



TEXARKANA
COLLEGE

**DUAL CREDIT/EARLY COLLEGE PROGRAM AGREEMENT
(SECONDARY and POST-SECONDARY Partnership)**

This DUAL CREDIT/ARTICULATION AGREEMENT is between Texarkana College (TC), and Linden Kildare 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 2024

ISD Superintendent (or designee), August 2024

Jason Smith

L. Bush

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 school district or private school and an institution, an agreement must be approved by the governing boards or designated authorities (e.g., superintendent or chief academic officer) of both the public school district or private secondary school, as applicable, and the institution prior to the offering of such courses. Each institution shall report to the Coordinating Board a list of school districts and private schools with which it has agreements under this section, and the URL where these agreements are posted on the institution's Internet website.

(b) Elements of Institutional Agreements. An Institutional Agreement entered into or renewed between an institution and a school district or private school, including a memorandum of understanding or articulation agreement, shall include 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) Transcribing of Credit;

(9) Funding, including 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, instructional materials, or textbooks for students participating in the program, including for students eligible to take dual credit courses at no cost to the student under the FAST program, under Texas Administrative Code, chapter 13, subchapter Q;

(10) All requirements for joint implementation of the FAST program under Education Code, §28.0095, including ensuring the accurate and timely exchange of information necessary for an eligible student to enroll at no cost in a dual credit course, for eligible public schools and students participating in the FAST program, under Texas Administrative Code, chapter 13, subchapter Q;

(11) Defined sequences of courses that apply to academic or career and technical education program requirements at the institution or industry-recognized credentials, where applicable;

(12) Specific program goals aligned with the statewide goals developed under Education Code, §§28.009(b-1), 130A.004, and 130A.101(c)(3);

(13) Coordinated advising strategies and terminology related to dual credit and college readiness, including strategies to assist students in selecting courses that will satisfy applicable high school and college requirements for the student's intended program;

(14) Provision for the alignment of endorsements described by Education Code, §28.025(c-1), offered by the school district and dual credit courses offered under the agreement that apply toward those endorsements with postsecondary pathways and credentials at the institution and industry-recognized credentials;

(15) Identification of tools, including online resources developed by the Texas Education Agency, Coordinating Board, or the Texas Workforce Commission, to assist counselors, students, and families in selecting endorsements offered by the school district and college courses offered by the institution under the agreement;

(16) A procedure for establishing the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of identifying the number of high school and college credits that may be earned for each course completed through the program;

(17) A description of the academic supports and, if applicable, other support that will be provided to students participating in the program (e.g., transportation to and from a college campus);

(18) The respective roles and responsibilities of the institution of higher education and the school district or private school in providing the program and ensuring the quality of instruction and instructional rigor of the program;

(19) A requirement that the school district and the institution consider the use of free or low-cost open educational resources in courses offered under the program; and

(20) Designation of at least one employee of the school district or private school, or the 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.

(c) Each Agreement must 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) An institution may offer any dual credit course as defined in §4.83(11) of this subchapter (relating to Definitions).

(2) A dual credit course offered by an institution must be in the approved undergraduate course inventory of the institution.

(3) An Early College High School may offer any dual credit course as defined in §4.83(11) or Texas Education Code, §28.009 and §130.008, subject to the provisions of subchapter G of this chapter (relating to Early College High Schools).

(4) An institution may not offer a remedial or developmental education course for dual credit. This limitation does not prohibit an institution from offering a dual credit course that incorporates Non-Course-Based College Readiness content or other

academic support designed to increase the likelihood of student success in the college course, including any course offered under §4.86 of this subchapter (relating to Optional Dual Credit Program: College Connect Courses).

(b) Student Eligibility.

