



Royal ECHS Memorandum of Understanding
August 1, 2025 - July 31, 2026



Memorandum of Understanding

Between

Blinn College District

And

Royal Independent School District

This document is executed as a Memorandum of Understanding (“MOU”) between Blinn College District (“Blinn”) and Royal Independent School District (“RISD”). Blinn and RISD have a mutual and shared interest in cooperating to provide supported access to dual credit courses for high school students and college courses for eligible 13/14 students (“13/14”) contracting on behalf of its Early College High School (“ECHS”), enter the following MOU for the 2025-26 Academic Year. Collectively the partners are referred to as “Parties”.

WHEREAS, the purpose of this agreement is to outline the collaboration of the parties, as listed above, in support of RISD ECHS.

WHEREAS, the parties to this MOU desire to provide for enrollment in college courses by the ECHS students in accordance with the Texas Higher Education Coordinating Board (“THECB”) Rules, as codified under Title 19, Part 1, Chapter 4, Subchapter G of the Texas Administrative Code;

WHEREAS, RISD and Blinn are willing and able to facilitate development of this program to benefit underserved students;

WHEREAS: Blinn and RISD are authorized by state law to establish and enter into agreements for ECHS programs;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:



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Purpose

The RISD ECHS, serving grades 9-14, will offer traditionally underserved students (at-risk, economically disadvantaged students, students who are English language learners, and first generation college students) an opportunity to complete a high school diploma and earn up to an Associate degree. While attending the ECHS, these students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and technical skills necessary to achieve success in these and other arenas. Students graduating from the ECHS will enter post-secondary education and/or training with significant advanced standing.

Principles

- A. To establish a mutually beneficial partnership between Blinn and RISD that allows a flexible and creative response to the missions and organizational/fiscal needs of both institutions.
- B. To collaborate in the planning, implementation, and continuous improvement of ECHS programs, including provision for faculty, staff, and administration.
- C. To provide rigorous college readiness and early college credit courses.
- D. To collaborate financially to address costs of both partners and assist each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully and without student fees. Day to day costs, such as transportation to and from the campus, will be the responsibility of RISD.
- E. To assure that classes and activities of the ECHS on the Blinn campus will occur with students integrated on an age-appropriate basis in accordance with college readiness guidelines established by the THECB and the TEC.
- F. To share use of facilities including classrooms, labs, offices and libraries in ways that reduce operating costs and promote collaboration of students, faculty, staff, and community members in program success.



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- G. To promote student success through participation in college visits and in academic and admission procedures, including advisement, registration procedures, assessment and placement procedures, at Blinn. In addition, weekend, Saturday, or summer programs and activities, and extracurricular activities may be offered by RISD, Blinn, or both.
- H. To ensure the selection of students based on the intent of the program, a selection that will reflect the diversity of the student populations identified.

Term

Subject to the approval of the Program application by TEA, any additional approvals that may be required from the THECB, and annual approval as required by law or by TEA or THECB, the term of this MOU shall commence upon the date that the second of the Parties has signed this MOU ("Commencement Date") and shall expire on July 31, 2026 ("Expiration Date"). Notwithstanding the foregoing, both Parties acknowledge and agree that a condition precedent to a Party's signing the MOU is approval of the Agreement by that Party's governing board.

The time period between the Commencement Date and the Expiration Date shall be referred to as ("Initial Term"). Upon mutual written agreement by the Parties and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term ("Renewal Term"). As used in this MOU, the term ("Term") shall mean the Initial Term, or such shorter period of time in the event of termination of this MOU at any time on notice by either party as set forth in the Discontinuation and Termination sections below.

Governance

- A. The ECHS established under this agreement will be governed by state and federal laws and regulations, as well as RISD, and college policies and requirements. RISD shall apply to TEA for the establishment and continued approval of an ECHS designation.
- B. A Leadership Team will be created for the purpose of establishing local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The Leadership Team shall meet at least twice annually and shall consist of representatives from Blinn, RISD, and the local and regional community. The Leadership Team and all other subcommittees established under this entity will report as needed and as requested to the Advisory Board.



