



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 Avery 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: 07/20/2026

Jill Mahan
Superintendent

Date: 7/21/26

Avery Independent School District

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.

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/minimum enrollment of ten students may be required to open an online section)

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/humanresources/>.

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.

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. Transcribing 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.

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.

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.

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.

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. When offered online, the high school is responsible for providing a teacher to proctor the course in an in-person classroom setting.
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 non-funded course 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, and the TC Promise Program. This will include, number of students completing college-ready benchmarks, student surveys, and student rosters in .csv or .xls format by grade level (Grades 9-12).
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.

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.

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.

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.

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.

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
- College Connect courses

College Connect courses offered under this agreement shall be implemented in accordance with the requirements outlined in Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, §4.86 regarding Optional Dual Credit or Dual Enrollment Program: College Connect Courses.

For College Connect courses offered online or hybrid, the high school shall provide a teacher certified in the subject area to serve as the course proctor in an in-person classroom setting and guide students through the supplemental college readiness content provided by TC.

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.

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 Texarkana College 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>

TC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities, admission or employment. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources/Title IX Coordinator, 2500 N. Robison Rd., Texarkana, TX, 75599, (903) 823-3006, human.resources@texarkanacollege.edu.

Exhibit A Avery Dual Credit Annual Agreement Courses 2026-2027

ACADEMIC (ACGM)	Course Number	Course Name	Credit Hours	High School Equivalency
Avery High School	ARTS 1301	Art Appreciation	3	Art Appreciation
Avery High School	BCIS 1305	Business Computer Applications	3	Independent Study In Technology Applications (First Time Taken) - TAIND1
Avery High School	BIOL 1308	Biology for Non-Science Majors I (lecture)	4	College Biology
Avery High School	BIOL 1108	Biology for Non-Science Majors I (lab)	3	English IV
Avery High School	ENGL 1301	Composition I	3	English IV
Avery High School	ENGL 1302	Composition II	3	English IV
Avery High School	GOVT 2305	Federal Government	3	United States Government
Avery High School	HIST 1301	United States History I	3	United States History Studies Since 1877
Avery High School	HIST 1302	United States History II	3	United States History Studies Since 1877
Avery High School	MATH 1314	College Algebra	3	Independent Study in Mathematics
Avery High School	MATH 1442	Elementary Statistical Methods	4	Statistics
Avery High School	PSYC 2301	General Psychology	3	Psychology
Avery High School	PSYC 2314	Lifespan Growth and Development	3	Social Studies Advanced Studies
Avery High School	SPCH 1315	Public Speaking	3	Public Speaking I

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

Workforce (WECM)	Course Number (College Program)	Course Name	Credit Hours	High School Equivalency
Avery High School	WLDG 1323	Welding Safety, Tools, and Equipment	7	Ag Power
Avery High School	WLDG 1428 (Welding)	Introduction to Shielded Metal Arc Welding (SMAW) (1st Yr)	8	Will not open 2026-27
Avery High School	WLDG 2443	Advanced Shielded Metal Arc Welding (SMAW)	7	Will not open 2026-27
Avery High School	WLDG 1430	Introduction to Gas Metal Arc Welding (GMAW) (2nd Yr)	5	Will not open 2026-27
Avery High School	WLDG 1413	Introduction to Blueprint Reading for Welders	5	Aviation Mechanics I DC
Avery High School	WLDG 1317	Introduction to Layout and Fabrication (3rd Yr)	4	Aviation Mechanics I DC
Avery High School	WLDG 2547	Advanced Gas Metal Arc Welding (GMAW) (4th Yr)	6	Aviation Mechanics II DC
Tex Americas	AERM 1201	Introduction to Aviation	3	Aviation Mechanics II DC
Tex Americas	AERM 1315 (Aviation Mechanics)	Aviation Science (1st Yr)	7	Diesel Mechanics I DC
Tex Americas	AERM 1414	Basic Electricity	8	Diesel Mechanics I DC
Tex Americas	AERM 1208	Federal Aviation Regulations (2nd Yr)	7	Diesel Mechanics II DC
Tex Americas	AERM 1449	Hydraulic, Pneumatic, and Fuel Systems (2nd Yr)	7	Diesel Mechanics II DC
Tex Americas	AERM 1310	Ground Operations (2nd Yr)	7	Diesel Mechanics II DC
Tex Americas	DEMIR 1301	Shop Safety and Procedures	7	Diesel Mechanics II DC
Tex Americas	DEMIR 1406 (Diesel)	Diesel Engine I (1st Yr)	8	Diesel Mechanics II DC
Tex Americas	DEMIR 1405	Basic Electrical Systems	7	Diesel Mechanics II DC
Tex Americas	DEMIR 1421	Power Train I (1st Yr)	7	Diesel Mechanics II DC
Tex Americas	DEMIR 1317	Basic Brake Systems	7	Diesel Mechanics II DC
Tex Americas	DEMIR 1410	Diesel Engine Testing and Repair I (2nd Yr)	7	Diesel Mechanics II DC
Tex Americas	DEMIR 1323	Heating, Ventilation, and Air Conditioning (HVAC) Troubleshooting and Repair	7	Diesel Mechanics II DC
Tex Americas	DEMIR 2412	Diesel Engine Testing and Repair II (2nd Yr)	7	Diesel Mechanics II DC

