TEXARKANA
COLLEGE

DUAL CREDIT/EARLY COLLEGE PROGRAM AGREEMENT

(SECONDARY and POST-SECONDARY Partnership)

This DUAL CREDIT/ARTICULATION AGREEMENT is between Texarkana College (TC), and Maud Independent School District, pursuant to the applicable Texas Higher Education Coordinating Board (THECB) rules, Texas Education Code state statutes, and respective governing board policies for each institution. The purpose of this agreement is to provide eligible high school students the opportunity to enroll in and complete authorized dual credit college courses at approved sites, which enable successful students the opportunity to earn both high school and college credit.

Furthermore, both institutions agree to share information and develop guidelines, policies, and procedures beneficial to Dual Credit students to improve the quality of education by-way of an early college education plan that maximizes learning opportunities and the award of dual credit in compliance with Texas Administrative Code, Texas Education Agency and Southern Association of Colleges and Schools Commission on Colleges. The specific elements of this agreement are attached.

Dual Credit students successfully completing authorized college courses will have those courses transcribed on a TC college transcript. Likewise, Dual Credit students are eligible to take applicable credit by examination tests on the TC campus at the Testing Center.

This agreement will need to be renewed annually at which time either party may request a change or termination of this agreement.

Texarkana College President, August 2022

Jason Smith

ISD Superintendent (or designee), August 2022

Elements of Institutional Dual Credit/Early College Program Agreement

(SECONDARY and POST-SECONDARY Partnership)

Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, and Rule §4.84 (*Dual Credit Institutional Agreements*)

(a) Need for Institutional Agreements. For any dual credit partnership between a secondary school and a public college, an agreement must be approved by the governing boards or designated authorities (e.g., principal and chief academic officer) of both the public school district or private secondary school and the public college prior to the offering of such courses.

(b) Elements of Institutional Agreements. Any dual credit agreement must address the following elements:

(1) Eligible Courses;
(2) Student Eligibility;
(3) Location of Class;
(4) Student Composition of Class;
(5) Faculty Selection, Supervision, and Evaluation;
(6) Course Curriculum, Instruction, and Grading;
(7) Academic Policies and Student Support Services;
(8) Transcripting of Credit;
(9) Funding; and
(10) Defined sequences of courses, where applicable.

(c) Institutional Agreement between Public Institution of Higher Education and Public School District. Any agreement entered into or renewed between a public institution of higher education and public school district on or after September 1, 2021, including a memorandum of understanding or articulation agreement, must:

(1) include specific program goals aligned with the statewide goals developed under TEC 28.009. Subsection (b-1);
(2) establish common advising strategies and terminology related to dual credit and college readiness;
provide for the alignment of endorsements described by Section 28.025 (c-1) offered by the 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;

(3) identify tools, including tools developed by the Texas Education Agency, Texas Higher Education Coordinating Board, or the Texas Workforce Commission, to assist counselors, students, and families in selecting endorsements offered by the district and dual credit courses offered under the agreement;
(4) establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;
(5) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;
(6) establish the institution of higher education's and the school district's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program;
(7) state the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program;
(8) require the district and the institution to consider the use of free or low-cost open educational resources in courses offered under the program;
(9) designate at least one employee of the district or institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course; and
(10)be posted each year on the institution of higher education's and the school district's respective Internet websites.

Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, and Rule §4.85 (*Dual Credit Requirements*)
(a) Eligible Courses:
(1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.
(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.
(3) A college course offered for dual credit must be:
(A) in the core curriculum of the public institution of higher education providing the credit;
(B) a career and technical education course; or
(C) a foreign language course.

(i) This provision does not apply to a college course for dual credit offered as part of an approved early college education program established under TEC § 29.908 or an early college program as defined in this subchapter.

(ii) Any college course for dual credit offered as part of an early college program as defined in this subchapter must be a core curriculum course of the public institution of higher education providing the credit, a career and technical education course, a foreign language course, or a course that satisfies specific degree plan requirements leading to the completion of a Board approved certificate, AA, AS, AAS degree program, FOSC, or POSC.

