

**DUAL CREDIT
MEMORANDUM OF AGREEMENT
BETWEEN
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
UNIVERSITY OF LOUISVILLE
AND
JEFFERSON COUNTY SCHOOLS**

I. Purpose

Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the change of success of our educational initiatives. Effective dual credit systems have impacts both at the secondary and postsecondary levels and provide the opportunity for collaboration. JCPS and CEHD will work together to provide postsecondary opportunities for students enrolled in the Teaching and Learning Pathway CIP code 13.0101.00.

II. Admission/Enrollment Procedures

All students (freshmen through senior) must complete the University of Louisville on-line Non-Degree Student Application*, High School Visitor. Preferred applicants will submit their application by November 15 for the spring semester and by April 30 for the fall semester. Applicants submitting their application after the announced deadlines can still be considered for admission if there is space in the course AND all credentials are received a week before classes begin.

To be eligible for the High School Dual Credit program, ALL students must meet the following requirements:

- a) 2.5 or above GPA.**
- b) 17 or above ACT Composite Score or a Reading MAP (Measures of Academic Progress) score of 223 or above** (if juniors plan to take the ACT in Spring, they may be admitted without ACT if GPA is 2.5 or above
- c) A recommendation from their school's dual credit course instructor endorsed by their guidance counselor
- d) Parent/Student Financial Agreement form signed by the parent and the student
- e) An official transcript from their high school (if a freshman does not have grades recorded on a high school transcript yet, the first semester grades may be submitted by the school counselor)
- f) 90% attendance rate

*University of Louisville Application fees will be waived for all Dual Credit students

**If a sophomore or freshmen has not completed either the ACT or MAP, or does not have a 2.5 or above GPA, the student can be considered for admission IF the appropriate school official recommends the student for the program.

Neither party shall discriminate against any student, instructor, employee or other person because of race, color, national origin, age, religion, marital or parental status, political affiliation or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information or disability.

Per Federal guidelines, students with an Individual Education Plan will receive documented services when taking Dual Credit courses on the high school campus with a high school teacher. Students taking courses on the University of Louisville campus will be connected to the U of L Resource Center.

III. Approved Courses

The following courses are approved to be offered as dual credit between CEHD-UL and JCPS.

	JCPS Code	KDE Code	Course Name	COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
1st. Level	4514624*	331030	The Learning Community	EDTP 201 UL LEARNING COMM (3 credits)
2nd. Level	4514934*	331031	The Learner-Centered Classroom	EDTP 215 UL PROFESSIONAL ED (3 credits)*
3rd. Level	4514914*	331032	The Professional Educator	EDTP 328 UL LEARNER CTRD CLASS (3 credits)**

Note:

EDTP 201 counts as a general education course.

EDTP 215 will substitute EDTP 301 for Middle Grades and Secondary Education programs.

EDTP 328 will only be offered at Ballard High School

IV. Legislative Regulations Related to Dual Credit for Seniors

According to KRS 164.786, KHEAA (Kentucky Higher Education Assistance Authority) Dual Credit Scholarship administration for School Year (SY) 2018-19 is as follows:

- Only juniors and seniors are eligible to apply for the KHEAA Dual Credit Scholarship (DCS).
- Regardless of scholarship status/eligibility, all Kentucky high school students taking dual credit coursework through a Dual Credit-participating institution will receive the discounted course cost (estimated to be \$54 per hour during 2018-19).
- There is no guarantee all students will receive a KHEAA DC scholarship next year. KHEAA Scholarship awards are based on available funding by KHEAA. Seniors will receive award priority before juniors.
- High schools will be delivering college success counseling to students beginning with the 2018-19 school year.
- Students must be admitted to the postsecondary institution before KHEAA scholarship payment is made.
- Kentucky Higher Education Assistance Authority (KHEAA) will be disbursing funds directly to the participating postsecondary institutions upon receipt of student enrollment each semester.
- KHEAA Scholarship students cannot be charged additional fees – only the discounted tuition rate for their dual credit course.
- Students cannot be charged when a course is not successfully completed.
- Postsecondary institutions will be allowed to keep 50% of the amount disbursed for a course that is not successfully completed.
- High schools will be reporting information to KHEAA that identifies students scheduled to take dual credit.
- The deadline for reporting 2018-19 data will be mid-semester.

In case of any contradiction between the terms of this Agreement and Kentucky law on dual credit programs, Kentucky law shall control.

V. Tuition

The University of Louisville is part of the Dual Credit Scholarship (DCS) program administered by the Kentucky Higher Education Assistance Authority (KHEAA), has so executed the KHEAA Dual Credit Scholarship Program Administrative Agreement and is listed as a Participating Postsecondary Institution (PPI).

