

**Elements of Institutional Dual Credit/Articulation Agreement**  
**(SECONDARY and POST-SECONDARY Partnership)**

**Information below taken from Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, RULE 4.85**

**(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) 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 and Adult Basic Education (ABE) 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 Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

(ii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; 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 Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or

(iv) 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 Level 1 certificate program, or a program leading to a credential of less than a Level 1 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 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 Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or

(ii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; 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 Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or

(iv) 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 TAKS or 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 Practice 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. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed 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 students.

(1) (3) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

*Texarkana College grants articulated credit to any high school credit-only student attending a dual credit workforce class. To receive credit, the student must satisfy the following requirements: Must meet all TC admission requirements, must have graduated from high school, must have completed the specified high school course (s) with a minimum grade of 80, must be currently enrolled at TC and have completed twelve (12) semester hours of credit, must petition for college credit within fifteen (15) months from date of high school graduation.*

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) 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) Transcribing of Credit. For dual credit courses, high school as well as college credit should be transcribed 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 and the Board.

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

(3) This provision does not apply to students enrolled in approved early college high school programs.

(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.

### **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 coordinator responsible for the above mentioned program will communicate annually with TC's Chief Instructional Officer and high school representatives to evaluate changes needed in dual credit policy and procedure. This agreement must be signed and dated before the first day of class.

#### **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 the teacher meets Southern Association of Colleges and Schools Commission on Colleges credentials to teach a dual credit class in a particular subject area. 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 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. The evaluation process will include an in-class visit each term.
- 6) 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 courses must observe all college instructional policies and standards regardless of the location or student composition of the class.
- 7) Provide access to all applicable student learning and support services.
- 8) Pay ISD's for instructional services no later than November 1<sup>st</sup> in fall term and April 1<sup>st</sup> in spring term. A minimum class size of 12 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 10.
- 9) 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 turn in a completed Dual Credit Registration Form with appropriate signatures and dates 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) Assume all costs associated with tuition, student textbooks, and supplies or have the student assume them.
- 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.

**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*) –

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=2&p\\_dir=&p\\_rloc=102461&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=102461&ti=19&pt=1&ch=4&rl=84&dt=&z\\_chk=2033273&z\\_contains=dual%20credit](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=2&p_dir=&p_rloc=102461&p_tloc=&p_ploc=&pg=1&p_tac=102461&ti=19&pt=1&ch=4&rl=84&dt=&z_chk=2033273&z_contains=dual%20credit)

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

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=2&p\\_dir=&p\\_rloc=174536&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=174536&ti=19&pt=1&ch=4&rl=85&dt=&z\\_chk=2033274&z\\_contains=dual%20credit](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=2&p_dir=&p_rloc=174536&p_tloc=&p_ploc=&pg=1&p_tac=174536&ti=19&pt=1&ch=4&rl=85&dt=&z_chk=2033274&z_contains=dual%20credit)



**DUAL CREDIT/ARTICULATION AGREEMENT  
(SECONDARY and POST-SECONDARY Partnership)**

This DUAL CREDIT/ARTICULATION AGREEMENT is between Texarkana College (TC), and \_\_\_\_\_, 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 in an effort 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 Title 19, Part 1, Chapter 4, Subchapter D, and Rule §4.84, 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. Students earning articulated credit must follow articulated credit guidelines listed in this agreement.

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

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Signature	Date	Signature	Date
Texarkana College President (or designee)		ISD Superintendent (or designee)	