
BEVERLY OLSEN, EXECUTIVE ASSISTANT
beverly.olsen@fsisd.net

SECTION 22: AUTHORITY

The persons signing below on behalf of the College and Partner warrant they have authority to execute this Agreement according to its terms.

COLLEGE

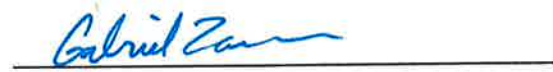


President, Midland College

30 July 2025

Date

PARTNER



Superintendent, Fort Stockton ISD

7/28/25

Date



APPENDIX A:
APPROVED COURSES, CROSSWALKS, & PATHWAYS

Students may enroll in courses aligned to one of following academic pathways:

1. **Core Complete:** Students may take courses included in the Core Curriculum at Midland College with the goal of becoming Core Complete. These courses fulfill general education requirements and, as a completed block, transferable to Texas public colleges and universities.
2. **Career and Technical Education (CTE) Certificates:** Students may take courses that apply toward the completion of approved CTE certificate programs designated for dual credit. These certificates are designed to provide students with industry-specific skills and credentials.
3. **Associate Degree Pathways:** Students who have become Core Complete may take additional courses toward the completion of an Associate of Arts or Associate of Science in General Studies, pending approval from both the college and the high school.

All dual credit course selections must be approved to ensure alignment with the student's graduation plan, academic readiness, and program availability.

CORE COMPLETE PATHWAY OPTIONS

(High School Partners may have designed specific course selections within each of these categories. Please see your high school counselor for additional guidance. Some options are offered exclusively on Midland College Main Campus. Please consult your Dual Credit Service Center Advisor for options most suitable to your situation. High School Partners determine the appropriate course coding for their state reporting.)

010 – ENGLISH REQUIREMENT (6 HOURS) – COMPLETE BOTH

College Course	Hours	High School Course	Credits
ENGL 1301 – Composition I	3	English III-A or IV-A	.5
ENGL 1302 – Composition II	3	English III-A or IV-B	.5

020 – MATHEMATICS REQUIREMENT (3 HOURS) – COMPLETE ONE

College Course	Hours	High School Course	Credits
MATH 1314 – College Algebra	3	Pre-Calculus	.5
MATH 1316 – Trigonometry	3		
MATH 1342 – Statistics	3		
MATH 2412 – Pre-Calculus	4	Pre-Calculus	.5
MATH 2413 – Calculus I	4	Calculus	.5

030 – LIFE AND PHYSICAL SCIENCES REQUIREMENT (8 HOURS) – COMPLETE TWO

College Course	Hours	High School Course	Credits
BIOL 1406 – Biology for Science Majors I	4	Biology A or B	.5
BIOL 1407 – Biology for Science Majors II	4	Scientific Research & Design	.5
BIOL 1408 – Biology for Non-Science Majors I	4	Biology A or B	.5
BIOL 1409 – Biology for Non-Science Majors II	4	Scientific Research & Design	.5
BIOL 2401 – Anatomy and Physiology I	4	Anatomy & Physiology	.5
BIOL 2402 – Anatomy and Physiology II	4	Scientific Research & Design	.5

040 – LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT (3 HOURS) – COMPLETE ONE

College Course	Hours	High School Course	Credits
ENGL 2322 – British Literature I	3	English IV (full cred. if 1301&2 comp.)	.5 or 1

050 – CREATIVE ARTS REQUIREMENT (3 HOURS) – COMPLETE ONE

College Course	Hours	High School Course	Credits
ARTS 1301 – Art Appreciation	3	Art I, Art Appreciation	1
MUSI 1306 – Music Appreciation	3		

060 – U.S. HISTORY REQUIREMENT (6 HOURS) – COMPLETE BOTH

College Course	Hours	High School Course	Credits
HIST 1301 – United States History I	3	Pre-U.S. History or U.S History*	.5
HIST 1302 – United States History II	3	Pre-U.S. History or U.S History*	.5

