

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 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 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: 07/16/2026

Name Amy Bowers

Board President

Date: 7/28/26

Texarkana 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 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>

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.

THS COURSE NUMBER	THS COURSE NAME	THS CREDIT	TERM	TC COURSE NUMBER	TC COURSE NAME	TC HOURS	ENTRANCE TESTING REQUIRED	REG TERM	TUITION COSTS
English Language Arts									
144080	English IV DC	1	YR	**ENGL 1301	Composition I	3	ELAR Score	S1	--
				**ENGL 1302	Composition II	3	Prerequisite: ENGL 1301	S2	--
131101	Communication Applications DC	0.5	SEM	**SPCH 1315	Public Speaking	3	ELAR Score	SEM	--
Mathematics									
173210	Advanced Quantitative Reasoning DC (extended)	1	YR	**MATH 1442	Elementary Statistical Methods	4	MATH Score	S1	--
173010	Applied Mathematics for Technical Professionals (extended)	1	YR	**MATH 1332	Contemporary Math	3	MATH Score	S1	--
171190	ISM: College Algebra DC (extended)	1	YR	**MATH 1314	College Algebra (Calculus Prep)	3	MATH Score	S1	--
XXXXXX	ISM: College Algebra DC (extended)	1	YR	**MATH 1314	College Algebra (Calculus Prep) -with College Connect	3	MATH Score	S1	--
172250	ISM: Trigonometry DC (extended)	1	YR	MATH 1316	Trigonometry	3	Prerequisite: MATH 1314	S1	--
173160	PreCalculus DC	1	YR	**MATH 1314	College Algebra (Calculus Prep)	3	MATH Score	S1	--
				MATH 1316	Trigonometry	3	Prerequisite: MATH 1314	S2	--
353040	Statistics & Business Decision Making DC	1	YR	**MATH 1324	Math for Business & Social Sciences	3	MATH Score	S1	--
				MATH 1325	Calculus for Business & Social Sciences	3	Prerequisite: MATH 1324	S2	--
Science									
443080	SRD: Biology II DC	1	YR	BIOL 1308	Biology for Non-Science Majors I	3	--	S1	--
				BIOL 1108	Biology for Non-Science Majors I Lab	1			
				BIOL 1309	Biology for Non-Science Majors II	3	Prerequisite: BIOL 1308	S2	--
				BIOL 1109	Biology for Non-Science Majors II Lab	1	Prerequisite: BIOL 1108		
443090	SRD: Chemistry II DC (extended)	1	YR	CHEM 1311	General Chemistry I	3	Pre/Co-requisite: MATH 1314	S1	--
				CHEM 1111	General Chemistry I Lab	1			
203020	SRD: Physics I DC (extended)	1	YR	PHYS 1301	College Physics I	3	Prerequisites: MATH 1314 MATH 1316	S1	--
				PHYS 1101	College Physics I Lab	1			
Social Studies									
214320	Economics DC	0.5	SEM	ECON 2301	Principles of Macroeconomics	3	--	SEM	--
214100	Government DC	0.5	SEM	GOVT 2305	Federal Government	3	ELAR SCORE	SEM	--
214150	Psychology DC	0.5	SEM	PSYC 2301	General Psychology	3	ELAR SCORE	SEM	--
214170	Sociology DC	0.5	SEM	**SOCI 1301	Introductory Sociology	3	ELAR SCORE	SEM	--
213360	SSAS: Texas State & Local Government	0.5	SEM	GOVT 2306	Texas Government	3	ELAR SCORE	SEM	--
213060(5)	U.S. History DC	1	YR	**HIST 1301	United States History I	3	ELAR SCORE	S1	--
				**HIST 1302	United States History II	3	ELAR SCORE	S2	--
213340	SSAS: World Civilizations I DC	0.5	SEM	HIST 2321	World Civilizations I	3	--	S1	--
213350	SSAS: World Civilizations II DC	0.5	SEM	HIST 2322	World Civilizations II	3	--	S2	--

