MEMORANDUM OF UNDERSTANDING
Temple College Dual Credit Program(s)
2025-2026 (FY25)

COLLEGE DISTRICT:	INDEPENDENT SCHOOL DISTRICT (ISD):
Temple College (TC)	Academy High School

The institutions named above aim to expand access to higher education and workforce training in their local communities through college credit, certificates, or non-credit courses agreed upon by the institutions.

Both parties agree to adhere to the policies and procedures of each organization, to work expeditiously to resolve any situations in which the institutional policies or procedures may conflict, and to review the relationship represented in the MOU annually.

TYPE OF AGREEMENT

- ☐ Restricted high school courses for eligible high school students only, offered in high school campus via face-to-face or electronic delivery.
- ☐ High school students, with ISD or parental permission, may take TC courses at a TC campus or Center(s) via face-to-face or electronic delivery.

GENERAL PROVISIONS/ TEMPLE COLLEGE- TEXAS BIOSCIENCE INSTITUTE DUAL CREDIT PROGRAM
DEFINITIONS

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.83. **19 Tex. Admin. Code § 9.1**

- Dual Credit – A process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, § 4.84 of this title (relating to Institutional Agreements) and § 4.85 of this title (relating to Dual Credit Requirements), also apply when a high school student takes a course on the college campus and receives both high school and college credit. Dual credit is also referred to as concurrent course credit; the terms are equivalent. However, dual (or concurrent) enrollment refers to a circumstance in which a student is enrolled in more than one educational institution (including a high school and a college). This differs from how the term "concurrent enrollment" is used (see below).
- Dual Enrollment – (previously referred to as dual or concurrent enrollment) -- Refers to a system under which a student is enrolled in more than one educational institution (including a high school and a public institution of higher education). When a student in

a dual enrollment system enrolls in courses that student earns appropriate course credit from each distinct educational institution that offered the course. Dual enrollment is not equivalent to dual credit.

- Articulated College Credit – Credit earned through a high school-level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education. A course that is part of an Articulation Agreement between an ISD and TC. Credit is awarded after high school graduation, provided the student enrolls at TC and completes six (6) hours of college credit, meeting all the requirements of the Articulation Agreement.
- International Baccalaureate Diploma Program – The curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.
- College Board Advanced Placement--College-Level courses and exams available to secondary students under the auspices of an approved College Board program.
- Early College Education Program – A program as defined in TEC 29.908.
- Early College Program--A program developed via an institutional agreement in partnership between a public institution of higher education and high schools or school districts in which a student enrolls in courses that are part of a defined sequence of courses leading to a Board-approved certificate, AA, AS, or AAS degree program as defined in *Title 19, Part 1, Chapter 9, Rule 9.1 - Definitions of Texas Administrative Code.*

STATEWIDE DUAL CREDIT GOALS

Reference: Texas Education Code; Section 28.009; (b-1) and (b-2)
As required by HB 1638 (85th Legislature, Regular Session) and codified in the Texas Education Code, Sec. 28.009, the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) collaboratively developed statewide goals for dual credit programs, including early college high school programs, career and technical education dual credit programs and join high school and college credit programs provided under Section 130.008, to provide uniform standards for evaluating those programs. The goals must address, at a minimum:

(1) A dual credit program's achievement of enrollment in and acceleration through postsecondary education
(2) Performance in college-level coursework; and

(3) the development of an effective bridge between secondary and postsecondary education in the state.

(b-2) as amended by Acts 2019, 86th Leg., ch. 264 (S.B. 1276), § 1>
(b-2) Any agreement, including a memorandum of understanding or articulation agreement, between a school district and public institution of higher education to provide a dual credit program described by Subsection (b-1) must:
(1) include specific program goals aligned with the statewide goals developed under Subsection (b-1);

(2) establish common advising strategies and terminology related to dual credit and college

readiness;

(3) provide for the alignment of endorsements described by Section 28.025(c-1) offered by the district, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications;

(4) identify tools, including tools developed by the agency, the Texas Higher Education Coordinating Board, or the Texas Workforce Commission, to assist school counselors, students, and families in selecting endorsements offered by the district and dual credit courses offered under the agreement;

(5) establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including by developing a course equivalency crosswalk or other method for equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;
(6) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;

(7) establish the district's and the institution's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program;

(8) state the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program; and

(9) be posted each year on the district's and the institution's respective Internet websites.

These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure that quality dual credit programs are provided to Texas high school students.

Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

TC and ISD alignment:

- TC will provide annual Dual Credit Information Sessions at the high school or college location for parents and students. Information Sessions will include information about the benefits and costs of dual credit and local enrollment and fee policies.
- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.
- TC and ISD will provide dual credit webpages that reflect the most current dual credit program information, including enrollment and fee policies.
- TC will hold an annual counselor's meeting that will provide the latest information regarding dual credit best practices, upcoming deadlines, legislative requirements, and TC policies affecting dual credit learners.

- TC and ISD will hold PAC meetings (alternating locations) that allow IHE and ISD staff to collaboratively address any ongoing dual credit issues and to further align marketing campaigns and dual credit goals.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

TC and ISD alignment:

- TC will provide annual Dual Credit Orientation Sessions at the high school or college location for parents and students. Orientation Sessions will include information about TC student policies, best practices for successful adaptation to college curriculum, and e-learning orientation to assist student access to provided online portals and student support.
- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

TC and ISD alignment:

- TC will provide an online service for student advising access and support called CRM Advise.
- TC will provide (1) Dual Credit Pathways guides that align high school pathways (endorsements), including dual credit courses, with Temple College academic or career and technology certificates and degree programs, (2) program maps showing a clear pathway to completion, further education, and employment in fields of importance to the region, and (3) transfer pathways aligned to pathway courses and expected learning outcomes with transfer institutions, which optimize the applicability of community college credits to university majors.
- TC will provide advising services at all center locations on a walk-in basis.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

TC and ISD alignment:

- TC endeavors to ensure the quality and rigor of all college credit courses by upholding SACSCOC accreditation standards in the hiring of faculty.
- All college faculty are evaluated annually by the relevant department chair per the college's Annual Evaluation policy, located in Temple College's Administrative Regulations.
- All college courses are issued student evaluations for learner feedback.

STUDENT ELIGIBILITY

Reference: 19 Texas Administrative Code (TAC) §4.85(b)(1), §4.54, and §4.57

1. A high school student is eligible to enroll in dual credit courses if any of the following conditions are met:
    a. The student is not degree-seeking and has not filed a degree plan (TEC §51.9685).
        i. A student becomes "degree-seeking" once they file or are required to file a degree plan (TEC §51.9685).
        ii. Once degree-seeking, the student must meet TSI requirements unless exempt.
    b. The student qualifies for a TSI exemption under 19 TAC §4.54 (e.g., SAT, ACT, GED, HiSET, STAAR ENG III or ALG II, College Prep Course, prior college credit, Texas First Diploma).
    c. The student meets TSIA2 college readiness benchmarks under 19 TAC §4.57:
    - ELAR: CRC ≥ 945 and Essay ≥ 5; or CRC < 945 + Diagnostic Level 5–6 and Essay ≥ 5
    - Math: CRC ≥ 950; or CRC < 950 + Diagnostic Level 6
    d. The student earned a Texas First Diploma, which grants automatic TSI exemption under §4.54.

1. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.
    1.1. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:
        1.1.1. Courses that require demonstration of TSI college readiness in reading and/or writing:
        1.1.2. if the student achieves a minimum score of 4000 on the English II STAAR EOC; or
        1.1.3. if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):
        ...
    1.2. a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
    1.3. a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
    1.4. if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
    1.5. Courses that require demonstration of TSI college readiness in mathematics:
        1.5.1. if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
        1.5.2. if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):
        1.5.3. a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

1.5.4. a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

1.5.5. if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

1.6. A student who is exempt from STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

1.7. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.

1.8. To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., a minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

1.9. An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

1.10. An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

2. All students enrolled in college courses are subject to all College policies and procedures.

TUITION AND FEES:

Temple College and ISDs will coordinate timely data reporting to THECB/TEA to ensure accurate FAST reimbursement and eligibility tracking.

Courses taken by Dual Credit students will be billed at a rate of $58.52 per credit hour for tuition. Students living outside of a Temple College taxing district will be charged a rate of $10 per hour as an out-of-district fee. If applicable, additional course fees such as health science fees, laboratory fees, certification exam fees, or insurance fees will be billed based on the College's fee schedule.

The College shall invoice tuition and fee charges after the last census date of the semester, and the ISD shall pay these charges within 30 days of receiving the invoice. See "Funding Sources" for additional details.

The Dual Credit program tuition discount and or waiving of any related fees are subject to change by the TC Board of Trustees. All tuition, charges, and fees are subject to change by action of the Board of Trustees as deemed advisable.