(4) Public colleges may not offer remedial and developmental courses for dual credit.

(b) Student Eligibility.

(1) A high school student is eligible to enroll in academic dual credit courses if the student:

(A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015, and the PSAT/NMSQT administered on or after October 15, 2015, is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 1015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the

Algebra II course; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015: or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level I certificate program, or a program leading to a credential of less than a Level I certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

(4) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 2 certificate or applied associate degree program under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a minimum score of 4000 on the English II STAAR EOC; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015, and PSAT/NMSQT administered on or after October 15, 2015, is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1)-(4) of this subsection.

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

(8) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

(c) Location of Class. Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in Subchapters P and Q of this chapter (relating to Approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practices for Courses Offered Electronically.

(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Notwithstanding the requirements of subsection (e) of this section, exceptions for a mixed class that combines college credit and high school credit-only students may be allowed only when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

(2) If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(3) If the course is a career and technical/college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

(2) The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

(f) Course Curriculum, Instruction, and Grading. The college shall 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 must be upheld regardless of the student composition of the class.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.

(2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

(h) Transcripting of Credit. For dual credit courses, high school as well as college credit should be transcripted immediately upon a student's completion of the performance required in the course.

(i) Funding.

(1) The state funding for dual credit courses will be available to both public-school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005 (g)) and the Board (TEC 61.059 (p) and (q)).

(2) The college may only claim funding for students earning college credit in core curriculum, field of study curriculum, program of study curriculum, career and technical education, and foreign language dual credit courses.

(3) This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.

(4) All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

Texas Education Code 28.009 (b-1) (*College Credit Program*)

Sec. 28.009. COLLEGE CREDIT PROGRAM

(a) Each school district shall implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. On request, a public institution of higher education in this state shall assist a school district in developing and implementing the program. The college credit may be earned through:

(1) international baccalaureate, advanced placement, or dual credit courses;

(2) articulated postsecondary courses provided for local credit or articulated postsecondary advanced technical credit courses provided for state credit; or

(3) any combination of the courses described by Subdivisions (1) and (2).

(a-1) A program implemented under this section may provide a student the opportunity to earn credit for a course or activity, including an apprenticeship or training hours:

(1) that:

(A) satisfies a requirement necessary to obtain an industry-recognized credential or certificate or an associate degree; and

(B) is approved by the Texas Higher Education Coordinating Board; and

(2) for which a student may earn credit concurrently toward both the student's high school diploma and postsecondary academic requirements.

(a-2) A school district is not required to pay a student's tuition or other associated costs for taking a course under this section.

(a-4) A dual credit course offered under this section must be:

(1) in the core curriculum of the public institution of higher education providing college credit;

(2) a career and technical education course; or

(3) a foreign language course.

(a-5) Subsection (a-4) does not apply to a dual credit course offered as part of the early college education program established under Section 29.908 or any other early college program that assists a student in earning a certificate or an associate degree while in high school.

Text of subsection as amended by Acts 2015, 84th Leg., R.S., Ch. 90 (H.B. 505), Sec. 1

(b) The agency shall coordinate with the Texas Higher Education Coordinating Board as necessary in administering this section. The commissioner may adopt rules as necessary concerning the duties under this section of a school district. The Texas Higher Education Coordinating Board may adopt rules as necessary concerning the duties under this section of a

public institution of higher education. A rule many not limit:

(1) the number of dual credit courses or hours in which a student may enroll while in high school;
(2) the number of dual credit courses or hours in which a student may enroll each semester or academic year; or
(3) the grade levels at which a high school student may be eligible to enroll in a dual credit course.

Text of subsection as amended by Acts 2015, 84th Leg., R.S., Ch. 988 (H.B. 18), Sec. 2

(b) The agency shall coordinate with the Texas Higher Education Coordinating Board as necessary in administering this section. The commissioner may adopt rules as necessary concerning the duties under this section of a school district. The Texas Higher Education Coordinating Board may adopt rules as necessary concerning the duties under this section of a public institution of higher education. A rule may not limit the number of dual credit courses or semester credit hours in which a student may enroll while in high school or limit the number of dual credit courses or semester credit hours in which a student may enroll each semester or academic year.

