

## Trinity Valley Community College

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Go to policy code

Browse topics index



Trinity Valley Community College  
107501

### RELATIONS WITH SCHOOLS AND DISTRICTS

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(LEGAL)

#### REPORTS OF ACADEMIC ACHIEVEMENT

Under guidelines established by the Coordinating Board and the State Board of Education, the College District shall report student performance during the first year enrolled after graduation from high school to the high school or junior college last attended. This report shall include, but not be limited to, appropriate student test scores, a description of developmental courses required, and the student's grade point average. Appropriate safeguards for student privacy shall be followed. *Education Code 51.403(e)*

#### PLAN TO INCREASE ENROLLMENT

Unless the College District is already operating under a plan to increase enrollment, not later than May 1 of each year the Coordinating Board shall notify affected college districts in closest geographic proximity to a school district to which Education Code 29.903 applies of the applicability of this section to the school district unless the school district is operating under a plan required by this section.

#### AFFECTED SCHOOL DISTRICTS

Affected school districts are those with one or more high schools that:

1. During the preceding five years, have had an average of at least 26 students in the high school graduating class; and
2. For any two consecutive years during the preceding five years, have been among the lowest ten percent of high schools in this state in the percentage of students graduating and enrolling for the following academic year in an institution of higher education.

## REQUIRED AGREEMENT

Not later than August 1 of the year in which an affected school district receives notice from TEA, a school district shall enter into an agreement with the public institution of higher education in this state in closest geographic proximity to the school district to develop a plan to increase the percentage of the school district's graduating seniors who enroll in an institution of higher education for the academic year following graduation. That public institution of higher education shall enter into an agreement unless that institution or the school district recruits another public institution of higher education in this state to enter into the agreement. A school district and the public institution of higher education entering into the agreement with the school district may also enter into an agreement with one or more other public institutions of higher education in this state to participate in developing the plan.

## PLAN COMPONENTS

The plan:

1. Must establish clear, achievable goals for increasing the percentage of the school district's graduating seniors who enroll in an institution of higher education for the academic year following graduation;
2. Must establish an accurate method of measuring progress toward the goals established under item 1 above that may include the percentage of school district high school students who:
  - a. Are enrolled in a course for which a student may earn college credit, such as an advanced placement or international baccalaureate course or a course offered through concurrent enrollment in high school and at an institution of higher education;
  - b. Are enrolled in courses that meet the curriculum requirements for the recommended or advanced high school program;
  - c. Have submitted a free application for federal student aid (FAFSA);
  - d. Are exempt under Education Code 51.306(l) or (m) from administration of a test instrument under 51.306 or have performed successfully on a test instrument;
  - e. Graduate from high school;
  - f. Graduate from an institution of higher education; and
  - g. Have taken college entrance examinations and the average score of those students on the examinations;
3. Must cover a period of at least five years; and
4. May be directed at school district students at any level of primary or secondary education.

A school district shall file the plan with the Commissioner of Education and the Commissioner of Higher Education. A school district must implement the plan at the beginning of the school year following the year during which the school district receives notice from TEA. A school district may revise the plan as necessary in response to achieving or failing to achieve goals under the plan.

### *Education Code 29.904*

## COLLEGE COURSES IN SCHOOL DISTRICT FACILITIES

By resolution, the Board may enter into a contract with the trustees of an independent school district in a county adjacent to, but not a part of, the College District to hold college courses in the school district's facilities. *Education Code 130.006*

## SCHOOL DISTRICT COURSES ON COLLEGE DISTRICT CAMPUS

The board of trustees of a school district may operate a school or program or hold a class on the campus of the college if the board obtains written consent from the College President or other chief executive officer of the college.

The College President or other chief executive officer of the college may provide written consent to a board of trustees of a school district regardless of whether the college is located within the boundaries of the school district.

### *Education Code 11.166*

## PARTNERSHIPS WITH PUBLIC SECONDARY SCHOOLS

Types of partnerships include:

1. Partnerships for Award of High School Credit Only. Contractual agreements between public school districts and the College District in which the latter provides instruction in courses to high school students for award of high school credit only. Rules for these agreements are located in 19 TAC 9.125.
2. Partnerships for Award of Concurrent Course Credit. Partnerships between secondary schools and the College District in which the latter provides instruction to high school students for immediate award of both high school credit and college certificate and associate degree credit. Rules covering these partnerships may be found in 19 TAC Chapter 4, Subchapter D.
3. Partnerships for Tech-Prep Programs. Partnerships between public school districts and the College District to allow for the articulation of high school technical courses taught by the high school to high school students for immediate high school credit and later college credit, to be awarded upon enrollment of the students in the College District in an associate degree or certificate program.
4. Partnerships for Remedial or Development Instruction for High School Graduates. Partnerships between public school districts and the College District to provide instruction by the latter to high school students for either remedial course work to prepare students to pass the Texas Assessment of Knowledge and Skills (TAKS) test or developmental course work to prepare the students to pass an assessment instrument approved by the Coordinating Board.