TBI CONSORTIUM FEE

The Consortium Fee is $150 per junior for all affiliated Independent School Districts (ISDs) and home-schooled students participating in the TBI Middle College Program.

- For ISDs with one high school, the fee is capped at $3,000, covering up to 20 juniors.
- For ISDs with multiple high schools, the number of juniors is counted across all campuses, and the cap is adjusted as follows:

- Two high schools: up to 30 juniors, capped at $4,000
- Three high schools: up to 40 juniors, capped at $4,500

These adjusted caps apply only if the district with multiple high schools has more than 20 juniors in total. If the number of juniors is 20 or fewer, the standard rate of $150 per student or a $3,000 cap applies.

These caps are designed to support broader participation while maintaining consistent and equitable costs across all partner districts.

Please note that the current TBI Consortium Fee will be evaluated annually to assess its effectiveness and feasibility for continuation at the current rate.

Temple College will invoice the Independent School District the appropriate Consortium Fee for participation in the Texas Bioscience Institute during the fall semester.

Note: The Consortium Fee applies only to junior-year students.

FACULTY QUALIFICATIONS

Faculty Selection, Supervision, and Evaluation.
Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.
2. The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.
   2.1. All instructors must meet the minimum requirements as specified by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
   2.2. The College shall select, supervise, and evaluate instructors for courses that result in the award of college dual credit.
   2.3. Instructors must meet the same standards, review, evaluation, and approval procedures used by the College to select faculty responsible for teaching the same courses at a main campus or Center of TC.
   2.4. Instructors, even if employed by and paid by the ISD, must be supervised in instructional matters by the TC Department Chair and must meet all administrative and evaluation requirements.
   2.5. Official transcripts of instructors must be kept on file at Temple College.
3. Facilitated Dual Credit Courses
   3.1. Facilitated classes are online courses offered to students at the high school campus, led by a high school-based facilitator. The facilitator may be a certified high school teacher who oversees a similar subject. For example, a high school economics teacher might facilitate a dual credit economics course or may be any employee assigned by the ISD.
   3.2. Key Benefits:

3.2.1. Students receive real-time support while completing their college-level coursework.

3.2.2. The facilitator works with the Temple College professor to ensure students stay on track.

3.2.3. Facilitators can alert faculty if students are struggling, promoting faster interventions.

3.2.4. Increased academic support contributes to improved student retention and success.

3.2.4.1. Facilitators are not vetted or approved by our accrediting agency; therefore, the course will incur tuition for the student.

3.2.4.2. High school staff may serve as facilitators for Temple College online courses but are not instructors of record.

3.2.4.3. Facilitated sections incur standard dual credit tuition because they are taught by Temple College faculty.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Dual credit classes may be taught on the college campus, on the high school campus, or via distance online learning. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering distance education courses. In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

1.1. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

1.2. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students

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

SERVICES FOR STUDENTS WITH DISABILITIES

Temple College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which states: "No otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic or other postsecondary education aid, benefits, or services." In order for students with disabilities to receive accommodation from TC, students must provide TC's Office of Student Accommodations with current (within three years of enrollment at TC) documentation of disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan used for

public school students may not substitute for the documentation specified above. High school personnel will make students aware that if a student has a documented disability that may influence their performance and for which they may require accommodations, the student must register (self-identify) with and provide documentation of their disability to the Office of Student Accommodations at Temple College. *Reference: Temple College Student Handbook.*

ELIGIBLE COURSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Courses offered for dual credit by public two-year associate degree-granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.
2. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.
3. Public colleges may not offer remedial and developmental courses for dual credit.
4. See "Attachment A" Crosswalk for courses offered through Temple College and the Texas Bioscience Institute Dual Credit Program(s).

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, the drop policy, the communication of grading policies to students, and the distribution schedule for syllabi, among others.
2. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded to college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Detailed information is published in the College Dual Credit Enrollment and Support Services Manual.
3. A student enrolled in dual credit courses at an institution of higher education shall file a degree plan with the institution as prescribed by §4.344 of this chapter (relating to Degree Plans for a Student Enrolled in Dual Credit Courses).

TRANSCRIPTING OF CREDIT

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.
For dual credit courses, high school, as well as college credit, should be transcripted immediately upon a student's successful completion of the performance required in the course.