Text of subsection as added by Acts 2017, 85th Leg., R.S., Ch.93 (H.B. 1638), Sec. 1

(b-1) The agency and the Texas Higher Education Coordinating Board jointly shall develop statewide goals for dual credit programs, including early college high school programs, career and technical education dual credit programs, and joint high school and college credit programs provided under Section 130.008, to provide uniform standards for evaluating those programs. The goals must address, at a minimum:

(1) a dual credit program's achievement of enrollment in and acceleration through postsecondary education;
(2) performance in college-level coursework; and
(3) the development of an effective bridge between secondary and postsecondary education in the state.

Text of subsection as added by Acts 2017, 85th Leg., R.S., Ch. 729 (S.B. 1091), Sec.

(b-2) Any agreement, including a memorandum of understanding or articulation agreement, between a school district and public institution of higher education to provide a dual credit program described by Subsection (b-1) must:

(1) include specific program goals aligned with the statewide goals developed under Subsection (b-1);
(2) establish common advising strategies and terminology related to dual credit and college readiness;
(3) provide for the alignment of endorsements described by Section 28.025 (c-1) offered by the 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;

(4) identify tools, including tools developed by the agency, the Texas Higher Education Coordinating Board, or the Texas Workforce Commission, to assist school counselors, students, and families in selecting endorsements offered by the district and dual credit courses offered under the agreement;
(5) establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including by developing a course equivalency crosswalk or other method for equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;
(6) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;
(7) establish the district's and the institution's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program;
(8) state the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the programs;
(9) require the district and the institution to consider the use of free or low-cost open educational resources in courses offered under the program;
(10) be posted each year on the district's and the institution's respective Internet websites; and
(11) designate at least one employee of the district or institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course.

(b-3)The agency and the Texas Higher Education Coordinating Board shall coordinate as necessary to adopt rules for the implementation of Subsections (a-4) and (a-5). In adopting those rules, the agency and the coordinating board shall use the negotiated rulemaking procedures under Chapter 2008, Government Code, and consult with relevant stakeholders.

(c) The commissioner and the Texas Higher Education Coordinating Board shall share data as necessary to enable school districts to comply with this subsection. Each school district shall annually report to the agency:
(1) the number of district students, including career and technical students, who have participated in the program and earned college credit; and
(2) the cumulative number of courses in which participating district students have enrolled and college credit hours the students have earned.
(c-1) The Texas Higher Education Coordinating Board shall collect student course credit data from public institutions of higher education as necessary for purposes of Subsection (c).
(d) In this section:

(1) "Career and technical student" means:

(A) a secondary education student who has entered the first course in a sequence of two or more technical courses for three or more credits in a career and technical education program; or

(B) a student who:

(i) is enrolled in an academic or workforce course that is part of a sequence of courses leading to an industry-recognized credential, certificate, or degree; and

(ii)has declared that sequence of courses as the student's major course of study.

(2) "Sequence of courses" means career and technical education courses approved by the State Board of Education or innovative courses approved by the State Board of Education that are provided for local credit.

