TEXARKANA COLLEGE

DUAL CREDIT/EARLY COLLEGE PROGRAM ARTICULATION AGREEMENT

(SECONDARY and POST-SECONDARY Partnership)

This DUAL CREDIT/EARLY COLLEGE PROGRAM ARTICULATION AGREEMENT is between Texarkana College (TC), and McLeod 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 with 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.

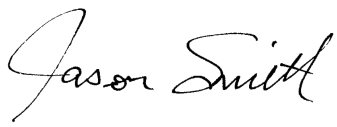
Furthermore, both institutions agree to share information and develop guidelines, policies, and procedures beneficial to Dual Credit students to improve the quality of education by-way of an early college education plan that maximizes learning opportunities and the award of dual credit in compliance 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.

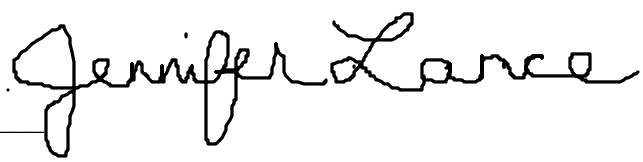
This agreement will need to be renewed annually at which time either party may request a change or termination of this agreement.

Signatures:

Dr. Jason Smith
President, Texarkana College
Date: 07/22/2025



Mrs. Jennifer Lance
Superintendent, McLeod ISD
Date: 07/22/2025



1. Eligible Courses
A list of eligible courses available under this MOU may be found in Exhibit A, attached hereto and incorporated by reference into this section.

2. Defined Sequence of Courses
A list of eligible courses available under this MOU may be found in Exhibit A, attached hereto and incorporated by reference into this section.

3. Eligibility Requirements

Students enrolling in dual credit courses through this agreement must meet Texarkana College's established eligibility criteria:

- **ACT**:
  - Pre-2/15/23: Composite score of 23, with minimum 19 in English and/or Math.
  - Post-2/15/23: Combined score of 40 on English & Reading, and/or 22 on Math (no composite required).
- **SAT**: Minimum 480 in Reading/Writing and/or 530 in Math (no composite required).
- **TSIA2**:
  - Math: College Ready Classification (CRC) 950+ or CRC < 950 with Diagnostic level 6.
  - ELAR: Either (A) CRC score ≥ 945 with essay score ≥ 5, or (B) CRC < 945 with Diagnostic level 5 or 6 and essay score ≥ 5.
- No scores are required for Level I Certificates or credentials below Level I.
- Workforce program re-enrollment after high school may require additional testing.
- Campus-based workforce programs may have grade-level restrictions.
- Non-degree seeking students (fewer than 15 credit hours) are exempt from placement testing but must be advised. Once students reach 15 credit hours, they become degree-seeking and must meet all placement requirements.
- Prerequisites for certain courses (e.g., ENGL 1301 before ENGL 1302) apply and are enforced.

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2. Course Delivery & Locations

Dual credit courses may be delivered:

- On Texarkana College campuses
- At the Tex Americas Site
- At partner high school campuses
- Online or hybrid (with proctoring per Texarkana College Proctor Guidelines)

3. Class Composition

Dual credit courses may be composed of:

- Only dual credit students
- A mix of dual credit and regular college students under Texarkana College and Texas Education Agency (TEA) regulations (see 19 TAC 4.85(d))

4. Faculty Selection, Supervision, and Evaluation

Instructors teaching dual credit courses must meet Texarkana College's minimum qualifications and credentialing requirements, consistent with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards. Selection of teachers includes a review of academic credentials, experience, and subject matter expertise.
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 Commission on Colleges.** Instructors must go through the same hiring process as other adjunct professors to teach a dual credit class. Instructors interested in becoming a dual credit teacher should contact their high school administrator. ISDs seeking dual credit approval for teachers should contact the Director of Dual Credit. The director will provide a list of information needed for instructor consideration and assist with scheduling a meeting to interview with the appropriate Dean. Hiring decisions will be made within 60 days after receipt of all required documents. Upon approval, the instructor will complete all necessary paperwork required by TC's Human Resource Department. More information can be found here: https://www.texarkanacollege.edu/about/leadership-faculty-staff/offices-departments/human-resources/.