THS COURSE NUMBER	THS COURSE NAME	THS CREDIT	TERM	TC COURSE NUMBER	TC COURSE NAME	TC HOURS	ENTRANCE TESTING REQUIRED	REG TERM	TUITION COSTS
Fine Arts									
073280	Art Appreciation DC (extended)	1	YR	ARTS 1301	Art Appreciation	3	--	S1	--
093010	Band III DC (extended)	1	YR	MUEN 2122	Band III – Major Instrumental Ensemble	1	--	S1	--
094010	Band IV DC (extended)	1	YR	MUEN 2123	Band IV – Major Instrumental Ensemble	1	--	S1	--
091080	Music Appreciation DC (extended)	1	YR	MUSI 1306	Music Appreciation	3	--	S1	--
101020	Technical Theatre I DC (extended)	1	YR	DRAM 1330	Stagecraft I	3	--	S1	--
103030	Technical Theatre II DC (extended)	1	YR	DRAM 2331	Stagecraft II	3	--	S1	--
101200	Theater I DC (extended)	1	YR	DRAM 1310	Theatre Appreciation	3	--	S1	--
102010	Theater II DC (extended)	1	YR	DRAM 1351	Acting I	3	--	S1	--
103060	Theater III DC (extended)	1	YR	DRAM 1352	Acting II	3	--	S1	--
Languages Other Than English									
153220	French Language DC	1	YR	FREN 1411	French Language	4	--	S1	--
				FREN 1412	French Literature	4	--	S2	--
154180	Spanish Language DC	1	YR	SPAN 1411	Beginning Spanish I	4	--	S1	--
				SPAN 1412	Beginning Spanish II	4	--	S2	--
CAREER & TECHNOLOGY EDUCATION									
Agriculture, Food & Natural Resources									
303200	Advanced Animal Science DC (extended)	1	YR	AGRI 1419	Introductory Animal Science	4	WECM	S1	--
302210	Equine Science DC	0.5	SEM	AGEQ 1411	Equine Science	4	WECM	S1	--
303080	Livestock Productions DC (extended)	1	YR	AGAH 1447	Animal Reproduction	4	WECM	S1	--
302070	Small Animal Management DC	0.5	SEM	HALT 2321	Small Farming	3	WECM	S2	--
Architecture & Construction									
312160	**at TEXAS HIGH** Construction Technology I DC (extended)	2	YR	CRPT 1329	Introduction to Carpentry	3	WECM	S1	--
	CNBT 1311			Construction Methods & Materials I	3	WECM	S1	--	
313090	**at TEXAS HIGH** Construction Technology II DC (extended)	2	YR	CNBT 1316	Construction Technology I	3	WECM	S1	--
				CNBT 1318	Construction Tools & Techniques	3	WECM	S1	--
				CNBT 1300	Residential & Light Commercial Construction Drawings	3	WECM	S1	--
312160	**at TEXARKANA COLLEGE** Construction Technology I DC	2	YR	CRPT 1329	Introduction to Carpentry	3	WECM	S1	--
				CNBT 1318	Construction Tools & Techniques	3	WECM	S1	--
				CNBT 1311	Construction Methods & Materials I (extended)	3	WECM	S1	--
				CNBT 1316	Construction Technology I	3	WECM	S2	--
				CNBT 1300	Residential & Light Commercial Construction Drawings	3	WECM	S2	--

THS COURSE NUMBER	THS COURSE NAME	THS CREDIT	TERM	TC COURSE NUMBER	TC COURSE NAME	TC HOURS	ENTRANCE TESTING REQUIRED	REG TERM	TUITION COSTS
Architecture & Construction (continued)									
313090	**at TEXARKANA COLLEGE** Construction Technology II DC	2	YR	CNBT 1346	Construction Estimating I	3	WECM	S1	--
				CRPT 1323	Floor Systems	3	WECM	S1	--
				CNBT 1342	Building Codes & Inspections	3	WECM	S2	--
				CNBT 1350	Construction Technology II	3	WECM	S2	--
443200	Electrical Technology I DC	2	YR	CETT 1409	DC-AC Circuits	4	WECM	S1	--
				ELPT 1321	Introduction to Electrical Safety & Tools	3	WECM	S1	--
				DFTG 1329	Electro-Mechanical Drafting	3	WECM	S2	--
				ELPT 1325	National Electrical Code I	3	WECM	S2	--
313130	HVAC & Refrigeration Technology I DC	2	YR	HART 1401	Basic Electricity for HVAC	4	WECM	S1	--
				HART 1356	EPA Recovery Certification Preparation	3	WECM	S1	--
				HART 1410	HVAC Shop Practices & Tools	4	WECM	S2	--
				HART 1400	HVAC Duct Fabrication	4	WECM	S2	--
314140	HVAC & Refrigeration Technology II DC	2	YR	HART 2338	Air Conditioning Install	3	WECM	S1	--
				HART 1341	Heat Pumps	3	WECM	S1	--
				HART 1407	Refrigeration Principles	4	WECM	S2	--
				HART 2336	Air Conditioning Troubleshooting	3	WECM	S2	--
313150	Industrial Maintenance DC	2	YR	CETT 1409	DC-AC Circuits	4	WECM	S1	--
				ELPT 1321	Introduction to Electrical Safety & Tools	3	WECM	S1	--
				DFTG 1329	Electro-Mechanical Drafting	3	WECM	S2	--
				ELPT 1325	National Electrical Code I	3	WECM	S2	--
Arts, Audio/Video Technology & Communications									
322130(1)	Audio/Video Production I DC (extended)	1	YR	RTVB 1321	TV/Video Field Production	3	WECM Not FAST Eligible	S1	\$348.00
323140(1)	Audio/Video Production II DC	2	YR	RTVB 1305	Introduction to Television Technology	3	WECM Not FAST Eligible	S1	\$348.00
				ARTV 2341	Advanced Digital Video	3			
				ARTV 1351	Digital Video	3	WECM Not FAST Eligible	S2	\$348.00
				FLMC 2344	Advanced Film & Video Editing	3			
324150(1)	Practicum in Audio/ Video Production I DC (extended)	2	YR	RTVB 2335	TV/Video Production	3	WECM Not FAST Eligible	S1	\$348.00
				RTVB 2337	TV/Video Production Workshop I	3			
324020	Practicum in Audio/ Video Production II DC (extended)	2	YR	RTVB 2355	TV/Video Production Workshop II	3	WECM Not FAST Eligible	S1	\$348.00
				FLMC 2334	Directing for Film or Video	3			