Added by Acts 2006, 79th Leg., 3rd C.S., Ch. 5 (H.B. 1), Sec. 5.01, eff. May 31, 2006.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 763 (H.B. 3485), Sec. 2, eff. June 15, 2007.
Acts 2009, 81st Leg., R.S., Ch. 1328 (H.B. 3646), Sec. 15, eff. September 1, 2009.
Acts 2011, 82nd Leg., R.S., Ch. 369 (S.B. 149), Sec. 1, eff. June 17, 2011.
Acts 2011, 82nd Leg., R.S., Ch. 369 (S.B. 149), Sec. 2, eff. September 1, 2011.
Acts 2011, 82nd Leg., R.S., Ch. 369 (S.B. 149), Sec. 3, eff. September 1, 2013.
Acts 2011, 82nd Leg., R.S., Ch. 369 (S.B. 149), Sec. 4, eff. September 1, 2013.
Acts 2011, 82nd Leg., R.S., Ch. 1104 (S.B. 1619), Sec. 1, eff. June 17, 2011.
Acts 2013, 83rd Leg., R.S., Ch. 213 (H.B. 842), Sec. 1, eff. June 10, 2013.
Acts 2013, 83rd Leg., R.S., Ch. 424 (S.B. 435), Sec. 1, eff. June 14, 2013.
Acts 2015, 84th Leg., R.S. Ch. 90 (H.B. 505), Sec. 1, eff. May 23, 2015.
Acts 2015, 84th Leg., R.S., Ch. 988 (H.B. 18), Sec. 2 eff. June 19, 2015.
Acts. 2017, 85th Leg., R.S., Ch. 93 (H.B. 1638), Sec. 1, eff. May 23, 2017.
Acts. 2017, 85th Leg., R.S., Ch. 189 (S.B. 22), Sec. 2, eff. September 1, 2017.
Acts 2017, 85th Leg., R.S. Ch. 729 (S.B. 1091), Sec. 1, eff. June 12, 2017.
Acts 2019, 86th Leg., R.S., Ch. 264 (S.B. 1276), Sec. 1, eff. May 28, 2019.
Acts 2019, 86th Leg., R.S., Ch. 467 (H.B. 4170), Sec. 21.001(6), eff. September 1, 2019.
Acts 2019, 86th Leg., R.S., Ch. 901 (H.B. 3650), Sec. 1, eff. June 10, 2019.
Acts 2021, 87th Leg., R.S. Ch. 185 (S.B. 1277), Sec. 1, eff. May 30, 2021.
Acts 2021, 87th Leg., R.S., Ch. 915 (H.B. 3607), Sec. 5.007, eff. September 1, 2021.

Text of subsection as added by Acts 2019, 86th Leg., R.S., Ch. 51, (S.B. 25), Sec. 4

(c-2) A student enrolled in a dual credit course at an institution of higher education and to whom Subsection (b) does not apply shall file a degree plan with the institution not later than:

(1) the end of the second regular semester of term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester credit hours of course credit for dual credit courses successfully completed by the student; or

(2) if the student begins the student's first semester or term at the institution with 15 or more semester credit hours of course credit for dual credit courses successfully completed by the student, the end of the student's second regular semester or term at the institution.

Southern Association of Colleges and Schools Commission on Colleges:
DUAL ENROLLMENT
Policy Statement

For SACSCOC purposes, "dual enrollment" refers to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery. This would include such coursework offered at the high school, on the institution's campus, or via distance education. This also includes programs and courses that may be offered under different names such as "early college," "dual credit," or "concurrent enrollment." The academic rigor of such coursework matches the quality of other institutional coursework, regardless of location or mode of delivery.

Institutions must ensure that their dual enrollment courses and programs comply with the *Principles of Accreditation.* This applies to all such educational programs and services, wherever located or however delivered. In addition, institutions being reviewed should also be prepared to demonstrate clear institutional control over these dual enrollment courses and programs.

Applying the Principles of Accreditation to Dual Enrollment

With the underlying concept that the *Principles of Accreditation* apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following statements in implementing and reporting on dual enrollment programs. Similarly, reviewers should consider these statements when approving or evaluating dual enrollment programs.

Substantive Change
An institution offering dual enrollment ensures appropriate notification and prior approval (if needed) of off-campus instructional sites where dual enrollment courses and programs are offered. Another aspect of dual enrollment that may require notification or approval could be the use of a cooperative academic arrangement to deliver courses. (Please refer to SACSCOC policy "Substantive Change for SACSCOC Accredited Institutions.")

Faculty
SACSCOC defines an "instructor of record" as the faculty member qualified to teach the course. This person has overall responsibility for the development and implementation of the syllabus and for issuing grades. The faculty member will provide direct instruction for the course.

The institution ensures appropriate faculty qualifications for those who provide instruction for dual enrollment courses; these faculty members possess the same academic credentials and/or documented professional experience required by the institution of all its faculty. Graduate teaching assistants, if they are the instructor of record and providing direct instruction, should meet the same academic and/or professional criteria. In all cases, the institution bears responsibility for documenting and justifying the qualifications of its dual enrollment instructors, and they are included on the Faculty Roster when appropriate for review by a SACSCOC committee. (Please refer to the *Resource Manual*, Standard 6.2.b, for a broader discussion of faculty qualifications).