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

(A) is not a degree-seeking student as defined in §4.83(10) of this subchapter (relating to Definitions);

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in §4.54 of this chapter (relating to Exemption);

(C) 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 chapter (relating to Texas Success Initiative Assessment College Readiness Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this chapter (relating to Assessment Instrument); or

(D) Meets the eligibility requirements for a Texas First Diploma under §21.52 of this title (relating to Eligibility for Texas First Diploma).

(2) A student who is enrolled in private or non-accredited secondary schools or who is home-schooled must satisfy paragraph (b)(1) of this subsection.

(3) An institution may require a student who seeks to enroll in a dual credit course to meet all the institution's regular prerequisite requirements designated for that course (e.g., a minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

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

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

(c) Location of Class. An institution may teach dual credit courses 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 via distance education, the institution shall comply with chapter 2, subchapter J of this title (relating to Approval of Distance Education for Public Institutions).

(d) Composition of Class. A dual credit course may be composed of dual credit students only or of a mixture of dual credit and college students. Notwithstanding the requirements of subsection (e) of this section, exceptions for a mixed class that combines dual credit students and high school credit-only students may be allowed 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;

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

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

(e) Faculty Selection, Supervision, and Evaluation. Each institution shall apply the standards for selection, supervision, and evaluation for instructors of dual credit courses as required by the institution's accreditor. A high school teacher may only teach a high school course offered through a dual credit agreement if the teacher is approved by the institution offering the dual credit course.

(f) Course Curriculum, Instruction, and Grading. The institution shall ensure that a dual credit course offered at a high school is at least equivalent in quality to the corresponding course offered at the main campus of the institution with respect to academic rigor, curriculum, materials, instruction, and methods of student evaluation. These standards must be upheld regardless of the student composition of the class, location, and mode of delivery.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at an institution's main campus must also apply to dual credit courses. These policies may include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc. Additionally, each institution is strongly encouraged to provide maximum flexibility to high school students in dual credit courses, consistent with the institution's academic policies, especially with regard to drop policies, to encourage students to attempt rigorous courses without potential long-term adverse impacts on students' academic records.

(2) Each student in a dual credit course must be eligible to utilize support services that are appropriate for dual credit students. The institution 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.

(3) A student enrolled in a dual credit course at an institution shall file a degree plan with the institution as prescribed by Texas Education Code, §51.9685.

(h) Transcribing of Credit. Each institution or high school shall immediately transcript the credit earned by a student upon a student's completion of the performance required in the course.

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 may 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.

(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.

(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 program;
- (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) ensure the accurate and timely exchange of information necessary for an eligible student to enroll at no cost in a dual credit course as provided by Section 28.0095;
- (11) be posted each year on the district's and the institution's respective Internet websites; and
- (12) 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.
Acts 2023, 88th Leg., R.S., Ch. 378 (H.B. 8), Sec. 2, eff. June 9, 2023.

Sec. 28.0095. FINANCIAL AID FOR SWIFT TRANSFER (FAST) PROGRAM. (a) In this section:

- (1) "Charter school" means a charter school operating under Chapter 12.
- (2) "Coordinating board" means the Texas Higher Education Coordinating Board.
- (3) "Dual credit course" includes a course offered for joint high school and junior college credit under Section 130.008 or another course offered by an institution of higher education for which a high school student may earn credit toward satisfaction of:
 - (A) a requirement necessary to obtain an industry-recognized credential or certificate or an associate degree;
 - (B) a foreign language requirement at an institution of higher education;
 - (C) a requirement in the core curriculum, as that term is defined by Section 61.821, at an institution of higher education; or
 - (D) a requirement in a field of study curriculum developed by the coordinating board under Section 61.823.
- (4) "Institution of higher education" has the meaning assigned by Section 61.003.
- (b) The agency and the coordinating board shall jointly establish the Financial Aid for Swift Transfer (FAST) program to allow eligible students to enroll at no cost to the student in dual credit courses at participating institutions of higher education.
- (c) A student is eligible to enroll at no cost in a dual credit course under the program if the student:
 - (1) is enrolled:
 - (A) in high school in a school district or charter school; and
 - (B) in a dual credit course at a participating institution of higher education; and
 - (2) was educationally disadvantaged at any time during the four school years preceding the student's enrollment in the dual credit course described by Subdivision (1)(B).
- (d) An institution of higher education is eligible to participate in the program only if the institution charges for each dual credit course offered by the institution an amount of tuition that does not exceed the amount prescribed by coordinating board rule.
- (e) Each school district or charter school shall:
 - (1) on a high school student's enrollment in a dual credit course, determine whether the student meets the criteria for the program under Subsection (c)(2); and
 - (2) notify the institution of higher education that offers the dual credit course in which the student is enrolled of the district's or