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- C. The Royal Collegiate ECHS Coordinator will be appointed by the Superintendent of RISD. The Coordinator will be an employee of RISD. RISD will be responsible for payment of benefits, if any, to the Coordinator, and the Coordinator shall not be entitled to receive employee benefits from Blinn including, but not limited to, unemployment compensation, workers' compensation, health insurance and retirement benefits. RISD assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, Medicare and income taxes with respect to the Coordinator. Should the school Coordinator position become vacant and the need to appoint a new Coordinator arise, following all RISD Human Resources Policies and Procedures, Blinn will have the opportunity to be represented on the Coordinator search committee and take part in the deliberations. RISD agrees to assign the Coordinator as soon as a qualified candidate is identified and hired. An adequate number of faculty for high school credit-only courses, counselor(s), clerical staff, and any other high school personnel that may be necessary, will be the responsibility of the RISD.
- D. The faculty assigned to Blinn dual credit courses follow the same requirements of credentialing guidelines posted by Blinn. Each new dual credit instructor who is a District employee or is not otherwise a Blinn employee will be required to follow the same hiring procedures as any Blinn faculty member, which would include, without limitations, completing an application, interviewing, performing a teaching demonstration, credentialing review and undergoing a background check. All dual credit faculty shall complete an orientation session with Blinn.
- E. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.



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Location

RISD will offer courses at the Royal High School campus (including students transported to the Royal Learning Center) for students served in 9th-12th grades.

Approved locations and delivery models can include:

- ☒ RHS campus ☒ Internet Delivery, including hybrid
☒ Blinn campus

Academic dual credit courses must be taught in classes composed (1) solely of academic dual credit students or (2) of both dual credit students and advanced placement students. In the case of technical classes being approved as an articulated course, the dual credit class can include a combination of technical dual credit students, college credit students, and/or local articulation students.

In accordance with THECB regulations and SACSCOC, Dual Credit instruction must be the same curriculum, materials, grading, and rigor in all classes regardless of location or modality.

Curriculum Alignment

RISD is responsible for ensuring that dual credit courses meet the Texas Essential Knowledge and Skills (TEKS) requirements. A course equivalency crosswalk will be used to equate high school courses with college courses. Such crosswalk identifies the number of credits that may be earned for each course completed through the Dual Credit Program. It will also provide an alignment of endorsements offered by the School District and its corresponding dual credit course. As per SB 1276 from 2019, endorsements offered by the School District, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications. Information on postsecondary pathways and industry certifications are available on the College website under Degree Programs. The TEA graduation Toolkit offers information on graduation, college and career resources among others, and can be used as a reference by counselors, students, and families. See Appendix A, Crosswalks.



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Instructional Materials

Instructional materials for high school courses will be under the authority of RISD. Instructional materials will be provided that align with approved PEIMS courses as specified by the TEC, the High School curriculum and teacher syllabi.

Students enrolled in Blinn courses will use instructional materials adopted by Blinn. The ECHS will be responsible for purchasing appropriate materials, including college textbooks, for students enrolled in college credit courses.

To the extent possible, Blinn will coordinate with RISD to reduce college textbook costs through use over multiple semesters and/or the use of low-cost open educational resources.

Courses of Study

Courses of study will be developed to allow the implementation of rigorous academic standards. Courses to be included will apply to an associate degree, post-secondary certificate, or industry certification.

Student Eligibility and Enrollment

1. ECHS students will not be asked to meet a minimum high school GPA in order to enroll in coursework.
2. RISD will administer the Texas Success Initiative college placement exam to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing.

Grading Periods and Policies

Grading periods and policies for high school courses will be governed by local high school policies and procedures. All grades will be recorded in a numerical format. RISD Grade Point Average (GPA) policies will remain in place for the ECHS students. ECHS course grades are weighted for GPA purposes as specified by RISD.

