

MOU Addendum  
Start: Su 2021  
Complete: Sp 2023

Tulsa Community College Dual Credit to College Degree  
In partnership with Broken Arrow Public Schools  
Dual Credit to College Degree

In cooperation with Broken Arrow Public Schools, Tulsa Community College (TCC) is offering juniors and seniors at Broken Arrow Early College High School the opportunity to earn up to sixty hours of college credit or an Associate of Arts Liberal Arts degree in TCC's Dual Credit to College Degree program while at the same time satisfying their high school graduation requirements. The goal of this project is for all students involved to successfully complete the college academic plan, earn the AA degree, and transfer the TCC earned hours to a bachelor's degree program at Northeastern State University.

**Tulsa Community College Responsibilities**

Program administration:

- Meet with the district and high school administrations annually in October to review and revise the MOU for the upcoming cohort.
  - Provide assessment data through a TCC's student exit survey, student survey, and faculty survey.
  - Provide an annual report to all partners to inform program revisions and quality improvements.
  - Provide space for an annual quality improvement PDSA cycle meeting.
- Assign a Dual Credit Coordinator to the dual credit to college degree program. Coordination includes programs administration (admission and enrollment assistance) and student success initiatives as outlined in the Dual Credit to College Degree Student Engagement Plan.

Degrees:

- Provide 16-week POT courses (fall and spring) and 8-week POT summer courses that follow the TCC academic calendar for all course dates including drop, withdraw, and finals.
- Adopt open source texts or web-based texts as the primary textbook for as many cohorted courses through the junior year as possible; some courses may require inexpensive supplementary texts (e.g., English, College Success classes) or an online learning platform (math classes).
- Allow additional students to enroll in the cohort courses if seats are available after cohort enrollment.
  - Additional student enrollments are allowed only to meet section minimums and are not cohort students and therefore do not receive cohort 3<sup>rd</sup> party billing.
- Provide two TCC Associate of Arts degree academic plans, for the six semesters of high school student eligibility that clearly indicate the course options and the additional costs if any of the selected pathway.
- **Degree option one: Liberal Arts Degree Map: No alternative courses**
  - Collaboratively develop a Liberal Arts Degree Map with TCC deans, faculty, and BAPS.
  - Cohort students throughout the degree plan
  - Deliver all courses at the designated site, online, or online live (lab sciences and one gen. ed. will be delivered on a TCC campus)
  - Choose OER texts as the primary text if possible.
  - Provide cohort sections for all juniors who choose option one, the fully cohorted degree plan based on the provided minimum enrollment requirements of fourteen (14) students per section are met.

- Additional high school students may be enrolled after cohort students to meet minimums of fourteen (14) per section.
  - Deliver student ENGAGE events to assist student post high school planning
  - Students will select their degree map option by the end of September of the junior year during student engagement “Find Your Path” event.
  - Provide cohort sections for seniors who chose option one, the fully cohorted degree plan based on the provided minimum enrollment requirements of fourteen (14) students per section are met.
    - Additional high school students may be enrolled after cohort students to meet minimums of fourteen (14) per section.
  - Dual Credit coordinators will support enrollment processes (collect, track, vet, and forward)
  - Students who withdraw, fail, do not meet prerequisite requirements, or are academically withdrawn may repeat the course at their own expense (tuition, fees, books.)
  - All financial arrangements as outlined in this agreement apply to option one.
- **Degree option two: Liberal Arts Degree Map**
  - Cohort students through the three semesters of the junior year only (summer, fall, spring.)
  - Deliver junior year, cohorted courses at the designated site, online, or online live.
  - Choose OER texts as the primary text for junior cohorted courses if possible.
  - Deliver student ENGAGE events to assist student post high school planning.
  - Students will select their degree map option by the end of September of the junior fall semester during student engagement “Find Your Path” event.
  - District will transport DC2CD seniors in option two to a TCC campus (TBD) for courses on their degree map M – R if the junior year is off-site/ community location.
    - Students may need personal transportation for Fridays, Saturdays, or after the school day courses.
  - TCC advisors and university transfer maps will guide DC2CD senior year course enrollments based on:
    - The Liberal Arts graduation requirements.
    - The students’ post high school plans: TCC, university transfer major, and transfer university partner.
    - A total of 19 credit hours will be tailored to the students’ four-year partner and major.
  - On campus courses may require textbooks and / or materials to be paid by the student.
  - District will pay course fees for OK Promise students for the total associate degree or up to 61 credit hours.
    - All option #2 students, including OK Promise students, will pay fees above 61 credit hours.
  - On campus courses are subject to campus fees, lab fees, additional modality fees, and materials.
  - District will pay for tuition up to 61 credit hours for all students associate degree after all TCC tuition waivers are applied.
  - On campus course schedules are set on standard campus times and cannot be changed.
  - On campus courses will follow standard TCC enrollment dates and guidelines.
  - Dual Credit Coordinators will connect students to advising, assist students, and coordinate enrollment dates, but not process or enroll option #2 students in on-campus sections.
    - Students will complete enrollment for all 100, 200, 300, and 400 course sections at enrollment services with advisors.

- Students who withdraw, fail, or are academically withdrawn may repeat the course at their own expense (full tuition, fees, books.)

#### Faculty:

- Hire and schedule TCC professors
- Assign a TCC full-time faculty liaison to provide support and oversight for adjunct professors.
- Provide faculty an opportunity to alert the College if students are in jeopardy of becoming ineligible per the OSRHE concurrent enrollment policy 3.10 (<http://www.osrhe.edu/state-system/policy-procedures/part3.shtml>)
- Provide the Oklahoma State Regents for Higher Education mandatory off-campus concurrent orientation to all TCC faculty teaching at NSU-BA.

#### Student resources:

- Collaborate with high school administrators to provide programmatic information to prospective students and their parents/guardians including group meetings, promotional materials, and appointments.
- Collaborate with the high school administrators, point person/ lead to provide cohort student workshops for advisement, admission, and enrollment.
- Collaborate with the high school administrators and counselors to provide mandatory cohort semester debrief on the last Friday of each semester.
- Comply with all Oklahoma State Regents for Higher Education (OSRHE) concurrent enrollment policies as stated in the OSRHE Academic Affairs policy 3.10: <https://www.okhighered.org/state-system/policy-procedures/2019/Chapter%203-%20January%202019.pdf>
- Provide the district leads and counselors with TCC admissions and enrollment qualifications and all required forms for dual credit students.
- Provide student admission and enrollment training to district counselors and administrators.
- Collaboratively develop the cohort's student orientation to be provided each June, August, and January on TCC campuses and virtually in a web-conference.
  - Provide access: Send the recorded link to district leads and post on TCC website
- Provide academic tutoring remotely virtually and at TCC campuses for cohort students through TCC student resources: e.g., writing lab, math lab, library.

#### Billing:

- Invoice the district for the cohort students only following the drop period each semester unless the student desires to receive a T1089.
  - Advise non-OK Promise parents that the T1089 requires direct payment to the college for all educational expenses.
  - All OK Promise students will be included in district 3<sup>rd</sup> party billing from the TCC bursar.

### **High School District Responsibilities**

#### Program administration:

- Meet with TCC annually in October to review and revise the MOU for the upcoming cohort.
  - Provide TCC's student exit survey and student survey to all enrolled students.
  - Participate in an annual quality improvement PDSA cycle meeting.
- Assign district Administrator and / or counselor to coordinate the dual credit to college degree program. Coordination includes programs administration and student success initiatives coordinated with the assigned TCC Dual Credit Coordinator

#### Students:

- Identify students who express a desire to go to college, who have time to study and complete assignments outside of class ( *a minimum* of 2 hours per every 1 hour in class per week), and who meet the Oklahoma State Regents for Higher Education and TCC's admission and enrollment qualifications for concurrently enrolled high school students.
- Collaborate with TCC to provide programmatic information to prospective students and their parents/guardians including group meetings, promotional materials, and appointments.
  - Provide communication and space for student and parent informational meetings for interested high school students in grades 8 – 10.
  - Schedule cohort recruitment in the fall of the freshman and sophomore years (October – December)
- Communicate student deadlines for admission, enrollment, and course payment to students.
- Allow additional concurrent students to enroll in the cohort courses if seats are available after cohort enrollment.
  - Additional student enrollments are allowed only to meet section minimums and are not cohort students and therefore do not receive cohort 3<sup>rd</sup> party billing.
- Collect enrollment forms and complete enrollment per TCC Dual Credit Programs department procedures.
- Provide tutors and/ or high school teachers who offer academic coaching and follow the TCC tutorial best practices guidelines.
- Contact students who are identified by TCC faculty on the early alert emails.
  - Provide academic counseling and coaching opportunities on Fridays for students that fall below 70% in any class.
- Collaborate with the TCC Dual Credit Coordinator to provide mandatory cohort semester debrief on the last Friday of each semester.

#### Billing:

- Provide process for cohort student 3<sup>rd</sup> party billing for OK Promise students (no 1089T will be available.)
- Provide process for cohort student reimbursement for students paying TCC directly in order to obtain a 1089T.
- District will remit payment to TCC Bursars for cohort students only.
- Billing includes:
  - All tuition above applied tuition waivers for all students
  - Course fees for OK Promise students (Regents mandatory fee structure)

#### TCC Professor Responsibilities:

- Follow the TCC department's syllabus template and course policies.
- Provide Blackboard access to students in the course. Math courses may use computer simulator program for grades.
- Grade and return work in a reasonable amount of time.
- Incorporate high-impact practices for engaging students.
- For adjuncts only: provide the course syllabus to your faculty liaison for review and make suggested edits.
- Alert the Director of Dual Credit Programs if any student falls below 70% or misses more than 3 hours of class by returning the weekly early alert email request or raising the appropriate Starfish flag.

- Abide by policies in the TCC Faculty Handbook.
- Ensure that the classroom environment is conducive to learning. If necessary, work with the TCC faculty liaisons to address classroom management issues.

### Student Responsibilities

- Attend mandatory informational meeting
  - Attend TCC and DC2CD informational meetings with a parent or guardian.
  - Attend TCC admission and/ or enrollment workshops every semester.
  - Attend TCC advising workshops once per academic year.
  - Attend TCC end of term debriefs every semester
- Qualify for Admission
  - Students from accredited high schools may be admitted to TCC on either a 3.0 unweighted high school GPA or the composite score of the Pre-ACT, ACT, PSAT, or SAT.
  - Students who take the Pre-ACT, ACT, PSAT, SAT exam no later than December of their sophomore year and report scores to TCC in January. [ACT college code #3441; SAT college code #6839.
  - If the student's high school GPA or the national exam score does not meet the acceptance criteria, the student may take the On-Campus ACT at TCC's Northeast Campus testing center. 918-595-7594 for information and guidelines.
- Qualify for enrollment
  - Apply to TCC and enroll in TCC's Dual Credit to College Degree program during the spring semester of their sophomore year for summer courses. Enrollment is filled on a first-come, first-served basis and specific schedules are not guaranteed. After the first day of the semester, students will not be allowed to enroll in a class, even if the class is not at capacity.
  - Meet the placement requirements for college courses (<http://www.tulsacc.edu/dualcredit>)
  - Sign the faculty association welcome letter (students and their parents), indicating that they understand the requirements of the dual credit program
  - Sign the districts' student/ parent MOU agreement (if provided.)
  - Complete the TCC enrollment form for high school students and return to the high school counselor for completion of high school schedule and signature.
- Attend and participate in courses
  - Read and follow the TCC Student Handbook while attending TCC courses.
  - Students may be expected to find and print texts online and may be required to purchase an inexpensive supplementary book for some classes (e.g., English classes).
  - Communicate any concerns or issues (e.g., missing class, questions about grades) with the TCC professor.
  - File any course or professor concerns with TCC at [www.tulsacc.edu/reportit](http://www.tulsacc.edu/reportit)
  - Attend academic coaching or tutoring provided by the high school and / or TCC on Fridays.
  - Students may be expected to complete service learning and other off-campus activities.
- Financial Responsibilities
  - Students may be responsible for small supplementary books, materials and lab kits.
  - Contact TCC student accounts or MyTCC to pay the appropriate TCC course fees and / or tuition and fees to the TCC Bursar (see TCC financial spreadsheet attached).
  - Submit student social security number (SSN) in order to receive a federal T-1098 for qualified education expenses. (Non-OK Promise students only.)
  - Pay bursar account by week five of the fall and spring semesters for enrollment eligibility.