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Arts, Audio/Video Technology & Communications (continued)									
324090	Commercial Photography II DC (extended)	2	YR	COMM 1318	Photography I	3	--	S1	--
324130	Practicum in Commercial Photography DC (extended)	2	YR	COMM 1319	Photography II	3	--	S1	--
132030	DD&MP: Newspaper I DC (extended)	1	YR	COMM 1307	Introduction to Mass Communication	3	--	S1	--
133040	GD&I I: Newspaper II DC (extended)	1	YR	COMM 1335	Introduction to Electronic Media	3	--	S1	--
134050	GD&I II: Newspaper III DC (extended)	1	YR	COMM 2311	Media Writing	3	--	S1	--
132050	GD&I I Lab: Newspaper Editors I DC (extended)	1	YR	COMM 2305	Editing & Layout	3	Concurrent: COMM 1335	S1	--
133070	GD&I II Lab: Newspaper Editors II DC (extended)	1	YR	COMM 2315	News Reporting	3	Concurrent: COMM 2311	S1	--
132020	DD&MP: Yearbook I DC (extended)	1	YR	COMM 1307	Introduction to Mass Communication	3	--	S1	--
133030	GD&I I: Yearbook II DC (extended)	1	YR	COMM 1335	Introduction to Electronic Media	3	--	S1	--
134040	GD&I II: Yearbook III DC (extended)	1	YR	COMM 2311	Media Writing	3	--	S1	--
132060	GD&I I Lab: Yearbook Editors I DC (extended)	1	YR	COMM 2305	Editing & Layout	3	Concurrent: COMM 1335	S1	--
133080	GD&I II Lab: Yearbook Editors II DC (extended)	1	YR	COMM 2315	News Reporting	3	Concurrent: COMM 2311	S1	--
Business, Marketing & Finance									
352050	Accounting I DC (extended)	1	YR	POFT 1321	Business Math	3	WECM	S1	--
353060	Accounting II DC (extended)	1	YR	POFT 1325	Business Math Using Technology	3	WECM	S1	--
333030	Business Information Management I DC (extended)	1	YR	BCIS 1305	Business Computer Applications	3	--	S1	--
463020	Career Prep I DC (extended)	2	YR	LEAD 1100	Workforce Development & Critical Thinking	1	WECM	S1	--
464020	Career Prep II DC (extended)	2	YR	HRPO 1280	Human Resources Management/Personnel Administration	2	WECM	S1	--
353250	Financial Analysis DC (extended)	1	YR	BUSI 1301	Business Principles	3	--	S1	--
Education & Training									
252500	Interpersonal Studies DC	0.5	SEM	PSYC 1300	Learning Frameworks	3	--	SEM	--
343200	Human Growth & Development DC (extended)	1	YR	PSYC 2314	Lifespan Growth & Development	3	--	S1	--
343030	Instructional Practices DC (extended)	2	YR	EDUC 1301	Introduction to the Teaching Profession	3	--	S1	--
344040	Practicum in Education & Training DC (extended)	2	YR	EDUC 2301	Introduction to Special Populations	3	Prerequisite: EDUC 1301	S1	--
Engineering									
443030	AC/DC Electronics DC	1	YR	CETT 1409	DC-AC Circuits	4	WECM	S1	--
				ELPT 1321	Introduction to Electrical Safety & Tools	3	WECM	S2	--
444100	Practicum in Engineering DC	2	YR	TBD	TBD - Engineering Portfolio Course (Partnered with The University of Texas at Austin)	TBD	TBD	TBD	TBD
444040	Solid State Electronics DC	1	YR	ELPT 1325	National Electric Code I	3	WECM	S1	--
				DFTG 1329	Electro-Mechanical Drafting	3	WECM	S2	--