school's determination under Subdivision (1).

(f) A school district or charter school may make the determination under Subsection (e)(1) based on the district's or school's records, the agency's records, or any other method authorized by commissioner or coordinating board rule. If the district or school bases the determination on a method other than the agency's records, the district or school shall report the method used and the data on which the method is based to the agency for purposes of verification.

(g) At least once each year, a participating institution of higher education shall certify to the agency and the coordinating board the student's eligibility for the program. Notwithstanding Section 54.051, a participating institution of higher education may not charge tuition or fees for the enrollment in a dual credit course at the institution of a student for whom the institution receives notice under Subsection (e)(2).

(h) The coordinating board shall distribute money transferred to the coordinating board under Section 48.308 to the participating institutions of higher education in proportion to the number of dual credit courses in which eligible students are enrolled at the institution.

(i) The commissioner and the commissioner of higher education shall coordinate as necessary to:

(1) confirm an eligible student's enrollment in a participating institution of higher education; and

(2) obtain or share data necessary to verify a student's eligibility under Subsection (c)(2).

(j) The commissioner and the coordinating board shall adopt rules as necessary to implement this section. Notwithstanding Section 61.033, the coordinating board is not required to use negotiated rulemaking procedures under Chapter 2008, Government Code, for the adoption of rules under this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 378 (H.B. 8), Sec. 3, eff. June 9, 2023.

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. Student 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 transcribing 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:

High school students with fewer than 15 semester credit hours are considered non-degree seeking unless they meet Texas Success Initiative standards. These students may bypass Texas Success Initiative requirements and enroll in entry level restricted coursework under Texarkana College's dual credit non-degree seeking guidelines found at this link: [Dual Credit Placement Charts for students with < 15 \(0-14\) Credit Hours](#). A student who successfully completes college-level coursework in mathematics, reading, or writing with a grade of 'C' or better is considered college-ready and exempt from future testing in that area.

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 an Academic Coach for Dual Credit to help students transition to and accelerate through dual credit post-secondary education.
- 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) Texarkana College will cover course fees for dual credit workforce classes taught at TC campus or Tex Americas site.
- 16) 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) Permit their Academic Coach for Dual Credit to assist the High School Advisor in advising dual credit students on college coursework at the benchmark stages of 6, 12, and 45 semester credit hours.
- 2) Work with Texarkana College to ensure that all students are registered by the official first day of college class.
- 3) 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.
- 4) Ensure that all dual credit students submit test scores that satisfy TSI requirements and/or exceptions if applicable.
- 5) 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.
- 6) Assume all dual credit costs associated with tuition, student textbooks, and supplies or have the student assume them whether out of pocket or through available scholarships. Assume all FAST-eligible student costs for dual credit FAST eligible courses listed in this agreement, including expenses for textbooks, additional fees, and academic/workforce course supplies.
- 7) Assume all FAST eligible student costs for signature-approved early admission FAST-eligible courses, including expenses for textbooks, additional fees, and course supplies.
- 8) Provide appropriate classroom facilities and technology for dual credit courses taught on high school property, including computer lab access.
- 9) Provide the college with a completed high school transcript for each dual credit student upon high school graduation.
- 10) 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.
- 11) Provide data needed to obtain metrics in support of Dual Credit Statewide Goals.
- 12) 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/>
- 13) Ensure dual credit teachers check their TC rosters and submit for accuracy at least once a week.
- 14) Ensure proctors are covering required high school TEKS not covered in online college curriculum.
- 15) Ensure all high school proctors follow TC's proctor guidelines as outlined.
- 16) Ensure Math and Science proctors are certified in the applicable subject area.
- 17) 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.