Grading periods and policies for college credit courses will be under the authority of Blinn. Blinn grading practices are on a semester rotation. The Course Catalog, syllabi and policies at Blinn



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will determine the grading practices. Grades for college credit coursework will be provided to RISD each semester the week following final exams.

See Appendix D for additional information on the Blinn Grading Policy.

Eligible Courses

1. Courses approved for dual credit for an ECHS student must be applicable to a college certificate or degree.
2. Developmental courses are not available to dual credit students.
3. Kinesiology courses that count toward the high school graduation physical education requirement will not be offered to dual credit students.

Administration of Statewide Assessments - Subchapter B, Chapter 39

The ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39. In addition, the ECHS must administer the Texas Success Initiative college placement exam to all students to assess college readiness and to enable students to begin college courses.

ECHS students will be required to participate in the appropriate end-of-course assessment instruments for secondary-level courses in Algebra I, Biology, English I, English II, and United States History as specified in TEC 39.023.

Policies

A. Blinn will provide adequate instructional support services, including advising and counseling, to meet the needs of ECHS students. Per S.B. 1276 from the 2019 Legislature. Appendix B establishes common advising strategies and terminology related to dual credit and college readiness.

The designated academic advising contact for dual credit is:

Shannon Williford
Director, Dual Credit Programs
979-209-8218
shannon.williford@blinn.edu



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- B. ECHS students may use the computer labs, writing centers, library, eCampus Orientation, and learning centers on any of the College's campuses and where available online.
- C. Disability services are available to ECHS students in compliance with Section 504 of the Rehabilitation Act (Section 504), the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA) for college courses for dual credit.
- D. Transcription of Credit. For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (h)]

Financial Aid for Swift Transfer (FAST) Program

The state of Texas has created the Financial Aid for Swift Transfer (FAST) program which provides funding to colleges so they can offer dual credit courses to educationally disadvantaged students at no cost to these students. The Texas Education Code (TEC) defines "educationally disadvantaged" as those students eligible for the national free/reduced price lunch program. These students are referred to as FAST eligible students.

Students are "eligible students" under the FAST program if they (1) are enrolled in an eligible dual credit course at a public school district or charter school and (2) were qualified for free/reduced-price lunch in any of the four school years before enrolling in the dual credit course. By statute, the FAST program requires that FAST eligible students at participating institutions incur no cost for their dual credit coursework. A FAST eligible student will not pay tuition and fees for an eligible dual credit course. Books, supplies, and other course materials must also be provided at no cost to a FAST eligible student.

Dual Credit Courses eligible for FAST funding are those offered through either TEC, Section 130.008, Courses for Joint High School and Junior College Credit (see Texas Administrative Code, Chapter 4, Subchapter D, Rules 4.81–4.85), or other courses offered by a public institution of higher education for which a high school student may earn credit. By statute, the courses must also satisfy at least one of the following:

- A requirement necessary to obtain an associate degree or an industry-recognized credential or certificate (using the definition of industry-recognized credential or certificate that is established for other parts of House Bill 8)
- A foreign language requirement at an institution of higher education
- A core curriculum requirement
- A field of study requirement

Eligibility for the FAST program is determined by the Texas Higher Education Coordinating Board (THECB). Each semester, Blinn is required to submit a roster of dual credit students to THECB



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for verification of FAST eligibility. In order to prepare and submit this roster, the ISD agrees to identify and verify to Blinn the students enrolling in ECHS that meet the eligibility requirements for the FAST program. This verification shall occur by August 4th.

Students are eligible to enroll at no cost in a dual credit course under the FAST program if the student meets the following:

1. Is enrolled in high school in a school district or charter school.
2. Is enrolled in dual credit course at a participating institution of higher education.
3. Was educationally disadvantaged at any time during the four school years preceding the student's enrollment in the dual credit course described by Subdivision (1)(B).

Blinn and the ISD will work together to verify FAST-eligible students and dual credit eligibility for each student enrolling in ECHS. For non-FAST eligible students enrolled in ECHS, the ISD will be charged no more the State of Texas approved tuition rate for the current academic year.