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Health Science									
371010	Medical Terminology DC (extended)	1	YR	MDCA 1213	Medical Terminology	2	WECM	S1	--
373510	Medical Assistant DC (extended)	1	YR	HPRS 2221	Medical Laws & Ethics for Health Professionals	2	WECM	S1	--
372150	Pharmacy I DC (extended)	1	YR	PHRA 1301	Introduction to Pharmacy	3	ELAR Score MATH Score WECM	S1	--
373650	Pharmacy II DC (extended)	2	YR	PHRA 1309	Pharmaceutical Mathematics I	3	ELAR Score MATH Score WECM	S1	--
374050	P-HS I: Certified Nurse Assistant DC	2	YR	NURA 1301	Nurse Aide for Health Care	3	WECM	S1	--
				NURA 1160	Clinical for Nurse Assistant/Aide	1		S2	--
373340	P-HS I: Pharmacy Technician DC (extended)	2	YR	PHRA 1305	Drug Classification	3	ELAR Score MATH Score WECM	S1	--
Hospitality & Tourism									
383070	Culinary Arts DC	2	YR	CHEF 1305	Sanitation & Safety	3	WECM	S1	--
				HAMG 1221	Introduction to Hospitality Industry	2	WECM	S2	--
382200	CA: Baking & Pastry Arts DC	2	YR	CHEF 1305	Sanitation & Safety	3	WECM	S1	--
				HAMG 1221	Introduction to Hospitality Industry	2	WECM	S2	--
384080	Advanced Culinary Arts DC (extended)	2	YR	CHEF 1401	Basic Food Preparation	4	WECM	S1	--
				RSTO 1313	Hospitality Supervision	3	WECM	S1	--
				RSTO 1325	Purchasing of Hospitality Operations	3	WECM	S1	--
383100	Adv CA: Baking & Pastry Arts DC (extended)	2	YR	CHEF 1401	Basic Food Preparation	4	WECM	S1	--
				RSTO 1313	Hospitality Supervision	3	WECM	S1	--
				RSTO 1325	Purchasing of Hospitality Operations	3	WECM	S1	--
384090	Practicum in Culinary Arts DC	2	YR	CHEF 1310	Garde Manager	3	WECM	S1	--
				CHEF 1214	A La Carte Cooking	2	WECM	S2	--
Human Services									
393030	Child Development DC (extended)	1	YR	PSYC 2308	Child Psychology	3	--	S1	--
042300	Child Development Associate Foundations DC	1	YR	CDEC 1317	Child Development Associate Training I	3	WECM	S1	--
				CDEC 2322	Child Development Associate Training II	3	WECM	S2	--
393340	Child Guidance DC (extended)	2	YR	CDEC 2324	Child Development Associate Training III	3	WECM	S1	--
393050	Introduction to Cosmetology DC (extended)	1	YR	CSME 1401	Orientation to Cosmetology	4	WECM	S1	--
393100	Cosmetology I DC (extended)	2	YR	CSME 1310	Introduction to Haircutting & Related Theory	3	WECM	S2	--
394110	Cosmetology II DC (extended)	2	YR	CSME 1453	Chemical Reformation & Related Theory	4	WECM	S1	--
393060	Principles of Cosmetology Design & Color Theory DC (extended)	1	YR	CSME 2336	Advanced Cosmetology Applications & Related Theory	3	WECM	S2	--