An institution offering dual enrollment courses or programs ensures that a sufficient number of full-time faculty members teach and/or provide appropriate oversight for the courses/programs. Materials submitted for review by SACSCOC explain the nature of faculty oversight that ensures the quality and integrity of the courses offered. The institution has clear criteria for the evaluation of faculty teaching dual enrollment courses and demonstrates the use of these criteria.

Curriculum and Instruction
For all dual enrollment courses offered, the institution employs sound and acceptable practices for determining the amount and level of credit awarded. Course content and rigor of dual enrollment courses are comparable to that of the same courses taught to the institution's other students. (Please see the SACSCOC policy "The Quality and Integrity of Educational Credentials").

The faculty assumes primary responsibility for dual enrollment courses. Such oversight ensures both the rigor of programs/courses and the quality of instruction.

Institutional Effectiveness
Dual enrollment students are included within the processes used to ensure the effectiveness of campus programs. If dual enrollment students can earn a credential, then that credential and those students should be part of the institutional effectiveness process of the institution. The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for dual enrollment.

Library and Learning Resources
Students have access to appropriate library resources, and the institution demonstrates that students are able to use such resources effectively. If the high school is the provider of these materials, the institution establishes the appropriateness of the collections for the courses and programs offered. The institution ensures that its students have access to regular and timely instruction in the use of library and other learning resources.

Academic and Student Support Services
Academic support services are appropriate for the courses and programs offered. Institutions ensure that dual enrollment students are appropriately advised regarding the collegiate curriculum. Students support services are appropriate for dual enrollment students.

Institutions have an adequate and published procedure for resolving written student complaints, and the institution follows its policies and procedures. The institution ensures that its dual enrolled students are appropriately oriented regarding their rights and responsibilities. Documented procedures assure that security of personal information is protected.

Admissions and Transparency
The institution implements appropriate eligibility and placement procedures to ensure that potential dual enrollment students are prepared for college-level courses. Dual enrollment students are usually admitted under exceptions to an institution's published admissions policies, and the institution follows commonly accepted practices in making such exceptions. Advertising, recruiting, and admissions information adequately and accurately represents the programs, requirements, and services available to students.

Statements and other representations regarding the ability to transfer credit earned in dual enrollment programs and courses are accurate and complete. The institution ensures that its registration and transcripting practices for dual enrollment students are consistent with those in effect for all other students.

Facilities
Dual enrollment courses are offered in adequate physical facilities, whether under the control of the institution or under the control of the high school.

Document History
Approved: SACSCOC Board of Trustees, June 2018
Revised: SACSCOC Board of Trustees, December 2018

ADDITIONAL REQUIREMENTS:

The conditions of the agreement were formulated through communications with representatives from both institutions based on following all state and accrediting agency guidelines.
The Texarkana College department or program director responsible for the above-mentioned program will communicate annually with TC's Chief Academic Officer and high school representatives to evaluate changes needed in dual credit policy and procedure. This agreement must be signed before the first day of class. All Dual Credit and Early College Program Goals are aligned with goals established by the Texas Higher Education Coordinating Board and Texas Education Agency. Texas Statewide Dual Credit Goals and Texarkana College/ISD responsibilities are below.

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 of items to include in documentation:

- Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits, and cost
- ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies

- Hosting dual credit 101 sessions for high school counselors
- Collaboration between ISDs and IHE partner(s) on a marketing campaign

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

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

Examples of items included in analysis:

- Student enrollment in postsecondary after high school
- Time to degree completion
- Semester credit hours to degree

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.

- Metric: Analysis of measures in enrollment and degree completions, disaggregated by student sub-population.

Examples of items included in analysis:

- Student enrollment in postsecondary after high school
- Time to degree completion
- Decrease in excess number of semester hours beyond required hours to degree completion.

