



Collin County Community College District and
Legacy Preparatory Charter Academy

Partnership Agreement for 2020-2021

Table of Contents

Student Eligibility	2
Faculty Selection, Supervision, and Evaluation	2
Location of Class and Student Composition of Class.....	3
Academic Policies And Student Support Services	3
Eligible Courses	4
Course Curriculum, Instruction, and Grading.....	4
Transcription of Credit.....	5
Approval Signatures.....	5
Appendix A: HB 1638	6
Appendix B: Courses approved for Legacy Prep/Collin College Dual Credit for the 2020-2021 academic year.	8
Appendix C: Crosswalk approved for Legacy Prep/Collin College Dual Credit for the 2020-2021 academic year.	12
Appendix D: Programs approved for Legacy Prep/Collin College Dual Credit for the 2020-2021 academic year.	14

Collin County Community College District and
Legacy Preparatory Charter Academy- Plano
Partnership Agreement for 2020-2021



Collin County Community College District (Collin College) and Legacy Preparatory Charter Academy - Plano (Legacy Prep) hereby enter into the following partnership agreement to provide opportunities for high school students to concurrently enroll in college courses and programs. This agreement is written in accordance with Title 19, Part 1, Chapter 9, Subchapter H of the Texas Administration Code pertaining to partnerships between secondary schools and public two-year colleges.

Collin County Community College District and Legacy Prep agree to enter into a partnership to award dual course credit. Concurrent enrollment allows students to be enrolled in high school and college at the same time. Dual credit courses are available to concurrently enrolled students and award both high school and college credit for the same class. Unless noted, this partnership agreement applies to concurrent enrollment for dual credit only.

STUDENT ELIGIBILITY

Prior to enrolling in college classes, students must satisfy Texas Success Initiative (TSI) requirements. The TSI assessment is a test in reading, writing, and mathematics that is required of all students taking college-level courses at a public college in Texas. Students must also satisfy all college local assessment requirements.

High school students may be exempt from state-mandated testing if they meet the qualifying standards listed in the current Collin College Catalog. Exemptions may be extended for the SAT, ACT, or STAAR English III or Algebra II tests. Dual credit students may be able to use temporary waivers (TSI waived for one year) with appropriate scores in PSAT, Aspire, STAAR English II or Algebra I.

Students may also be exempt if they are enrolling in workforce education courses contained in a Level I certificate or a program leading to a credential of less than a Level I certificate.

Students must have permission from the high school to enroll. The college must be notified if students are receiving dual credit or if students are early admissions only.

Official high school transcripts are not required to participate in the Collin College Dual Credit Program. However, one may be required to demonstrate college readiness and to confirm academic information such as test scores, grade classification, vaccination, and other pertinent information.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

All instructors will meet the minimum requirements to teach as specified by the SACSCOC.

The college shall select, supervise, and evaluate instructors for courses which result in the award of dual credit.

Instructors teaching dual credit courses will be required to meet the same standards, reviews, and approval procedures used by the college to select all college faculty.

Official transcripts of all faculty must be kept on file at the college.

Embedded faculty are full-time high school teachers hired by Collin College as associate faculty to teach College courses during regular high school hours. During the college course time at the high school, embedded faculty are under the guidance of Collin College and must follow the guidelines and procedures of the College such as but not limited to, curriculum, FERPA, syllabus, college schedule, etc.

Faculty employed with the school district who teach a dual credit course under this Agreement outside of their regular duty hours with the school district are considered employees of Collin College for the purposes of the dual credit course. As employees of Collin College, such faculty will be paid for services rendered under this Agreement in accordance with Collin College's faculty compensation plan.

Faculty employed with the school district who teach a dual credit course under this Agreement as part of their regular duty hours with the school district will not receive additional compensation from Collin College. All Dual Credit faculty qualifications outlined in this agreement still apply. Collin College will pay the school district the equivalent of the current associate faculty rate of pay and dual credit stipend for the course as consideration for the faculty member teaching the dual credit course.