Avery High School has decided not to offer FAST-eligible Early Admission coursework.

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

Due to space limitation, Workforce course location indicated by Tex-Americas/Texarkana College is at the discretion 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 transfer to regarding the transferability of all dual credit coursework.

This agreement is subject to change in accordance with any applicable state requirements or laws.

Dual Credit Proctor Guide

Texarkana College

Congratulations on your appointment as a proctor for dual credit classes at Texarkana and welcome to the TC family! As a TC proctor, you play a vital role in the success of our students. In the classroom, you represent Texarkana College by serving as a link between the professor of record and students. By providing on-site, in-person regular contact with students, helping them to stay on track with course materials, grading homework in some areas, updating the gradebook, ensuring that all of the relevant TEKS are satisfied, and facilitating communication between the student and professor, you are very important to our school and to the success of our students. This guide has been developed to outline your responsibilities as a TC proctor and to serve as a reference for proctor guidelines and for using tools provided by TC.

Beyond these duties, you also administer various types of progress tests to students taking TC courses. Closed-book and open-book tests can be downloaded from the TC online learning platform, Moodle. On some occasions, the course professor may email you the exam to administer. It is important that you protect the security and integrity of these tests.

Descriptions of TC tools and test-taking procedures are detailed throughout this document.

SELECTING A PROCTOR

Who can be a Proctor?

Proctors are selected by the ISD in which the dual credit course is offered. Usually, they are counselors or credentialed teachers. Best practice is for the proctor to be credentialed in the subject relevant to the college course. In the case of mathematics, science, or economics courses, the proctor must be credentialed in the subject area.

Gaining Proctor Approval

The ISD, where the TC dual credit course will be taught, will submit a request with the name and contact information of the prospective proctor each term.

WHAT DOES A PROCTOR DO?

Your role in these online and hybrid courses:

- Make sure students are progressing according to the course calendar.
- Make sure students have access to and complete exams.
- Answer questions students may have.
- Alert the professor about any problems with the LMS or course material and to any student issues.
- Monitor students' grades, alert them if they are in danger of failing, and explain options for exiting the course,
- Conduct lab exercises for science courses.
- You also are expected to make sure the TEKS for the course are completely covered.
- Proctors typically meet with the professor prior to the beginning of each semester to review and discuss textbooks, course media, class assignments, mandatory assessments, labs, and expectations of students.
- Then throughout the semester, the professor and proctor stay in contact (communicate a minimum of twice each week).

CAN A PROCTOR BE RELIEVED OF HIS/HER RESPONSIBILITIES?

Yes. Persons granted proctor authority but found to have compromised their responsibilities (i.e. sharing the test or test questions with the student ahead of time, providing others with their user passwords, etc.), may lose their opportunity to serve as a proctor. The proctor and administration at the ISD will be notified of this action by TC officials.

