



Contract Committee Review Request
MUST BE COMPLETED IN FULL

Date: November 15, 2022

Contract/Agreement Vendor:

Tulsa Community College (TCC) Angela Sivadon

Name of Vendor & Contact Person

angela.sivadon@tulsacc.edu

Vendor Email Address

Memorandum of Understanding agreement between BAPS and Tulsa Community College (TCC).

Describe Contract (Technology, program, consultant-prof Development, etc.)

Please use Summary below to fully explain the contract purchase, any titles, and details for the Board of Education to review.

Broken Arrow High School Students

Reason/Audience to benefit

December 5, 2022

BOE Date

No Cost to District

Amount of agreement

Person Submitting Contract/Agreement for Review:

Sharon James

PLEASE SEND THROUGH APPROPRIATE APPROVAL ROUTING BEFORE SENDING TO BOARD CLERK

Principal &/or Director or Administrator:

Sharon James

Does this Contract/Agreement utilize technology? YES/NO

If yes, Technology Admin:

Cabinet Team Member:

Karl Hayes

Funding Source:

Fund/Project

No Cost to District

OCAS Coding



Consent



Action

Accept and approve the RENEWAL agreement between Broken Arrow Public Schools and Tulsa Community College (TCC). TCC enrollment provides eligible Broken Arrow 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. There is no cost to the District. /S. James

Summary

This area must be complete with full explanation of contract

The Contract/Agreement should be received at least 2 weeks prior to a Board Meeting to ensure placement on the Agenda. The Contract Committee meets most Tuesdays at 8:00a.m. All Contracts/Agreements, regardless the amount, must be first approved by the Contract Committee and then presented to the Board of Education for approval and signature. The item will be placed on Electronic School Board for the board agenda by Janet Brown. By following this process, the liability of entering into an agreement is placed with the district rather than an individual.

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Memorandum of Understanding
Tulsa Community College
And
Broken Arrow Public Schools

This Memorandum of Understanding ("MOU") 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.

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 a familiar environment. 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

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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 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 the Dual Credit Student Enrollment Portal and instructional video on the TCC Dual Credit Programs' web pages 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. Students are billed \$5.00 per semester.
- 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.

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- Provide dual credit student orientations. Partners may attend scheduled orientations on TCC campuses, online, or students may view the dual credit orientation electronically from www.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 Accessibility Resources Center located at 909 S. Boston Ave Room MC 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:
- Ensure that each student has textbooks and instructional materials as required for each course and that no student is denied an opportunity to participate due to the inability to purchase textbooks and instructional materials.
 - 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 concurrently enrolling students on all issues concerning high school education, graduation, and college application requirements.
 - Distribute for signatures and retain the signed district's student/parent MOU (if used).
 - 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.

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- 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 if the district or partner campus is hosting TCC faculty. 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 scheduled dual credit updates and counselor summit.

D. High School Concurrently Enrolled Students Will:

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- 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 and accompany the enrollment form.
- Complete the online TCC college admission application one week prior to enrollment.
- Enroll using the Dual Credit Student Enrollment Portal www.tulsacc.edu/dualcredit.
- Pay course fees and materials used via Bb for all courses at any TCC Bursar office or online.
- Pay full tuition incurred beyond the maximum tuition waiver amount.
- Assume responsibility for course materials.
- 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 concurrent delivery site and/or TCC.
- Read the district's student/parent MOU if required by the district (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 per semester beginning the summer after the 10th 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 11th 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.

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- All courses are charged Oklahoma State Regents for Higher Education 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 3rd 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.

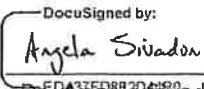
Both parties recognize that this is a programmatic agreement and does not afford TCC control of over any District property, therefore the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act does not apply to District property utilized under this agreement.

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.