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Information Technology									
401060	Computer Science I DC (extended)	1	YR	ITSE 1329	Programming Logic & Design	3	WECM Not FAST Eligible	S1	\$348.00
				ITSE 1391	Python/Special Topics in Computer Programming	3			
442350	Digital Forensics DC (extended)	1	YR	ITSY 1342	Information Technology Security	3	WECM	S1	--
403030	Internetworking Technologies I DC (extended)	1	YR	ITCC 1314	CCNA 1: Introduction to Networks	3	WECM	S1	--
404010	Internetworking Technologies II DC (extended)	1	YR	ITCC 1344	CCNA 2: Switching, Routing & Wireless Essentials	3	WECM	S1	--
041210	Introduction to C# Programming Applications DC (extended)	1	YR	ITSE 1329	Programming Logic & Design	3	WECM Not FAST Eligible	S1	\$348.00
				COSC 1336	Programming Fundamentals	3			
403250	Practicum in Information Technology DC (extended)	2	YR	ITSC 1321	Intermediate PC Operating Systems	3	WECM	S1	--
401300	Web Design DC (extended)	1	YR	IMED 1316	Web Design I	3	WECM Prerequisite: COSC 1336	S1	--
Law & Public Service									
411050	Principles of Law, Public Safety, Corrections & Security DC (extended)	1	YR	CRIJ 1301	Introduction to Criminal Studies	3	--	S1	--
412010	Correctional Services DC (extended)	1	YR	CRIJ 2313	Correctional Systems & Practices	3	--	S1	--
Manufacturing									
423000	Welding I DC (extended)	2	YR	WLDG 1323	Welding Safety, Tools & Equipment	3	WECM	S1	--
				WLDG 1428	Introduction to Shielded Metal Arc Welding	4	WECM	S1	--
424010	Welding II DC	2	YR	WLDG 2443	Advanced Shielded Metal Arc Welding	4	WECM	S1	--
				WLDG 1430	Introduction to Gas Metal Arc Welding	4	WECM	S2	--
Transportation, Distribution & Logistics									
451200	Aircraft Maintenance Technology DC	1	YR	AERM 1201	Introduction to Aviation	2	WECM	S1	--
				AERM 1315	Aviation Science	3	WECM	S2	--
452030	Aircraft Airframe Technology DC	2	YR	AERM 1414	Basic Electricity	4	WECM	S1	--
				AERM 1208	Federal Aviation Regulations	2	WECM	S2	--
453040	Aircraft Powerplant Technology DC	2	YR	AERM 1449	Hydraulic, Pneumatic, and Fuel Systems	4	WECM	S1	--
				AERM 1310	Ground Operations	3	WECM	S2	--
453010	Automotive Technology I: Maintenance & Light Repair DC	2	YR	AUMT 1405	Introduction to Automotive Technology	4	WECM	S1	--
				AUMT 1310	Automotive Brake Systems	3	WECM	S1	--
				AUMT 1416	Automotive Suspension and Steering Systems	4	WECM	S2	--
				AUMT 1407	Automotive Electrical Systems	4	WECM	S2	--
454020	Automotive Technology II: Automotive Service DC	2	YR	AUMT 2321	Automotive Electrical Diagnosis and Repair	3	WECM	S1	--
				AUMT 1319	Automotive Engine Repair	3	WECM	S1	--
				AUMT 1345	Automotive Climate Control Systems	3	WECM	S2	--
				AUMT 2313	Automotive Drive Train and Axles	3	WECM	S2	--

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Transportation, Distribution & Logistics (continued)									
454110	Painting & Refinishing DC Auto Body - Year 1	2	YR	ABDR 1201	Auto Body Repair & Repainting	2	WECM	S1	--
				ABDR 1411	Vehicle Measurement & Damage Repair Procedures	4	WECM	S1	--
				ABDR 1349	Automotive Plastic and Sheet Molded Compound Repair	3	WECM	S2	--
				ABDR 1419	Basic Metal Repair	4	WECM	S2	--
453100	Collision Repair DC Auto Body - Year 2	2	YR	ABDR 1203	Vehicle Design & Structural Analysis	2	WECM	S1	--
				ABDR 1441	Structural Analysis and Damage Repair I	4	WECM	S1	--
				ABDR 1307	Collision Repair Welding	3	WECM	S2	--
				ABDR 1431	Basic Refinishing	4	WECM	S2	--

*TUSD will help offset some, or possibly all, tuition and fees for courses not funded.

Early Admission students will not be enrolled without an authorizing signature from the ISD superintendent or designee. Early Admission courses are published on the Texarkana College (TC) website course schedule page each term. A link to the current TC catalog with course descriptions and semester credit hours can be found here: <https://catalog.texarkanacollege.edu/>.

-In accordance with HSB, Texas High School and Texarkana College now offer dual credit courses aligned with the Financial Aid for Swift Transfer (FAST) program. All academic and workforce courses leading to a Texas Higher Education approved degree or certificate are completely free for FAST-eligible students. Dual credit courses that are not FAST-eligible are noted in the chart above. Students are encouraged to meet with their Texas High School Academic Advisor (listed below) for further information about FAST eligibility.

-Dual credit and Early Admission students are advised by their high school campus Academic Coach for Dual Credit and/or their High School Advisor before their first day of class. Texas High School Advisors are listed below.

Jennifer Cannon, Last Names A - FIM
Laiken Newton, Last Names FIN - LAE
Dolores Schandua, Last Names LAF - ROB
Jennifer Biggar, Last Names ROC - Z

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

**Entrance to course does not require test scores for enrolling students who have less than 15 college credit hours at the time of dual credit course enrollment.

Students with Disabilities

Texasarkana College accepts students who have potential for academic success in a post-secondary educational institution. Texasarkana College is committed to providing qualified students with disabilities equal access to its facilities, activities, and programs. Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA) requires public colleges and universities provide reasonable accommodations for qualified students with disabilities. Accommodations are provided on an individual basis following presentation of documentation that confirms the presence of a disability that results in a substantial limitation of a major life function as defined under section 504 and the ADA. To request testing or course accommodations, a student with a disability should contact Student Retention Special Needs at 903-823-3349.