070 – GOVERNMENT/POLITICAL SCIENCE REQUIREMENT (6 HOURS) – COMPLETE BOTH

College Course	Hours	High School Course	Credits
GOVT 2305 – Federal Government	3	United States Government	.5
GOVT 2306 – Texas Government	3	Social Studies Advanced Studies	.5

080 – SOCIAL/BEHAVIORAL SCIENCE REQUIREMENT (3 HOURS) – COMPLETE ONE

College Course	Hours	High School Course	Credits
ECON 2301 – Principles of Macroeconomics	3	Economics	.5
PSYC 2301 – General Psychology	3		
SOCI 1301 – Introduction to Sociology	3		

090 – COMPONENT AREA REQUIREMENTS (4 HOURS) – COMPLETE 4 HOURS

College Course	Hours	High School Course	Credits
EDUC 1100 – Learning Framework	1	College Readiness & Study Skills	.5
KINE 1164 – Introduction to Physical Fitness and Wellness	1		
SPCH 1315 – Public Speaking	3		

* Determination of High School credit for HIST-1301 & 1302 will be based on achieving locally established and board approved metrics.

AUTOMOTIVE – ENTRY LEVEL – LEVEL I CERTIFICATE CAREER & TECHNICAL EDUCATION

SOPHOMORE YEAR, FALL OR SPRING SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
OSHT 1301	Intro To Occupational Safety	3	Occupational Safety and Environmental Technology I

JUNIOR YEAR, FALL SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
AUMT 1305	Introduction to Automotive Technology	3	Automotive Technology I: Maintenance and Light Repair

JUNIOR YEAR, SPRING SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
MCHN 1320	Precision Tools & Measurement	3	Automotive Technology I: Maintenance and Light Repair

SENIOR YEAR, FALL SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
AUMT 2317	Automotive Engine Performance Analysis I	3	Automotive Technology II: Automotive Service

SENIOR YEAR, WINTER FLEX

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
AUMT 1316	Automotive Suspension & Steering	3	Automotive Technology II: Automotive Service

SENIOR YEAR, SPRING SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
AUMT 1310	Automotive Brake Systems	3	Automotive Technology II: Automotive Service

ENERGY TECHNICIAN – ENTRY LEVEL – LEVEL I CERTIFICATE CAREER & TECHNICAL EDUCATION

SOPHOMORE YEAR, FALL SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
OSHT 1301	Intro To Occupational Safety	3	Occupational Safety & Environmental Technology I

SOPHOMORE YEAR, SPRING SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
PTRT 1301	Intro to Petroleum Industry	3	Occupational Safety & Environmental Technology I

JUNIOR YEAR, FALL SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
ENER 1330	Basic Mech. Skills for Energy	3	Oil & Gas Production I

JUNIOR YEAR, SPRING SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
MCHN 1320	Precision Tools & Measurement	3	Oil & Gas Production II

SENIOR YEAR, FALL SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
ELMT 1305	Basic Fluid Power	3	Oil & Gas Production III

SENIOR YEAR, WINTER FLEX

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
INMT 2303	Pumps, Compressors, & Mechanical Drives	3	Oil & Gas Production III

SENIOR YEAR, SPRING SEMESTER

MC COURSE	COURSE TITLE	SCH	HIGH SCHOOL COURSE
INMT 1317	Industrial Automation	3	Oil & Gas Production IV



APPENDIX B:

COLLEGE FACULTY & INSTRUCTION

SECTION 1: COLLEGE FACULTY & INSTRUCTION

Faculty are hired, assigned courses, supervised, and evaluated by Division Deans in accordance with accreditation standards, administrative regulations, and board policies.

Applicable expectations of College faculty are contained in the Employee Handbook and the Faculty Handbook. In addition to the expectations outlined in the Employee and Faculty Handbooks, Program faculty are expected to:

1. Regularly record course grades in the College learning management system, Canvas.
2. Ensure the course average in Canvas is displayed as a percentage on a 0 – 100% scale.
3. Regularly use the College email system to communicate with students, College personnel, and receive relevant updates from the College.
4. If applicable, communicate regularly with Dual Credit Completion Coach(es) assigned to support asynchronous online courses.
5. Respond timely to all inquiries and requests made by College personnel (roster verifications, census rosters, grade reporting, etc.)