DocuSigned by:

Dr. Angela Sivadon, Sr. VP, CAO
Tulsa Community College
Date: 11/14/2022 | 2:58 PM PST

School Board President or Superintendent
Participating school or district
Date:

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 Precalculus Learning Community (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 PCLC 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 teacher 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.
- Recruit a qualified and interested 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

- Send the PCLC class roster to the Dual Credit office by the second week of the semester
- 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
- Notify the TCC faculty liaison of any students who are not ready to take Math 1513
- Make sure students participate in/watch the video of the dual credit student orientation.
- Become familiar with Blackboard and other TCC technology.
- Provide supplemental instruction and or individual tutoring to reinforce the course's learning outcomes.
- Take attendance during both semesters' dedicated class periods.
- Check Bb grades once a week and alert the high school counselor if a 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 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]
 - SAT, PSAT10, PSAT -NMSQ composite of at least 990 [SAT college code # 6839]
 - H.S. GPA of 3.0 or above for an Oklahoma accredited high school
 - take the on-campus/residual ACT at TCC's Northeast Campus testing center—call 918-595-7594 for information and guidelines
- 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. For any other Math 1513 class, students must demonstrate enrollment eligibility in one of the following ways:
 - ACT Math score of 19 or above
 - SAT Math score of 510 or above
 - Accuplacer range (see testing center)
 - unweighted High School GPA 3.4 (Jrs. 4 sem. transcript; Srs. 5 sem. transcript)
- Enroll in the designated section by January 3rd 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.

- Attend TCC's mandatory dual credit student orientation before or during Math 1513

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

Student Name	Student Signature	Date
Parent Name	Parent Signature	Date

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.

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 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) and contact information 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 roster of students in PCLC.
- TCC faculty liaison meets with PCLC students, virtually or in person.
- HS math teacher communicates regularly with TCC faculty liaison.
- If offering the online instructor-supported Math 1513 fall semester for spring PCLC students, the students will complete TCC's dual credit orientation.

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 will be taking 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 enroll in designated online Math 1513. All students may enroll at this point, but any student who does not earn a C or better and receive the recommendation of the HS teacher will be removed from the class in January.
- HS teacher provides a final headcount of students eligible, no later than **Dec. 15**; spring semester PCLC instructors provide headcount—number of students enrolled in spring PCLC.

January-February

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- HS sends fall semester transcript by January 10th 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.
- students complete TCC's dual credit orientation.
- MATH 1513 professor meets virtually or in person with students.
- TCC faculty liaison meets with any spring semester PCLC classes.
- HS math teacher helps students adjust to the professor's expectations.

March

Students pay Bursar

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 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 junior or senior 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.
- Recruit a qualified and interested 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.
- Grant the teacher professional development time during the semester to participate in a grade norming session.
- Review the English teacher's lesson plans as needed to ensure he/she is adhering to the CPE curriculum.
- 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

- Send the CPE class roster to the Dual Credit office by the second week of the semester
- 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
 - Share a selection of graded assignments with the liaison twice during the semester
 - Notify the TCC faculty liaison of any students who are not ready to take English 1113
- Make sure students participate in/watch the video of the dual credit student orientation.
- Become familiar with English 1113 Blackboard site and other TCC technology.
- Print the TCC professor's syllabus, major assignments, and other materials.
- Go over the professor's syllabus with the students during the first week.
- Review the professor's handouts, assignment sheets, and grading rubrics with students and be familiar with other materials posted in Blackboard.
- 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 once a week and alert the high school counselor if a 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]
 - SAT, PSAT10, PSAT -NMSQ composite of at least 990 [SAT college code # 6839]
 - H.S. GPA of 3.0 or above for an Oklahoma accredited high school
 - take the on-campus/residual ACT at TCC's Northeast Campus testing center—call 918-595-7594 for information and guidelines.
- 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. For any other English 1113 class, students must demonstrate enrollment eligibility one of the following ways:

- ACT reading score of 19 or above
- SAT reading / writing score of 510 or above
- Six-semester high school GPA of 3.2 (applies to seniors only)
- Appropriate score on TCC's placement tests (tests can be taken for free, twice a semester)
- Enroll in the designated section of online English 1113 by January 3rd for spring semester, May 30th 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.
- Attend the mandatory TCC dual credit student orientation before or during English 1113

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 English teacher and/or student support teacher and to the TCC English faculty liaison . 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

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Student Name	Student Signature	Date
Parent Name	Parent Signature	Date

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, summarize, and analyze
- 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, 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 of 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 taking English 1113.)

