

**2020-2021 DUAL CREDIT  
MEMORANDUM OF AGREEMENT  
BETWEEN  
COLLEGE OF EDUCATION AND HUMAN  
DEVELOPMENT  
UNIVERSITY OF LOUISVILLE  
AND  
\_\_\_\_\_ COUNTY SCHOOLS**

**I. Purpose**

Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chance 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. This Memorandum of Agreement has been entered into this \_\_\_ day of \_\_\_\_\_ in the year 2020 by \_\_\_\_\_ (\_\_\_\_) and the University of Louisville, for the College of Education and Human Development (CEHD). \_\_\_\_ 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; a Reading MAP (Measures of Academic Progress) score of 223 or above; or a CERT Reading score of 18 for freshmen and sophomores, 20 for junior and seniors\*\* (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, MAP, or CERT, 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.

### III. Approved Courses

The following courses are approved to be offered as dual credit between CEHD-UL and \_\_\_\_\_. The sequence of courses must be EDTP 201, EDTP 215, and EDTP 107 as final course.

Prefix	Course Number	Credit Hours	Course Title	Required Field Hours Reported to KFETS	KDE state code
EDTP	201	3	The Teaching Profession	18 hours	331030 THE LEARNING COMMUNITY
EDTP	215	3	Foundations of Instruction	_ -0 hours	331032 THE PROFESSIONAL EDUCATOR
EDTP	107	3	Human Development and Learning	15 hours	331031 THE LEARNER CENTERED CLASSROOM

Note: EDTP 201 counts as a general education course.

### IV. Legislative Regulations Related to KHEAA Scholarship Programs

#### **Dual Credit Scholarship (DCS) Program**

The Dual Credit Scholarship provides assistance or Kentucky high school students who are taking dual credit classes at a participating Kentucky college or university. According to Kentucky Revised Statutes (KRS) 164.786, the Kentucky Higher Education Assistance Authority (KHEAA) shall administer the Dual Credit Scholarship Program as follows:

- Eligible students may receive scholarships for up to two successfully completed dual credit courses. “Successful completion” means earning a college grade of D- or better.
- “Eligible high school student” means a student who is
  - a) a Kentucky resident;
  - b) is enrolled in a Kentucky high school as a senior or junior;
  - c) has completed a thirty (30) minute college success counseling session (provided by their high school), to be completed each academic year a scholarship is awarded; and
  - d) is enrolled, or accepted for enrollment, in an approved dual credit course at a participating Kentucky college or university.
- KHEAA will notify all applicants of their award or denial status. There is no guarantee all students will receive a KHEAA DC scholarship each year. KHEAA Scholarship

awards are based on available funding by KHEAA. Seniors will receive award priority before juniors.

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- Scholarship funds will be disbursed by KHEAA to the student's participating college or university upon receipt of enrollment verification.
- 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 (1/3 of the KCTCS hourly tuition rate).
- KHEAA Scholarship students cannot be charged additional fees, including but not limited to lab fees, special equipment and admission/application 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.
- Application Process: High schools will report information to KHEAA that identifies students scheduled to take dual credit. KHEAA will send student and the participating college/university a notification of award status once scholarship determinations have been made. KHEAA will contact students to obtain college and semester preferences for scholarship use.

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

### **Work Ready Kentucky Scholarship Program for High School Students**

- A high school student must:
  - Be a Kentucky resident;
  - Be enrolled in a Kentucky high school;
  - Be enrolled, or accepted for enrollment in, an approved dual credit course at an eligible institution
    - Approved dual credit courses for the Work Ready Kentucky Scholarship are limited to Career and Technical Education coursework that is in a career pathway approved by the Kentucky Department of Education as leading to an industry-recognized credential.
- Application:
  - The student's high school will send information to KHEAA identifying the students who enrolled in Career and Technical Education coursework. KHEAA will, in turn, contact students to have them submit their preferences for college and semester of scholarship use.
  - Funds are awarded on a first-come, first-served order based on the date students submit their scholarship preferences.
- Award:
  - Equal to the dual credit course amount charged by an eligible college or university.
  - Limited to two approved CTE dual credit courses per year.
- Participating colleges and universities have agreed to:

- Charge no more than the dual credit tuition ceiling rate, which is 1/3 of the KCTCS hourly tuition rate (\$per credit hour for the 2020-2021 year), for all dual credit courses taken by Kentucky high school students regardless of scholarship eligibility.
- Charge no additional fees to dual credit students including, but not limited to, lab fees, special equipment and admission/application fees.

## **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 is also part of the Work Ready Kentucky Scholarship program administered by the Kentucky Higher Education Assistance Authority (KHEAA), and is listed as an approved program. The Teaching and Learning Pathway dual credit coursework is a Career and Technical Education approved pathway by the Kentucky Department of Education as leading to an industry-recognized credential.

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 either the Dual Credit Scholarship or the Work Ready Kentucky Scholarship.

- 9<sup>th</sup> and 10<sup>th</sup> grade students taking Dual Credit courses are not eligible to apply for the KHEAA Dual Credit Scholarship, but are eligible to apply for the Work Ready Kentucky Scholarship (WRKS). 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 for any student who does not receive a Work Ready Kentucky Scholarship.
- 11<sup>th</sup> and 12<sup>th</sup> grade students taking Dual Credit courses who do not qualify for the KHEAA Dual Credit Scholarship, and do not receive a WRKS, will be charged tuition equal to one-third (1/3) of Kentucky Community and Technical College in-state tuition rate per credit hour.
- 11<sup>th</sup> and 12<sup>th</sup> 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 \_\_\_\_ 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 will be provided by each secondary school.