Non-Discrimination Policy

The policy of Texasarkana Independent School District is to comply fully with the non-discrimination provisions of all state and federal laws and regulations by assuring that students are afforded equal access to regular, vocational, special education programs, and activities without regard to race, religion, color, national origin, sex, or handicapping conditions as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Texasarkana ISD will also take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information on your rights or grievance procedures, contact the Title IX Coordinator or the Section 504 Coordinator at 33413 Summerhill Road, Texarkana, TX 75503, phone 903.793.7561.

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.

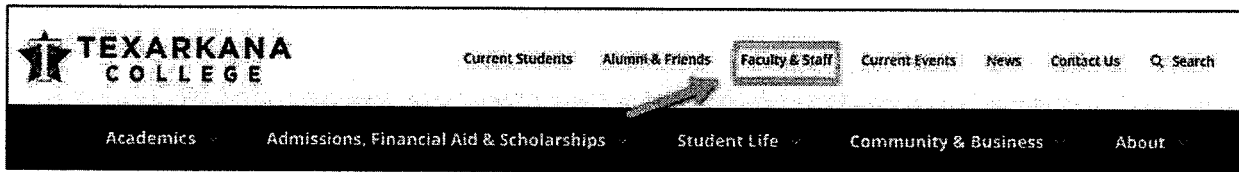
TEXARKANA COLLEGE LEARNING PLATFORMS (LEARNING MANAGEMENT SYSTEMS LMS)

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

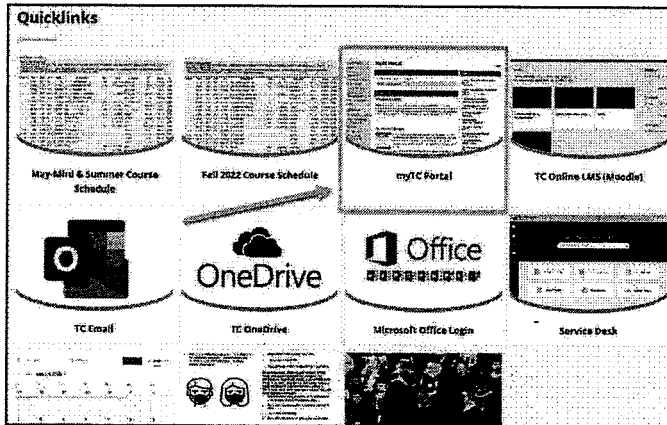
ACCESSING YOUR MOODLE CLASSES THROUGH THE MYTC PORTAL

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

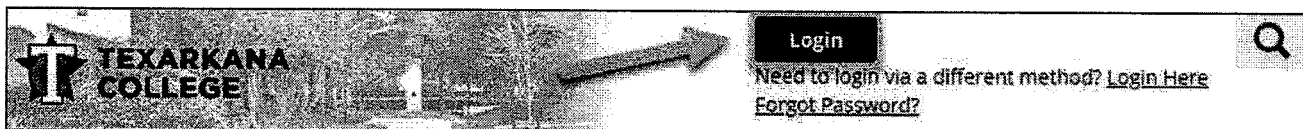
a. Alternatively, through <https://www.texarkanacollege.edu/>, navigate to **Faculty & Staff**.



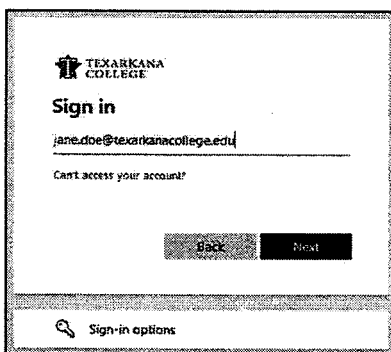
b. Scroll down to Quicklinks and select myTC Portal.



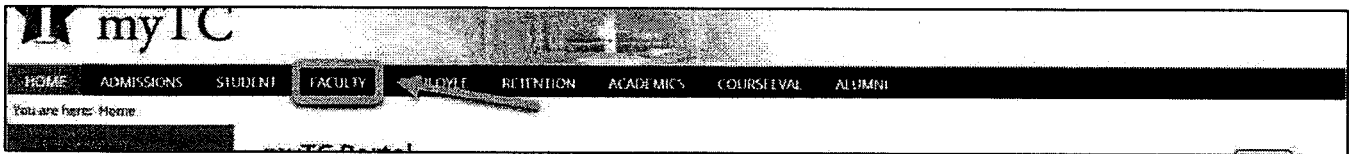
2. Click Login.