The ISD will be responsible for incurring all remaining educational costs for eligible FAST students enrolled in ECHS. These costs may include course fees, lab fees, IA/Couse materials, textbooks, supplies, and credentialing fees.

The parties will work together to develop and provide information to students and parents about the FAST program.

Assistance and Fees

Tuition and fees will be the responsibility of RISD. ECHS students will not have financial responsibility for tuition, fees or transportation costs associated with the program.

RISD will be charged \$26 per semester credit hour when Blinn provides an instructor. If RISD provides a qualified instructor, tuition and fees for dual credit courses shall be waived.

ECHS Enrollment and Attendance

Students are eligible to enroll in the ECHS after they have filled out all necessary application forms. RISD will select students through a blind lottery process, if necessary. All students enrolled in high school courses will be expected to follow current RISD attendance policies. Attendance records will be taken by RISD for all courses offered through the ECHS program.

All high school students enrolled in a College academic dual credit class will follow the official Blinn calendar regardless of dual credit location, course instructional modality, or RISD calendar. Neither Blinn nor RISD shall cancel a class unless it is absolutely necessary. The cancellations shall be processed through the RISD administration upon consultation between the appropriate representatives of RISD and Blinn. If deemed necessary by Blinn, lost instructional time shall be made up by arrangement with RISD.



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Building a College Culture

RISD and Blinn will establish a learning community that blends high school and college, instilling a college-going culture among participating students. ECHS students will: develop a four-year high school graduation plan and post-secondary plan; participate in high school credit classes and college credit classes for which students receive both high school and college credit; and participate in an advisory program which provides college campus orientation, academic counseling, college and career planning (including transferability and applicability to baccalaureate degree plans for all college credit offered and earned) and additional student counseling.

RISD, in conjunction with Blinn, will monitor individual student progress toward meeting the goals of each course of study. When necessary RISD with assistance from Blinn will develop individual student intervention plans to assist students to maintain and/or regain appropriate progress toward completion of each course of study.

ECHS students will be expected to follow the Blinn Incivility Protocol and Blinn Student Code of Conduct. The Blinn Incivility Protocol can be found at <https://www.blinn.edu/administrative-regulations/pdf/Incivility-Protocol.pdf> and the Blinn Student Code of Conduct can be found at <https://www.blinn.edu/administrative-regulations/pdf/bcd-student-code-of-conduct.pdf>.

Professional Development

Professional Development of the ECHS staff will be on-going, and will be provided through a selected Campus Improvement Team. The Blinn liaison will meet with the team to identify any challenges and make recommendations to the Principal for effective coordination, collaboration and continued development of the ECHS. ECHS faculty teaching college credit course will have access to all services and training opportunities available to all Blinn faculty including, but not limited to spring teaching and learning conferences, online synchronous workshops and webinars, online asynchronous workshops and webinars, new faculty mentoring and orientation.

Blinn will endeavor to provide professional development opportunities that will promote interaction between ECHS, Blinn faculty and advisors.

Procedures for Collecting and Sharing Data

Student data will be collected at RISD in accordance with state regulations and RISD data collection procedures. All student data will be disaggregated from the High School general population. Student data to be shared with Blinn will include, but is not limited to, demographic



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and academic information, including TSI readiness by grade level, SAT/ACT and PSAT scores, number of hours taken and credits earned, GPAs, results of state assessments, and any other data necessary to assess program effectiveness in accordance with the Family Education Rights and Privacy Act ("FERPA").

The Parties agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. In accordance with the FERPA (20 U.S.C. §1232g) Blinn and RISD Board Policies, 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 in accordance with all applicable state, federal and local laws and regulations, including FERPA. For purposes of this agreement, each party designates the other party as its agent with legitimate educational interest in the students' educational records for purposes of FERPA. In support of mentoring students and assisting them in successful completion of college courses, designated RISD employees will have view-only access to view student grades throughout each semester.