Texarkana College uses a liaison system to aid dual credit instructors teaching on a high school campus. The liaison system is designed to help ensure rigorousness of TC dual credit college courses. Liaisons consist of TC campus professors from the DC instructors' division category. TC Liaisons contact DC instructors on a regular basis and supply instructors with all information needed to teach the college course according to required standards.

Dual credit teachers are evaluated in the same measure used for faculty at our main campus. Evaluations for dual credit teachers are performed annually by the Texarkana College assigned Dual Credit Evaluator.

Texarkana College reserves the right to require additional professional development or corrective action as necessary to maintain instructional rigor and program standards.

5. Course Curriculum, Instruction, and Grading

Dual credit courses must follow Texarkana College curriculum standards and approved course outlines to ensure college level rigor and alignment with student learning outcomes. Instruction will be delivered using the official syllabus, incorporating required materials, assessments, and grading criteria consistent with college policy. Grades earned in dual credit courses will be recorded on the student's official college transcript and will affect their college GPA.

All academic policies that apply to courses taught on the main campus, such as grading appeals, drop policy, student and administrative evaluations, and syllabus distribution, also apply to dual credit courses. Grading policies, including those on academic honesty, withdrawal, and incompletes, are enforced uniformly.

Courses taught at the high school must be equivalent to those offered on the college's main campus in curriculum, contact hours, materials, instruction, and evaluation methods, regardless of the student composition of the class.

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6. Academic Policies and Student Support Services

Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. Dual credit students are expected to adhere to all academic policies of Texarkana College.

19 Tex. Admin. Code 4.85(g)(3) requires students enrolled in a dual credit course at an institution to file a degree plan with the institution as prescribed by Texas Education Code 51.9685. Further provisions are outlined in Texas Education Code §51.9685(c-2) and §130.008.

Students may be classified as non–degree seeking and are not required to file a degree plan until they have earned 15 credit hours, at which point filing becomes mandatory and students must adhere to an established pathway.

Texarkana College will provide student support services to dual credit students, including, but not limited to, academic advising, tutoring, library access, and access to online learning resources. Dual credit students are entitled to the same or comparable services as students on the college's main campus.

The partnering school district will assist in facilitating communication between students, parents, and Texarkana College to support student success.

Students should be encouraged to utilize available support services to ensure a successful dual credit experience.

7. Transcripting of Credit

Texarkana College will transcript all completed dual credit courses on the student's official college transcript, reflecting both credit hours and grades earned.

Dual credit courses will also be recorded on the student's high school transcript in accordance with the partnering school district's policies.

Students are encouraged to consult with their high school advisors to understand how dual credit courses apply toward high school graduation requirements.

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8. Funding

Funding for dual credit courses offered under this agreement shall be provided through a combination of sources, including:

- Tuition and fees are established by Texarkana College in compliance with state-mandated FAST tuition limits and are communicated to the partnering school district.
- State funding sources, including allocations provided through the FAST (Funding for Accelerated Student Tuition) program under Texas Administrative Code, chapter 13, subchapter Q
- Transportation costs, instructional materials, and textbooks required for student participation will be the responsibility of the partnering school district unless offset by scholarships, grants, or other available funding.
- For students eligible under the FAST program, tuition and required fees are waived by Texarkana College. Partnering school districts will cover all remaining expenses, including transportation, instructional materials, and textbooks, at no cost to the student.

Both Texarkana College and the partnering school district agree to collaborate to ensure timely and accurate billing and payment processes, with transparency in all financial matters related to dual credit course delivery.

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9. FAST Program Implementation Requirements

Texarkana College and the partnering school district agree to jointly implement the FAST program in accordance with Education Code, §28.0095 and Texas Administrative Code, chapter 13, subchapter Q.