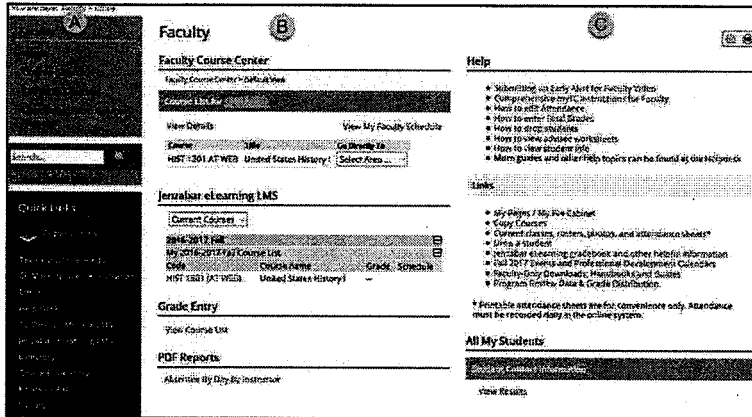
3. Sign in with your Texarkana College account.



4. Click the Faculty tab.

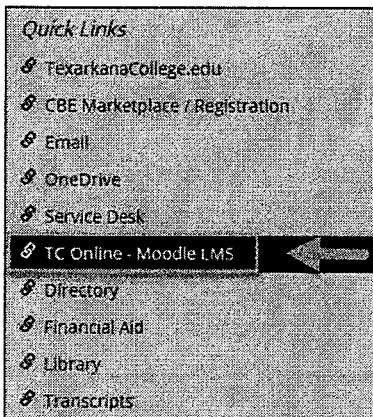


5. The Faculty page is divided into three sections.
 - a. Sidebars
 - b. Classes
 - c. Help, Link, and other information



6. Accessing a Course in Moodle LMS

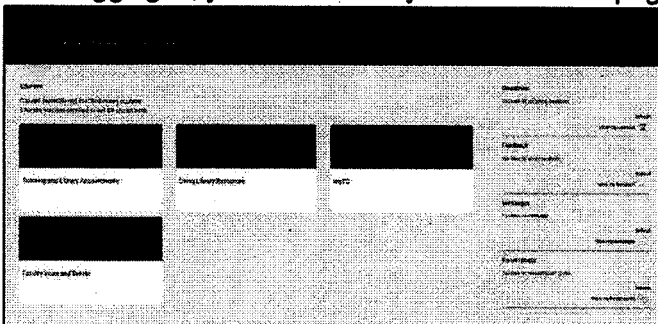
- a. Click TC Online – Moodle LMS under Quick Links in the Sidebar on the left.



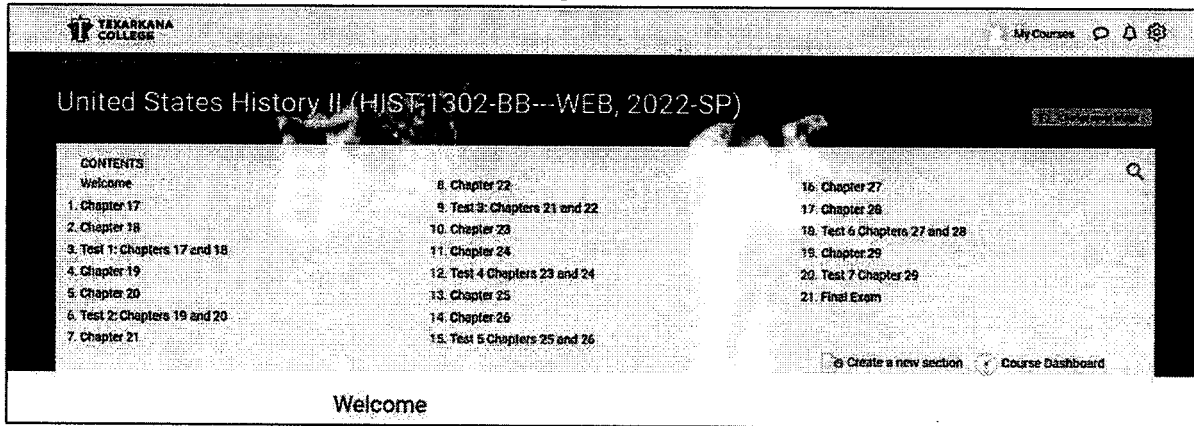
- b. Click Log in.



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



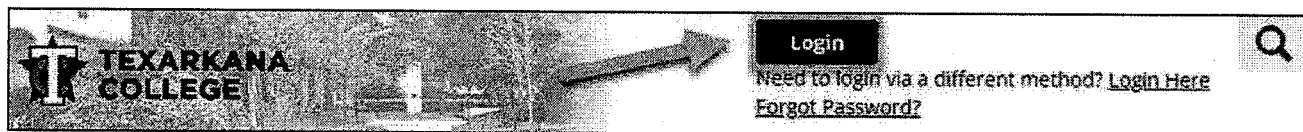
- d. After selecting, you will be on the course page.