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

- Metric: Analysis of performance in subsequent course work.

Texarkana College will:

1) Ensure that regular academic policies applicable to courses taught at the college's main campus also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.
2) Work with high school personnel to align what dual credit classes will be taught.
3) Provide the dual credit teacher with a copy of the course syllabus, assessment(s) and student learning outcomes for that course.
4) Approve and verify dual credit teachers have the appropriate credentials to teach any college credit classes to which they are assigned. All potential dual credit teachers must go through the same hiring process as teachers who want

to teach on a Texarkana College campus/site.

5) Provide a college liaison for dual credit teachers to help with course curriculum, instruction, and grading to assure the quality and uniformity of instruction is in accordance with the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges, and Texarkana College.
6) Provide a college evaluator for dual credit teachers. The evaluation process includes an in-class visit each academic year.
7) 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, method/rigor, and student/teacher evaluation. These courses must observe all college instructional policies and standards regardless of the location of student composition of the class.
8) Provide annual 101 advising training sessions for counselors and summer training sessions for faculty to ensure proper advising for pathway and degree plan filing to help students transition to and accelerate through post-secondary education.
9) Provide annual meetings for faculty and proctors to give updates, collaborate and discuss successful completion of dual credit goals.
10) Offer Learning Frameworks course option (PSYC 1300/EDUC 1300) as dual credit to provide students a foundation for a successful college plan through pathways, advising, learning theories, leadership skills, financial and career planning.
11) Provide students access to all applicable student learning and support services to help students in college course completion. These include Texarkana College Advisors, Palmer Memorial Library, Truman Arnold Student Center and Student Activities, Assessment and Testing Information, Texarkana College Help Desk, Tutoring Services, Computer and Wireless Access/Online Services, Department of Public Safety, Transfer Center, and the Pinkerton Fitness Center.
12 Provide students and parents dual credit information regarding rights, responsibilities, benefits, and cost.
13) Provide cross trained advisors/recruiters to help students transition to and accelerate through dual credit post-secondary education. All students must be advised prior to the first day of class.
14) Pay ISDs for instructional services no later than November 1 in fall term and April 1 in spring term. A minimum class size of twelve students per section is required to receive full payment from the college. Below that number, the amount will be prorated. Class size is based on enrollment on the official reporting date for the college. Singleton type classes will be paid in full with enrollment of ten students.
15) At the end of each TC campus/site workforce course, provide the ISD with a numerical grade for each dual enrollment student registered for the course.

The ISD will:

1) Ensure that all students register by official first day of college class.
2) Ensure that all high school students wishing to participate in Dual Credit classes complete applications for admission to the college and all other required paperwork, including any Texas Success Initiative (TSI) requirements that must be satisfied.
3) Ensure that all dual credit students submit test scores that satisfy TSI requirements and/or exceptions.
4) Provide or arrange transportation to and from Dual Credit classes. Assume all costs associated with tuition, student textbooks, and supplies or have the student assume them whether out of pocket or through available scholarships.
5) Provide appropriate classroom facilities and technology for dual credit courses taught on high school property, including computer lab access.
6) Provide the college with a completed high school transcript for each dual credit student upon high school graduation.
7) Notify the college in advance of any requested changes for dual credit courses, such as courses taught on different grade levels, long term teacher absences, course delivery or arrangements.
8) Provide data needed to obtain metrics in support of Dual Credit Statewide Goals.
9) Ensure Dual Credit high school campus teachers/proctors inform students of the Dual Credit Policy and Procedure Manual, student rights and responsibilities and all available student services during the first week of school via the link available below. https://www.texarkanacollege.edu/enrollment-services/dual-credit/students-and-parents/
10) Ensure dual credit teachers check their TC rosters and submit for accuracy at least once a week.
11) Ensure proctors are covering required high school TEKS not covered in online college curriculum.
12) Ensure all high school proctors follow TC's proctor guidelines as outlined.
13) Ensure collaboration by allowing TC to host/attend DC parent/student nights to inform students and parents of information regarding rights, responsibilities, benefits, and cost.
14) Annually submit the name(s) of the high school advisor(s) who have been trained by TC and have the responsibility for helping students transition to and accelerate through their dual credit post-secondary education. All students must be advised prior to the first day of class. Ensure high school counselors attend the annual Dual Credit 101 Advising Training.
15) Ensure dual credit teachers attend the annual Dual Credit Collaboration Meeting and Workshop and any other required training specific to course delivery or content requirements.
16) Ensure dual credit teachers follow TC course curriculum, instruction, and grading to assure the quality and uniformity of instruction is in accordance with the standards established by the State of Texas, the Southern