This includes ensuring the accurate and timely exchange of information necessary for eligible students to enroll in dual credit courses at no cost under the FAST program.

Both parties commit to identifying and verifying student eligibility, maintaining required documentation, and facilitating communication to support student access to tuition, fees, transportation, instructional materials, and textbooks covered by the FAST program.

All processes will comply with state guidelines to ensure students benefit fully from the FAST program without barriers.

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10. Dual Credit Program Goals & Texarkana College Implementation

Goal 1: Collaborative Outreach

In alignment with the statutory requirements outlined in Texas Education Code §§28.009(b-1), 130A.004, and 130A.101(c)(3), Texarkana College and its partnering independent school districts (ISDs) implement a dual credit program designed to support college readiness, provide equitable access to high-quality courses, and increase student success in postsecondary education. The goals outlined below reflect the shared commitment to purposeful outreach, advising, academic support, and instructional quality as required by state law.

Texarkana College Implementation:

- ✓ TC, in collaboration with its partner school districts, offers a range of purposeful outreach initiatives during the school year. These efforts include, but are not limited to:
    - student and parent spring informational sessions
    - informational videos shared in classrooms and on the Texarkana College Dual Credit webpage
    - *DC TC Complete* events, designed to celebrate student benchmarks and promote dual credit opportunities to younger peers
    - printed materials distributed to students and parents

Goal 2: Support Student Transition & Acceleration

Dual credit programs assist students in successfully transitioning to and accelerating through postsecondary education.

Texarkana College Implementation:

- ✓ TC provides individualized Pathway Plans for each high school, aligned by grade level and high school endorsement areas, to be used during student advising sessions.
- ✓ TC provides embedded academic coaches for dual credit (ACDC) at each high school.
- ✓ TC provides pathway training to high school advisors, and collaborates to ensure that high school students are advised:
    - prior to enrolling in dual credit, and

- at key benchmarks: 6, 12, 24, and 45 credit hours

✓ TC utilizes data to track student enrollment in postsecondary after high school, time to degree completion, and semester credit hours to degree. The college aims to minimize excess credit hours to support timely degree completion, and develops action plans and adjusts processes as needed to target areas for improvement.

Goal 3: Academic Advising & Student Support
All dual credit students receive advising and access to support services to ensure college course completion.

Texarkana College Implementation:

✓ TC assigns an academic coach to each partnering high school to work collaboratively with high school advisors on student advising.
✓ TC hosts an annual *Pathways for Student Success* training session to support this partnership.
✓ Coaches use TC's dual credit advising syllabi and district-specific pathway plans to guide advising efforts. Advising occurs:
- before the first day of class,
- at key benchmarks (6, 12, 24, and 45 semester credit hours), and as needed throughout the student's academic journey.

✓ Students enrolled in Learning Frameworks receive additional, coordinated advising through a partnership between the ACDC and the course instructor.
✓ TC provides a student referral form to dual credit teachers to request additional support for students who may be struggling. Teachers may use the form to refer students for tutoring, attendance interventions, help with study habits, counseling, or other support services
✓ TC utilizes data to track student enrollment in postsecondary education after high school and monitors time to degree completion. The college aims to minimize excess credit hours to support timely degree completion, and develops action plans and adjusts processes as needed to target areas for improvement.

Goal 4: Course Quality & Rigor
The quality and rigor of dual credit courses will ensure student success in subsequent courses.

Texarkana College Implementation:

✓ TC provides a liaison program to support curriculum alignment, uphold academic rigor, and provide ongoing support to dual credit teachers.

✓ The dual credit instructor credentialing and hiring processes follow the same standards and requirements as those used for college-level (adult) courses.

✓ Course-level student learning outcomes (SLOs) are reviewed and compared between dual credit and traditional college classes by all academic divisions.

- ✓ TC provides annual instructor evaluations conducted by the dual credit evaluator.