SECTION 2: MINIMUM CLASS SIZE

The minimum class size for dual credit courses is ten students. Faculty compensation for courses with enrollment below ten students is prorated accordingly.

To prevent low enrollment sections, the College will attempt to compress, consolidate, and stack sessions. The College may cancel sections that could not be compressed, consolidated, or stacked and do not meet the minimum enrollment threshold.

SECTION 3: EMBEDDED FACULTY

Embedded faculty are College faculty members who are teaching dual credit courses as part of their assigned duties at a Partner high school.

Embedded faculty are responsible for following College and Partner policies while teaching Program courses. To ensure students are clear about College expectations and to ease a faculty

member's ability to juggle meeting the requirements of both institutions, the College recommends against co-seating dual credit students with high school credit-only students.

Co-seating dual credit students with high school credit-only students is permitted by the College in certain cases. For additional information, please consult "SECTION 4: STUDENT COMPOSITION OF CLASS" in the Memorandum of Understanding.

Embedded faculty are compensated based upon the total number of dual credit students per College course (not College section or high school period).

SECTION 4: MIDLAND COLLEGE INSTRUCTION CONTACTS

Associate Vice President – Justin Bateman
(jbateman@midland.edu / 432.685.6846)

Allied Health – Brandi Havner
(bhavner@midland.edu / 432.685.6440)

Applied Technology – Pete Avalos
(pavalos@midland.edu / 432.681.6344)

CE & Dual Credit Health Sciences – Wendy Collins
(wwoodcollins@midland.edu / 432.681.6364)

Fine Arts & Communications – Dr. William Feeler
(bfeeler@midland.edu / 432.685.4626)

Math & Science – Dr. Maira Carrillo
(mairac@midland.edu / 432.685.4615)

Nursing – Cindy Madewell
(cmadewell@midland.edu / 432.686.4243)

Public Service – Pervis Evans
(pevans@midland.edu / 432.685.6768)

Social and Behavioral Sciences & Business – Michael Makowsky
(mmakowsky@midland.edu / 432.685.6828)



APPENDIX C:
DUAL CREDIT COMPLETION COACHES

Many Partner high schools assign faculty or staff to support students enrolled in online asynchronous College courses. The manner in which support is provided can vary greatly from high school to high school. To create consistency as well as to extend the reach of College academic support, the College has reimagined our paid facilitator role.

Paid facilitators employed by the College are now known as Dual Credit Completion Coaches with corresponding responsibilities. The difference between Dual Credit Completion Coaches and facilitators are outlined below:

Dual Credit Completion Coaches	High School Facilitators
Stipend from Midland College.	No stipend from Midland College.
Access to Midland College systems including Canvas.	No access to Midland College systems.
Training and support from Midland College.	Limited training and support from Midland College.

Dual Credit Completion Coaches will be trained in the assorted services/supports offered by the College. Coaches will also have access to Canvas and can be added to courses to monitor student participation. The integration of additional College support personnel allows for a more nuanced intervention than might otherwise occur absent access to the course.

To inquire about approving/hiring High School Facilitators to be Dual Credit Completion Coaches, please contact Justin Bateman (jbateman@midland.edu / 432.685.6846)



EXHIBIT 1:
ADMISSION & ADVISING TIMELINE

JANUARY ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By the end of the Month:</u> Request additions/changes to course/program offerings for the next academic year.	<u>By the 15th:</u> Send out Course Request Form for students. Send out Application/Advising Day sign-up form. <u>By the end of the Month:</u> Collaborate with Partner schools on the courses/programs offered for the next academic year.
FEBRUARY ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By the end of the Month:</u> Identify students interested in dual credit for the upcoming academic year. Enter student and course information into the SmartSheet provided by the Dual Credit Service Center. Sign up for an Application/Advising Day event.	<u>By the end of the Month:</u> Coordinate with Deans & Department Chairs on the courses/programs offered for the next academic year. Revise/update the Memorandum of Understanding.
MARCH ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
Coordinate with the Dual Credit Service Center on hosting an Application/Advising Day event. <u>Ongoing Activities:</u> Update student/course SmartSheet as changes occur. Assist students missing requirements for admission/registration.	Coordinate with Partner school on attending an Application/Advising Day event. <u>By the 15th:</u> Send finalized Memorandum of Understanding for the upcoming academic year. <u>Ongoing Activities:</u> Process incoming admission requirements and track registration readiness.