## Financial Responsibilities

- Tuition and state mandated fees are subject to change July 1 per the Oklahoma State Regents for Higher Education.
- TCC provides 30 credit hours of tuition waivers (12 juniors and 18 seniors)
- DC2CD reduced fees are assessed for cohort program option #1.
- OSRHE mandatory course fees are assessed for all courses on TCC campuses for option #2 seniors.
- TCC will minimize textbook and materials costs by using open educational resources or TCC resources whenever possible for cohorted courses. Math courses will require an access code.
- Students in program option #1 may be responsible for small supplementary books, materials and lab kits.
- Students in program option #2 may have textbook costs, tuition, and lab fees when applicable (i.e. Lab courses above 3 credit hours.)
- The TCC financial office spreadsheet lists each cohort student, OSRHE OK Promise registrant status, and tracks cohort cost through the six-semester program. If a student becomes OK Promise registered (completes registration) after semester billing, then the student's status will be updated on the next semester and will be reflected in the billing.
- The bursar invoice will include all cohort students on the TCC Roster on the Monday after semester drop date.

## TCC

- Disperse junior and senior tuition waivers per the TCC and Oklahoma tuition waiver programs for high school students by week four of the semester.

## District

- Remit full tuition over the waived tuition amounts for all cohort students in degree option #1 and up to 61 hours tuition for students in degree option #2.
- Pay, in addition to tuition, all course fees for Oklahoma Promise registered students listed on the Oklahoma State Regents for Higher Education's (OSRHE) OK Promise registration in degree option #1 (and fees up to 61 hours for students in degree option #2.)
- Direct non-OK Promise students to [studentaccounts@tulsacc.edu](mailto:studentaccounts@tulsacc.edu) for balance and payment by week five of the semester.

## Cohort students

- Not listed on the OSRHE OK Promise registration will pay the TCC Bursar for all course fees.
- Option #2 students will pay tuition, fees, materials over 61 credit hours.
- Contact the TCC bursar at [studentaccounts@tulsacc.edu](mailto:studentaccounts@tulsacc.edu) with account questions.
- Pay TCC directly and file an SSN with TCC to receive a federal T-1098 for qualified education expenses.
  - OK Promise students (total paid by the district) are not eligible to receive a T- 1098.

Article 1: Degree options

Article 2: Project Timeline

**Official Signatures**

We agree to the above conditions and indicate by our signatures our commitment to provide quality concurrent enrollment courses for our students.

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Dr. Angela Sivadon, Sr. Vice President,

Chief Academic Officer

Tulsa Community College

Board of Education President or Superintendent

Broken Arrow Public Schools

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Date

Date

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Article 1 Degree options

Fully cohorted		
Junior Summer	Summer #1	COLL 1003
		BIOL 1383
Junior Year	Fall #1	SOCI 1113
		ENGL 1113
		HIST 1493
		COMM 1113
	Spring #1	ENGL 1213
		ART 1113
		MATH 1473
		POLS 1113
Senior Summer	Summer #2	BIOL 1114
Senior Year	Fall #2	HIST 1053
		PHIL 1113
		RELG 1223
		HIST 1063
	Spring #2	PSCY 1113
		SOCI 2113
		MUSC 1113
		PSYC 2023
		CRIM 1013



Tailored to transfer major/university		
Junior Summer	Summer #1	COLL 1003
		BIOL 1383
Junior Year	Fall #1	SOCI 1113
		ENGL 1113
		HIST 1053
		HIST 1493
	Spring #1	ENGL 1213 - Comp II
		Choice: Math 1473 or 1513
		GEOG 1043-[no OER]
		PSYC 1113
Senior Summer *Majors or Nonmajors	Summer #2	Choice: BIOL w/lab COMM 1113
Senior Year	Fall #2	HIST 1063
		Soc 2413
		Choice
		Choice
	Spring #2	POLS 1113.
		Choice
		Choice
		Choice

Article 2: Sample Project Timeline

Note: Student ENGAGE calendar is in addition to the project timeline

DATE	FRESHMEN	SOPHOMORES	JUNIORS (summer, fall, spring #1)	SENIORS (summer, fall, spring #2)
August	XXX	HS promote at schedule pick up – flyer with meeting dates.	Begin fall courses; orientation	Begin fall courses; orientation
September	XXX	HS identify students per OSRHE policy rubric for college admission and enrollment.	Jrs. choose option 1 or 2. Students in option 2 meet with advisors; plan summer lab science and fall list of course options.	<b>OPTION #2 SRS.</b> meet with advisors; review spring courses; degree audit
October	September week 4 or October week 1 or 2: <b>(evening)</b> , parent meeting at HS for <i>all freshmen and sophomores</i> students/parents -TCC program info. / table / short presentation, BA announce that invitations to apply based on the academic rubric will be sent.	September week 4 or October week 1 <b>(evening)</b> , parent meeting at HS for <i>all freshmen and sophomores</i> students/parents -TCC program info. / table / short presentation, BA announce that invitations to apply based on the academic rubric will be sent.  October week 3 Date based on HS calendar: <b>(evening)</b> Parent / student information meeting for all <b>INVITED</b> sophomores – met the rubric- (see sept.) program details from both TCC & BA	<b>OPTION #1 and OPTION #2 JRS.</b> Cohort enrollment paperwork for spring1 due to HS.  TCC process cohort enrollment for spring1.	<b>OPTION #1 SRS.</b> Cohort Enrollment paperwork for spring due to HS  <b>OPTION #2 SRS</b> Cohort Enrollment paperwork for one spring cohort course due to HS  and three spring courses submitted to TCC
November	XXX	One additional parent meeting if necessary.	XXX	XXX
December	XXX	Possible parent Q and A.	Cohort fall debrief final Friday of semester	Cohort fall debrief final Friday of semester
January	XXX	Parent / student intent form letter to HS; parent / student MOU if used. Cohort formed / sections requested. Lottery if necessary.	Start spring1 courses	Start spring2 courses
February	XXX	Admission workshop w/ TCC (3 semester transcripts for admission)	(5 semester transcript may be use to enroll	XXX

			for sr. yr./ GPA option)	
<b>March</b>	XXX	Enrollment paperwork for summer1 and fall1 due <b>to HS</b> (if scores/ Accuplacer is used.) Wait for 4 semester transcripts to use GPA to enroll jrs.	<b>OPTION #1 JRS.</b> Enrollment paperwork for summer2 and fall2 due <b>to HS</b>  <b>OPTION #2 JRS.</b> Enrollment paperwork for summer2 due to HS	File for TCC graduation
<b>April</b>	XXX	TCC complete summer1/fall1 cohort enrollment	<b>OPTION #2 JRS.</b> Enrollment paperwork for two fall courses submitted to TCC enrollment.  TCC coordinator process cohort enrollment courses only.	XXX
<b>May</b>	XXX		Cohort spring debrief final Friday of semester	TCC graduation and HS honor assembly
<b>June</b>	XXX	Orientation and cohort introduction w/ TCC coordinator	Tour and orientation at SEC	Submit final official HS transcript to TCC
<b>July</b>	XXX	Cohort summer debrief last Friday.	Cohort summer debrief last Friday	Receive degree/transfer transcript

AY 2021-2022

MOU Addenda

TCC Online Courses with High School instructor support

In cooperation with the high school, Tulsa Community College (TCC) is offering eligible high school juniors and seniors the opportunity to earn college credit while at the same time satisfying their high school graduation requirements. The goal of this collaboration is for all students involved to successfully complete (grade of C or above) a TCC online general education course(s).

#### TCC Responsibilities

- Meet with the district and high school administrations to review the MOU and addenda.
- Provide the high school with TCC admissions qualifications for concurrent students.
- Provide the high school with TCC qualifications for course enrollment.
- Provide an annual dual credit student orientation at a TCC campus.
- Conduct an on-site student information session, at the beginning of the semester.
- Provide 16-week online sections of general education college courses provided minimum enrollment requirements are met.
- Provide a TCC professor to deliver the online course(s).
- Provide early alerts to high school counselors authorized to receive FERPA information (early alerts sent when faculty reply to bi-weekly early alert requests).
- Provide semester grades to the district staff authorized to accept electronic FERPA reports.
- Meet with potential students and parents at Dual Credit to College Degree information meetings organized by the high school.

#### TCC Professor Responsibilities:

- Meet with high school instructor and/or faculty liaison prior to the beginning of the semester to review the course curriculum and materials.
- Communicate with the high school instructor frequently throughout the semester—once a week the first four weeks of the semester, less frequently after.
- Follow college syllabus template and departmental standards.
- Provide grade updates after every major graded assignment.
- Grade and return work in a reasonable amount of time (no more than two weeks for essays, less for other assignments).
- Incorporate best practices for engaging students in online classes.
- Create a column in Blackboard called “Grade to Date” or “Eligibility.” This column will help students demonstrate eligibility for extracurricular activities. (Note: this saves faculty time, is not a violation of FERPA, and ensures the high school has accurate information about grades).
- Update the grade book either by indicating each student’s letter grade (A, B, C, D, F) or by indicating the student is passing (P) or in danger of failing (F). High school students taking college classes must maintain a C average to continue taking college classes, so high school students earning below a C may be in danger of failing.
- Report students who are in danger of failing (i.e. whose grade drops below a 70%) either by responding to the Early Alert email from the CE office and/or by following college protocol.

#### High School District Responsibilities

- Meet with the TCC concurrent enrollment director and high school administrations to review the MOU and addenda.

## AY 2021-2022

- Identify students who express a desire to go to college, who have sufficient time to complete assignments outside of class time (minimum 9 hours a week per 3 credit hour online course) and who meet admission and enrollment qualifications for concurrent students.
- Communicate student deadlines for admission, enrollment, and payment to students.
- Commit by June 1 to a support instructor for the full year.
- Provide a qualified high school teacher or support staff to work with students during scheduled class meeting times.
  - English courses require support instructors with strong writing skills.
  - Math courses require a certified high school math teacher (B.S. in Mathematics).
- Notify the director of concurrent enrollment of any personnel changes and arrange for the new instructor to come to TCC for orientation and training.
- Provide the support instructor with the required textbooks and/or ancillary materials (e.g., MyMathLab)
- Ensure high school support instructor communicates regularly with TCC faculty and follows the requirements for effective student support.
- Provide adequate safety and security while faculty and students are at the site. This includes posting and practicing emergency evacuation as well as collaboration with TCC police.
- Provide a dedicated space for 20 to 30 students to support students in the online class during the TCC academic semester.
- Provide a dedicated class period within the regular school day and ensure that students attend the scheduled class time.
- Display physical evidence in a designated area such as outside the door to the TCC classroom that identify the site as a TCC course site. TCC provides brochures, guides, posters, and promotional materials.
- Provide students with computers and Internet access during the dedicated class period.
- Provide internet access, including website access, TCC library and database access, computer hardware, and software at the site as is required for the college courses' delivery and instruction.
- Provide a collegiate environment free from classroom interruptions. This includes announcements, staff entering the classroom, classroom orderliness, and room changes, and faculty access to the facility at least 20 minutes prior to class start times.
- Comply with the one hour and fifty-minute TCC semester finals schedule.
- Designate a representative as the liaison between the partner and TCC. The partner liaison provides marketing, program information, and notification to potential students in all area districts.
- Support and help guide the development and integrity of the program.
- Support the instructor and the student through standards set by TCC.
- Allow the concurrently enrolled students to comply with the TCC student policies and resources handbook during TCC class time. Note: Any student suspended or expelled from the high school will be expected to continue participating in his or her TCC class(es).
- Ensure that qualified students have access to course materials. Note: Photocopying portions of a textbook is a copyright violation. Students should be responsible for purchasing, printing, and/or borrowing assigned texts.
- Grant students dual credit for all college courses per OK SB290.
- Optional: Set up third party billing with the TCC Bursar.

