



TEXARKANA
COLLEGE

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

This DUAL CREDIT/ARTICULATION AGREEMENT is between Texarkana College (TC), and Texarkana 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 2023

ISD Superintendent (or designee), August 2023

Jason Smith

Doug Bumbaker
Superintendent

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) Transcribing 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, FOOSC, 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, 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.
- (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) 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 (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 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.

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. 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:

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 Math and Science proctors are certified in the applicable subject area.
- 14) 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.
- 15) 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.
- 16) 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.
- 17) 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=&ti=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=&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%20student%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=&ti=19&pt=1&ch=4&rl=85#:~:text=The%20college%20shall%20ensure%20that%20student%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

THIS Course Number	THIS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimate in District Fee
English Language Arts								
144080	English IV DC (1st semester)	1/2	TC	ENGL 1301	Comp and Rhetoric I	3	Restricted (Reading, Writing)	\$100.00
144080	English IV DC (2nd semester)	1/2	TC	ENGL 1302	Comp and Rhetoric II	3	Restricted (Reading, Writing)	\$100.00
Mathematics								
173160	Pre-Calculus DC (College Algebra) (1st semester)	1/2	TC	MATH 1314	College Algebra (Calculus Prep)	3	Restricted (Math)	\$100.00
173160	Pre-Calculus DC (Trigonometry) (2nd semester)	1/2	TC	MATH 1316	Trigonometry	3	Restricted (Math)	\$100.00
171190	ISM: College Algebra DC (extended)	1	TC	MATH 1314	College Algebra (Calculus Prep)	3	Restricted (Math)	\$100.00
172250	ISM: Trigonometry DC (extended)	1	TC	MATH 1316	Trigonometry	3	Restricted (Math)	\$100.00
173210	Advanced Quantitative Reasoning (Statistics) DC (extended)	1	TC	MATH 1442	Elementary Statistical Methods	4	Restricted (Math)	\$100.00
353040	Statistics and Business Decision Making DC (Finite Math) (1st semester)	1/2	TC	MATH 1324	Math for Business and Social Sciences	3	Restricted (Math)	\$100.00
353040	Statistics and Business Decision Making DC (Business Calculus) (2nd semester)	1/2	TC	MATH 1325	Calculus for Business & Social Sciences	3	Prerequisite: MATH 1324	\$100.00
173010	Applied Mathematics for Technical Professionals (extended)	1	TC	MATH 1332	Contemporary Math	3	Restricted (Math)	\$100.00
Science								
443080	SRD: Biology II DC (1st semester)	1/2	TC	BIOL 1308 BIOL 1308	Concepts of Biology I Biology for Non Science Majors I	4	Non-restricted	\$100.00
443080	SRD: Biology II DC (2nd semester)	1/2	TC	BIOL 1309 BIOL 1109	Concepts of Biology II Biology for Non Science Majors II	4	Prerequisite: BIOL 1408	\$100.00
443090	SRD: Chemistry II DC (extended)	1	TC	CHEM 1311 CHEM 1111	General Chemistry	4	Prerequisite: Completed or concurrent enrollment MATH 1314	\$100.00
203020	SRD: Physics I DC (extended)	1	TC	PHYS 1301 PHYS 1101	College Physics I	4	Prerequisite: Completed MATH 1314 & MATH 1315	\$100.00
Social Studies								
213060(S)	U.S. History DC (1st semester)	1/2	TC	HIST 1301	History of the United States	3	Restricted (Reading & Writing)	\$100.00
213060(S)	U.S. History DC (2nd semester)	1/2	TC	HIST 1302	History of the United States	3	Restricted (Reading & Writing)	\$100.00
214100	Government DC (1 semester course)	1/2	TC	GOVT 2305	Federal Government	3	Restricted (Reading)	\$100.00
213360	Social Studies Adv. Studies: Texas State and Local Government (1 semester course)	1/2	TC	GOVT 2306	Texas Government	3	Restricted (Reading)	\$100.00
214320	Economics DC (1 semester course)	1/2	TC	ECON 2301	Principles of Macroeconomics I	3	Non-restricted	\$100.00
214150	Psychology DC (1 semester course)	1/2	TC	PSYC 2301	Introduction to Psychology	3	Restricted (Reading)	\$100.00
214170	Sociology DC (1 semester course)	1/2	TC	SOCI 1301	Introduction to Sociology	3	Restricted (Reading)	\$100.00
213340	Social Studies Advanced Studies: World Civilizations I DC (1st semester course)	1/2	TC	HIST 2321	World Civilizations I	3	Non-restricted	\$100.00