APRIL ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By the end of the Month:</u> Submit final student/course lists in SmartSheet.	Registration for Fall Opens! <u>Ongoing Activities:</u> Process incoming admission applications, requirements, and track registration readiness. Register students not dependent upon high school rosters.
MAY ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By the 15th:</u> Aid students in finalizing the submission of any admission/registration requirements. <u>By the end of the Month:</u> Return signed MOU for the next academic year to the College. Submit test scores for any student who may need to demonstrate TSI completion/exemption.	<u>By the end of the Month:</u> Schedule Student Orientation Days with Partners for late summer. <u>Ongoing Activities:</u> Process incoming admission requirements and track registration readiness. Audit new student files. Register students not dependent upon high school rosters.
JUNE ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By the end of the Month:</u> Identify any new embedded instructors or Dual Credit Completion Coaches for the next academic year.	<u>Ongoing Activities:</u> Audit new student files. Register students not dependent upon high school rosters.

JULY ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By the end of the Month:</u> Submit any changes to student/class lists due to extenuating circumstances. Coordinate with the College on hosting Student Orientation in Late July/Early August.	<u>By the end of the Month:</u> Ensure processing of new embedded faculty & completion coach applications for the upcoming academic year. Collaborate/coordinate with Deans & Department Chairs to ensure all needed Fall classes are created and ready for Fall registration. Host Student Orientation on Partner's campus late July/early August. Host dual credit professional development for Partner administration/staff (including coaches & embedded faculty) on main campus and at the WRTTC.
AUGUST ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>Weekly:</u> For the first six weeks of school, send rosters/lists of dual credit students once a week to the Dual Credit Service Center to ensure enrollment accuracy. Work with the Dual Credit Service Center to resolve enrollment discrepancies. <u>By the end of the Month:</u> Attend dual credit professional development. At least one representative from each Partner school must attend a professional development session at the WRTTC in July or the Main Campus in August.	<u>Weekly:</u> Reconcile high school rosters/lists with College courses and report discrepancies to Partner. <u>By the end of the Month:</u> Host dual credit professional development for Partner administration/staff (including coaches & embedded faculty) on main campus. Send signup forms for Fall Recruiting/Advising Events. <u>As Soon As Possible:</u> Register remaining students base on high school rosters.

SEPTEMBER ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By the 15th:</u> Provide constructive feedback to the College on the Fall Admission/Advising cycle (January through August). <u>By the end of the Month:</u> Identify new students who will start in the Spring. Refer students to the Dual Credit Service Center for Admission and assist student with collecting admission requirements.	<u>By the end of the Month:</u> Year in Review: reflect on the Fall Admission/Advising Cycle. Identify process revisions. Develop Strategic Plan for the next academic year.
OCTOBER, NOVEMBER, & DECEMBER ACTIVITIES	
PARTNER ACTIVITIES	COLLEGE ACTIVITIES
<u>By end of the first week in October:</u> Finalize lists of which classes students will take in the Spring. Finalize Admission requirements for new students starting the Spring. <u>By end of October:</u> Submit test scores to the Dual Credit Service Center. <u>By Thanksgiving Break:</u> For schools in CTE Cooperative, participate in program planning for the next academic year. Host Dual Credit Recruiting Event at Partner campus. <u>By December 15th:</u> Submit test scores to the Dual Credit Service Center.	<u>By the end of October:</u> Complete Spring Registration. <u>By Thanksgiving Break:</u> Program planning for next academic year with CTE Cooperative. Participate in Dual Credit Recruiting Events at Partner campuses. <u>By December 15th:</u> Collaborate with Deans & Department Chairs to ensure all needed classes for Spring are created and ready for registration. <u>By end of December:</u> Run Drop/Fail/Withdraw report.