Records related to teacher qualifications will be maintained by RISD and Blinn in accordance with current policies related to privacy and recordkeeping. RISD teachers applying for adjunct faculty positions with Blinn will submit appropriate paperwork directly to Blinn.

Evaluation

RISD and Blinn will develop a plan for the evaluation of the ECHS program to be completed each year that will include, but not be limited to, attendance and retention rates, GPA of high school-credit only courses and college courses, satisfactory progress in college courses, and adequate progress toward the college-readiness of the students in the program.

Additional Requirements--Dual Credit at Blinn

Given that a ECHS program is a specialized form of dual credit, the Blinn policies regarding dual credit will also apply to ECHS students from RISD unless noted otherwise in this ECHS agreement. ECHS students may take dual credit courses during the fall, spring, and summer sessions to meet the goals of the ECHS program. RISD ECHS programs are designed to be completed in Fall and Spring semesters (summer sessions would only be used for extenuating circumstances to enable students to finish a course of study and will only be offered at the discretion and approval of RISD ECHS Administrators).



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Transportation

Day to day costs, such as transportation to and from the campus, will be the responsibility of RISD.

Discontinuation

Discontinuation of the ECHS program will only be allowed at the end of a grade level cohort, or when a cohort graduates. Discontinuation of the program will provide for the support of students enrolled in the program to ensure proper planning for graduation, and meet all the required elements of the program until complete discontinuation of the program.

Severability

If any clause or provision of this agreement is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid or unenforceable, there be added as part of this agreement a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

Termination

This agreement and partnership may be terminated by either party upon ninety (90) days written notice to the other party. In the event of termination during the initial term of this agreement, the effective date of termination shall be as of August 1 following the notice. It is the intent of both parties that no termination shall be made during the middle of the school year which will disrupt the academic progress for the students of the ECHS, unless the parties mutually agree.

Attachments

The following appendices are attached to and incorporated into this ECHS Memorandum of Understanding:

- Appendix A: Crosswalk
- Appendix B: Advising Terminology
- Appendix C: Statewide Dual Credit Goals
- Appendix D: Blinn Grading Policy



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EXECUTED BY THE PARTIES as of the Effective Date of August 1, 2025, by:

BLINN COLLEGE DISTRICT

By:  9/11/2025
Mary Hensley, Ed.D., Chancellor Date

ROYAL INDEPENDENT SCHOOL DISTRICT

By:  9/9/25
Dr. Megan Pape, Superintendent Date



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Appendix A: Crosswalks



	PEIMS Course	HS Course Name	HS Credits	TCCNS	College Course Name	College Hours	Blinn College Core Curriculum Standard
	03220100	Honors English I	1				
	03100500/03100700	Honors Algebra I OR Honors Geometry	1				
	03010200	Honors Biology	1				
	03320100/03360100	World Geography or AP Human Geography	1				
	03440100/03440200	Spanish I or Spanish II	1				
		Elective or TSI Prep	1				
		Elective	1				
	N1290050	Learning Framework: College Transition	0.5	EDUC 1300		3	
	03155600	Music Appreciation I	1	MUSI 1306		3	
TOTAL Year 1			8.5			6	
	03220200	Honors English II	1				
	03100700/03100600	Honors Geometry OR Honors Algebra II	1				
	03040000	Honors Chemistry	1				
	03440200	Spanish II or Elective	1				
		Elective or TSI Prep					
		Elective					
	03340100	United States Hist A	0.5	HIST 1301	US History Part I	3	Social Sci & Behavioral Sci
	03340100	United States Hist B	0.5	HIST 1302	US History Part II	3	Social Sci & Behavioral Sci
	13009900	Professional Communications	0.5	SPCH 1315	Public Speaking	3	Institutionally Designed
		Degree Plan Specific Coursework	0.5	Degree Specific Coursework		3	
TOTAL Year 2			8			12	
	03050000	Honors Physics	1				
		Elective or TSI Prep	1				
		Elective	1				
		Elective	1				
		Elective	1				
	03220300	Dual Credit English III A	0.5	ENGL 1301	Comp & Rhet.	3	Communications
	03220300	English III B	0.5	ENGL 1302	Comp & Lit	3	Communications
	03330100	Federal Govt	0.5	GOVT 2305	Fed. Govt	3	Social Sci & Behavioral Sci
	03380021	Ind Std in SS	0.5	GOVT 2306	State Govt	3	Social Sci & Behavioral Sci
	03102500	Ind Std in Math	0.5	MATH 1314	College Algebra	3	
		Degree Specific Coursework	0.5	Degree Specific Coursework		3	
TOTAL Year 3			8			18	
		Elective	1				
		Elective	1				
		Elective	1				
		Elective	1				
	03220400	Dual Credit English IV A	0.5	ENGL 2332		3	
	03220400	Dual Credit English IV B OR Honors English IV	0.5	ENGL 2333		3	
	03310300	Dual Credit Economics	0.5	ECON 2301	Macroeconomics	3	
	13037200	Sci Res & Design	0.5	Degree Plan Specific (BIOL, CHEM, GEOL, etc.)		4	Natural Sciences
	13037200	Sci Res & Design	0.5	Degree Plan Specific (BIOL, CHEM, GEOL, etc.)		4	Natural Sciences
		Degree Specific Coursework	0.5	Degree Plan Specific Coursework		3	
		Degree Specific Coursework	0.5	Degree Plan Specific Coursework		3	
		Degree Specific Coursework	0.5	Degree Plan Specific Coursework		3	
TOTAL Year 4			8.0			26	
Degree Plan Total			32.5			62	