213350	Social Studies Advanced Studies: World Civilizations II DC (2nd semester course)	1/2	TC	HIST 2322	World Civilizations II	3	Non-restricted	\$100.00	
Fine Arts									
073280	Art Appreciation DC (extended)	1	TC	ARTS 1301	Art Appreciation	3	Non-restricted	\$100.00	
093010	Instrumental Music III DC (extended)	1	TC	MUEN 2122	Band III – Major Ins. Ensemble	1	Non-restricted	\$100.00	
094010	Instrumental Music IV DC (extended)	1	TC	MUEN 2123	Band IV – Major Ins. Ensemble	1	Non-restricted	\$100.00	
091080	Music Appreciation DC (extended)	1	TC	MUSI 1306	Music Appreciation	3	Non-restricted	\$100.00	
101020	Technical Theatre I DC (extended)	1	TC	DRAM 1330	Stagecraft I	3	Non-restricted	\$250.00	
103030	Technical Theatre II DC (extended)	1	TC	DRAM 2331	Stagecraft II	3	Non-restricted	\$250.00	
101200	Theater I DC (extended)	1	TC	DRAM 1310	Theater Arts I	3	Non-restricted	\$100.00	
102030	Theater II DC (extended)	1	TC	DRAM 1351	Theater Arts II	3	Non-restricted	\$250.00	
103060	Theater III DC (extended)	1	TC	DRAM 1352	Theater Arts III	3	Non-restricted	\$250.00	
Languages Other Than English									
154180	Spanish Language DC (1st semester)	1/2	TC	SPAN 1411	Beginning Spanish I	4	Non-restricted	\$100.00	
154180	Spanish Language DC (2nd semester)	1/2	TC	SPAN 1412	Beginning Spanish II	4	Non-restricted	\$100.00	
153220	French Language DC (1st semester)	1/2	TC	FREN 1411	Beginning French I	4	Non-restricted	\$100.00	
153220	French Language DC (2nd semester)	1/2	TC	FREN 1412	Beginning French II	4	Non-restricted	\$100.00	
Career and Technology Education – Agriculture, Food, and Natural Resources									
303080	Livestock Productions DC (extended)	1	TC	AGAH 1447	Animal Reproduction	4	WECM	\$125.00	
302210	Equine Science DC (1st semester)	¼	TC	AGEQ 1411	Equine Science	4	WECM	\$125.00	
302070	Small Animal Management DC (2nd semester)	¼	TC	HALT 2321	Small Farming	3	WECM	\$125.00	
Career and Technology Education – Agriculture & Construction									
311150	Principles of Construction DC (1st semester) [TC year 1]	1/2	TC	CRPT 1329	Intro to Carpentry	3	WECM	*\$300.00	
311150	Principles of Construction DC (2nd semester) [TC year 1]	1/2	TC	CNBT 1311	Intro to Carpentry Methods & Materials I	3	WECM	*\$300.00 (+ \$30 NCCER Core Cert @ end of year)	
312150	Construction Technology I DC (1st semester) [TC year 2]	1	TC	CNBT 1318	Const Tools & Residential & Light Commercial Construction Drawing	6	WECM	*\$300.00 (+ \$25 OSHA Certification 1st sem., 2nd year)	
312160	Construction Technology I DC (2nd semester) [TC year 2]	1	TC	CNBT 1316	Construction Technology I	3	WECM	*\$300.00 (+ \$30 Level I NCCER Certificate end of second year)	
313090	Construction Technology II DC (1st semester) [TC year 3]	1	TC	CNBT 1302	Mech. Plumb & Electrical	3	WECM	*\$300.00	
313090	Construction Technology II DC (2nd semester) [TC year 3]	1	TC	CNBT 1350	Construction Technology II	3	WECM	*\$300.00	
443200	Electrical Technology I DC (1st semester)	1/2	TC	CETT 1409	AC/DC Circuits (Electrical Technology)	4	WECM	*\$300.00+TL-83 Calculator	
443200	Electrical Technology I DC (2nd semester)	1/2	TC	ELPT 1321	Intro to Electrical Safety & Tools (Electrical Technology)	3	WECM	*\$300.00+TL-83 calculator (+ \$25 OSHA Cert. end of first year)	
313130	HVAC & Refrigeration Technology I DC (1st semester)	1/2	TC	HART 1401	HVAC I: Basic Electricity for HVAC	4	WECM	*\$300.00 (+\$25 EPA 608 Exam)	