LOCATION OF CLASS AND STUDENT COMPOSITION OF CLASS

Dual Credit courses may be taught on one of the college's campuses, at the high school, online, or at an agreed upon location. During Maymester and Wintermester terms, dual/concurrent credit students may enroll in one online course.

Courses will be comprised of dual credit high school students only or of dual credit high school students and college credit students. High school students will not be allowed to concurrently enroll in college courses for high school credit only.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

The district must provide an atmosphere which promotes a collegiate environment for classes which includes adequate classroom facilities, and ensures no disruptions of college classes for announcements, pep rallies, etc., or removal of students from class to conduct high school related activities. After a term's registration period has started, changes cannot be made to the college's class schedule, unless there are extenuating circumstances.

Dual credit courses will follow the Collin College academic calendar. If the high school calendar is different from that of Collin College, the Independent School District will ensure that a classroom and facilities are available for the scheduled college class.

High school dual credit and concurrent enrollment students will have access to all college academic and student support services including, but not limited to, libraries, electronic library resources, writing centers, tutorial services, assessment, admissions, and academic advisement. Some services are available only on Collin College's campuses.

Per HB1638, all dual credit students receive academic and/or college readiness advising as referenced in the attached Appendix A.

High school dual credit and concurrent enrollment students agree to abide by all Collin College policies and procedures as outlined in the current Student Handbook.

Students with disabilities who need accommodations must apply for disability services, provide current documentation, and be determined eligible for the accommodations at Collin College. Not all students who qualify for modification for high school classes will be eligible for accommodations in college classes.

If determined eligible for academic accommodations at Collin College, students must request accommodations each semester. Dual credit course location will determine who provides the academic accommodation needs determined by Collin College's ACCESS Department. Dual credit course accommodations offered on the high school campus are provided by high school personnel. Dual credit course accommodations offered on a Collin College campus will be provided by Collin College personnel.

ELIGIBLE COURSES

All courses offered for dual credit will be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual or as a college level technical course in an Associate of Applied Science (AAS) degree or certificate program. Collin College does not offer physical education activity courses for dual credit.

Courses listed in the attached Appendix B have been approved for the 2020-2021 academic year. A course equivalency crosswalk that identifies the number of credits that may be earned for each course completed through the dual credit program in the attached Appendix C has been approved for the 2020-2021 academic year. Programs listed in the attached Appendix D have been approved for the 2020-2021 academic year.

Additional courses may be added with approval from Legacy Prep and Collin College. An addendum will be created if three or more additional courses are requested by Legacy Prep.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

The college will ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards will be upheld regardless of the student composition of the class.

Students will be expected to meet all requirements of the dual credit and concurrent enrollment class and will receive letter grades on their Collin College transcript. College faculty will provide numeric grades at the end of the semester to be weighted or factored into the student's high school grade point average as determined by the high school district. Mid-term grades will be provided upon request. Faculty members teaching dual credit courses will alert both the college liaison and the designated high school counselor of any students having academic difficulty.

Faculty are conscious of FERPA guidelines when communicating with students about grades. Grade information is not provided over the phone or via non-college e-mail. Currently grades of A, B, C, D, F, and I are awarded by faculty to each student on their college transcript. Grades of "I" are only temporary and must be resolved by the end of the next long semester. Numeric grades are also provided to the high school. If a student withdraws from a course, a "W" will appear on the student's college transcript.

The Grade Appeals Process is available online: <http://www.collin.edu/studentresources/support/gradeappeal.html>.

Faculty will attend faculty meetings and other special meetings called by the division office as needed.

TRANSCRIPTION OF CREDIT

High school and college credit will be added to the students' transcripts immediately by the high school and college upon the student's completion of the dual credit course.

FUNDING


State funding for dual credit courses will be available to both the Independent School District and Collin County Community College District based upon the current agreement between the Commissioner of Education and Commissioner of Higher Education.