### High School Support Instructor Responsibilities All Courses

## AY 2021-2022

- Attend TCC faculty's meeting/professional development activity.
- Become familiar with Blackboard and other TCC technology.
- Meet with TCC professor and/or full-time faculty liaison prior to the beginning of the semester to review the course curriculum and materials.
- Take attendance each class period and let the course instructor know if students miss more than three hours of class.
- Provide supplemental instruction and/or individual tutoring to reinforce the course's learning outcomes.
- Assist with time management, study skills, and technology issues
- Read the texts students are required to read and study the professor's handouts and assignment sheets.
- Avoid intervening in the student's day-to-day work. Although the course is taking place at a high school, students are expected to work independently and to behave as responsible college students.
- Monitor student progress by checking Bb grades throughout the semester.
- Provide impromptu tutoring and instruction on an as-needed basis.
- Alert the student and the high school counselor if the student's grade drops below 70%.
- Counsel failing students into an on-level high school class.
- Support the TCC professor's syllabus and TCC student Handbook.
- Communicate regularly with course instructor.
- Enforce the course etiquette policy and ensure that the classroom environment is conducive to studying. If necessary, work with the course instructor to dismiss students who consistently disrupt the designated study time.
- When appropriate, facilitate group discussions, study sessions, or workshops.

### Additional English teacher responsibilities

- During the first three weeks of the semester, spend several class periods re-enforcing the online instruction, reviewing grammar and mechanics, assisting students with time management and study skills, and helping with any technology issues. After the first few weeks of the semester, the instructor can intervene less in the students' day-to-day progress in the class.
- Monitor student progress by collecting copies of students' graded essays and summaries. *Students who earn less than a C on an assignment should be required to meet with the support instructor for additional tutoring.*
- Follow the TCC tutorial best practices guidelines and provide individual tutoring to each student at least twice semester.
- Provide tutoring in thirty-minute sessions (to prevent some students from monopolizing tutoring time).
- Provide Blackboard access to the high school instructor.

### Additional Math teacher responsibilities

- Assist with time management and course pace to ensure all assignments are completed in time for the scheduled exams.
- Assist with MyMathLab technology.

Student Responsibilities All courses:

- Apply for admissions into the Tulsa Community concurrent enrollment program. For admission requirements and to apply for admission see <https://www.tulsacc.edu/admissions-aid/admissions/college-courses-high-school-students>
- Acceptance into the dual credit enrollment program requires:
  - Junior or Senior status in high school
  - On-track for high school graduation with peer group
  - Enrolled in no more than 19 credit hours combined high school and college classes per semester
  - Admission score or GPA
    - ACT, Pre-ACT composite of 19 or above [ACT college code #3441]
    - **OR** SAT, PSAT10, PSAT -NMSQ composite of at least 990 [SAT college code # 6839]
    - **OR** H.S. GPA of 3.0 or above.
  - If the student's national ACT exam score does not meet the acceptance or enrollment criteria, the student may take the Residual ACT at TCC's Northeast Campus testing center. Dual Credit students may take the residual ACT one time between November 1 and October 31. 918-595-7594 for information and guidelines.
- Qualify for course enrollment in TCC's off-campus dual credit enrollment program in the spring semester of their sophomore year (for fall enrollment). See <https://www.tulsacc.edu/dualcredit> for the dual credit programs' college enrollment policy. Multiple placement options are available for students including ACT, Pre-ACT, SAT, PSAT10, PSAT-NMSQ, unweighted High School GPA (accredited schools).
- Sign the faculty association welcome letter (students and their parents), indicating that they understand the requirements of the concurrent enrollment program.
- Enrollment is filled on a first-come, first-served basis and is not guaranteed. After the first day of the semester, students will not be allowed to enroll in a class, even if the class is not at capacity..
- Attend a Dual Credit to College Degree student orientation.
- Purchase required course materials (students or high schools); students (not the support instructor) are responsible for obtaining the required materials. Check with your high school counselor.
- Complete a FERPA Student Records Release Form to allow communication between TCC and the high school instructor (See below).
- Students should be prepared to complete required assignments on the first day of the TCC semester.
- Note assignment deadlines, follow course policies as outlined in the syllabus, and seek additional help from the high school support instructor, as needed.
- Devote a minimum of 6 hours a week per course to studying, completing assignments, and revising and editing written work.
- Provide Blackboard grade report to the high school support instructor every 2-3 weeks and to your high school counselor weekly.
- Pay the appropriate TCC course fees and any tuition if applicable.
- Attend the high school's dedicated class period throughout the entire semester.
- Communicate any concerns or issues (e.g., questions about grades) with the TCC professor.

Additional responsibilities for English courses:

- Print graded essays and summaries to give to the high school support instructor for review.
- Participate in at least two tutoring sessions with the high school support instructor OR meet with a TCC writing consultant at one of the TCC writing centers.
- Students (not the support instructor) will be expected to find articles from the TCC library databases.

AY 2021-2022

- Complete all English departmental requirements for Composition I and II (see TCC Composition I and II Guidebook).

Additional responsibilities for Math courses:

- Purchase required textbooks/ MYMATHLAB Student Access Kit (students or high schools)
- Take a proctored midterm and final exam (These exams will be scheduled at the high school campus or at a TCC campus).

TCC student FERPA waiver

The link below may be executed online or printed and completed. **Please return academic records only to the high school supervisor.** You may return printed forms via your student TCC email account, fax w/ photo ID, or in person to the TCC West Campus enrollment services office. West Campus Enrollment Services, 7505 W. 41st Street, Tulsa, OK, FAX 918-595-8130.

<http://www.tulsacc.edu/sites/default/files/FERPA%20revised%2010-23-14.pdf>



AY 2021-2022

Dear Student,

Congratulations! You are enrolled in Tulsa Community College. High school students who successfully complete TCC courses will earn college credit and—more importantly—will develop skills needed to succeed in future college classes. To help you succeed as a college student, this letter outlines some key differences between college and high school classes. These differences will also be reflected in the syllabus for each of your classes. The syllabus presents your professor’s specific policies, teaching methods, and deadlines for assignments, so be sure to read it carefully.

First, we want you to know that many students experience a drop in their grades during their first year of college because college professors determine grades differently than high school teachers. While effort, improvement, and good attendance all contribute to a student’s success in college, college grades are based primarily on how much a student learns and on how well he or she demonstrates that learning in a few major assignments. In a typical class, students must demonstrate an exceptionally high level of learning to earn A’s and B’s. The course syllabus will explain how you will be graded.

Second, most college courses require students to spend approximately six hours a week outside of class studying and completing assignments. Some students may master the material more quickly than others, but most need to manage their time so that they can meet this requirement. Students who have a demanding job or numerous extracurricular activities may have to forgo some social and family time to succeed in their classes.

Third, professors have the academic freedom to create their courses and to determine standards for their classes. (Please see the academic freedom statement below.) In some cases, course content may include sensitive political, cultural, and religious topics as well as controversial texts (readings, artwork, films, etc.). Students can expect to engage with and think critically about ideas and perspectives that may be different from their own and that may be challenging and uncomfortable.

Fourth, TCC faculty members are employed by TCC, so your high school administration does not play a role in dealing with any issue involving college professors. If you have concerns or questions about a professor’s teaching or grading, you should first schedule an appointment to talk to the professor. In most cases, the professor can address your concerns and questions and will help you succeed in the class. If talking to your professor does not alleviate your concerns, you can contact the appropriate faculty chair, whose contact information is on the course syllabus.

Finally, the Family Educational Rights and Privacy Act (FERPA) obligates college professors to protect the privacy rights of our students. Even when students waive their right to privacy, many professors feel strongly that students need to take responsibility for their own learning. Students in this class, therefore, should be mature and independent enough to discuss any concerns or problems with the instructor. If you want or need to share your grades on Blackboard, they will be updated after each major assignment, but you alone are responsible for monitoring your academic progress in this class and for contacting your professor if you have any concerns.

TCC faculty who teach concurrent enrollment courses are familiar with many of the challenges associated with this age group and are willing to work hard in helping students meet those challenges. We hope this class helps you meet your academic goals.

Sincerely,

TCC Faculty

Statement on Academic Freedom

“The U.S. Supreme Court recognizes a First Amendment right of institutional as well as individual academic freedom: “It is the business of a university to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail ‘the four essential freedoms’ of a university – to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study” [stated by Justice Felix Frankfurter in *Sweezy v. New Hampshire* (354 U.S. 234 1957) and Justice Lewis Powell in *Regents of the University of California v. Bakke* (438 U.S. 265 1978)].

I have read and understand all the information presented in this letter.

Student Name [print] \_\_\_\_\_ Student Signature \_\_\_\_\_

Parent Name [print] \_\_\_\_\_ Parent Signature \_\_\_\_\_

## MOU Addendum:

### Precalculus Learning Community (PCLC)

In cooperation with the high school mathematics department, Tulsa Community College is offering eligible high school juniors and seniors the opportunity to earn three hours of college Mathematics (transferable to state universities) while at the same time satisfying their high school Mathematics requirement. The goal is for all students who take the College Preparatory Math (PCLC) class to successfully complete a TCC Pre-Calculus I Math 1513 course the following semester.

### Tulsa Community College Responsibilities

- Meet with the district and high school administrations to review the MOU and addendums.
- Provide the high school with PCLC curriculum and objectives, which will be used during the fall semester to prepare students for the pre-calculus I course.
- Conduct an on-site or virtual information session during the first week(s) of the CPM class.
- Provide a TCC Math faculty liaison to review the PCLC course materials with the high school math teacher and to provide support throughout the semester.
- Provide a 16-week online section of Pre-Calculus I Math 1513, taught by a TCC faculty who will communicate with the high school support instructor throughout the semester.
- Reserve seats for the PCLC students who meet admissions and enrollment criteria, who earn a C or better in PCLC, and who enroll by January 3 for spring semester.
- Process the high school junior or senior tuition waiver for all concurrent high school students as applicable.

### High School District Responsibilities

- Follow the PCLC procedural timeline.
- Meet with the TCC dual credit director and high school administrations to review the MOU and addendum.
- Work with high school math faculty to identify students who want to go to college and who have a strong work ethic but who don't yet have the academic and/or study skills needed to succeed in a college-level math class.
- Communicate student deadlines for admission, enrollment, and payment to students.
- Provide a qualified math teacher to deliver the preparatory curriculum and to provide support for the online MATH 1513 class the following semester.
- Provide a dedicated class period and space for both PCLC and online MATH 1513.
- Send the math teacher's name and contact information to the Director of Dual Credit Programs by June 1.
- Notify the Director of Dual Credit Programs of any personnel changes during the semester and arrange for the new teacher to meet with the TCC faculty liaison.
- Provide students with computers and Internet access during the dedicated class period. Note: IT departments will need to assist students with technology issues when they take MATH 1513.
- Ensure that qualified students have access to course material, software, and textbooks.