313130	HVAC & Refrigeration Technology I DC (2nd semester)	1/2	TC	HART 1356	EPA Recovery Certification Preparation	3	WECM	*\$300.00 (+ \$25 OSHA Certification end of first year)
314140	HVAC & Refrigeration Technology II DC (1st semester)	1	TC	HART 1410	HVAC Shop Practices and Tools	4	WECM	*\$300.00
314140	HVAC & Refrigeration Technology II DC (2nd semester)	1	TC	HART 1407	Refrigeration Principles	4	WECM	*\$300.00
313150	Industrial Maintenance DC (1st semester)	1/2	TC	CETT 1409	DC/AC Circuits (Mechatronics)	4	WECM	*\$300.00+TI-83 calculator
313150	Industrial Maintenance DC (2nd semester)	1/2	TC	ELPT 1321	Intro to Safety & Tools (Mechatronics)	3	WECM	*\$300.00+TI-83 calculator (+ \$25 OSHA cert end of first year)

Career and Technology Education – Arts, Audio Visual Technology & Communications

323130	Professional Communications DC (1 semester)	1/2	TC	SPCH 1315	Public Speaking	3	Restricted (Reading)	\$100.00
322130(1)	Audio/Video Production I DC (extended)	1	TC	RTVB 1321	TV Field Production	3	WECM	*\$275.00
323140(1)	Audio/Video Production II & Lab DC (1st semester)	1	TC	RTVB 1305 ARTV 2341	Team Program Production I Advanced Digital Video	6	WECM	*\$275.00
323140(1)	Audio/Video Production II & Lab DC (2nd semester)	1	TC	ARTV 1351 FLMC 2344	Team Program Production II Advanced Film & Video Ed	6	WECM	*\$275.00
324150(1)	Practicum in Audio/ Video Production DC extended	1	TC	RTVB 2335 RTVB 2337	Television Production TV Prod Workshop I	6	WECM	*\$275.00
324020	Practicum in Audio/ Video Production II DC extended	1	TC	RTVB 2335 FLMC 2334	TV Prod Workshop II Directing for Film or Video	6	WECM	*\$275.00
324090 324210	Commercial Photography II & Lab DC (extended)	2	TC	COMM 1318	Photography I	3	WECM	\$100.00
324130	Practicum in Commercial Photography DC (extended)	2	TC	COMM 1319	Photography II	3	Prerequisite: COMM 1318	\$100.00
132030	Digital Design & Media Production: Newspaper I DC (extended)	1	TC	COMM 1307	Introduction to Mass Communications	3	Non-restricted	\$100.00
132060	Graphic Design & Illustration 1: Newspaper II DC (extended)	1	TC	COMM 1335	Introduction to Electronic Media	3	Non-restricted	\$100.00
134050	Advanced Journalism: Newspaper III DC (extended)	1	TC	COMM 2311	Media Writing	3	Non-restricted	\$100.00
132020	Digital Design & Media Production: Yearbook I DC (extended)	1	TC	COMM 1307	Introduction to Mass Communications	3	Non-restricted	\$100.00
132080	Graphic Design & Illustration: Yearbook II DC (extended)	1	TC	COMM 1335	Introduction to Electronic Media	3	Non-restricted	\$100.00
134040	Advanced Journalism: Yearbook III DC (extended)	1	TC	COMM 2311	Media Writing	3	Non-restricted	\$100.00
132050	Graphic Design & Illustration Lab: Newspaper Editors I DC (extended)	1	TC	COMM 2305	Editing and Layout	3	Concurrent: COMM 1335	\$100.00
133070	SI: Newspaper Editors II DC (extended)	1	TC	COMM 2315	News Reporting	3	Concurrent: COMM 2311	\$100.00
132060	Graphic Design & Illustration Lab: Yearbook Editors I DC (extended)	1	TC	COMM 2305	Editing and Layout	3	Concurrent: COMM 1335	\$100.00
133070	SI: Yearbook Editors II DC (extended)	1	TC	COMM 2315	News Reporting	3	Concurrent: COMM 2311	\$100.00