Legacy Prep participates in third party billing and agrees to abide by the policies set forth by the Bursar's office. Tuition and fees will be collected from the ISD unless evidence is presented documenting the high school student's eligibility for the reduced or free lunch program in the school district. The ISD is also responsible for purchasing student textbooks.

TERMINATION

It is agreed that either party may terminate this agreement effective thirty (30) days after the receipt of written notification.

APPROVAL SIGNATURES


Rebecca Good (Jul 23, 2020 13:13 CDT)

Jul 23, 2020

Dr. Rebecca Good, Superintendent/CEO
Legacy Preparatory Charter Academy

Date


Neil Matkin (Jul 21, 2020 10:33 CDT)

Jul 21, 2020

Dr. H. Neil Matkin, District President
Collin County Community College District

Date

APPENDIX A: HB 1638

HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and independent school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

Goal 1: *ISDs and IHEs 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.*

Collin's dual credit website is regularly updated with enrollment guidelines, policies, and program details. This includes ISD registration and payment deadlines, information session schedules, FAQs, forms and links to student resources.

Collin provides dual credit information sessions each spring at all partnering high schools to potential students, parents and school counselors before students enroll into dual credit classes for fall.

On an annual basis, Collin provides two dual credit update sessions to all HS counselors. These include updates on dual credit procedures, testing, ACCESS, as well as shared best practices from school districts. Collin offers a yearly All Star Counselor Conference for all local high school counselors. This event is hosted by Collin's president to honor and reward high school counselors. Breakout sessions with relevant topics are provided and keynote speakers address current issues.

Collin also uses marketing materials to help inform students and parents regarding the benefits of dual credit. The Mobile Go Center is utilized as well. The Mobile Go Center is a 42 foot air conditioned trailer equipped with laptop computers, televisions, a printer, and internet connectivity. It is used for dual credit admissions and registration events as well as promotional events.

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

All dual credit students receive academic and/or college readiness advising provided by Special Admissions Coordinators. High school dual credit students have access to all college academic and career counseling services.

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

All dual credit students receive academic and/or college readiness advising provided by Special Admissions Coordinators. High school dual credit students have access to all college academic and student support services including, but not limited to, libraries, electronic library resources, writing centers, tutorial services, academic accommodations, assessment, admissions, and academic advisement.

Per House Bill 5, Collin College also partners with local ISDs to develop and provide courses in college preparatory mathematics and English language arts to prepare students for success in entry-level college courses without the need for remedial or developmental coursework.

Goal 4: *Dual credit students' performance will meet or exceed the level of quality and rigor on subsequent courses.*

Collin College ensures that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards are upheld regardless of the student composition of the class.

Instructors teaching dual credit courses are required to meet the same standards, reviews, and approval procedures used by the college to select all college faculty. Faculty attend professional development opportunities provided by Collin College throughout the year.

APPENDIX B: COURSES APPROVED FOR LEGACY PREP/COLLIN COLLEGE DUAL CREDIT FOR THE 2020-2021 ACADEMIC YEAR.**ARTS 1303 - Art History I (Prehistoric to the 14th century)**

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the 14th century. Prerequisite: Meet TSI standard for INRW 0315; or equivalent. 3 credit hours. Note: Students should expect additional supply costs.

ARTS 1304 - Art History II (14th century to the present)

A chronological analysis of the historical and cultural contexts of the visual arts from the 14th century to the present day. Prerequisite: Meet TSI standard for INRW 0315; or equivalent. 3 credit hours. Note: Students should expect additional supply costs.

BIOL 1406 - Biology for Science Majors I

Lecture: Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab: Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab required. Prerequisite: Meet TSI standard for MATH 0310, and TSI college-readiness standard for Reading and Writing; or equivalent. 4 credit hours.

BIOL 1407 - Biology for Science Majors II

Lecture: The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Lab: Laboratory activities will reinforce study of the diversity and classifications of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Lab required. Prerequisite: BIOL 1406. 4 credit hours. Note: This course includes dissection in lab.