### High School Teacher responsibilities

- Write a letter of intent to the Director of Dual Credit Programs, explaining his/her commitment to supporting the TCC instructor and plans for providing support.
- Teach the PCLC math class.
  - Meet with the TCC faculty liaison before the semester to review course curriculum, materials, and updates.
  - Attend TCC math faculty meeting/professional development activity, when offered.
  - Communicate regularly with the TCC faculty liaison throughout the semester
- Become familiar with Blackboard and other TCC technology.
- Provide supplemental instruction and or individual tutoring to reinforce the course's learning outcomes.
- Monitor student progress by taking attendance during both semesters' dedicated class periods.
- Check Bb grades throughout the semester.
- Alert the student and the high school counselor if the students' grade drops below 70%.
- Counsel failing students into an on-level high school class.
- Support the TCC Student handbook, the TCC professor's syllabus, and the grading standards.
- Enforce the course etiquette policy and ensure that the classroom environment is conducive to studying. If necessary, the high school teacher will work with the TCC professor to dismiss students who consistently disrupt the designated study time.
- Avoid intervening in the student's day-to-day assignments. Although the course is taking place at a high school, students are expected to work independently during the dedicated class period and to behave as responsible college students.
- Assist with time management, study skills, and technology issues.
- Communicate regularly with the MATH 1513 professor
- Follow best practices for tutoring.

### Student Responsibilities

- By week 14 of the preparatory semester, students must qualify for and enroll in the Tulsa Community Dual Credit program. Acceptance into the program requires
  - Junior or Senior status in high school
  - On-track for high school graduation with peer group
  - Enrolled in no more than 19 credit hours combined high school and college classes per semester
  - Demonstrate admission eligibility in one of the following ways:
    - ACT, Pre-ACT composite of 19 or above [ACT college code #3441]
    - **OR** SAT, PSAT10, PSAT -NMSQ composite of at least 990 [SAT college code # 6839]
    - **OR** H.S. GPA of 3.0 or above for an Oklahoma accredited high school.
    - **OR** take the on-campus/residual ACT at TCC's Northeast Campus testing center. Call 918-595-7594 for information and guidelines.
- Demonstrate enrollment eligibility one of the following ways:
  - C or better in the PCLC and recommendation of instructor
  - **OR** ACT Math score of 19 or above
  - **OR** SAT Math score of 510 or above
  - **OR** Accuplacer range (see testing center)
  - **OR** unweighted High School GPA 3.4 (Jrs. 4 sem. transcript; Srs. 5 sem. transcript)
- Successfully complete PCLC math course. Students earning a C or better in PCLC meet the placement criteria to enroll in the instructor designated section of online MATH 1513 only; the grade does not work for placement in any other section of MATH 1513.
- Enroll in the designated section by January 3<sup>rd</sup> for spring semester. ***After this deadline, the MATH 1513 will be open to other high school students.***

- Sign the faculty association letter (student and parent)
- Complete a FERPA Student Records Release Form to allow communication between TCC and the high school instructor.

TCC student FERPA waiver

Student records at Tulsa Community College are maintained in compliance with the Family Educational Rights and Privacy Act of 1974 as Amended in 1995. The Act affords students certain rights with respect to their educational records.

- These rights include the right of students to request access to their personal records and also the right to request the amendment of the student's education records that the student believes are inaccurate.
- The student must submit in writing a request precisely noting the record for review.
- Additionally, students have the right to consent of disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The Act affords students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA:

*Family Policy Compliance Office, U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202-4605*

In order to release information to a third party, a FERPA Release Form must be on file in the student's record.

The link below may be completed online or printed. Please release academic records to the high school mathematics teacher and or student support teacher and the TCC Pre-calculus I Learning Community mathematics personnel. You may return the form via your student TCC email account, fax w/ photo ID, or go to West Campus Enrollment Services, 7505 W. 41st Street, Tulsa, OK, FAX 918-595-8130.

[https://www.tulsacc.edu/sites/default/files/file\\_attachments/ferpa\\_4-19-2018.pdf](https://www.tulsacc.edu/sites/default/files/file_attachments/ferpa_4-19-2018.pdf)

Student Name	Student Signature	Date
Parent Name	Parent Signature	Date

Precalculus Learning Community  
Letter to parents

Your student has been identified as a candidate for the Precalculus Learning Community course, a high school class that prepares students to succeed in a Tulsa Community College MATH 1513 course. This letter is to inform you about this opportunity.

Precalculus Learning Community is a class developed by college and high school math faculty with the goal of ensuring high school students are prepared for college-level mathematics. Many high school graduates do not meet the criteria to take a college-level math class and therefore have to take developmental studies or remedial classes during their first year at college. While taking Precalculus Learning Community does not guarantee that a student will be able to take MATH 1513 the following semester, students who take the class will be challenged to improve their math skills so they can avoid costly developmental studies courses.

The Precalculus Learning Community class helps prepare students for MATH 1513 by asking students to practice some of the same math concepts they will be asked to complete in MATH 1513. High school teachers will also

- Enforce strict deadlines for late work
- Require students spend time studying outside of class
- Review challenging learning outcomes from the precalculus curriculum
- Focus on time management skills
- Consult with a TCC math professor about learning outcomes and student progress

The high school instructor will continue to help students succeed in an online MATH 1513 class the following semester by providing tutoring, technology support, and encouragement. Although students will have a dedicated class period to work on MATH 1513, they are expected to work independently and to behave as responsible college students. The professor will follow college policies regarding attendance, academic freedom, and grades; and the high school teacher will reinforce college policies (including the professor's syllabus policies), take daily attendance, and ensure that the classroom environment is conducive to studying. Students who complete MATH 1513 successfully will have three hours of college credit, transferable to most colleges and universities and required of almost all degree programs.

If you would like your student to participate in this opportunity, please discuss the overview of student responsibilities and the project timeline with him or her. If he or she is interested, please sign and return this letter to your high school counselor.

Dear Student,

Congratulations! You are enrolled in Tulsa Community College. High school students who successfully complete TCC courses will earn college credit and—more importantly—will develop skills needed to succeed in future college classes. To help you succeed as a college student, this letter outlines some key differences between college and high school classes. These differences will also be reflected in the syllabus for each of your classes. The syllabus presents your professor's specific policies, teaching methods, and deadlines for assignments, so be sure to read it carefully.

First, we want you to know that many students experience a drop in their grades during their first year of college because college professors determine grades differently than high school teachers. While effort, improvement, and good attendance all contribute to a student's success in college, college grades are based primarily on how much a student learns and on how well he or she demonstrates that learning in a few major assignments. In a typical class, students must demonstrate an exceptionally high level of learning to earn A's and B's. The course syllabus will explain how you will be graded.

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Third, professors have the academic freedom to create their courses and to determine standards for their classes. (Please see the academic freedom statement below.) In some cases, course content may include sensitive political, cultural, and religious topics as well as controversial texts (readings, artwork, films, etc.). Students can expect to engage with and think critically about ideas and perspectives that may be different from their own and that may be challenging and uncomfortable.

Fourth, TCC faculty members are employed by TCC, so your high school administration does not play a role in dealing with any issue involving college professors. If you have concerns or questions about a professor's teaching or grading, you should first schedule an appointment to talk to the professor. In most cases, the professor can address your concerns and questions and will help you succeed in the class. If talking to your professor does not alleviate your concerns, you can contact the appropriate faculty chair, whose contact information is on the course syllabus.

Finally, the Family Educational Rights and Privacy Act (FERPA) obligates college professors to protect the privacy rights of our students. Even when students waive their right to privacy, many professors feel strongly that students need to take responsibility for their own learning. Students in this class, therefore, should be mature and independent enough to discuss any concerns or problems with the instructor. If you want or need to share your grades on Blackboard, they will be updated after each major assignment, but you alone are responsible for monitoring your academic progress in this class and for contacting your professor if you have any concerns.

TCC faculty who teach concurrent enrollment courses are familiar with many of the challenges associated with this age group and are willing to work hard in helping students meet those challenges. We hope this class helps you meet your academic goals.

Sincerely,  
TCC Faculty

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"The U.S. Supreme Court recognizes a First Amendment right of institutional as well as individual academic freedom: "It is the business of a university to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail 'the four essential freedoms' of a university – to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study" [stated by Justice Felix Frankfurter in *Sweezy v. New Hampshire* (354 U.S. 234 1957) and Justice Lewis Powell in *Regents of the University of California v. Bakke* (438 U.S. 265 1978)].

I have read and understand all the information presented in this letter.

Student Name [print] \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Name [print] \_\_\_\_\_

Parent Signature \_\_\_\_\_

## The Precalculus Learning Community Timeline

### March-April

- High schools indicate interest in offering/continuing to offer PCLC fall semester the following academic year
  - Schools offering the course for the first time will meet with the Dual Credit faculty chair and/or the Dual Credit Program director
  - High schools who have offered the course for at least one semester may discuss curriculum changes with the PCLC Math lead Professor.
- High schools identify students
  - High school math faculty should recruit current sophomores and juniors during the high school scheduling period.
  - High school sends letters to parents about the PCLC class
- High schools offering a spring semester PCLC class provide number of students earning a C or better in March. (For scheduling purposes, Dual Credit needs to know approximately how many students will be enrolling in Math 1513.)
  -

### May-August:

- High school sends the math teacher's name(s), contact information, and letter(s) of intent to the Director of Dual Credit Programs **no later than June 1**.
- HS math teacher meets with TCC faculty liaison to review curriculum.

### August-October:

- HS teacher sends Dual Credit office a headcount—number of students enrolled in PCLC when high school starts
- TCC faculty liaison meets with PCLC students, virtually or in person.
- HS math teacher communicates regularly with TCC faculty liaison.

### October-December

- HS teacher sends Dual Credit office number of students earning a C or better on October 1 (For scheduling purposes, Dual Credit needs to know approximately how many students may be enrolling in Math 1513.)
- Students apply to TCC's Dual Credit program (<https://www.tulsacc.edu/programs-courses/dual-credit-programs>).
- Students complete additional testing, if necessary.
- Students projected to earn a C or better in PCLC with teacher recommendation enroll in designated online MATH 1513.
- HS teacher provides a final headcount of students eligible for English 1113, no later than **Dec. 15**; spring semester CPE instructors provide headcount—number of students enrolled in spring CPE.

### January-February

7

- HS sends fall semester transcript by January 10<sup>th</sup> for each Math 1513 student to demonstrate all students meet placement criteria for Math 1513; TCC will de-enroll students who were projected to earn a C but did not.
- MATH 1513 professor meets virtually or in person with students.
- HS math teacher helps students adjust to the professor's expectations.

### March

Students pay Bursar





MEMORANDUM OF UNDERSTANDING

Regarding EDGE Earn a Degree, Graduate Early Pilot Between  
Tulsa Community College  
and  
Broken Arrow Public Schools  
Year 2021 – 2022

This MEMORANDUM OF UNDERSTANDING is hereby made and entered into by and between Tulsa Community College, hereinafter referred to as "TCC" and Broken Arrow Public Schools, Broken Arrow, Oklahoma, hereinafter referred to as the "district".

**I. PURPOSE**

The purpose of this agreement is to develop a framework for cooperation between TCC and BAPS to provide an early college high school model, branded Earn a Degree, Graduate Early (EDGE) for eligible, selected students to use dual credit to satisfy requirements for high school graduation while simultaneously meeting the requirements of an associate degree. This unique initiative expands the dual credit partnership between TCC and BAPS. It models the cooperative and shared use of resources, personnel, and facilities within the common education and community college systems to provide students with increased rigor during high school and access to higher education while reducing the barriers to college completion.

This Memorandum sets forth the understandings and intentions of TCC and BAPS in accordance with this purpose and provides a framework for cooperation in achieving those goals.

**II. MUTUAL BENEFITS AND INTERESTS**

The EDGE Program pilot—planned to begin in the 2021-2022 school year—will combine high school and college-level coursework during the 10th through 12th grades so selected students can earn as many as 61 college hours satisfying high school graduation and associate degree requirements at no cost to the student. While there is no income-based criteria/preference in the selection of participants in the Program, and all students will be made aware of the Program, the parties wish to recruit under-resourced students. To assist with that intention, the district will identify, encourage, and separately invite students designated as under-resourced to apply for the Program. Each cohort will meet the Oklahoma State Regents for Higher Education pilot exception goal of having at least 80% of all student participants in the Program designated as economically disadvantaged. The number of students designated as under-resourced will be a factor in the size of the cohort.