ABOUT TEXARKANA COLLEGE ONLINE AND HYBRID COURSES

TC Online courses are self-contained and structured for the independent learner. The course content is the “voice of the teacher” in that it:

- Guides students through the learning process
- Explains complex concepts
- Highlights major topics
- Adds important perspectives
- Provides students with many opportunities to check their mastery of the material

TC Hybrid courses combine features of online and face-to-face learning to varying degrees depending on the subject. Some courses contain all of the material typically found in an online course with added meetings, while others use the TC LMS to post course resources for the student to access before coming to class, similar to a flipped-classroom style.

To ensure students get the support they need, when an online or hybrid course is taught dual credit, Texarkana College requires the ISD provide a proctor for the course and that the class has regular class meetings.

The professor of record for both online and hybrid courses creates the content along with the assessments, activities, labs, submits grades and visits the dual credit classroom at least two times each semester.

TYPES OF ASSIGNMENTS IN TYPICAL TC ONLINE/HYBRID COURSES

NON-GRADED ASSIGNMENTS

Self-check tests and other activities, such as skill builders and practice exercises, give students the opportunity to evaluate their mastery of the content and prepare for graded assignments.

Thought questions and journal activities enhance students' writing, problem solving, and critical thinking abilities. Through these assignments, students synthesize and apply information they have learned.

Inquiry activities, multimedia activities, and career connections activities help students take the next step beyond the classroom to explore current issues. They engage the student with video, audio, and other interactive components, and encourage students to connect the content to their lives.

GRADED ASSESSMENTS

Open-book unit evaluations contain objective questions with immediate feedback, which is a key component for successful learning. Using the same format as progress tests, open-book evaluations help students evaluate their preparedness for tests. Students may use any of their course materials or notes when completing the evaluations, and they are encouraged to use a print copy of the evaluation and look up all of the answers before they submit them.

Projects provide opportunities for students to make connections and formulate relationships between core concepts. Projects give students creative avenues for enhancing their writing, presentation, research, application, and evaluation skills, which are important 21st century competencies. Students may use course materials, notes, or other reference materials when completing their projects.

Progress tests are aligned with state and national standards and include comparison, content analysis, problem solving, and critical thinking questions using a range of lower-order and higher-order questioning techniques (aligned with Bloom's Revised Taxonomy of Educational Objectives). Progress tests include objective-style questions with immediate feedback. Students are required to be proctored and may **not** use any course materials or notes when taking progress tests (unless noted on the test).

Lab activities and reports for science courses are designed to complement topics addressed in science courses. Lab experiments and activities are meant to be hands-on and active based on actual observations and experiments. While some professors use lab guides, many professors provide resources to help you choose lab activities that meet course requirements so that your students do not have to buy additional course materials.

GUIDELINES FOR TEST ADMINISTRATION

Tests in TC's online and hybrid courses can be offered in a number of formats. Some professors use paper tests; while others have tests embedded in their Moodle pages. Some tests are open-book, open-note, while others are not. Your professor will explain the testing styles used in the course you are proctoring. In the case of paper tests, you will be emailed the test before the testing date. For online tests, you will be given a code that opens the tests for the students. In both cases, extreme care must be taken to ensure that the integrity of the tests is maintained—passwords not shared, close-book tests are given in an environment free of opportunities to cheat, and tests are given in a supervised environment.

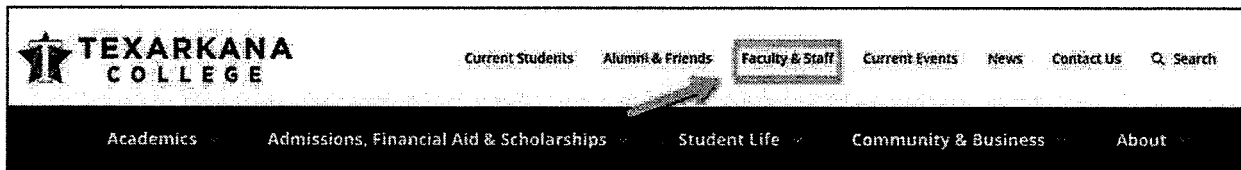
TEXARKANA COLLEGE LEARNING PLATFORMS (LEARNING MANAGEMENT SYSTEMS LMS)

TC uses the Moodle learning platform to deliver course material and the gradebook of the Jenzabar system.