Career and Technology – Business, Marketing, & Finance

333030	Business Information Management I DC (extended)	1	TC	BGIS 1305	Business Computer Applications	3	Non-restricted	\$100.00
352050	Accounting I DC (extended)	1	TC	ACNT 1303	Intro to Accounting I	3	WECM	\$125.00
353060	Accounting II DC (extended)	1	TC	ACNT 1304	Intro to Accounting II	3	WECM	\$125.00
463020	Career Prep I DC (extended)	2	TC	LEAD 1100	Bring Your "A" Game to Work	1	WECM	\$125.00
464020	Career Prep II DC (extended)	3	TC	HRPO 1280	Human Resources / Management Personnel Administration	2	WECM	\$125.00

Career and Technology Education – Education & Training

343200	Human Growth & Development DC (extended)	1	TC	PSYC 2314	Lifespan Growth & Development	3	Non-restricted	\$100.00
252500	Interpersonal Skills DC (1 sem)	1/2	TC	PSYC 1300	Learning Frameworks	3	Non-restricted	\$100.00
344040	Practicum in Education and Training DC (1st semester)	1	TC	EDUC 1301	Introduction to Teaching	3	Non-restricted	\$100.00
344040	Practicum in Education and Training DC (2nd semester)	1	TC	EDUC 2301	Introduction to Sp. Pops	3	Non-restricted	\$100.00

Career and Technology Education – Health Science

371010	Medical Terminology DC (extended)	1	TC	MDCA 1213	Medical Terminology	2	Non-restricted	\$125.00
373510	Medical Assistant DC (extended)	1	TC	HPRS 2221	Medical Laws & Ethics for Health Professionals	2	WECM	\$125.00
374050	Practicum in Health Science DC - CNA (1st semester)	1	TC	NUBA 1301	Nurse Aide for Health Care	3	Prerequisite: high school biology Note: must maintain a C average to remain in the program	*\$300 + \$60 background ck + \$30 drug screen, \$30 physical + \$106 scrubs/shoes
374050	Practicum in Health Science DC - CNA (2nd semester)	1	TC	NUBA 1160	Clinical Nurse Aide Assistant	1	Prerequisite: high school biology Note: must maintain a C average to remain in the program	*\$300 + \$20 liability ins + \$106 cert exam
373340	Practicum in Health Science I – Pharmacy Technician DC	2	TC	PHRA 1309	Pharmaceutical Mathematics (extended)	3	Restricted (Reading, Writing, & Math)	\$125.00
			TC	PHRA 1301	Introduction to Pharmacy (fall)	3		
			TC	PHRA 1305	Drug Classification (spring)	3	Restricted (Reading, Writing, & Math)	\$125.00
282020	Sports Medicine I DC (1st semester)	1/2	TC	PHED 1305	First Aid	3	Non-restricted	*\$250.00
282020	Sports Medicine I DC (2nd semester)	1/2	TC	PHED 2356	Care and Prevention of Athletic Injuries	3	Non-restricted	*\$250.00