BIOL 1408 - Biology for Non-Science Majors I

Lecture: Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Lab required. 4 credit hours.

BIOL 1409 - Biology for Non-Science Majors II

Lecture: This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Lab required. Prerequisite: BIOL 1408. 4 credit hours. Note: This course includes dissection in lab.

BIOL 2420 - Microbiology for Non-Science Majors

Lecture: This course covers basic microbiology and immunology and is primarily directed at pre-nursing, pre-allied health, and non-science majors. It provides an introduction to historical

concepts of the nature of microorganisms, microbial diversity, the importance of microorganisms and acellular agents in the biosphere, and their roles in human and animal diseases. Major topics include bacterial structure as well as growth, physiology, genetics, and biochemistry of microorganisms. Emphasis is on medical microbiology, infectious diseases, and public health. Lab: This course covers basics of culture and identification of bacteria and microbial ecology. This course is primarily directed at pre-nursing and other pre-allied health majors and covers basics of microbiology. Emphasis is on medical microbiology, infectious diseases, and public health. Lab required. Prerequisite: BIOL 2401 with a grade of C or better within the last three years, and Prerequisite/Concurrent enrollment in BIOL 2402 with a grade of C or better within the last three years. 4 credit hours.

ECON 2301 - Principles of Macroeconomics

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

EDUC 1300 - Learning Framework

A study of the: 1) research and theory in the psychology of learning, cognition, and motivation; 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. 3 credit hours. Note: Students may only take one of the following: EDUC 1200, EDUC 1300, PSYC 1100 or PSYC 1300.

ENGL 1301 - Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

ENGL 1302 - Composition II

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required. Prerequisite: ENGL 1301. 3 credit hours.

ENGL 2322 - British Literature I

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their

historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours.

ENGL 2323 - British Literature II

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours.

ENGL 2327 - American Literature I

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours.

ENGL 2328 - American Literature II

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours.

HIST 1301 - U.S. History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HIST 1302 - U.S. History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

MATH 1314 - College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. Graphing calculator required. Lab

required. Prerequisite: Meet TSI college-readiness standard for Mathematics; or equivalent. 3 credit hours. (A) Note: Students may take either MATH 1314 or MATH 1414 but not both.

MATH 1316 - Plane Trigonometry

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included. Graphing calculator required. Prerequisite: MATH 1314 or MATH 1414; or equivalent. 3 credit hours.

MATH 2412 - Pre-Calculus Math

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Graphing calculator required. Lab required. Prerequisite: MATH 1314 or the equivalent preparation. 4 credit hours.

MATH 2413 - Calculus I

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of area. Graphing calculator required. Lab included. Prerequisite: MATH 2412; or equivalent. 4 credit hours.

SPAN 1411 - Beginning Spanish I

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level. Lab required. 4 credit hours.

SPAN 1412 - Beginning Spanish II

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level. Lab required. Prerequisite: SPAN 1411 or consent of Associate Dean. 4 credit hours.

SPAN 2311 - Intermediate Spanish I

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading, and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Prerequisite: SPAN 1412 or consent of Associate Dean. 3 credit hours.

SPAN 2312 - Intermediate Spanish II

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading, and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Prerequisite: SPAN 2311 or consent of Associate Dean. 3 credit hours.

APPENDIX C: CROSSWALK APPROVED FOR LEGACY PREP/COLLIN COLLEGE DUAL CREDIT FOR THE 2020-2021 ACADEMIC YEAR.