Appendix B: Advising Terminology

As per SB 1276 (86th Legislature, 2019), below is the terminology related to advising for dual credit and college readiness.

Advanced Placement (AP) – College-level coursework designed by the College Board which provides students the potential to earn college credit with a qualifying score on an Advanced Placement exam.

Advising – Individualized academic guidance for students to help them succeed in their future education and career goals.

College Level Examination Program (CLEP) – Students can earn credit by examination by taking the CLEP exam.

Contact Hours – The total number of hours a class meets each week.

Degree Plan – A statement of the course of study requirements that an undergraduate student at an institution of higher education must complete in order to be awarded an associate or bachelor's degree from the institution.

Dual Credit – High school students take college level courses, for both high school and college credit.

Drop – Dual credit students must request to be dropped from a class through the Blinn College Dual Credit Office.

Early Admissions – College level courses taken by high school students for college credit only.

Family Educational Rights and Privacy Act (FERPA) – A federal law that protects the privacy of student records at a public Institution of Higher Learning.

Lower Division Academic Course Guide Manual (ACGM) – the official list of courses approved for general academic transfer that may be offered by public community and technical colleges in Texas for state funding.

Math Placement Exam (MPE) – Students can earn credit by examination for math courses by taking the MPE.

Prerequisite – A course required to be successfully completed before taking another course.

Workforce Education Course Manual (WECM) – Provides community and technical colleges with web-based inventory of pre-approved courses developed in close partnership with Instructional Specialists representing a wide variety of technical fields.



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Appendix C: Statewide Dual Credit Goals

As per HB 1638 (85th Legislature, 2017) below is the alignment of state goals for dual credit

Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

Measures of implementation: Documentation summarizing collaboration and outreach efforts of IHEs and secondary school partners will be readily available and posted.

Examples:

1. Collaboration between ISDs and the Blinn College Dual Credit Program to host informational sessions for students, parents and community partners on the benefits and cost of dual credit opportunities.
2. Prospective Student Relations Advisors provide information about the College and dual credit opportunities at high school and community events.
3. High School Counselor Workshops are provided for area high school counselors. Information about departmental programs and College support services is offered.

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

Measures of implementation: Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.

Examples

1. The Office of Prospective Student Relations offers college tours.
2. Preview Days are offered and students are able to learn about departmental information, Student Services, Student Life and Housing, if available.
3. Dual credit students are automatically transitioned to traditional students, once they reach the spring of their senior year.

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



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Measures of implementation: Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.