The University of Louisville agrees to charge no more than the Dual Credit Tuition Rate Ceiling, equal to one-third (1/3) of Kentucky Community and Technical College in-state tuition rate per credit hour for those students not covered by the Dual Credit Scholarship.

- 9th and 10th grade students taking Dual Credit courses are not eligible to apply for the KHEAA Dual Credit Scholarship. Parents will be responsible for paying tuition equal to one-third (1/3) of Kentucky Community and Technical College in-state tuition rate per credit hour.
- 11th and 12th grade students taking Dual Credit courses who do not qualify for the KHEAA Dual Credit Scholarship will be charged tuition equal to one-third (1/3) of Kentucky Community and Technical College in-state tuition rate per credit hour.
- 11th and 12th grade students taking Dual Credit courses who receive the KHEAA Dual Credit Scholarship are not responsible for tuition payment.

VI. Unsuccessful Students

- “Unsuccessful Student” means one that fails the course or withdraws after the deadline.
- Postsecondary institutions will be allowed to keep 50% of the amount disbursed for a course that is not successfully completed for students who are part of the Dual Credit Scholarship.
- For Dual Credit Scholarship students UofL will not charge JCPS the remaining 50% tuition for unsuccessful students.
- Students/families will be responsible for paying tuition rate ceiling, equal to one-third (1/3) of Kentucky Community and Technical College in-state tuition rate per credit hour for a course that is not successfully completed for students who are not awarded the KHEAA Dual Credit Scholarship.

VII. Textbook

The high school textbook listed below will be provided by each secondary school.

- Kato, S. L. (2013). *Teaching*. Tinley Park, IL: Goodheart-Willcox Co.

The following teacher’s resources will be provided by District.

- Kato, S. L. (2013). *Teaching video series*. Tinley Park, IL: Goodheart-Willcox Co.

- Ayers, W., & Alexander-Tanner, R. (2010). *To teach: the journey, in comics*. New York: Teachers College Press.
- Ayers, W., & Alexander-Tanner, R. (2010). *To teach: the journey of a teacher*. New York: Teachers College Press.

VIII. CEHD Responsibilities and Expectations for EDTP 201, EDTP 328 and EDTP 215

- a. CEHD designates the Associate Dean for Academic Affairs and Unit Effectiveness (AAUE) to be the liaison with JCPS to ensure compliance with this agreement.
- b. Provide JCPS teachers access to LiveText™.
- c. Provide training on how to assess Hallmark Assessment Tasks in LiveText™.
- d. Provide disposition assessment rubric for students.
- e. Provide training on how to guide students to document KFETS field hours.
- f. Provide copies of syllabi for EDTP 201, EDTP 328 and EDTP 215.
- g. Provide reference to free resources for teachers to supplement instruction for EDTP 201, EDTP 328 and EDTP 215.
- h. Review teacher transcripts and CV/Resumes to determine eligibility for part-time instructor.

IX. JCPS Responsibilities

- a. JCPS designates the Instructional Lead responsible for the Teaching and Learning Pathway to be the liaison with CEHD to ensure compliance with this agreement.
- b. Oversee teacher credentials and ensure that instructors in the pathway meet the Southern Association of Colleges and Schools (SACS) credentialing requirements.
- c. Communicate and work with CEHD personnel to ensure all aspects of this agreement are met.
- d. Ensure courses are aligned with Education Pathways courses and content required to be eligible for the DCSP.

X. Teacher Responsibilities and Expectations for EDTP 201, EDTP 328 and EDTP 215

- a. Oversee students' completion, documentation (use CEHD observation form), and entering required field experience hours on KFETS. Due the first week of May.
 - EDTP 201 – 18 hours
 - EDTP 328 – 36 hours
 - EDTP 215 – 40 hours
- b. Guide students to complete their Hallmark Assessment Task, and complete the Hallmark Assessment for each student in LiveText™. Due the first week of May.
 - EDTP 201 – Ethnology of a Classroom
 - EDTP 328 – Classroom Management Plan
 - EDTP 215 – Two Lesson Plans (1 with feedback and 1 without feedback)
- c. Upload Hallmark document for selected number of students on LiveText™. Due the first week of May.
- d. Complete disposition assessments for each student on LiveText™. Due the first week of May.