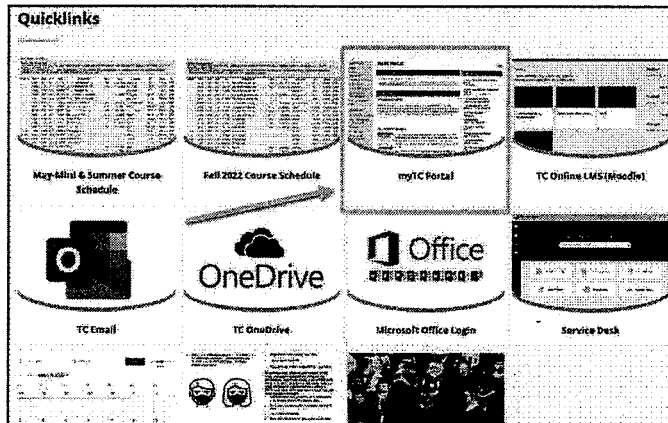
ACCESSING YOUR MOODLE CLASSES THROUGH THE MYTC PORTAL

1. Access the myTC Portal via this link: <https://my.texarkanacollege.edu/ICS/>

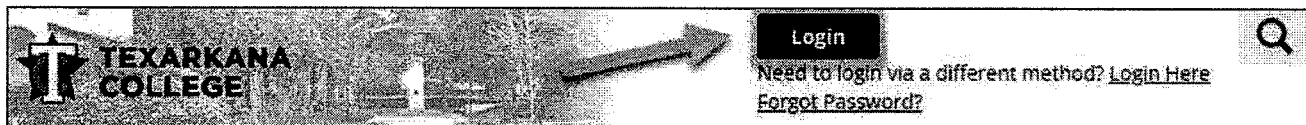
a. Alternatively, through <https://www.texarkanacollege.edu/>, navigate to **Faculty & Staff**.



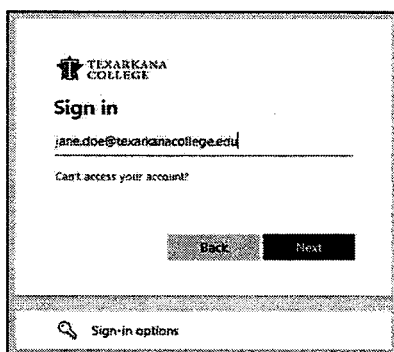
b. Scroll down to Quicklinks and select myTC Portal.



2. Click Login.



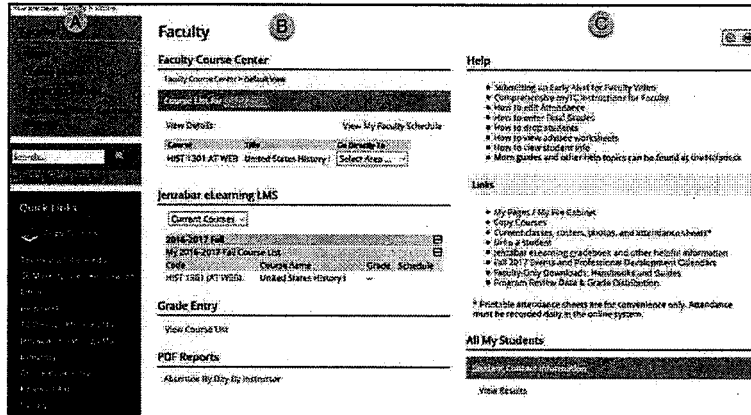
3. Sign in with your Texarkana College account.