EDTP 201: Ayers, W. (2010). *To teach: The journey of a teacher* (3<sup>rd</sup> Edition). New York: Teachers College Press.

EDTP 215: Borich, Gary, D (2017). *Effective Teaching Methods: Research-Based Practice* (9th Ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 978-0134054872

EDTP 107: Ormrod, J.E., Anderman, E.M., & Anderman, L. (2019). *Educational Psychology: Developing Learners* (10<sup>th</sup> Edition). Pearson.

The teacher's resources provided by District.

## VIII. CEHD Responsibilities and Expectations for EDTP 201, EDTP 215 and EDTP 107

- CEHD designates the Dean or the Dean's designee to be the liaison with \_\_\_\_ to ensure compliance with this agreement.
- Provide \_\_\_\_ teachers access to Foliotek™.
- Provide training on how to assess Hallmark Assessment Tasks in Foliotek™.
- Provide training on how to guide students to document KFETS field hours.
- Provide copies of syllabi for EDTP 201, EDTP 215 and EDTP 107.
- Provide reference to free resources for teachers to supplement instruction for EDTP 201, EDTP 215 and EDTP 107.
- Review teacher transcripts and CV/Resumes to determine eligibility for part-time instructor.

## IX. \_\_\_\_ Responsibilities

- \_\_\_\_ designates the \_\_\_\_\_ to be the liaison with CEHD to ensure compliance with this agreement.
- Oversee teacher credentials and ensure that instructors in the pathway meet the Southern Association of Colleges and Schools (SACS) credentialing requirements.
- Communicate and work with CEHD personnel to ensure all aspects of this agreement are met.
- 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 215 and EDTP 107

- a. 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) or the Work Ready Kentucky Scholarship (WRKS) 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 \$72.00 per credit hour for the 2020-2021 academic year.
- b. Oversee students’ completion, documentation, and entering required field experience hours on KFETS. **Teachers must complete a University of Louisville Field Experience Log on each student for each field experience and submit it to the University dual credit service account at [dualcrdt@louisville.edu](mailto:dualcrdt@louisville.edu) within 48 hours of the last day of class.**
- EDTP 201 – 18 hours
  - EDTP 215 – no field hours required
  - EDTP 107 – 15 hours
- c. Guide students to complete their Hallmark Assessment Task (HAT), and upload and assess the Hallmark Assessment for each student in Foliotek™. **Due within 48 hours of the last day of class.**
- EDTP 201 – Ethnology of a Classroom
  - EDTP 215 – Two Lesson Plans (1 with feedback and 1 without feedback)
  - EDTP 107 – Paper: (a) reflecting on initial beliefs about learning and development and (b) using course content create a teaching philosophy. Must submit the HAT checklist with the HAT.
- d. 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.
- e. Use articles or reference materials recommended by CEHD faculty.
- f. **Content non-negotiables for EDTP 201:**
- The context of education, yesterday and today
  - **Dispositions expected of teaching professionals**

- The impact of current political policy on Kentucky schools, including state/local school organizations and assessments
- 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; teacher standards and evaluation
- Creating classroom community
- The importance of knowing the students
- Curriculum and Assessment, including how to connect it to students' lives
- Technology infusion as it relates to the teaching profession

g. **Content non-negotiables for EDTP 215:**

Domain 1 Planning and Preparation

- Standards-based curriculum
  1. Lesson plan design
  2. Sources of curriculum standards
  3. s
- Goals and learning objectives
  1. Bloom's Taxonomy
  2. Higher order cognitive, affective and psychomotor verbs for writing lesson objectives
  3. Assessing student learning
  4. Formative and summative assessments
  5. Rubric development
  - 6.
- - 1.
- Lesson congruence
  1. Alignment of standards, objectives, assessment and instruction)

Domain 2 Classroom Environment

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

Domain 4 Professional Responsibilities

**h. Content non-negotiables for EDTP 107:**

Unit 1: Major Learning Theories

- Behaviorism
- Social Cognitive Theory
- Piaget's Individual Constructivism
- Vygotsky's Social Constructivism
- Information Processing & Metacognition
- Metacognition & Complex Cognitive Processes

Unit II: Human Development

- Physical and Brain Development
- Self & Social Development
- Moral Development
- Emotional Development
- Language & Literacy

Unit III: Motivation, Individual Differences, & Socialization

- Motivation Theories
- Intelligence & Giftedness
- Culture in Development, Learning, and the Classroom; Racial/Ethnic Identity

Sex & Gender, Gender Identity, Socioeconomic Differences, Stereotype Threat

**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. \_\_\_\_ faculty and staff who participate in this program shall remain employees of \_\_\_\_.

Neither \_\_\_\_ 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:** \_\_\_\_\_

\_\_\_\_\_

Superintendent

\_\_\_\_\_

Date

**Postsecondary Institution: University of Louisville**

\_\_\_\_\_

Beth A. Boehm, Ph.D.  
Executive Vice President and University Provost

\_\_\_\_\_

Date

**Recommended by:**

\_\_\_\_\_

Amy S. Lingo, Ed.D.  
Interim Dean, College of Education & Human Development

\_\_\_\_\_

Date