Career and Technology Education – Hospitality & Tourism

383070	Culinary Arts DC (1st semester)	1	TC	CHEF 1305	Sanitation and Safety	3	WECM	\$125 +\$30 kit (Serve/safe Food Protection Manager cert.)
383070	Culinary Arts DC (2nd semester)	1	TC	RSTO 1313 RSTO 1325	Hospitality Supervision Purchasing for Hospitality Operations	6	WECM	\$125 +\$30 kit if lab cost soiled (Manage First Hospitality HR

									Mgt & Supervision cert.)
384080	Advanced Culinary Arts DC (extended)	2	TC	CHEF 1401 HAM/G 1221	Basic Food Prep Intro. to Hospitality Industry	6	WECM	\$125 (+\$30 kit if lab coat soiled)	
384090	Practicum In Culinary Arts DC (1st semester)	1	TC	CHEF 2301	Intermediate Cooking	3	WECM	\$125 (+\$30 kit if lab coat soiled) (multiple cert. available)	
384090	Practicum In Culinary Arts DC (2nd semester)	1	TC	PSTR 1301	Baking	3	WECM	\$125 (+\$30 kit if lab coat soiled) (multiple cert. available)	

Career and Technology Education – Human Services

393030	Child Development DC (extended)	1	TC	PSYC 2308	Child Psychology	3	Non-restricted	\$100.00	
042300	Child Development Associate Foundations DC (fall semester)	1	TC	CDEC 1317	Child Development Associate Training I	3	Non-restricted	\$125.00	
042300	Child Development Associate Foundations DC (spring semester)	1	TC	CDEC 2322	Child Development Associate Training II	3	Non-restricted	\$125.00	
393340	Child Guidance DC (extended)	1	TC	CDEC 2324	Child Development Associate Training III	3	Non-restricted	\$125.00	
393050	Intro to Cosmetology DC (1st semester)	1	TC	CSME 1401	Orientation to Cosmetology	4	WECM	*\$300 + \$25 permt + appx. \$175.00 kit	
393100	Cosmetology I DC (2nd semester)	2	TC	CSME 1310	Intro to Haircutting & Related Theory	3	WECM	*\$300.00	
394110	Cosmetology II DC (1st semester)	2	TC	CSME 1453	Intro to Chemical Reformation	4	WECM	*\$300 + appx. \$108.00 kit	
393060	Principles of Cosmetology Design & Color Theory DC (2nd semester)	1	TC	CSME 2336	Advanced Cosmetology Applications & Related Theory	3	WECM	*\$300.00	

Career and Technology Education – Information Technology

403030	InterNetworking Technologies I DC (extended)	1	TC	ITCC 1314	CCNA1: Introduction to Computer Maintenance	3	WECM	\$125.00	
404010	InterNetworking Technologies II DC (extended)	1	TC	ITCC 1344	GISCO 2: Switching, Routing & Wireless Essentials	3	WECM	\$125.00	
041210	Introduction to C# Programming Applications DC (extended)	1	TC	ITSE 1329 COSC 1336	Programming Logic & Design / Programming Fundamentals I	6	Non-restricted / WECM	*\$225.00	
401060	Computer Science I DC – Python (extended)	1	TC	ITSE 1329 ITSE 1391	Programming Logic & Design / Python	6	Non-restricted	\$125.00	
401390	Web Design DC (extended)	1	TC	IMED 1316	Web Design I	3	COSC 1336 - Programming Fundamentals	\$125.00	
442350	Digital Forensics DC (extended)	1	TC	ITSC 1342	Information Technology Security	3	Non-restricted	\$125.00	
403250	Practicum In Information Technology DC (extended)	1	TC	ITSC 1321	Intermediate PC Operating Systems	3	Non-restricted	\$125.00	