Research throughout the nation has verified that early college models lead to higher college completion rates. This partnership addresses TCC's goal to increase the college completion rate while also providing access to more at-risk students in the Tulsa area. EDGE Programs have also been shown to save both the state and students money, maximize opportunities for those who might otherwise not attend college, and compress the time required to become ready for the workforce. The results of this Program will be documented to determine its feasibility as a model that could be adapted to other partnerships if supported by additional state funding.

**III. WORKING AGREEMENT AND UNDERSTANDING OF THE PROGRAM**

The term of the Program shall be on a fiscal-year basis with options to renew each year. Either party shall have the right to terminate this memorandum of understanding prior to the termination of its term with or without cause by giving one hundred eighty (180) days prior written notice, specifying the

date of termination. Since students' academic careers would be impacted, the parties agree to work in good faith to avoid any such termination. Each year, the Program will be reviewed and adjusted to meet the needs of the partnership. As the Program grows, Program changes will be presented for approval at the annual MOU submittal.

Oklahoma law allows for high school juniors and seniors to participate in concurrent enrollment. For this pilot, Oklahoma State Regents for Higher Education (OSRHE) approved a policy exception allowing TCC to admit and enroll qualified EDGE 10<sup>th</sup> grade students in college courses. This exception has been granted an extension for TCC's planned expansion of the EDGE model.

The EDGE Program will begin with a mandatory, full-year college preparatory curriculum in the ninth grade. Students will take a combination of rigorous high school classes and a prescribed sequence of college-level coursework in 10<sup>th</sup> through 12<sup>th</sup> grades. Students will be able to take up to 19 combined college credit hours and high school classes per semester. Non-academic high school units are excluded from the workload calculation.

Students will have the opportunity to earn college credit hours that will satisfy high school graduation requirements and an Associate of Arts, Liberal Arts degree by the end of the senior year in high school. Credit hour totals may vary depending on the student's post-secondary plans. The Liberal Arts degree is a minimum of 61 credit hours; however, a STEM student's degree may exceed 61 credit hours. While Oklahoma law states that high school students are not degree seeking, if a student meets TCC requirements for an associate degree by May of the senior year, students may participate in TCC graduation. Following the student's submission of an eight-semester official high school transcript to TCC and the awarding of Prior Learning Assessment credits, such as AP or departmental exams, the student status will be changed to degree-seeking, and the student will be awarded the associate degree.

The 9<sup>th</sup> grade high school preparation year and all high school classes for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades will be held at the home high school. College classes will be held at the campus identified for each cohort. The college will schedule classes on M/W and T/TH. The high school will schedule mandatory tutoring and study throughout the week and on Fridays.

#### A. EDGE Student Cohort

Each cohort will be composed of at least 80% of 8<sup>th</sup> grade students whose applications indicate they are registered for Oklahoma Promise. If accepted, students from both participating schools will be part of a single cohort at each site, (Northeast Campus, West Campus, NSU Campus, Union Collegiate Academy campus with summer courses at Southeast Campus) with a minimum of 20 and a maximum total of 60 - 80 students per site.

By the end of the 9<sup>th</sup> grade year, they must complete Oklahoma Promise registration if eligible and meet Oklahoma State Regents for Higher Education admission and enrollment requirements to proceed in the cohorted college courses. Therefore, academic and test preparation will begin in the ninth grade and should help students meet college admission and course placement requirements and prepare for the rigor of college-level work. Eligible students will receive learning accommodations as needed.

Accommodations for high school courses will follow IEP/504 policies and college courses will follow ADA policies. EDGE students will be subject to the TCC Student Handbook Policies and Practices as well as the district's Student Handbook/Behavior Response Plan.

#### B. Student Recruitment and Selection Process

As stated earlier, while all district 8<sup>th</sup> grade students may apply to the Program, recruitment efforts should focus on students registered for the Oklahoma Promise, students qualifying for free/reduced

lunch, who may be eligible to register for Oklahoma Promise and/or first-generation college students who are motivated to complete a high school diploma and TCC associate degree requirements by the end of the senior year. Informational meetings will be open to all district 8<sup>th</sup> graders and their parents or guardians. Students will complete an application developed by the EDGE leadership team, which is comprised of the TCC Director of Dual Credit Programs and the district senior leadership point person.

Each high school will appoint a committee to review applications and select the cohort. TCC staff will provide support and confirm that the final cohort meets OSRHE requirements. When selecting students for the 8<sup>th</sup> grade cohort, the committee will apply the following criteria. First, is the student registered for the Oklahoma Promise? Second, will the student be a first-generation college student? Each cohort will be composed of at least 80% of 8<sup>th</sup> grade students whose applications indicate they are registered for Oklahoma Promise. Beyond these two criteria, the committee should review the applications, essay, and recommendations holistically to determine if the student demonstrates the desire to pursue this Program. The application materials are collected in the spirit of learning more about the student. Because this Program is a focused intervention designed to increase the college going rate, students are not required to demonstrate academic ability through the quality of writing on the essay, a specific grade point average (GPA), or test score. Acceptance in the Program in the 8<sup>th</sup> grade is not based on academic ability. If the number of qualified applicants exceeds the cohort size, the high school committee may interview applicants or use a lottery to make final student selections

After the cohort selection, both parent and student will acknowledge the commitment to enroll the student in the full 9<sup>th</sup> grade preparatory curriculum including the Introduction to College course, attend cohort events, summer school as directed, and Friday study classes, participate in additional academic supports as advised, and complete Oklahoma Promise registration if completion is outstanding. To help students make informed choices regarding time-consuming co-curricular and outside activities, parents and students will be advised of the rigorous demands of college academic life and of the fact that college policy does not distinguish between excused and unexcused absences.

New students may be added to the student cohort before the start of the 9<sup>th</sup> grade year if room becomes available. A minimum ten-student wait list taken from the application pool will be maintained until February 1 of the 9<sup>th</sup> grade preparatory year. Students who move into the district from outside of the TCC service area may apply to join the 9<sup>th</sup> grade pre-cohort by January 31 if the following criteria are met: the pre-cohort has below 60 students and the student meets the under-resourced student criteria. Any students added to the cohort after August must immediately be enrolled in the 9<sup>th</sup> grade high school preparatory courses including the Introduction to College elective.

Program description materials including the 8<sup>th</sup> grade informational meeting materials and the 8<sup>th</sup> grade student application will be prepared and approved by both partners and updated annually in June.

### C. Student Support

During the 9<sup>th</sup> grade year, students will participate in a rigorous curriculum including the college preparatory curriculum Introduction to College. The full-year course incorporates best practices to orient students to college-level expectations, study, research, and time management skills, and to build relationships in the cohort. High school teachers attend annual professional development provided by the partners.

Additionally, students will be expected to attend summer Bridges as provided by the partners. The Bridges will prepare students for cohort education, college placement testing, and enrollment and will introduce students to the college campus.

## AY 2021-2022

TCC faculty teaching in the Program will update the Blackboard grade book once a month *or* after a major assignment has been graded, and students will provide grades to high school counselors and administrators as required by the district for high school eligibility or support. Grade books in Blackboard will have a Grade-to-Date column to provide grades for eligibility purposes.

TCC will generate early alerts for EDGE students in college courses every two weeks and will share information about students' academic progress with high school counselors and administrators who have signed the TCC dual credit enrollment form, which includes a FERPA waiver.

Tutoring scheduled within the high school day is required for all cohort students including a district-led Friday study class. If a student's grade in any class falls below 70%, additional interventions may be required. EDGE students, like all TCC students, will have access to the TCC Writing Lab, Math Lab, Library, and other college facilities, services, and organizations. Replacements into high school courses will be possible and may be necessary to help ensure that students do not lose credits toward high school graduation.

Students are expected to become self-regulated and gradually take on more personal responsibility regarding their college experience. Students will adhere to the TCC Student Handbook policies and processes and will be responsible for communicating with TCC faculty and administrators on all college-related issues. Students may include additional parties in conversations related to their academic performance, but the conversation will be directed to the student. The Office of Dual Credit Programs will address parental concerns and will communicate these concerns internally, as appropriate.

TCC advisors and career services will conduct group and individual college and career advisement conferences, including degree audits in addition to the Dual Credit Programs Engage events outlined in the Dual Credit Programs Student Engagement Calendar. The high school counselors will track credit requirements for the high school diploma and ICAP.

It is anticipated that during the regular academic year, for summer Bridge, and cohort Engage events, the district will provide transportation to the college campus for students without personal transportation. College students may be responsible for their own transportation during the required summer semester between 11<sup>th</sup> and 12<sup>th</sup> grades or for courses taken outside of the cohort degree plan.

### D. Faculty and Staff

All faculty who teach college courses will meet Higher Learning Commission qualifications and the requirements established by TCC's academic school. College faculty will be hired and evaluated according to TCC policies developed within each academic department, and TCC will determine continued employment for all faculty teaching TCC classes.

All college faculty teaching in the Program will participate in TCC's required Dual Credit Programs' orientation and professional development related to pedagogy and subject area and will work under the dual credit guidelines established by TCC to ensure that the curriculum and course rigor are the same as in all college courses. Though qualified high school teachers may apply to be hired by TCC as adjunct instructors, the district would have to approve their assignment during the school day.

TCC will provide the administrator, coordinators, college advisors, career services specialists, testing, and educational researcher. The Director of Dual Credit Programs will serve as TCC's liaison to the Program leadership team. The Dual Credit Coordinator will serve as TCC's liaison to the high school EDGE lead and students. The district will appoint an administrator and counselor for each host high school, who will meet regularly with the TCC director and coordinator, respectively.

### E. Academics

## AY 2021-2022

TCC will ensure classes are available for the first cohort of 20 -60 students to complete up to 61 credit hours and will continue serving additional cohorts each year according to the annual Memorandums of Understanding.

EDGE students may enroll in a combination of traditional high school courses, high school AP courses, and college courses. College students may not exceed a maximum of 19 combined high school and college credit hours. Courses will be taught using the following delivery models: college courses will be taught by TCC faculty and may be delivered face-to-face or online live. Some courses may be delivered online and embedded into a high school classroom with in-class support provided by high school teachers. All courses for high school credit, including AP courses, will be taught by high school faculty.

TCC will accept qualifying AP credit, CLEP, or departmental exams per OSRHE policy. Students may use eligible AP, CLEP, or departmental exams for future college credit. These credits will be submitted to the college and awarded after high school graduation. AP, CLEP, or departmental tests are not awarded dual credit. Qualifying AP test scores may also be used to meet prerequisites to college courses; however, test scores must be submitted to TCC before the prerequisite is satisfied and may delay course enrollment.

College class sizes will meet the minimum enrollment set by the partnership and be capped at the maximum enrollment as determined by TCC's academic schools/deans. If the cohort does not meet the minimum class size at an off-campus site, the partnership will determine how to deliver the course. Non-cohort students may enroll in the course section or TCC may offer the course as an online embedded or online live class or move the class to a TCC campus in order to meet college enrollment requirements.

All college courses will qualify for a full year of high school credit and qualify for district grade weighting. Students taking college courses may also elect to take associated AP exams or TCC departmental exams at their own expense. The high school AP Coordinator will assist those eligible for fee reduction.

If a student does not complete a course (W, AW, F, D) and must retake the course, chooses to take a cohorted course out of the cohort sequence, or elects to enroll in a course outside of the degree plan, the full cost of tuition, fees, and materials for the course is the responsibility of the student. A 2.0 college GPA is required to remain enrolled in college courses. TCC will provide end-of-term grades to the district in a timely manner. If a student is unable to continue the Program, the student will complete an exit survey to inform the continuous improvement of the Program.