May-August

- High school sends the English teacher's name(s) and contact information 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 students will complete TCC's dual credit orientation.

August-October

- HS teacher sends Dual Credit office a roster of students enrolled in CPE.
- TCC faculty liaison meets with CPE students, virtually or in person.
- HS English teacher communicates regularly with TCC faculty liaison.
- HS English teachers participate in grade norming session with TCC English faculty.
- HS English teachers share samples of graded assignments.

October-December

- HS teacher sends Dual Credit office number of students earning a C or better (For scheduling purposes, Dual Credit needs to know approximately how many students will 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.
- HS English teachers share samples of graded assignments.
- Students enroll in designated online English 1113. All students may enroll at this point, but any student who does not earn a C or better and receive the recommendation of the HS teacher will be removed from the class in January.
- 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 10th grade.

- HS teacher provides a final headcount of students eligible, no later than **Dec. 15**; spring semester PCLC instructors provide headcount—number of students enrolled in spring PCLC.

January-February

- HS sends fall semester transcript by January 10th for each English 1113 student to demonstrate all students meet placement criteria for Math 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.
- Students complete TCC's dual credit orientation.
- English 1113 professor meets with students, in person or virtually
- TCC faculty liaison meets with any spring semester CPE classes.
- HS English teacher helps students adjust to the professor's expectations.

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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.

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High School District Responsibilities

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

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- 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

- 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.

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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.

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- 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.
- 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 release academic records only to the high school support teacher.** 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>

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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	_____

Tulsa Community College
Dual Credit Programs



Tulsa Community College
Dual Credit Programs
MOU AY 2022-23
July 5, 2022

Dear partner,

Thank you for your collaboration with Tulsa Community College's Dual Credit Programs during the very difficult Covid19 pandemic. We value your partnership and dedication to education. Your students benefit from your passion for education and partnership with Tulsa Community College.

Your AY 2022-23 primary MOU agreement and supplemental addenda for any of the TCC transition Math, transition English, or online embedded programs that you may participate in have not had substantive additions or changes this year, minor changes are not listed. Your dual credit 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 (see Term).

Dual Credit Programs Update

1. We launched a fully automated, online Dual Credit Student Enrollment Portal. All students, parents, and counselors can complete enrollment, adds, and drops virtually. All high school counselors were invited to enrollment portal training in March and ongoing assistance is available. View the portal, tutorials, and steps to admission and enrollment at <https://www.tulsacc.edu/programs-courses/dual-credit-programs/dual-credit-admission-and-enrollment-guide>
2. We introduced a fully online one-year program reserved for high school students. High School Plus One is a 30 to 31 credit hour general education pathway with 30 hours of free tuition, the lowest fees in OK, no additional online fees, and OER (no cost) textbooks for all courses but math. <https://www.tulsacc.edu/programs-courses/dual-credit-programs/high-school-plus-one>
3. We expanded our degree programs for high school students. Dual Credit to College Degree and EDGE: Earn a Degree Graduate Early provide a path to complete an Associate Degree during high school. We will *graduate 51 high school students with Associate Degrees* at TCC's May commencement.
4. The Oklahoma State Regents for Higher Education granted TCC tuition increases of \$4 per credit hour to \$116.55. The Oklahoma high school student tuition waivers (12 hours for juniors and 18 hours for seniors will cover the slight increase in tuition).
5. TCC will not have an increase to the state mandatory course fees.

Here to serve,

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