- ✓ TC provides annual professional development for dual credit instructors and online course proctors, focused on:
  - course updates and academic alignment
  - liaison engagement and support
  - collaboration and sharing

- ✓ TC utilizes data to analyze performance in subsequent coursework and addresses gaps and areas needing improvement.

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11. Roles and Responsibilities

Texarkana College Will:

1. Apply regular academic policies to dual credit courses, including grading, appeals, and syllabus distribution.
2. Collaborate with high schools to align dual credit class offerings.
3. Provide syllabi, assessments, and learning outcomes to dual credit teachers.
4. In accordance with 19 Tex. Admin. Code §4.84(19), the College will encourage the use of free or low-cost open educational resources (OER) in dual credit courses when academically appropriate, to reduce costs for students and support equitable access to instructional materials.
5. Approve and verify credentials for dual credit teachers through the same hiring process as campus faculty.
6. Assign a college liaison to support dual credit teachers on curriculum 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.
7. Conduct annual evaluations of dual credit teachers, including in-class visits.
8. Ensure that dual credit courses are equivalent to those offered on the college's main campus in terms of curriculum, materials, instruction, rigor, and methods of student and instructor evaluation. All courses must adhere to college instructional policies and standards, regardless of location or student composition.
9. Provide annual Pathways to Student Success training for high school advisors to cover pathway planning, advising tools, statewide goals, and shared terminology.
10. Provide annual collaboration meetings for instructors and proctors to connect with TC liaisons, receive curriculum support, coordinate, and review updates.
11. 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.
12. Provide students with access to all applicable student learning and support services to assist in successful college course completion. These include, but are not limited to,

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.

13. Hold informational sessions and create content to inform students and parents about dual credit rights, responsibilities, benefits, and costs.
14. Provide an Academic Coach for Dual Credit to help students transition to and accelerate through dual credit post-secondary education.
15. 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.
16. Cover course fees for workforce classes taught on TC campus or Tex Americas Site.
17. Provide the ISD with a numerical grade for each dual credit student enrolled in a TC campus or Tex Americas site workforce course at the end of the term.

Independent School District Will:

1. Allow the Academic Coach for Dual Credit to assist high school advisors with advising at established benchmark credit hours.
2. Help ensure students register by the first official college class day.
3. Ensure students complete dual credit admissions applications.
4. Submit required documents for student registration.
5. Provide or arrange transportation to and from Dual Credit classes.
6. Cover all costs related to tuition, textbooks, and supplies, or ensure the student covers them if not eligible for FAST, either out of pocket or through available scholarships.
7. Assume costs for all FAST-eligible students for dual credit FAST eligible courses listed in this agreement, including expenses for textbooks, additional fees, and academic/workforce course supplies.
8. Provide appropriate classroom facilities and technology for dual credit courses taught on high school property, including computer lab access.
9. Submit high school transcripts for dual credit students upon 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 the Dual Credit Program and statewide goals.
12. Ensure dual credit teachers and proctors review the Dual Credit Policy and Procedure Manual, show the Dual Credit Student Orientation Video, and, if applicable, review the Moodle video and discuss the differences between high school and college grading during the first week of classes.
13. Ensure teachers verify TC class rosters once a week.
14. Ensure proctors follow TC's proctor guidelines and cover additional TEKS not covered in online college curriculum.
15. Assign Economics, Math, and Science proctors appropriately.

16. Collaborate with TC on parent/student informational and celebration events.
17. Assign a high school advisor to dual credit students and ensure annual attendance at TC's annual Pathways to Students Success training.
18. Ensure dual credit instructors attend required meetings and training.
19. Ensure teachers follow TC curriculum, grading standards, and submit required documentation to their TC liaison.

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12. Coordinated Advising Strategies and Terminology

Texarkana College and the partnering school district commit to coordinated advising efforts to support dual credit students in selecting courses that satisfy both high school graduation requirements and postsecondary degree or certificate pathways.