### F. Collaboration

The leadership team including TCC Director of Dual Credit Programs and EDGE District Administrator will meet twice a month to discuss Program coordination, solve problems, and make recommendations to existing or future MOUs and will communicate regularly throughout the year. The partnership will work collaboratively on issues such as college preparation, facilities, student support, research, and cost sharing. The TCC Dual Credit Programs office will consult with the district regarding teacher evaluation, assignment of instructors, scheduling, and professional development; however, TCC department chairs and deans are responsible for teaching assignments, syllabi, scheduling, and professional development.

A TCC research specialist will work with the leadership team to identify research points, collect data, and report annually in the fall. The research and data will be shared with both institutions and used to improve the Program for future students.

### G. Ensuring Sustainability

## AY 2021-2022

Though students may be charged tuition and fees for college enrollment outside of the cohort Program, the EDGE degree plan courses will be free to students. If a student does not complete a course (W, AW, F, D) and must retake the course, chooses to take a cohorted course out of the cohort sequence, or elects to enroll in a course outside of the degree plan, the full cost of tuition, fees, and materials for the course is the responsibility of the student. To contain Program costs, both institutions will search for ways to share expenses.

### H. Research

The EDGE pilot includes a programmatic research study to help the parties understand and explain the impact of the Program related to student academic success, economic impact on families and our community, and student self-regulated learning behaviors, attitudes, and aspiration toward postsecondary education. The intent is to share the findings of the programmatic research study at national, regional, state, and local conferences along with the potential to submit for formal publication of findings in academic journals, such as those published by NACEP and/or the League of Innovation. The application includes parental informed consent, and student assent forms, which provide information about the research study, its purpose, its risks, its possible benefits, their rights if they agree to participate, and information about parent and student data that will be shared with others connected with the study. Student eligibility is not affected if a parent or guardian declines to sign the informed consent. It is the policy of TCC to require that all applications for support of research, training, or demonstration, which involve the use of human subjects or their data demonstration, be approved by the Institutional Review Board (IRB). This research was granted IRB approval on April 23, 2021.

### I. Financial Agreement

Funding for the EDGE Program is a cooperative endeavor between the partner district and Tulsa Community College, which means that both entities intend to financially support students within the early college model. It is expected that TCC will provide tuition waivers through the Oklahoma tuition waiver program for concurrently enrolled high school students. TCC also minimizes costs to the district by using Open Educational Resource (OER) textbooks whenever appropriate. Upon annual approval by the district's board of education, the district will share the costs of the Program.

Because concurrent enrollment tuition and fee rates are set by the OSRHE, and funding is dependent on legislative and OSRHE allocations to higher education, the district cost may change annually. In general, however, it is expected that the high school cost will be represented per student at the reduced rate of \$125.00/credit hour (TCC resident student cost \$142.00/credit hour) before applicable tuition waivers are deducted.

Any state reimbursements by the OSRHE will decrease the cost per student, which will be updated annually based on the previous year's reimbursement by the OSRHE. As a result, the annual per student cost may differ and should not be considered a locked rate for the degree program.

In addition, it is expected that the district will be responsible for transporting high school students, providing course materials as needed, and developing leadership within the district focused on the following (1) faculty collaboration, (2) operations, (3) senior leadership. The EDGE Program is a cooperative partnership that requires both TCC and district support; therefore, the Program is only sustainable as described in this agreement.

### J. Privacy and Safety

Recognizing the district's interest in providing the most secure environment possible for its students, TCC agrees it will act under this Memorandum in compliance with 70 O.S. §6-101.48. Specifically:

A. TCC will not permit any person under its authority to come on to school premises for any activity covered by this Memorandum if that person is currently registered or required to register under the Oklahoma Sex Offenders Registration Act, or the Mary Rippe Violent Crime Offenders Registration Act; and

B. TCC agrees that where work is to be performed by their employee which would otherwise be performed by a school employee on a full-time or part-time basis, TCC shall not permit any person(s) to perform work on school premises if said person(s) has been convicted in this state, the United States, or another state of a felony offense unless ten (10) years has elapsed since the date of the criminal conviction or the employee has received a presidential or gubernatorial pardon for the offense.

C. TCC's agreement to and acceptance of this Memorandum as evidenced by the signature(s) below serve as district's statement of compliance with the requirements of this section, as required by 70 O.S. §6-101.48(8).

D. TCC agrees that all instructors and staff assigned to the Program will follow the district's protocol for visitor registration while on high school premises.

#### K. Data and Student Records

A. The parties agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. In accordance with the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and school district board policy, all records relating to students which are generated or maintained by either party shall be considered education records in accordance with applicable laws and policies. All parties shall maintain the confidentiality of these and all education records. Partners may request student data by submitting a written request outlining the data requested, recipient role in the EDGE Program, and intended use.

TCC agrees to protect the privacy of student information and educational records in accordance with the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA):

A. A student's social security number or student identification number, race/ethnicity, citizenship, nationality, gender, grades, or class schedule is always protected information which should solely be used internally and even then, only when essential and among authorized Individuals, and which should never be shared with any third party.

B. Other records that are directly related to a student or students are also considered educational records and are protected under FERPA. They can be items that contain a student's name, several students' names, or information from which an individual student or students can be personally (individually) identified. Educational records include files, documents and materials in whatever medium (handwriting, print, monitor screen, tapes, disks, film, microfilm, microfiche or notes) that contain information directly related to students and from which students can be personally identified. No educational record should ever be shared with a third party without express written permission from the parent or guardian (if the student is under the age of 18), or the student (if the student is age 18 or older).

C. TCC agrees that no one under its authority shall gather, release, or make public in any way any information related to or that could lead to identification of a student. This includes taking photographs, making recordings (video and/or sound), collecting student's written or oral statements, or using records made in connection with the activities that are the subject of this Memorandum. The only exception is where written permission that specifically authorizes gathering, releasing, or otherwise using the types



AY 2021-2022

of information described in this paragraph is obtained from the parent (if the student is under the age of 18), or the student (if the student is age 18 or older).

D. TCC acknowledges that prior to it receiving any protected student records from the district, it must execute and abide by the district's data sharing agreement.

#### IV. LIABILITY AND INDEMNIFICATION

If and only to the extent allowed by Oklahoma law, the partners each, respectively, agree to be responsible for the negligent and intentional acts of their respective employees, agents, representatives, divisions, and affiliates that arise out of or are related to the performance of the services and delivery of a product under this Agreement. Applicable in TCC's and the district's case is the Oklahoma Governmental Tort Claims Act.

Both parties recognize that this is a programmatic agreement and does not afford TCC control of over any district property; therefore, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act does not apply to District property utilized under this agreement.

TCC agrees to furnish and maintain for the duration of this agreement insurance coverage as specified herein:

Commercial General Liability Insurance: Coverage of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for claims of personal injury (bodily injury and death) and property damage  
Workers Compensation: Minimum per Oklahoma Statutes

TCC agrees to furnish the District with a certificate of insurance verifying said coverage as stated and checked above no less than ten (10) business days before the commencement of any services are started.

#### V. GENERAL

This Memorandum in no way restricts either party from participating in any activity with other public or private agencies, organizations, or individuals.

This Memorandum does not authorize any expenditure of funds or intend to obligate the district to expend, exchange, or reimburse funds, services, or supplies, or transfer anything else of value for the services provided. If there is monetary consideration associated with this agreement, said fees, charges, or expenses, must be stated herein.

All agreements within this Memorandum are subject to, and will be carried out in compliance with, all applicable laws, regulations, and other legal requirements of the State of Oklahoma, Tulsa and Wagoner Counties, Oklahoma.

This Memorandum takes effect on approval by the district's board of education and Tulsa Community College, whichever occurs last. This Memorandum will be subject to annual renewal upon mutual consent of both parties.

#### VI. POINTS OF CONTACT

Tulsa Community College

College address: 6111 East Skelly Drive, Tulsa, OK 74135

Principal Contact: Dr. Leigh Goodson, President and CEO

**AY 2021-2022**

Phone: (918)595-7868  
Email address: Leigh.goodson@tulsacc.edu  
Primary Program Contacts: Dr. Angela Sivadon, Chief Academic Officer  
Phone: (918) 595-7980  
Email address: Angela.sivadon@tulsacc.edu  
Lissa Steadley, Director, Dual Credit Programs  
Phone: (918) 595-7959  
Email address: Lissa.steadley@tulsacc.edu

**Broken Arrow Public Schools**

District address:  
Principal contact:  
Phone:  
Email address:  
Primary Program Contact(s):  
Phone:  
Email address:  
Name:  
Phone:  
Email address:

AY 2021-2022

Both "BAPS" and TCC agree to the above Memorandum.

Official Signatures

We agree to the conditions and responsibilities and indicate by our signatures our commitment to provide a quality early college high school Program for our students.

Witnessed:

Dr. Angela Sivadon

\_\_\_\_\_  
Tulsa Community College  
Senior Vice-President, CAO

\_\_\_\_\_  
School Board President or  
Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## MOU Addendum:

## College Preparatory English

In cooperation with the high school English department, Tulsa Community College is offering eligible high school students (second-semester sophomores, juniors, and/or seniors) the opportunity to earn three hours of college English (transferable to state universities) while at the same time satisfying their high school English requirements. The goal is for all students who take the College Preparatory English (CPE) class to successfully complete a TCC English 1113 course the following semester.

Tulsa Community College Responsibilities

- Meet with the district and high school administrations to review the MOU and addenda.
- Provide the high school with CPE Curriculum, which includes a syllabus, selected readings, assignments, and grading rubrics.
- Conduct an on-site or virtual information session during the first week(s) of the CPE class.
- Provide a TCC English faculty liaison to review the CPE course materials with the high school English teacher and to provide support throughout the semester.
- Provide a 16-week online section of Composition I/ENGL 1113, taught by a TCC faculty who will communicate with the high school support instructor throughout the semester.
- Reserve seats for the CPE students who meet admissions and enrollment criteria, who earn a C or better in CPE, and who enroll by January 3 for spring semester, by May 30 for fall semester.
- Process the ACE tuition waiver for all concurrent high school students as applicable.

High School District Responsibilities

- Follow the CPE procedural time-line.
- Meet with the TCC dual credit director and high school administration to review the MOU and addendum.
- Work with high school English faculty to identify students who want to go to college and who have a strong work ethic but who don't yet have the academic and/or study skills needed succeed in a college-level English class.
- Communicate the deadlines for admission, enrollment, and payments to the students.
- Provide a qualified English teacher to deliver the curriculum and to provide support for the online English 1113 class the following semester.
- Provide a dedicated class period and space for both CPE and online English 1113.
- Send the English teacher's name and contact information to the Director of Dual Credit Programs by June 1.
- Notify the Director of Dual Credit Programs of any personnel changes during the semester and arrange for the new teacher to meet with the TCC faculty liaison.
- Enforce the 25 student maximum enrollment in the course. To teach this course effectively, instructors must work with no more than 25 students each semester. If all 25 students place into English 1113 successfully, TCC will provide seats for all students who meet the deadline for enrollment.
- Provide students with computers and Internet access during the dedicated class period. Note: IT departments will need to assist students with technology issues when they take English 1113.
- Ensure that qualified students have access to course materials. Neither the CPE nor the English 1113 class uses a textbook; however, students will need to print and/or photocopy online readings and other materials.