4. Click the Faculty tab.

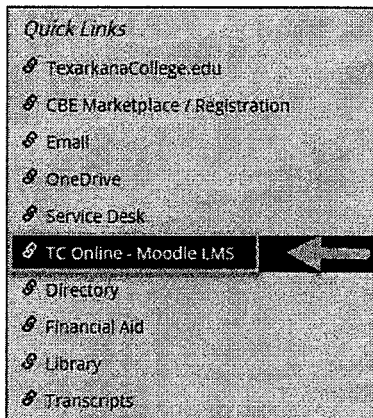


5. The Faculty page is divided into three sections.
 - a. Sidebars
 - b. Classes
 - c. Help, Link, and other information



6. Accessing a Course in Moodle LMS

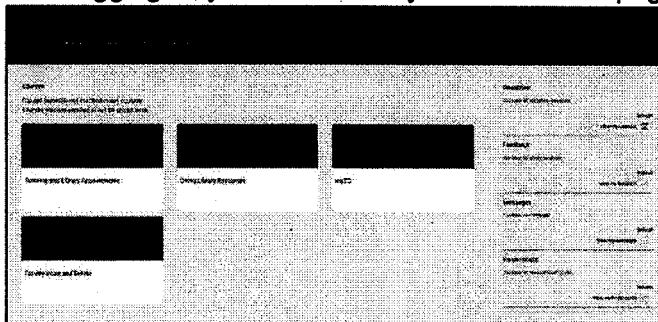
- a. Click TC Online – Moodle LMS under Quick Links in the Sidebar on the left.



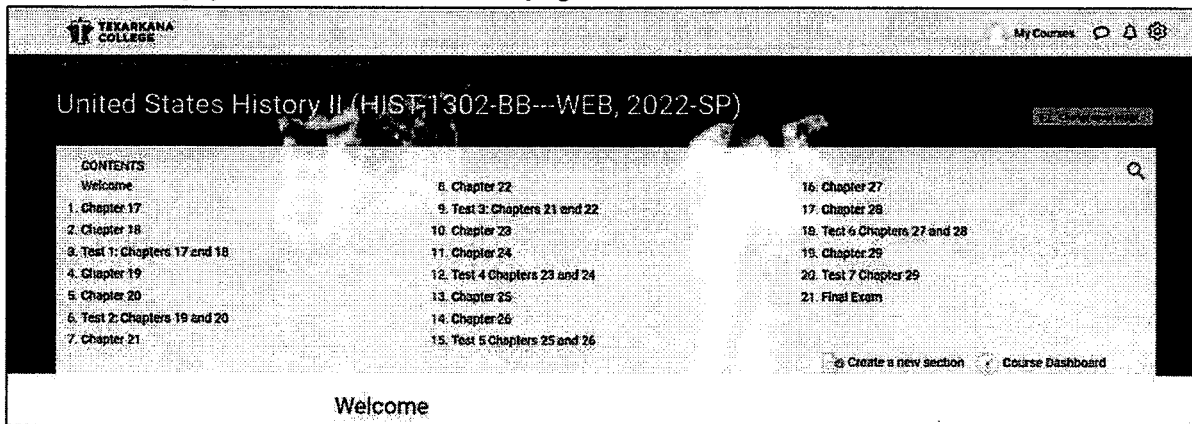
- b. Click Log in.



- c. After logging in, you will land on your Dashboard page, where you can access any course you have access to.



d. After selecting, you will be on the course page.



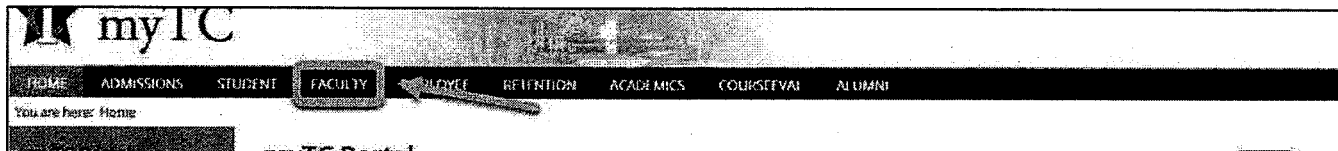
JENZABAR GRADEBOOK

Using the Gradebook in Jenzabar to see Running Averages

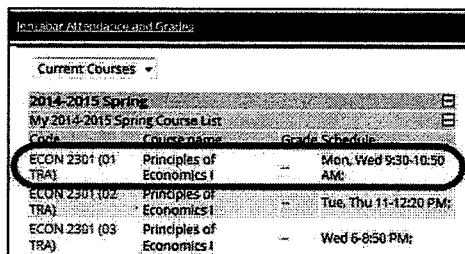
7. Log in to myTC



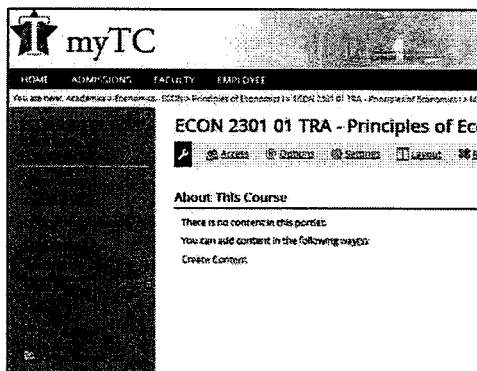
8. Click on your Faculty tab



9. Scroll down and look for the Jenzabar Attendance and Grades section. Choose a class.



10. Click on Gradebook



11. The following is a Gradebook example. The running averages of each student are listed here.

[illegible]