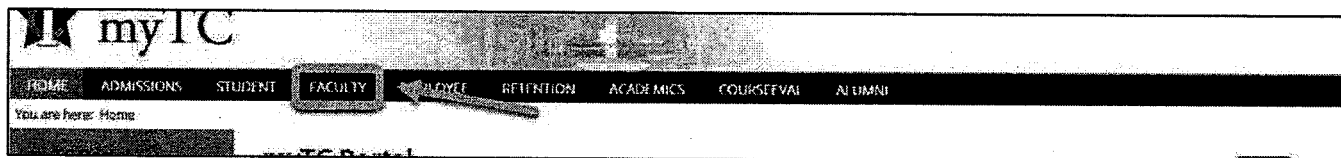
JENZABAR GRADEBOOK

Using the Gradebook in Jenzabar to see Running Averages

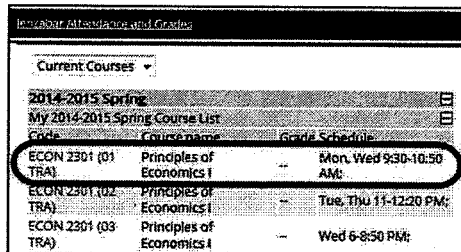
7. Log in to myTC



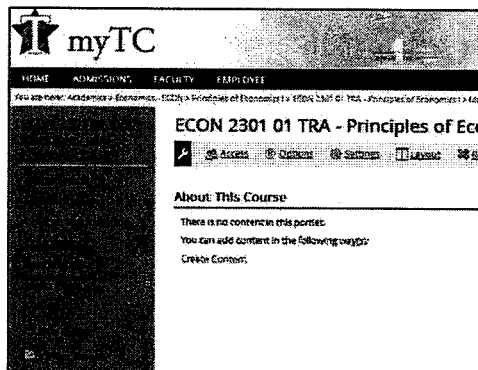
8. Click on your Faculty tab



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.

Gradebook

Assets Database Settings

Your Students' Grades

Student	Final Grade
Barrett, David Jordan	-
Benson, William	-
Campbell, Samone Ewan	-
Cotton, Kimberly Montra	-
Ekins II, James Carter	-
Jensen, Charles Andrew	-
McCarty, Cammie R	-
Bydun, Travis John	-
Sanchez, Misael	-

[View the full Gradebook](#)

Do you want your final grade to include an attendance grade?

☒ Yes ☐ No [More Info](#)

Other screens

- [Final grade weighting](#)
- [Evaluations](#)
- [Letter grade ranges](#)

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

Assets Options Settings

[Add an Assignment](#)

[Student List](#)

[Manage Users & 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	Assg

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

Assets Database Settings

Quiz: Chapter 1

Assignment in GOVT 2305.01

Due Thursday 2/19, 11:55 PM [To edit all grades](#) [Use the default grade](#) [Quiz](#)

A Student	Grade
Caffours, Cameron Drew	☒ ☒ ☒
Chapwood, Barbara M	☒ ☒ ☒
Cunningham, Rebecca Lynn	☒ ☒ ☒
Daly, Madison Elaine	☒ ☒ ☒
Green III, Orfanos	☒ ☒ ☒
Holbrook, Ellen Cole	☒ ☒ ☒
McDonald, Crystal Gayle	☒ ☒ ☒
Mahesh, Arun Pradeep	☒ ☒ ☒
Knobels, Summer Kathleen	☒ ☒ ☒
Petrie, Andrew Mitchell	☒ ☒ ☒
Potter, Denise	☒ ☒ ☒
Phyne, Lynette Ann	☒ ☒ ☒
Riddle, Krista Elaine	☒ ☒ ☒
Sney, Carrie Kristi	☒ ☒ ☒
Shannon, Shantea LaKay	☒ ☒ ☒

Quiz: Chapter 1

Assignment in GOVT 2305.01

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.**

Order Chapter 1 Assignment to GOV 2025/24

due Thursday 27th, 11:55 PM

7 total attempts 55 items a day in grade

Week 4

Question number	Grade	Answer
1. Students		
a. Students		
b. Teachers		
c. Principals		
d. School Board Members		
2. Commonplace		
a. Commonplace		
b. Commonplace		
c. Commonplace		
d. Commonplace		
3. Commonplace		
a. Commonplace		
b. Commonplace		
c. Commonplace		
d. Commonplace		
4. Commonplace		
a. Commonplace		
b. Commonplace		
c. Commonplace		
d. Commonplace		
5. Commonplace		
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6. Commonplace		
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9. Commonplace		
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10. Commonplace		
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11. Commonplace		
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13. Commonplace		
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28. Commonplace		
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b. Commonplace		
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29. Commonplace		
a. Commonplace		
b. Commonplace		
c. Commonplace		
d. Commonplace		
30. Commonplace		
a. Commonplace		
b. Commonplace		
c. Commonplace		
d. Commonplace		
31		

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