Association of Colleges and Schools Commission on Colleges, and Texarkana College.

Alternate Operations during Natural Disaster or Pandemic
https://www.texarkanacollege.edu/catalog/article/alternate-operations-during-campus-closure/

SPECIFIC STATE OF TEXAS DUAL CREDIT REFERENCES/SOURCES

Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, and Rule §4.84 (*Dual Credit Institutional Agreements)*
https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=197067&p_tloc=&p_ploc=1&pg=2&p_tac=&ti=19&pt=1&ch=4&rl=85

Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, and Rule §4/85 (*Dual Credit Requirements*)
https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85#:~:text=The%20college%20shall%20ensure%20that,student%20composition%20of%20the%20class

Texas Education Code 28.009 (b-1) (*College Credit Program*)
https://statutes.capitol.texas.gov/Docs/ED/htm/ED.28.htm#2

SACSCOC Dual Enrollment Policy Statement
https://sacscoc.org/app/uploads/2019/08/Dual-Enrollment.pdf

TC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX 75501, (903)823-3355, human.resources@texarkanacollege.edu

ACADEMIC (ACGM)	College Course Number and Name	Credit Hours	High School Equivalency
Maud High School	ENGL 1301 - Composition I	3	English IV
Maud High School	ENGL 1302 - Composition II	3	English IV
Maud High School	HIST 1301 - United States History I	3	US History
Maud High School	HIST 1302 - United States History II	3	US History
Maud High School	MATH 1314 - College Algebra	3	Pre-Calculus
Maud High School	MATH 1316 - Plane Trigonometry	3	Pre-Calculus
Maud High School	MATH 1442 - Elementary Statistical Methods	4	Pre-Calculus
Maud High School	BCIS 1305 - Business Computer Applications	3	Technology Elective
Maud High School	PSYC 2301 - General Psychology	3	None Enrolled
Maud High School	PSYC 2314 - Lifespan Growth and Development	3	Psychology
Maud High School	PSYC 1300 - Learning Frameworks	3	Sociology
Maud High School	ARTS 1301 - Art Appreciation	3	Art Appreciation
Maud High School	GOVT 2305 - Federal Government	3	Government
Maud High School	BIOL 1308 & 1108 - Biology for Non-Science Majors I	4	Honors Science Elective
Maud High School	BIOL 1309 & 1109 - Biology for Non-Science Majors II	4	Honors Science Elective
Maud High School	BIOL 2406 - Environmental Biology	4	No Teacher, None Enrolled
Maud High School	BIOL 2106 - Environmental Biology Lab	1	No Teacher, None Enrolled
Maud High School	MUSI 1306 - Music Appreciation	3	Music Appreciation
Maud High School	MUEN 2123 - Band	1	Band
Maud High School	MUEN 2122 - Band	1	Band

TC Campus/Site Workforce Programs offered to all ISD Partners upon request.

Workforce (WECM)	College Course Number and Program		High School Equivalency
Maud High School	WLDG 1421 - Welding I	3	Welding I
Maud High School	WLDG 1337 - Welding I	4	Welding I
Maud High School	WLDG 1428 - Welding II	4	Welding II
Maud High School	WLDG 2443 - Welding II	4	Welding II

***Workforce Dual Credit courses more than likely will not transfer to four-year colleges and universities.**
Students taking these courses often plan to enroll in a certificate or Associates of Applied Science degree at TC.
Students should check with the institution they plan to tansfer to regarding the transferability of all dual credit coursework.

Payment Arrangement for WECM Courses -
Maud ISD will pay for Welding