To Enter Assignment Grades in Jenzabar Gradebook

12. When you are ready to enter a grade for a class assignment, click on “Coursework” and then on the title of the assignment.

Coursework

Assess Content Settings

Add an Assignment
 Student List
 Manage Units & Types
 Configuration
 View the Gradebook

Recent submissions

There have been no recent submissions.

GOVT 2305.01 [Click to close](#)

The whole term

Assignment	Due Date	Type
Quiz Chapter 1	Thursday 2/19: 11:55 PM	Ass...

Search...

A student roster will show up with three boxes beside each student's name. You can enter grades one student at a time by clicking on these boxes. The full green check mark will enter a 100 for the student. The partially green check mark will bring up a box that allows you to enter any number grade. The red X will enter a zero for the student. This is fairly time consuming if you are entering grades for a large class.

13. A much quicker method for entering grades is to click on the “Edit all grades” link.

Coursework






Quiz: Chapter 1
 Assignment: L10 GCVT 2305-1


 On **Thursday 27/10, 11:55 PM**


 Final grade: **100%**


 View a default grade: **100%**


 Scored on: **100%**


 Liked on: **100%**

Student Name	Score	Grade
Colfourn, Cameron Drew	✓	✓
Conway, Benjamin M	✓	✓
Conway, Rebecca Lynn	✓	✓
Daly, Madison Elaine	✓	✓
Green, M. Orin	✓	✓
Hudson, Ethan Cole	✓	✓
McDonald, Crystal Gayle	✓	✓
Maher, Brian Franklin	✓	✓
Nichols, Kenneth Warren	✓	✓
Porter, Andrew Mitchell	✓	✓
Porter, Denise	✓	✓
Rhymy, Lyronny Auri	✓	✓
Roddy, Krista Blake	✓	✓
Smy, Carrie Renee	✓	✓
Stamm, Shenna LaKay	✓	✓


Quiz: Chapter 1
 Assignment: L10 GCVT 2305-1

14. This will bring a page up that allows you to enter grades for the entire class without having to go through several steps per student. **Make sure to click "Save Grades" when finished.**

[illegible]

Do's, Don'ts and Troubleshooting

DO's

- Do have students complete tests in one sitting, uninterrupted.
- Do have students double check their answers before the answers are submitted for grading. For mail processing, double check scan cards before they are mailed to ensure each question is answered.
- Do keep original tests and other materials until a grade has been issued for the course.
- Do contact TC for any irregularities: technical difficulties; the student becomes ill during the test; the student was cheating; etc. There are make-up/alternative tests, but these are only used in certain situations and with the approval of TC instructional service staff.
- Do carefully copy or print the proctor code to avoid mistakes when entering the code to submit test answers.

DON'Ts

- Don't preview the test with the student. If there is a question about a specific test question or answer, have the student complete the test then appeal the question by submitting their concerns to the professor by email.
- Don't allow the student online while answering test questions. Students should only log in upon completion of the test to transfer the answers for grading.
- Don't give students, parents, or tutors the tests, security codes, or login information.
- Don't let students keep the completed test.
- Don't allow books, notes, or other materials during the test, unless specifically mentioned.
- Don't interchange scan cards. The bar code at the top will enter the answers for the student associated with that course, no matter what you write on the card.

TROUBLESHOOTING

Problem: I did not receive my username and password.

Solution: Your username and password are sent to the email address you provided. Check your email and Your junk folder. Call 903-823-3030 or email support@texarkanacollege.edu

Problem: My proctor code doesn't work.

Solution: The proctor code is time and case sensitive. Contact your professor.

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