- e. Use the following books as reference for EDTP 201
 - Ayers, W., & Alexander-Tanner, R. (2010). *To teach: the journey, in comics*. New York: Teachers College Press.
 - Ayers, W., & Alexander-Tanner, R. (2010). *To teach: the journey of a teacher*. New York: Teachers College Press.
- f. Use articles or reference materials recommended by CEHD faculty.
- g. **Content non-negotiables for EDTP 201:**
 - The context of education, yesterday and today
 - The impact of current political policy on Kentucky schools, including state/local school organizations and assessments
 - Current laws that impact schools (e.g., Senate Bill 1)
 - Philosophical foundations of education
 - Diversity in the classroom
 - Self as teacher, including teaching style
 - The life of a teacher and the context in which he/she works
 - Creating classroom community
 - The importance of knowing the students
 - Curriculum, including how to connect it to students' lives
 - Technology infusion as it relates to the teaching profession
- h. **Content non-negotiables for EDTP 328:**
 - Classrooms as communities of learners
 1. Engaging with the school community
 2. Understanding the larger school community
 - Classroom management
 1. Physical environment
 2. Procedures, rules, routines
 3. Organization and management strategies
 4. Community building activities
 5. Preventing misbehavior
 6. Reacting to misbehavior
 7. Foster acceptance and collaboration
 - Establishing and maintaining parental/family involvement
 1. Developing a plan for parent contact
 2. Developing a plan to engage parents in the classroom
 - Analysis of how to support all aspects of student's development through classroom environment
 1. Physical
 2. Social/Emotional
 3. Behavior
 4. Academic including Gifted/Talented, Special Education
- i. **Content non-negotiables for EDTP 215:**
 Domain 1 Planning and Preparation
 - Standards-based curriculum
 1. Lesson plan design
 2. Choosing appropriate standards

3. Write essential questions
- Goals and learning objectives
 1. Bloom's Taxonomy
 2. Higher order cognitive, affective and psychomotor verbs for writing lesson objectives
 3. Deconstruct standards to develop learning goals, targets and assessments
 4. Differentiate between goals, objectives, and learning targets
- Assessing student learning
 1. Formative and summative assessments
 2. Rubric development
- Lesson congruence
 1. Alignment of standards, objectives, assessment and instruction
 2. Developing two lesson plans (1 with feedback and 1 independent)

Domain 3 Instruction

- Instructional strategies
 1. Teacher-centered and Learner-centered
 2. Differentiated instruction for diverse learners
 3. Critical Thinking
 4. Questioning strategies
 - Addressing the needs of diverse learners
 1. Accommodations for ELL, GT, ECE, children of poverty, etc.
 2. Multiple intelligences
- j. For each student engaging in dual credit courses, the teacher will communicate with each student the following responsibilities:
- Students will meet all course requirements outlined in the syllabus.
 - Students will complete the online University application for Admission.
 - Students will submit to UofL the Academic and Financial Policy Student/Parent Agreement.
 - Student may withdraw from dual credit courses up until the University of Louisville withdrawal deadline found at <http://louisville.edu/registrar/calendars>. DCS grade report will reflect "W" indicating course withdrawal.
 - Students enrolled in dual credit course not covered by the KHEAA Dual Credit Scholarship (DCS) will be responsible for payment of tuition charges not to exceed the Dual Credit Tuition Rate Ceiling, equal to one-third (1/3) of the Kentucky Community and Technical College System in-state tuition rate per credit hour, estimated to be \$54.00 per credit hour for the 2018-2019 academic year.

XI. Duration of Review

This Memorandum of Agreement shall be effective from the date of affixing signatures and may be renewed annually during the month of May. It remains subject to such revisions as are mutually agreeable in writing at the time of annual review, but the duration of the agreement shall be considered continuous unless otherwise terminated. Either party may terminate the agreement at the time of annual review provided the party has given written notice of intent to do

so at least thirty (30) days in advance. No party will alter the content of the established curriculum without the written agreement to the changes of all parties signing the agreement. It is important that university accreditation and unit standards for continuous assessment be met and that course syllabi not be altered without this consultative partnership.

XII. Other Conditions

In carrying out their responsibilities, the parties shall remain independent contractors, and nothing herein shall be interpreted or intended to create a partnership, joint venture, employment, agency, franchise or other form of agreement or relationship. JCPS faculty and staff who participate in this program shall remain employees of JCPS

Neither JCPS nor CEHD assumes any liability arising from the acts or omissions of the other party.

The parties agree not to assign this Agreement without the prior written consent of the other party.

This Agreement may only be amended by a writing signed by the parties.

This Agreement embodies the entire agreement and understanding of the parties hereto in respect of the subject matter hereof. This Agreement supersedes all prior agreements and understandings between the parties with respect to the transactions contemplated hereby.

In testimony thereof, witness the duly authorized signatures of the parties hereto:

Secondary Institution: Jefferson County Public Schools

Martin Pollio, Ed.D. Superintendent

Date

Postsecondary Institution: University of Louisville

Behnke Borch

9/10/18

Executive Vice President and University Provost

Date

Recommended by:

Jim P. O'Neil

9/7/18

Dean, College of Education and Human Development

Date