FUNDING

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005 (g)) and the Board (TEC 61.059 (p) and (q)).
2. The college may only claim funding for students earning college credit in core curriculum, field of study curriculum, program of study curriculum, career and technical education, and foreign language dual credit courses.
3. This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.
4. All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

Funding Sources

Tuition: Tuition and fees, less funds received from the State for FAST-eligible students, shall be the responsibility of the ISD.

Required Textbooks and Course Materials: Textbooks and any required course materials are the ISD's responsibility. Temple College will provide textbook information through the Temple College Bookstore and course syllabi every semester. Digital textbooks and access codes that are billed as a course section fee at the time of registration will be billed to the ISD by the College. The ISDs may purchase other textbooks and course materials from their preferred vendor.

Billing Procedures: The College will bill the ISD for tuition, fees, and digital textbooks and access codes less any amount received from the State for FAST eligible students. An invoice, detailing those charges along with any amounts received by the State for FAST-eligible students will be sent following the course census date(s). Payment shall be remitted by the ISD via check, ACH, or wire, in accordance with the terms set forth in Texas Government Code Chapter 2251.

Student Reimbursement: The ISD, at its sole discretion, may choose to require reimbursement from any student who is not FAST-eligible for tuition, fees, books, or other course materials paid for by the ISD. Student reimbursement shall not be a condition of the ISD's payment for the amounts billed by the College to the ISD. The ISD may not require reimbursement for any costs from students who are FAST-eligible. This section does not apply to students enrolled in a dual credit program within an early college high school model.

(Optional) Special Billing Provisions Related to Courses Taught by Embedded Instructors: Embedded Instructors are ISD teachers, credentialed by Temple College and compensated by their ISD. In exchange for the ISD offering stipends or other incentives to Embedded Instructors for the teaching of dual credit that are equivalent to those offered by the ISD to teachers teaching Advanced Placement (AP) or International Baccalaureate (IB) courses, the College agrees to waive the balance of tuition, out-of-district fees, and course fees (other than books, digital textbooks and access codes) related to courses taught by an Embedded Instructor. This waiver includes the full amount of tuition, out-of-district fees, and course fees for students that are not FAST-eligible, and the balance after State payment for any student that is FAST-eligible. For courses taught by Embedded Instructors, the College will bill the ISD only for direct costs incurred by the College on behalf of the ISD, such as, digital textbooks and access codes procured through the College or course materials purchased by the College on behalf of the ISD.

( ) ISD opts to include this provision

( ) ISD opts not to include this provision

RESPONSIBILITIES

The details below will facilitate effective delivery of instruction and services. More specific details can be found in the Temple College Dual Credit Enrollment and Support Services Manual.

Area	**TC Responsibilities and other related information**	**ISD Responsibilities and other related information**
Course Schedule	Develop course schedule in collaboration with ISD representative. Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights (Back to School," etc.) Make appropriate arrangements for college classes to be conducted at the high school or college facility if the ISD holiday calendar differs from the TC holiday calendar.	Develop annual scheduling plan and semester course schedules in collaboration with TC representatives. Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closings of schools, parent nights, ("Back to School," etc.) Make appropriate arrangements for college classes to be conducted at the high school or college facility if the ISD holiday calendar differs from the TC holiday calendar.
Class Size	Each college class offered for dual credit at the TC Main Campus or Center must have an enrollment of a minimum of fifteen (15) students. Exceptions to enrollment minimum and maximum allotments require	Each college class offered for dual credit at a high school campus must have an enrollment of a minimum of eighteen (18) students. Exceptions to enrollment minimum and maximum

	College (VP of Academic Affairs) and/or departmental approval.	allotments require College (Provost/Vice President, Academic Affairs and Student Services) and/or departmental approval.
Faculty	See Faculty Qualifications Section above	Any ISD teacher wanting to qualify as a dual credit instructor for TC must submit a dual credit instructor application with transcripts to the TC Human Resources office and meet all requirements specified. Temple College Department Chairs will vet each applicant through normal processes. (See Faculty Qualifications Section above)
Facility	Offer college credit courses at designated ISD high school(s). Work with designated ISD contact to relay pertinent information and instructional equipment related requests. Comply with ISD facility guidelines. Coordinate with the high school to provide faculty with the procedure(s) for security or drills for the facility during class and at the end of class. All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester. Designate the need for Special Room(s) Use (Computer Labs, etc.) Describe and Reserve: Computer labs for writing assignments, final exams, group activities When Temple College Courses are taken online.	Provide TC with the necessary classroom space equipped for college-level instruction, including: • Adequate board space • Data projector/display equipment • Internet access that lifts ISD firewall restrictions upon request Designate an official who will facilitate classroom instructional equipment/internet access requests from TC faculty. Provide TC the procedure for security or drills for the facility during class and at the end of class. All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester. Designate Special Room(s) Use (Computer Labs, etc.) Describe and Reserve: Computer labs for writing assignments, final exams, group activities