### High School Teacher responsibilities

- Write a letter of intent to the director of Dual Credit Programs explaining his/her commitment to supporting the TCC instructor and plans for providing support.
- Teach the CPE English class
  - Meet with the TCC faculty liaison before the semester to review course curriculum, materials
  - Attend TCC English faculty meeting/professional development activities
  - Follow the curriculum closely and discuss any variations with the TCC faculty liaison
  - Communicate regularly with the TCC faculty liaison throughout the semester
- Become familiar with Blackboard and other TCC technology.
- Log onto the English 1113 Blackboard site the first week of English 1113.
- Study the professor's handouts, assignment sheets, and grading rubrics.
- Provide supplemental instruction and/or individual tutoring to reinforce the course's learning outcomes.
- Monitor student progress by taking attendance during both semesters' dedicated class periods.
- Check Bb grades throughout the semester.
- Alert the student and the high school counselor if the student's grade drops below 70%.
- Counsel failing students into an on-level high school class.
- Support the TCC Student handbook, the TCC professor's syllabus, and the grading standards.
- Enforce the course etiquette policy and ensure that the classroom environment is conducive to studying. If necessary, the high school teacher will work with the TCC professor to dismiss students who consistently disrupt the designated study time.
- Avoid intervening in the student's day-to-day assignments. Although the course is taking place at a high school, students are expected to work independently during the dedicated class period and to behave as responsible college students.
- Assist with time management, study skills, and technology issues.
- Communicate regularly with the English 1113 professor.
- Follow best practices for tutoring.

### Student Responsibilities

- By week 14 of the preparatory semester, students must qualify for and enroll in the Tulsa Community Dual Credit program. Acceptance into the program requires
  - Junior or Senior status in high school
  - On-track for high school graduation with peer group
  - Enrolled in no more than 19 credit hours combined high school and college classes per semester
  - Demonstrate admission eligibility one of the following ways:
    - ACT, Pre-ACT composite of 19 or above [ACT college code #3441]
    - **OR** SAT, PSAT10, PSAT -NMSQ composite of at least 990 [SAT college code # 6839]
    - **OR** H.S. GPA of 3.0 or above for an Oklahoma accredited high school.
    - **OR** take the on-campus/residual ACT at TCC's Northeast Campus testing center. Call 918-595-7594 for information and guidelines.
  - Demonstrate enrollment eligibility (reading proficiency) one of the following ways:
    - C or better in CPE and recommendation of instructor
    - **OR** ACT reading score of 19 or above
    - **OR** SAT reading / writing score of 510 or above
    - **OR** unweighted High school GPA of 3.2 (Jrs. 4 sem. Transcript; Srs. 5 sem. Transcript)

- Appropriate score on TCC's reading placement test (test can be taken for free, twice a semester)
- Successfully complete CPE. Students earning a C or better in CPE meet the placement criteria to enroll in the designated online section of English 1113 only; the grade does not work for placement in any other section of English 1113.
- Enroll in the designated section of online English 1113 by January 3<sup>rd</sup> for spring semester, May 30<sup>th</sup> for fall semester. **After these deadlines, the English 1113 will be open to other high school students.**
- Sign the faculty association letter (student and parent)
- Complete a FERPA Student Records Release Form to allow communication between TCC and the high school instructor.

TCC student FERPA waiver

Student records at Tulsa Community College are maintained in compliance with the Family Educational Rights and Privacy Act of 1974 as Amended in 1995. The Act affords students certain rights with respect to their educational records.

- These rights include the right of students to request access to their personal records and also the right to request the amendment of the student's education records that the student believes are inaccurate.
- The student must submit in writing a request precisely noting the record for review.
- Additionally, students have the right to consent of disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The Act affords students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA:

*Family Policy Compliance Office, U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202-4605*

In order to release information to a third party, a FERPA Release Form must be on file in the student's record.

The link below may be completed online or printed. Please release academic records to the high school mathematics teacher and or student support teacher and the TCC Pre-calculus I Learning Community mathematics personnel. You may return the form via your student TCC email account, fax w/ photo ID, or go to West Campus Enrollment Services, 7505 W. 41st Street, Tulsa, OK, FAX 918-595-8130.

[https://www.tulsacc.edu/sites/default/files/file\\_attachments/ferpa\\_4-19-2018.pdf](https://www.tulsacc.edu/sites/default/files/file_attachments/ferpa_4-19-2018.pdf)

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Student Name	Student Signature	Date
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Parent Name	Parent Signature	Date
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College Preparatory English  
Letter to parents

Dear Parent/Guardian,

Your student has been identified as a candidate for the College Preparatory English course, a high school class that prepares students to succeed in a Tulsa Community College ENGL 1113 course. This letter is to inform you about this opportunity.

College Preparatory English is a class developed by college and high school English faculty with the goal of ensuring high school students are prepared for college-level reading and writing. Many high school graduates do not meet the criteria to take a college-level English class and therefore have to take developmental studies or remedial classes during their first year at college. While taking College Preparatory English does not guarantee that a student will be able to take English 1113 the following semester, students who take the class will be challenged to improve their reading and writing so they can avoid costly developmental studies courses.

The College Preparatory English class helps prepare students for English 1113 by asking students to complete some of the same reading and writing assignments they will be asked to complete in English 1113. High school teachers will also

- Enforce strict deadlines for late work
- Require students spend approximately 4 hours a week studying outside of class
- Emphasize critical reading strategies needed for college-level courses
- Assign challenging texts that students will read and summarize
- Teach specific writing skills students will use in college English classes
- Consult with a TCC English professor for guidance on grading standards

The high school instructor will continue to help students succeed in an online English 1113 class the following semester by providing tutoring, technology support, and encouragement. Although students will have a dedicated class period to work on English 1113, they are expected to work independently and to behave as responsible college students. The professor will follow college policies regarding attendance, academic freedom, and grades, and the high school teacher will reinforce college policies (including the professor's syllabus policies), take daily attendance, and ensure that the classroom environment is conducive to studying. Students who complete English 1113 successfully will have three hours of college credit, transferable to most colleges and universities and required of almost all degree programs.

If you would like your student to participate in this opportunity, please discuss the overview of student responsibilities and the project timeline with him or her. If he or she is interested, please sign and return this letter to your high school counselor.



Dear Student,

Congratulations! You are enrolled in Tulsa Community College. High school students who successfully complete TCC courses will earn college credit and—more importantly—will develop skills needed to succeed in future college classes. To help you succeed as a college student, this letter outlines some key differences between college and high school classes. These differences will also be reflected in the syllabus for each of your classes. The syllabus presents your professor’s specific policies, teaching methods, and deadlines for assignments, so be sure to read it carefully.

First, we want you to know that many students experience a drop in their grades during their first year of college because college professors determine grades differently than high school teachers. While effort, improvement, and good attendance all contribute to a student’s success in college, college grades are based primarily on how much a student learns and on how well he or she demonstrates that learning in a few major assignments. In a typical class, students must demonstrate an exceptionally high level of learning to earn A’s and B’s. The course syllabus will explain how you will be graded.

Second, most college courses require students to spend approximately six hours a week outside of class studying and completing assignments. Some students may master the material more quickly than others, but most need to manage their time so that they can meet this requirement. Students who have a demanding job or numerous extracurricular activities may have to forgo some social and family time to succeed in their classes.

Third, professors have the academic freedom to create their courses and to determine standards for their classes. (Please see the academic freedom statement below.) In some cases, course content may include sensitive political, cultural, and religious topics as well as controversial texts (readings, artwork, films, etc.). Students can expect to engage with and think critically about ideas and perspectives that may be different from their own and that may be challenging and uncomfortable.

Fourth, TCC faculty members are employed by TCC, so your high school administration does not play a role in dealing with any issue involving college professors. If you have concerns or questions about a professor’s teaching or grading, you should first schedule an appointment to talk to the professor. In most cases, the professor can address your concerns and questions and will help you succeed in the class. If talking to your professor does not alleviate your concerns, you can contact the appropriate faculty chair, whose contact information is on the course syllabus.

Finally, the Family Educational Rights and Privacy Act (FERPA) obligates college professors to protect the privacy rights of our students. Even when students waive their right to privacy, many professors feel strongly that students need to take responsibility for their own learning. Students in this class, therefore, should be mature and independent enough to discuss any concerns or problems with the instructor. If you want or need to share your grades on Blackboard, they will be updated after each major assignment, but you alone are responsible for monitoring your academic progress in this class and for contacting your professor if you have any concerns.

TCC faculty who teach concurrent enrollment courses are familiar with many of the challenges associated with this age group and are willing to work hard in helping students meet those challenges. We hope this class helps you meet your academic goals.

Sincerely,  
TCC Faculty

Statement on Academic Freedom

"The U.S. Supreme Court recognizes a First Amendment right of institutional as well as individual academic freedom: "It is the business of a university to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail 'the four essential freedoms' of a university – to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study" [stated by Justice Felix Frankfurter in *Sweezy v. New Hampshire* (354 U.S. 234 1957) and Justice Lewis Powell in *Regents of the University of California v. Bakke* (438 U.S. 265 1978)].

I have read and understand all the information presented in this letter.

Student Name [print] \_\_\_\_\_ Student Signature \_\_\_\_\_

Parent Name [print] \_\_\_\_\_ Parent Signature \_\_\_\_\_

## The College Preparatory English Timeline

### March-April

- High schools indicate interest in offering/continuing to offer CPE fall semester the following academic year
  - Schools offering the course for the first time will meet with the Dual Credit faculty chair and/or the Dual Credit Program director
  - High schools who have offered the course for at least one semester may discuss curriculum changes with the Dual Credit faculty chair.
- High schools identify students
  - High school English faculty should recruit current sophomores and juniors during the high school scheduling period.
  - High school sends letters to parents about the CPE class
- High schools offering a spring semester CPE class provide number of students earning a C or better in March. (For scheduling purposes, Dual Credit needs to know approximately how many students will be enrolling in English 1113.)

### May-August

- High school sends the English teacher's name(s), contact information, and letter(s) of intent to the Director of Dual Credit Programs **no later than June 1**.
- HS English teachers meet with TCC faculty liaison to review curriculum.
- HS English teacher provides his/her course syllabus and agenda to the TCC faculty liaison for review no later than the week before the semester begins.
- If offering the online instructor-supported English 1113 fall semester for spring CPE students, the professor will meet virtually or in person with English 1113 students.

### August-October

- HS teacher sends Dual Credit office a headcount—number of students enrolled in CPE when high school starts
- TCC faculty liaison meets with CPE students, virtually or in person.
- HS English teacher communicates regularly with TCC faculty liaison.
- HS English teachers participates in grade norming session with TCC English faculty.

### October-December

- HS teacher sends Dual Credit office number of students earning a C or better on October 1 (For scheduling purposes, Dual Credit needs to know approximately how many students may be enrolling in English 1113.)
- Students apply to TCC's Dual Credit program (<https://www.tulsacc.edu/programs-courses/dual-credit-programs>).
- Students complete additional testing, if necessary.
- Students projected to earn a C or better in CPE with teacher recommendation enroll in designated online English 1113.

- If the high school is offering the CPE course during the spring semester, they should identify the following students: (1) juniors or seniors who did not complete Composition I with a C or better in a fall course, (2) students who are taking CPE class but who are not eligible for Composition I enrollment, and/or (3) sophomores who want to take Composition I in the summer or fall after the 10<sup>th</sup> grade.
- HS teacher provides a final headcount of students eligible for English 1113, no later than **Dec. 15**; spring semester CPE instructors provide headcount—number of students enrolled in spring CPE.

#### January-February

- HS sends fall semester transcript by January 10<sup>th</sup> for each English 1113 student to demonstrate all students meet placement criteria for English 1113; TCC will de-enroll students who were projected to earn a C but did not.
- HS English teacher enrolls in English 1113 Blackboard site.
- English 1113 professor meets virtually or in person with students.
- TCC faculty liaison meets with any spring semester CPE classes.
- HS English teacher helps students adjust to the professor's expectations.