Examples:

1. Advising and career counseling are offered to all dual credit students.
2. Dual credit students have access to the Learning and Writing Centers (online and in-person), eCampus Orientation, Disability Services, Counseling, the Testing Center, Libraries and Open Computer Labs.

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

Measure of implementation: Analysis of performance in subsequent course work. Examples:

1. Institutional research data showing student performance in college credit.
2. In accordance with THECB regulations, and SACSCOC, Dual Credit instruction must follow the same curriculum, materials, grading, and rigor in all classes, regardless of location or modality.
3. College readiness requirements are in place for students to be eligible to participate in dual credit, as the courses taken are taught at a college-level.



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Appendix D: Blinn Grading Policy

Blinn Board Policy EGA(LOCAL) and Current College Procedures for Grading and Credit

The Board shall establish the manner by which grades shall be determined and credit shall be awarded. These provisions shall include the methods for reporting student grades, the calculation of a student's grade point average (GPA), the classification of students based on credits earned, the transfer of credits, student standards of performance, grade appeal procedures, and any other relevant matters. The provisions shall be published in the College District catalog. The Chancellor shall develop written procedures to implement the grading and credit provisions adopted by the Board. [For class rank calculations and honors determinations, see EGB]

Current College Procedures for Grading and Credit

Grades

At the end of each semester, students shall receive a final grade report that shall become a part of their permanent record. The College District's grading system shall apply to all courses:

A	(90-100) - Excellent
B	(80-89) - Good
C	(70-79) - Average
D	(60-69) - Poor
F	(Below 60) - Failure
I	Incomplete
IP	In Progress
Q	Dropped
W	Dropped Due to Good Cause or Withdrawal from College
CR	Credit
NC	Failure (non-credit technical classes)
M	Pass, used for MATH 0300
P	Pass
NP	Not Passing
FS	Academic Fresh Start
AU	Audit
PIA	Passing. (Fall 2018 forward, this grade is used to indicate completion of STEM developmental math pathway)

I - Incomplete: indicates that the coursework was incomplete because of serious illness or other justified emergency. The instructor shall change the grade of "I" to a grade based on the work completed for the course in addition to the work specified in the course completion contract. All incomplete work shall be



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completed within 90 days of the start of the next long semester. If the requirements of a course completion contract are not completed on time, the grade (I) will be converted to an (F) by the Blinn College Registrar. It is the student's responsibility to ensure that a Course Completion Contract is fulfilled on time.

IP – In Progress: indicates that a grade is still in progress or that the course has not been concluded. An IP does not impact the student's GPA; it is a placeholder until the student concludes the course and a final grade is awarded. The IP grade is also used for developmental courses indicating partial completion of course requirements.

Q - Dropped: assigned before or on the official "Q-Date" as indicated on the College District calendar when a student is officially dropped from a course.

W - Dropped Due to Good Cause: assigned before or on the official "Q-Date" as indicated on the College District calendar when a student has officially withdrawn from the College District or is officially dropped from a course for any of the following "good cause" reasons:

1. A severe illness or other debilitating condition that affects the student's ability to satisfactorily complete a course;
2. The care of a sick, injured, or needy person if providing that care affects the student's ability to satisfactorily complete a course; relationship to the student;
3. The death of a member of the student's family;
4. The death of a person who has a sufficiently close relationship to the student;
5. The student's active military duty service;
6. The active military service of a member of the student's family or a person who has a sufficiently close relationship to the student; or
7. A change in the student's work schedule that is beyond the student's control and affects the student's ability to satisfactorily complete the course.

For definitions of a student's "family" and "a person who has a sufficiently close relationship to the student," see DEFINITIONS FOR GOOD CAUSE EXEMPTION in ECC (LEGAL).

A "W" may also be assigned to a student not impacted by SB 1231 when he or she drops a course or withdraws from the College District.