- 18) 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.
- 19) 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.
- 20) 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&p_g=2&p_tac=&tj=19&pt=1&ch=4&rl=85](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&p_g=2&p_tac=&tj=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=&tj=19&pt=1&ch=4&rl=85#:~:text=The%20college%20shall%20ensure%20that,student%20composition%20of%20the%20class](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=&tj=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)	Course Number	Course Name	Credit Hours	High School Equivalency
Linden-Kildare High School	ARTS 1301	Art Appreciation	3	Art Appreciation
Linden-Kildare High School	BIOL 1308 BIOL 1108	Biology for Non-Science Majors I (lecture) Biology for Non-Science Majors I (lab)	4	Biology II
Linden-Kildare High School	BIOL 1309 BIOL 1109	Biology for Non-Science Majors II (lecture) Biology for Non-Science Majors II (lab)	4	Biology II
Linden-Kildare High School	ENGL 1301	Composition I	3	English III
Linden-Kildare High School	ENGL 1302	Composition II	3	English III
Linden-Kildare High School	ENGL 2332	World Literature I	3	English IV
Linden-Kildare High School	ENGL 2333	World Literature II	3	English IV
Linden-Kildare High School	GOVT 2305	Federal Government	3	Government
Linden-Kildare High School	GOVT 2306	Texas Government	3	Special Topic Texas Government
Linden-Kildare High School	HIST 1301	United States History I	3	US History
Linden-Kildare High School	HIST 1302	United States History II	3	US History
Linden-Kildare High School	MATH 1314	College Algebra	3	Algebraic Reasoning
Linden-Kildare High School	MATH 1442	Elementary Statistical Methods	4	Statistics (Will not offer 2024-25)
Linden-Kildare High School	PSYC 1300	Learning Frameworks	3	Psychology
Linden-Kildare High School	PSYC 2314	Lifespan Growth and Development	3	Human Growth & Development
Linden-Kildare High School	SPCH 1315	Public Speaking	3	Professional Communications

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

Workforce (WECM)	Course Number (College Program)	Course Name	Credit Hours	High School Equivalency
Linden-Kildare High School	NURA 1301 (Certified Nursing Aid)	Nurse Aide for Health Care	3	Problems & Solution I (Will not offer 2024-25)
Linden-Kildare High School	NURA 1160 (Certified Nursing Aid)	Clinical for Nurse Assistant/Aide	1	Problems & Solution I (Will not offer 2024-25)
Linden-Kildare High School	PHRA 1301 PHRA 1309 (Pharmacy Technician)	Introduction to Pharmacy Pharmaceutical Mathematics I	6	Pharmacy Tech (Will not offer 2024-25)
Linden-Kildare High School	PHRA 1305 (Pharmacy Technician)	Drug Classification	3	Pharmacy Tech (Will not offer 2024-25)

Linden Kildare has decided not to offer FAST-eligible Early Admission coursework.

Dual credit and early admission students are advised by their high school campus Academic Coach for Dual Credit and/or their High School Advisor, Jennifer Stuart, before their first day of class. Early admission courses are published on the Texarkana College (TC) website course schedule page each term.

A link to the current TC catalog with course descriptions and semester credit hours can be found here: <https://catalog.texarkanacollege.edu/>

Due to space limitation, Workforce course location indicated by Tex-Americas/Texarkana College is at the descretion of Texarkana College.

***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 -

Linden Kildare does not pay for any WECM course