		Notify TC if students are required to enroll in a computer lab/study hall to work on TC online courses. - Provide TC information (forms, policies) that describe the ISD's requirement to students. - Any changes to course delivery requirements by the high school should be discussed with Temple College. A change to a high school's location status requires pre-approval/notification from SACSCOC, the College's regional accrediting body. If mandatory computer lab/study hall would require the high school location to change its status with SACSCOC, documentation materials must be submitted to the accrediting body prior to January 1 for the following fall implementation. Temple College reserves the right to deny or withdraw enrollment in the affected college courses until such a change is approved by SACSCOC.
Personnel	TC Executive Director, Dual Credit & High School Partnerships and or the Provost/Vice President, Academic Affairs and Student Services is to serve as primary contact(s) for ISD staff.	Provide a designated official high school contact(s) and counselor(s) with whom TC Executive Director, Dual Credit & High School Partnerships and /or the Provost/Vice President, Academic Affairs and Student Services is to work with.
Public Relations	Provides Dual Credit Program informational and promotional materials and TC staff support to high school/district contacts.	
Instructional Schedule & Calendar		All dual credit college courses will follow an approved TC instructional academic calendar. Students will be expected to attend regularly scheduled TC college

		courses even if the ISD is not in session.
Testing (i.e., Texas Success Initiative Assessment (TSIA), proctored testing)	Temple College offers proctored test services to students and the community at the Main Campus Testing Center and the EWHCEC-Hutto Testing Center. Most testing is administered on a first-come, first-served basis during the posted Testing Center hours.	Coordinate with the college to provide assessments or establish in-house testing agreements and assessment services. Provide adequate and acceptable space for proctored testing purposes.
Support Services	Arrange assessment, advising, and registration services for students. Arrange for ISD-specific orientation information to be provided to TC faculty who teach at the high school campus. Confirm course schedules and class rolls to designated ISD officials upon request, as allowed by FERPA. (TC recognizes an educational need to know for superintendents, principals, counselors, and or others as officially designated and documented by the ISD). Provide only an intermediate-semester grade (status at week 10 of the semester) and final grades as allowed by FERPA (see above). Note disclaimer below. **Temple College Disclaimer for Intermediate-Semester Grade Reporting** As a professional courtesy, Temple College submits numerical grades (status at week 10 of the semester) to our high school partners for fall and spring semester respectively for students taking college courses offered for dual credit. Intermediate-semester grades are provided to the high schools to serve	Designate procedures to provide duplication (copy) services to TC faculty at the high school site. Distribute promotional materials to high school students related to the TC traditional and dual credit program(s). Meet to plan, coordinate logistics, and on-site support for TC faculty and our courses taught at the high school location(s). Arrange for ISD-specific orientation information to TC faculty who teach at the high school campus. Provide calendar schedules for all high school related testing and or other related activities that group student absences can be expected. Coordinate with the college to ensure timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

	as an academic check for intervention purposes to ensure students are staying on the pathway to success in meeting high school graduation requirements. **It is recommended that use of the intermediate-semester grades for other purposes beyond consideration of academic intervention should be avoided.** Temple College does not assign intermediate-semester grades to our traditional or concurrent enrolled college students. All course grading conventions are stipulated in the instructor's course syllabus. Temple College considers the end-of-semester final course grade that will appear on the student's official college transcript as the only valid grade issued for each course. **The only official grade assigned at Temple College is the final course letter grade.** Meet to plan logistics and on-site support for TC faculty and or courses taught at the high school location(s). Ensure timely and efficient access to such support services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.	
Services For Students With Disabilities	Provide an accommodation for ISD students enrolled in TC classes taken on TC campus, Center, or other teaching location, based on student's self-reported documented disability.	
Student Records And Reporting	Provide mutually agreed-upon reports of student enrollment to designated ISD officials upon request as allowed by FERPA.	

Authorizing Signatures

7-23-25

Calvin Eshbaugh, AISD Board President

Academy Independent School District President, Board of Trustees or Designee Date

President, Temple College Board of Trustees or Designee Date