FS – Academic Fresh Start: State law (Education Code, Sec. 51.931) allows students who have academic credits earned 10 or more years prior to the starting date of the semester in which they seek admission to any public institution of higher education to have those credits or grades not considered in the admission decision. If admitted under this "academic fresh start" provision, the student may not receive any course credit for courses undertaken 10 or more years prior to enrollment. To request Academic Fresh Start, the student must submit the Academic Fresh Start Application through the student's myBlinn account.



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Health Sciences Grading System

The grading system for Health Science programs may differ from the approved Blinn College Grading Scale as noted in their program handbook and course syllabi. Students not meeting these standards in competitive entry programs may continue to enroll in courses outside the discipline as long as they maintain minimum college requirements.

Grade Point Average (GPA)

College District progress is normally determined by a grade point average or ratio. Grade points shall be calculated by assigning values to each grade. The value is illustrated in the chart below:

Grade	Grade Points per Semester Hour
A (90-100) – Excellent Performance	4
B (80-89) – Good Performance	3
C (70-79) – Acceptable Performance	2
D (60-69) – Passing (Failure for developmental studies, some specialized programs, and all prerequisite courses)	1
F (Below 60) Failure	0
I, IP, Q, W, CR, NC, M	0
P, NP, FS, AU, PIA	0

The highest grade of a repeated course shall be used in determining the cumulative grade point average. A grade of “W” or “Q” shall not replace a grade of “F” or higher in a repeated course, but a grade of “F” shall replace a grade of “W” or “Q”.

All grades earned while enrolled in the College District shall be used in computing a student’s College District grade point average (GPA), except grades of I, IP, Q, W, CR, NC, M, P, NP, FS, AU and PIA.

The computation of a student’s College District Graduation GPA shall include transfer coursework but shall not include developmental coursework.

Academic Good Standing

In order to remain in academic good standing with the College District, a student must maintain a cumulative grade point average of at least 2.0 (C). A 2.0 cumulative grade point average is the minimum average required for graduation.



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Scholastic Probation or Suspension

A student who falls below a 2.0 cumulative grade point average (GPA) at the close of any long semester or summer school will be placed on scholastic probation. A student who fails to achieve a minimum 2.0 semester and cumulative GPA at the end of subsequent long (Fall and/or Spring) semesters will be placed on scholastic suspension. A student with a semester GPA of greater than 2.0 and a cumulative GPA of less than 2.0 will remain on scholastic probation. Students being placed on scholastic probation at the end of the long semester will receive an email at their Blinn College District Buc account. Students being placed on scholastic suspension at the end of the long semester will receive an email to their Blinn College District Buc account. Students being placed on scholastic suspension at the end of the long semester will receive an email to their Blinn College District Buc account and will receive a text notification, if the student has chosen to receive text messages from Blinn College.

Students transferring from another college with less than a 2.0 GPA, if admitted, are admitted on scholastic probation. These students must meet the same requirements in subsequent semesters as all other students on scholastic probation (see above).

A student placed on scholastic probation becomes ineligible to be a candidate for an elective or appointive office of a college-sponsored activity or social organization. This restriction does not apply if participation in the activity or organization is part of the requirements of a college course. The student may be required to forfeit college scholarships, be ineligible to represent the College, and may be subject to a loss of veteran's benefits and other financial aid. A student on scholastic probation is required to be advised prior to registration. A student that registers prior to the conclusion of the semester they are placed on probation must be re-advised in order to keep their courses.

A student placed on scholastic suspension will not be allowed to attend Blinn College for one long (fall, spring) semester. At the conclusion of this suspended semester, the student can reenter the College and will be placed on scholastic probation.

For those students who have been scholastically suspended but have extenuating circumstances preventing them from achieving the minimum 2.0 GPA, an appeal for reinstatement may be made. This appeal must be made in writing to the scholastic appeals committee. Information on the appeal procedure and deadline is included in the letter sent to suspended students. The decision of the scholastic appeals committee is final. No appeal for reinstatement may be made after the appeal deadline. If required, a student must make a separate appeal for reinstatement of financial aid funds.

<http://www.blinn.edu/administrative-regulations/pdf/Scholastic-Probation-or-Suspension.pdf>