#### March

- Students pay Bursar

**Memorandum of Understanding  
Tulsa Community College  
And  
Broken Arrow Public Schools**

This Memorandum of Understanding (“MOU”) is between Broken Arrow Public Schools, Broken Arrow, Oklahoma, (“partner”), and Tulsa Community College (“TCC”), an agency of the State of Oklahoma. Its purpose is to set forth the responsibilities and obligations of the parties with regard to dual credit programs. Tulsa Community College is dedicated to serving high school students while helping to develop a seamless and accessible transition to higher education. Tulsa Community College is a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Established in 1999, NACEP provides standards of academic excellence, research, and advocacy. TCC has developed partnership guidelines based on NACEP standards in order to provide a valuable and credible academic experience. The TCC guidelines are available on request from the TCC Office of Dual Credit Programs. NACEP standards can be viewed at [www.nacep.org](http://www.nacep.org).

TCC enrollment provides high school students an opportunity to earn transferable college credits while also satisfying high school course requirements through dual-credit as well as an introduction to college academics and rigor. Additionally, this program provides an economical head-start through the tuition waiver program and reduced fee schedules for courses taught at community campuses, approved off-campus sites, or high school campuses during the regular school day. Through the program, students gain access to TCC writing labs, math labs, academic advisement, career advisement, libraries, clubs, organizations, and fitness centers.

**1. Purpose**

The purpose of this agreement is to foster increased access to college courses for high school students who have demonstrated the academic ability to complete a rigorous course of study. By using partner facilities to offer TCC courses, eligible students have an opportunity to participate in college courses during regular high school hours in an accessible location. Students will earn high school academic credit and college credit, referred to as dual credit, as established by the Oklahoma Legislature in 70 O.S. §628.13. Any addendum shall be governed by the terms, provisions, and conditions set forth in this agreement.

**2. Term**

The agreement will be in continuous effect beginning in the semester in which the memorandum of understanding is signed unless terminated in writing by either institution. Either party shall have the right to terminate this MOU with or without cause by giving ninety (90) days prior written notice of intention to terminate at the end of the college semester during which the notice was provided. If the notice to terminate is received less than 90 days from the end of the college semester, then the agreement will conclude at the end of the following college semester. The parties agree to work in good faith to avoid any such termination. The rationale for the requested termination should be stated with the request, and the parties will attempt to resolve

any disputes in a mutually satisfactory way. Any future agreements will be subject to their own terms for termination, which may differ from this memorandum of understanding.

### **3. Operations**

#### **A. TCC will ensure the following conditions:**

- Admit high school students to the college according to the Oklahoma State Regents for Higher Education requirements.
- Offer 1000 level and 2000 level courses to a minimum of fourteen (14) pre-enrolled students.
- Hold courses open and accept enrollments to meet required minimum fourteen (14) enrollments: minimums must be met by December 15 for spring courses and May 15 for fall courses.
- Accept course enrollments in addition to the minimum fourteen (14) students until the section fills or until the first class meeting.
- Post high school student enrollment forms on the TCC website for participating high school districts.
- Counsel students on issues concerning academic success and higher education goals including course transferability, college majors, and pathways to Associates Degrees, or workforce certifications.
- Conduct annual training for high school counselors.
- Provide online and classroom delivered instruction for courses as agreed upon by TCC, the partner, attending districts, and appropriate external authorities.
- Endeavor to provide instructors and courses; however, TCC cannot guarantee course availability at the site.
- Provide curriculum and instructors for all TCC courses.
- Comply with the policies, practices, and procedures as outlined in the TCC faculty handbook at all times.
- Administer courses to follow a sixteen (16) week format and students will follow the established TCC calendar as it relates to add/drop dates, withdrawal dates, holidays, and unscheduled closings.
- Provide high schools with due dates for the course scheduling process. See addendums for specific program timelines.
- Provide TCC student ID cards to each concurrently enrolled student who presents a TCC ID number and photo identification at TCC Student Activities Centers. The ID card will provide students with access to all four (4) TCC libraries and online library access.
- Allow students to enroll in additional courses on TCC campuses as well as in the courses taught at the off-campus site.
- All enrollments beyond the tuition waiver will be charged full TCC tuition.
- Send a password encrypted, electronic end of term grade spreadsheet to the district registrar or staff authorized to receive FERPA information.
- Provide dual credit student orientations. Partners may attend scheduled orientations on TCC campuses, online, or students may view the dual credit orientation electronically from [tulsacc.edu/dualcredit](http://tulsacc.edu/dualcredit) in the high school counselor's office.

- Provide an early alert system via email to the district's high school counselor and/or administrator authorized to receive student information.
  - Provide ADA accommodations: TCC requires students to self-identify and submit appropriate professional documentation in accordance with the guidelines established by the Education Access Center located at 909 S. Boston Ave Room 331B.
  - The Director of Dual Credit Programs, TCC faculty department chairs, TCC Deans and Associate Deans, and the Associate Vice-President of Academic Affairs will review all course requests from participating high schools. Courses will be approved based on the program scope, collective resources, and available support for each course.
- B. The partner high school will ensure the following conditions:
- Assume responsibility for purchasing textbooks and instructional materials required for every student participating in TCC courses delivered at the designated facility.
  - Comply with the one hour and fifty minute TCC semester finals schedule.
  - Designate a representative as the liaison between the partner and TCC. The partner liaison provides program information and guidance to students, parents, and high school faculty.
  - Establish a process to confirm eligibility.
  - Support and help guide the development and integrity of the program through the partner high school principal and counselor(s).
  - Advise concurrent enrolling students on all issues concerning high school education, graduation, and college application requirements.
  - Distribute for signatures and retain the signed TCC Faculty Letter to Concurrent Students and the district's student/parent MOU.
  - Communicate clearly to the parent and student regarding financial responsibilities and the college environment.
  - Ensure that students have an opportunity to enroll in courses necessary for high school graduation. TCC courses may not be available or convenient for some students so should not be depended on as the sole source for completing high school graduation requirements.
  - Include TCC courses in the high school course catalog.
  - Display TCC brochures, guides, posters, and other promotional materials that TCC provides in a designated area such as the high school guidance office.
  - Allow compliance with the TCC student policies and resources handbook during TCC class time. Note: Any student suspended or expelled from the high school will be expected to continue participating in his or her TCC class(es).
  - Provide program information and enrollment due dates to parents and students prior to registration periods.
  - Support the instructor and the student through standards set by TCC.
  - TCC campuses, including community campuses, do not close as frequently as high schools. If the high school closes and TCC does not, students will be expected to complete any homework or assigned readings and may be required to complete an

online assignment, using Blackboard. Even when TCC is closed, students should keep up with the course agenda and check Blackboard for updated assignment schedules.

- Provide an orientation for TCC faculty prior to the start of the semester. The orientation should include a tour of the campus, information about parking, keys to rooms, introductions to appropriate personnel, computer network passwords, IDs, and other information that may be unique to the site that faculty will need to teach their classes.
- Provide students with adequate time to travel to and participate fully in courses and time to return to their home high school if applicable.
- Provide, when course delivery model requires, qualified (per TCC standards) facilitators in classrooms, access to computer labs, and access to tutoring services. See addenda for specific program requirements.
- Request all course additions or program changes in writing to the TCC Dual Credit Programs office.
  - Fall semester requests should be submitted by February 15th. Spring semester requests should be submitted by September 15th.
  - English courses require a minimum of 14 enrollments and a maximum of 20 enrollments per section. All other courses require a minimum of 14 and a maximum set by the discipline and faculty. All enrollment maximums are additionally based on the ability to provide a collegiate environment.
  - Course change requests and program requests should include the rationale for the additional course, any extenuating circumstances surrounding the request; the number of students qualified and expected to enroll in the course, and the availability of specialized equipment/labs if appropriate. The requests will be reviewed and newly approved courses may be offered in the following semester.

C. Obligations of both TCC and Partner:

- Attend an annual senior leadership meeting.
- Collaborate to provide program information, communication, promotional materials, and activities.
- Collaborate to articulate curricula between the high school and the college.
- Collaborate to develop a two-year pathway of academic course offerings. The course schedule will be reviewed annually.
- Collaborate when advising a concurrently enrolled student to ensure that the student is apprised of all education options.
- Attend a monthly operations meeting.

D. High School Concurrently Enrolled Students Will:

- Meet the minimum requirements as set forth by the Oklahoma State Regents for Higher Education. Admission and enrollment requirements are posted at [www.tulsacc.edu](http://www.tulsacc.edu) and accompany the enrollment form.
- Complete the online TCC college admission application one week prior to enrollment.
- Submit a completed TCC enrollment packet that includes the following:

- Completed enrollment form with required signatures and high school schedule
- If known, identify and record the Course Registration Number (CRN) and section number for the course(s) of planned enrollment.
- High school transcript
- ACT or SAT scores
- Pay course fees for all courses at any TCC Bursar office or online.
- Pay full tuition incurred beyond the maximum tuition waiver amount.
- Pick up all textbooks and required materials as directed by the high school. Students must have the textbook(s) for the first day of class.
- Complete a student orientation in person, online, or with a high school counselor via TCC's orientation presentations and materials.
- Assume all responsibility for personal actions during transportation to the course delivery sites and during the return to the home high school.
- Comply with the TCC student policies and resources as outlined in the TCC Student Code of Conduct (<http://www.tulsacc.edu/student-resources/student-handbook>) during TCC class time.
- Behave in the same manner as any student enrolled and participating in a college course as written in the TCC Student Code of Conduct available on the TCC website.
- Assume responsibility for any malicious destruction of property, equipment and materials belonging to the host delivery site and/or TCC.
- Read and sign the TCC Faculty Letter to Concurrently-enrolled Students and the district's student/parent MOU (to be retained at the high school counselor's office).
- Participate as required and outlined in the course syllabus.
- Check the television, radio, and TCC Alerts for class cancellations due to unforeseen situations (weather), and log onto TCC Blackboard to complete any assignments.
- Assume responsibility for reporting grades to appropriate high school staff.

#### **4. Financial Arrangements**

- Students will pay the one-time admission fee of \$20.00 with the first semester enrollment.
- TCC will waive tuition via the state of Oklahoma and TCC's tuition waiver programs.
- TCC Financial Aid will apply the juniors' tuition waiver for a maximum of twelve (12) credit hours beginning the summer after the 10<sup>th</sup> grade. The student must meet all OSRHE policy regulations for high school student early enrollment including being on track for graduation from high school in the spring of their senior year.
- TCC Financial Aid will apply the seniors' tuition waiver for a maximum of eighteen (18) credit hours during the three senior semesters of concurrent eligibility beginning the summer after 11<sup>th</sup> grade. The student must meet all OSRHE policy regulations for high school student early enrollment including being on track for graduation from high school in the spring of their senior year.



- All courses are charged Oklahoma State Regents mandatory course fees regardless of delivery mode or location.
- Partners may set up third-party billing with the TCC bursar to eliminate student barriers.
  - Participating third-party billing high schools will be billed for all students on the TCC rosters after the semester drop date. Consult the TCC academic calendar for semester dates.
  - Students are not eligible to receive a federal T-1098 tuition statement for education credit for any amounts remitted by the district via 3<sup>rd</sup> party billing.

**5. Liability**

Each party to this Agreement will be responsible for its own negligent acts or omissions and those of its employees, officers, volunteers or agents in the performance of this Agreement. Neither party will be considered the agent of the other nor does either party assume any responsibility to the other party for the consequences of any act or omission of any person or entity not a party to this Agreement. The terms of this provision shall survive the termination of the Agreement.

Both parties recognize that this is a programmatic agreement and does not afford TCC control of over any District property, therefore the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act does not apply to District property utilized under this agreement.

**6. Independent Capacity**

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

Official Signatures

We agree to the conditions and responsibilities and indicate by our signatures our commitment to provide quality dual credit enrollment courses for our students.

\_\_\_\_\_  
Dr. Angela Sivadon, Sr. VP, CAO  
Tulsa Community College  
Date: \_\_\_\_\_

\_\_\_\_\_  
School Board President or Superintendent  
Participating school or district  
Date: \_\_\_\_\_

2021-2022