2020-21 DUAL CREDIT CROSSWALK				
PEIMS Code	HS Dual Credit Course Title	Possible HS Credit 0.5 = 1 sem 1.0 = 1 year	Collin College Course Title	College Hours
Education for Dual Credit				
N1290050	Dual Credit College Transition	1	Learning Frameworks (EDUC 1300)	3
English for Dual Credit				
03220300	English III A & B Dual Credit	0.5-1.0	Composition I (ENGL 1301)	3
			Composition II (ENGL 1302)	3
03220400	English IV A & B Dual Credit	0.5-1.0	British Literature I (ENGL 2322)	3
			American Literature I (ENGL 2327)	3
			British Literature II (ENGL 2323)	3
			American Literature II (ENGL 2328)	3
Fine Arts for Dual Credit				
03500110	Local Credit Art I A	0.5	Art History I (ARTS 1303)	3
	Local Credit Art I B	0.5	Art History II (ARTS 1304)	3
Languages Other than English / World Languages				
03440200	Spanish II A & B Dual Credit	0.5-1.0	Beginning Spanish I (SPAN 1411)	4
			Beginning Spanish II (SPAN 1412)	4
03440300	Spanish III A & B Dual Credit	0.5-1.0	Intermediate Spanish I (SPAN 2311)	3
			Intermediate Spanish II (SPAN 2312)	3

Mathematics for Dual Credit				
A3100101	Calculus A & B Dual Credit	0.5-1.0	Pre-Calculus (MATH 2412)	4
			Calculus I (MATH 2413)	4
03101100	Precalculus A & B Dual Credit	0.5-1.0	College Algebra (MATH 1314)	3
			Plane Trigonometry (MATH 1316)	3
Science for Dual Credit				
03010200	Biology A Dual Credit (SRD I)	0.5	Biology for Science Majors I (BIOL 1406)	4
			Biology for Non-Science Majors I (BIOL 1408)	4
03010200	Biology B Dual Credit (SRD I)	0.5	Biology for Science Majors II (BIOL 1407)	4
			Biology for Non-Science Majors II (BIOL 1409)	4
13020700	Medical Microbiology B Dual Credit	0.5	Microbiology for Non-Science Majors (BIOL 2420)	4
Social Studies for Dual Credit				
03340100	United States History A Dual Credit	0.5	United States History I (HIST 1301)	3
	United States History B Dual Credit	0.5	United States History II (HIST 1302)	3
03330100	Dual Credit United States Government	0.5	Federal Government (GOVT 2305)	3
03380022	Dual Credit Special Topics in Social Studies: Texas Government	0.5	Texas Government (GOVT 2306)	3
03310300	Dual Credit Economics with Emphasis on the Free Enterprise System and Its Benefits	0.5	Principles of Macroeconomics (ECON 2301)	3

APPENDIX D: PROGRAMS APPROVED FOR LEGACY PREP/COLLIN COLLEGE DUAL CREDIT FOR THE 2020-2021 ACADEMIC YEAR.**Associate of Arts (AA) Degree**

The following requirements must be met for an Associate of Arts (AA) award:

1. Earn a minimum of 60 college-level credit hours.
2. Earn a minimum cumulative grade point average (GPA) of 2.0
3. Complete the general education core curriculum of 42 credit hours.
4. Complete a minimum of 18 additional credit hours of degree requirements and electives that are specified on each program's page.
5. Earn a minimum of 18 credit hours at Collin College.

Associate of Science (AS) Degree

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Earn a minimum cumulative grade point average (GPA) of 2.0
3. Earn a minimum of 18 credit hours at Collin College.
4. Complete the general education core curriculum of 42 credit hours.
5. Complete a minimum of 18 additional credit hours of degree requirements and electives.
6. Complete the mathematics and science degree requirements for the AS degree:
 - A. Complete at least six credit hours of mathematics from the AS Math course options. Three credit hours of these mathematics will also meet the Mathematics core requirement.
 - B. Complete at least eight credit hours of natural science from the AS Science course options. A two-course sequence is recommended. These Science courses will meet the Natural Science core requirement.

Associate of Arts in Teaching (AAT) Degree

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Complete the General Education Core of 42 credit hours.
3. Earn a minimum cumulative grade point average (GPA) of 2.0.
4. Earn a minimum of 18 credit hours at Collin College.
5. Complete all the courses listed for one of three AAT diploma options.

Collin offers degree plans with three specializations in mind: early childhood through grade 6; middle grades (grades 4-8); and high school (grades 8-12).