Advising strategies include:

- Each partnering school district is assigned a Texarkana College Academic Coach for Dual Credit (ACDC) who provides ongoing advising to students.
- Academic Coaches use the Texarkana College Dual Credit Advising Syllabi and district-specific Pathway Plans to advise students. High school advisors also use the Pathway Plans to support appropriate course selection and ensure students remain aligned with academic progression.
- Texarkana College hosts an annual Pathways to Student Success training for partnering high school advisors to ensure consistent advising practices and shared terminology.
- Students must be advised by their high school advisor or Academic Coach for Dual Credit prior to the first day of their dual credit class.
- Academic Coaches provide follow-up advising at key milestones: when students reach 6, 12, 24, and 45 semester credit hours, as well as on an as-needed basis.
- Advising includes guidance on prerequisites, course sequencing, endorsement alignment, and transferability of credits to support student success in high school and postsecondary pathways.

Texarkana College and the partnering school district agree to designate staff members responsible for advising support and communication to facilitate smooth student transitions and successful dual credit participation.

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13. Provision for the Alignment of Endorsements

Texarkana College and the partnering school district agree to align dual credit course offerings with the endorsements described under Education Code §28.025(c-1). This alignment ensures that dual credit courses support the fulfillment of high school endorsement requirements and connect to postsecondary pathways and industry-recognized credentials.

Dual credit courses offered under this agreement are aligned to high school endorsement areas, providing students with clear pathways to earn applicable postsecondary credit while completing their high school graduation requirements.

Texarkana College customizes Pathway Plans for each partnering school district. These Pathway Plans function as detailed degree plans and include the specific endorsements applicable to the district at the bottom of each document. This ensures that dual credit coursework is intentionally aligned with both high school endorsement requirements and postsecondary credential pathways, supporting seamless transitions and student success.

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14. Identification of Tools

Texarkana College and the partnering school district will utilize a variety of tools and resources developed by the Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and Texas Workforce Commission (TWC) to assist high school advisors, students, and families in selecting appropriate high school endorsements and dual credit courses.

These resources may include, but are not limited to:

- Online course catalogs and dual credit resources from TC
- TEA's endorsement and graduation plan guides
- THECB's College and Career Pathways resources
- TWC's workforce and industry-recognized credential databases
- Customized Pathway Plans developed for each school district

Together, these tools support informed decision-making by students and families, enabling alignment of high school endorsements with college coursework and career goals.

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15. Procedure for Establishing Course Credits

Texarkana College and the partnering school district will collaboratively establish the course credits that may be earned under this agreement. This process includes developing and maintaining a course equivalency crosswalk or similar documentation that clearly identifies the number of high school and college credits awarded for each dual credit course completed.

This crosswalk will:

- Ensure transparency in how dual credit courses satisfy both high school graduation requirements and postsecondary degree or certificate requirements
- Align course content, learning outcomes, and credit hours between high school courses and Texarkana College offerings

- Be reviewed and updated regularly to reflect curriculum changes and articulation agreements

This procedure supports clear communication with students, parents, and high schools regarding the value and credit awarded for dual credit coursework.

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16. Academic Supports and Other Student Support Services

Texarkana College and the partnering school district are committed to providing comprehensive academic and support services to dual credit students to promote their success.

Academic supports include:

- Access to Texarkana College academic advising through assigned Academic Coaches for Dual Credit (ACDC) who provide ongoing guidance tailored to each student's pathway
- Additional advising support for students enrolled in Learning Frameworks courses, provided collaboratively by ACDC and the Learning Frameworks instructor
- Tutoring services available on TC campuses and virtually
- Access to library resources and online learning tools
- Technical support for online and hybrid course delivery

Other student support services include:

- Transportation to and from college courses is provided by the partnering school district
- Orientation sessions and dual credit 101 workshops for students and parents to prepare for college expectations
- Early alert and intervention processes to identify and support students facing academic challenges

These services work together to support dual credit students in navigating both high school and college requirements successfully.

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17. Financial Terms

- Payments to ISDs for instructional services will be made no later than November 1 for the fall term and April 1 for the spring term.
- Minimum class size for full payment is 12 students per section; prorated payment applies below that number. Singleton classes are paid in full with a minimum of 10 students.
- Texarkana College will cover fees for workforce courses taught on TC campuses or Tex Americas Site.