Career and Technology Education – Law & Public Services

411050	Principles of Law, Public Safety, Corrections, & Security DC (extended)	1	TC	CRJ 1301	Intro to Criminal Justice	3	Non-restricted	\$100.00	
412010	Correctional Services DC (extended)	1	TC	CRJ 2313	Correctional Systems and Practices	3	Non-restricted	\$100.00	
413100	Law Enforcement I DC (extended)	1	TC	TBD	TBD	TBD	Non-restricted	n/a	

414040	Law Enforcement II DC (extended)	1	TC	TBD	TBD	TBD	Non-restricted	n/a
Career and Technology Education – Manufacturing								
423000	Welding I DC (extended)	1	TC	WLDG 1323 WLDG 1428	Welding Safety Tools and Equipment Intro to Shielded Metal Arc Welding	7	WECM	*\$250.00 + \$80 course fee (non- synthetic boots, jeans & T-shirt required)
424010	Welding II DC (1st semester)	1	TC	WLDG 2423	Adv. Shield Metal Arc	4	WECM	*\$125 + \$80 course fee non- synthetic boots, jeans & T-shirt required)
424010	Welding II DC (2nd semester)	1	TC	WLDG 1430	Intro to Gas Metal Arc	4	WECM	*\$125 + \$30 course fee
Career and Technology Education – Science, Technology, Engineering & Mathematics								
443030	AC/DC Electronics DC (1st semester)	1/2	TC	CETT 1409	DC/AC Circuits (Instrumentation & Robotics)	4	WECM	*\$300.00+TI- 83 calculator
443030	AC/DC Electronics DC (2nd semester)	1/2	TC	ELPT 1321	Intro. to Electrical Safety & Tools (Instrumentation & Robotics)	3	WECM	*\$300.00 +TI-83 calculator (+ \$25 OSHA Cert and of first year)
444040	Solid State Electronics DC (1st semester)	1/2	TC	ELPT 1325	National Electric Code I	3	WECM	*\$300.00
444040	Solid State Electronics DC (2nd semester)	1/2	TC	DFTG 1329	Electro-Mechanical Drafting	3	WECM	*\$300.00
THS Course Number	THS Course Name	Credit	College	College Course Number	College Course Name	Hours	Entrance Testing Requirements	Estimated In- District Fees
Career and Technology Education – Transportation, Distribution & Logistics								
453010	Automotive Technology I: Maintenance & Light Repair DC (1st semester)	1	TC	AUMT 1405	Intro to Auto Technology	4	WECM	*\$300.00
453010	Automotive Technology I: Maintenance & Light Repair DC (2nd semester)	1	TC	AUMT 1312	Basic Automotive Service	3	WECM	*\$300.00
454020	Automotive Technology II: Automotive Service DC (1st sem)	1	TC	AUMT 1257 AUMT 1310	Auto Brake Systems Theory Auto Brake Systems	5	WECM	*\$300.00
454020	Automotive Technology II: Automotive Service DC (2nd sem)	1	TC	AUMT 1307	Automotive Electrical Systems	3	WECM	*\$300.00
453100	Collision Repair DC (1st semester)	1	TC	ABDR 1307	Collision Repair Welding	3	WECM	*\$300.00
453100	Collision Repair DC (2nd semester)	1	TC	ABDR 1203	Vehicle Design & Structural Analysis	2	WECM	*\$300.00
454110	Painting & Refinishing DC (1st sem)	1	TC	ABDR 1201	Auto Body Repair & Repainting	2	WECM	*\$300.00
454110	Painting & Refinishing DC (2nd semester)	1	TC	ABDR 1411	Vehicle Measurement & Damage Repair Procedures	4	WECM	*\$300.00

* TISD will help offset some of the tuition & fees for WECM courses. TC prices are subject to change due to HB 8.