18. Additional Provisions

- Transportation responsibility for dual credit students rests solely with the Independent School District.
- All dual credit students must be advised prior to the first day of class by a designated high school advisor or the Academic Coach for Dual Credit.
- Course-specific pathway plans, customized for each district and including endorsement listings, are maintained on the Texarkana College website and referenced here. Additionally, course crosswalks listing high school and college course alignments with semester credit hours will be attached as addenda to this MOU.
- The Texarkana College Proctor Guidelines are incorporated herein by reference and apply to all applicable dual credit courses.

Attachments/Links:

- Customized Pathway Plans with Endorsements: TC Pathway Plans
- Texarkana College Proctor Guidelines
- Course Crosswalk

References and Sources:

Texas Administrative Code
Title - Education>Part I>Chapter 4>Subchapter D

Texas Education Code 28.009 (*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

Texarkana College 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 non-discrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599, (903) 823-3017, human.resources@texarkanacollege.edu

ACADEMIC (ACGM)	Course Number	Course Name	Credit Hours	High School Equivalency
Mcleod High School	ARTS 1301	Art Appreciation	3	Art Appreciation
Mcleod High School	BCIS 1305	Business Computer Applications	3	BCIS
Mcleod High School	BIOL 1308 BIOL 1108	Biology for Non-Science Majors I (lecture) Biology for Non-Science Majors I (lab)	4	Biology
Mcleod High School	ENGL 1301	Composition I	3	English IV Part 1
Mcleod High School	ENGL 1302	Composition II	3	English IV Part 2
Mcleod High School	GOVT 2305	Federal Government	3	US Government
Mcleod High School	GOVT 2306	Texas Government	3	Special Topics in Social Studies
Mcleod High School	HIST 1301	United States History I	3	US History Part 1
Mcleod High School	HIST 1302	United States History II	3	US History Part 2
Mcleod High School	HIST 2321	World Civilivations I	3	World History Part 1
Mcleod High School	HIST 2322	World Civilizations II	3	World History Part 2
Mcleod High School	MATH 1314	College Algebra	3	Independent Studies of Math Part 1
Mcleod High School	MATH 1316	Plane Trigonometry	3	Independent Studies of Math Part 2
Mcleod High School	MUSI 1306	Music Appreciation	3	Music Appreciation
Mcleod High School	PSYC 1300	Learning Frameworks	3	College Readiness and Study Skills
Mcleod High School	PSYC 2301	General Psychology	3	Psychology
Mcleod High School	PSYC 2314	Lifespan Growth and Development	3	Human Growth and Development
Mcleod High School	SOCI 1301	Introduction to Sociology	3	Sociology
Mcleod High School	SPAN 1411	Beginning Spanish I	4	Spanish III Part 1
Mcleod High School	SPAN 1412	Beginning Spanish II	4	Spanish III Part 2
Mcleod High School	SPCH 1315	Public Speaking	3	Public Speaking 1

Early Admission Courses Approved as FAST Eligible for McLeod

ACADEMIC (ACGM)	Course Number	Course Name	Credit Hours	High School Equivalency
Texarkana College	ARTS 1301	Art Appreciation	3	Art Appreciation
Texarkana College	BIOL 1308	Biology for Non-Science Majors I (Lecture)	3	Biology
Texarkana College	BIOL 1108	Biology for Non-Science Majors I (Lab)	1	Biology
Texarkana College	BIOL 1309	Biology for Non-Science Majors II (Lecture)	3	Biology

Texarkana College	BIOL 1109	Biology for Non-Science Majors II (Lab)	1	Biology
Texarkana College	PYSC 1300	Learning Frameworks	3	College Readiness and Study Skills

Dual credit and early admission students are advised by their high school campus Academic Coach for Dual Credit and/or their High School Advisor, Jana T before their first day of class.

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 -