### *19 TAC 9.143*

## AGREEMENTS REQUIRED

For any instructional partnership between a secondary school and the College District, an agreement must be approved by the governing boards of both the public school district or private secondary school and the College District prior to the offering of courses. Any partnership agreement must address the following elements:

1. Student eligibility requirements
2. Faculty qualifications
3. Location and student composition of classes
4. Provision of student learning and support services
5. Eligible courses
6. Grading criteria
7. Transcribing of credit
8. Funding provisions

*19 TAC 9.144*

HIGH SCHOOL CREDIT-  
ONLY COURSES

The College District may contract to provide instruction for public secondary schools. Provision of instruction for public secondary schools by the College District must be in accordance with rules and guidelines established by the State Board of Education. Instruction provided under a contractual agreement may include only coursework necessary for students to complete high school. It does not apply to early admission programs for high school students entering college. Instructors in contract programs with public secondary schools must meet qualifications required by the College District as well as the minimum guidelines approved by the State Board of Education. An agreement between the College District and the public secondary school must be approved by both governing boards. Funding for this type of instruction must flow to the public secondary school as the contracting agency. An agreed cost for instruction must be negotiated between the College District and the public secondary school. *19 TAC 9.125*

REMEDIAL PROGRAMS

The Board may contract with the governing board of an independent school district in the College District's service area for the College District to provide remedial programs for students enrolled in secondary schools in the independent school district in preparation for graduation from secondary school and entrance into college.

The Board may exempt from tuition a student enrolled in a remedial program. The grant of an exemption from tuition does not affect the right of the College District to a proportionate share of state appropriations under Section 130.003 attributable to the contact hours of the College District with the student receiving the exemption. For instances when state funding is provided to both a school district and a public junior college district for a student enrolled in courses offered by a junior college district, the Commissioner of Education and the Commissioner of Higher Education shall jointly develop a mechanism to identify and eliminate duplication of state funding.

High school students who have passed all sections of the exit-level TAKS test with the high school graduation standard may be permitted to enroll in state-funded developmental courses offered by the College District at the College District's discretion if a need for such course work is indicated by student performance on an assessment instrument approved by the Coordinating Board. Remedial and developmental courses may not be offered for dual credit.

*Education Code 130.090; 19 TAC 9.146*

## CONCURRENT ENROLLMENT

Under an agreement with a school district or, in the case of a private high school, with the organization or other person that operates the high school, the College District may offer a course in which a student attending a high school operated in this state by the school district, organization, or other person may enroll and for which the student may simultaneously receive both:

1. Course credit toward the student's high school academic requirements; and
2. Course credit as a student of the College District, if the student has been admitted to the College District or becomes eligible to enroll in and is subsequently admitted to the College District.

The College District may waive all or part of the tuition and fees for a high school student enrolled in a course for which the student may receive joint credit.

The contact hours attributable to the enrollment of a high school student in a course offered for joint high school and junior college credit shall be included in the contact hours used to determine the College District's proportionate share of the state money appropriated and distributed to public junior college districts under Sections 130.003 and 130.0031, even if the College District waives all or part of the tuition or fees for the student.

### *Education Code 130.008*

## STUDENT ELIGIBILITY REQUIREMENTS

In admitting or enrolling high school students in a course offered for joint high school and junior college credit, the College District must apply the same criteria and conditions to each student wishing to enroll in the course without regard to whether the student attends a public school or a private or parochial school, including a home school. For purposes of this section, a student who attends a school that is not formally organized as a high school and is at least 16 years of age is considered to be attending a high school. *Education Code 130.008*

A high school student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if the student:

1. Demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative on relevant section or sections of an assessment instrument approved by the Coordinating Board; or
2. Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative.

An eleventh grade high school student is also eligible to enroll in dual credit courses if the student achieves a score of 2200 on Mathematics and/or a score of 2200 on English/ Language Arts with a writing subsection score of at least 3 on the tenth grade TAKS relevant to the courses to be attempted. An eligible high school student who has enrolled in dual credit courses in the eleventh grade shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade.

### *19 TAC 4.85(b)(1)-(2)*

A high school student is eligible to enroll in workforce education dual credit courses in the eleventh and/or twelfth grade if the student demonstrates that he or she has achieved the minimum high school passing standard on the Mathematics section and/or the English/Language Arts section on the tenth or eleventh grade TAKS.

1. A student may enroll only in those workforce education dual credit courses for which the student has demonstrated eligibility.
2. A student who is exempt from taking TAKS may be otherwise evaluated by the College District to determine eligibility for enrolling in workforce education dual credit courses.

*19 TAC 4.85(b)(3)*

Students who are enrolled in private or nonaccredited secondary schools or who are homeschooled must satisfy the provisions of 19 TAC 4.85(b)(1)-(3). *19 TAC 4.85(b)(4)*

To be eligible for enrollment in a dual credit course offered by the College District, students must meet all the College District's regular prerequisite requirements designated for that course, e.g., minimum score on a specified placement test, minimum grade in a specified previous course, and the like. Students must also have at least junior year high school standing. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability, as evidenced by grade point average, PSAT scores, or other assessment indicators, may be approved by the principal of the high school and the chief academic officer of the College District. Students with less than junior year high school standing must demonstrate eligibility as set forth at 19 TAC 4.85(b)(1). *19 TAC 4.85(b)(5)-(6)*

High school students shall not be enrolled in more than two dual credit courses per semester. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability, as evidenced by grade point average, ACT or SAT scores, or other assessment indicators, may be approved by the principal of the high school and the chief academic officer of the College District. *19 TAC 4.85(b)(7)*

A College District may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section. *19 TAC 4.85(b)(8)*

## FACULTY QUALIFICATIONS

The College District shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the College District or must meet the same standards, including minimal requirements of the Southern Association of Colleges and Schools, and approval procedures used by the College District to select faculty responsible for teaching the same courses at the main campus of the College District.

The College District 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 District.

*19 TAC 4.85(e)*

LOCATION AND  
STUDENT  
COMPOSITION

Dual credit courses may be taught on the College District campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in 19 TAC 4.101-4.108. Dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically. *19 TAC 4.85(c)*

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. If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course;
2. If the high school credit-only students are advanced placement students; or
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.

*19 TAC 4.85(d)*

STUDENT SERVICES

Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded College District students on the main campus. The College District 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. *19 TAC 4.85(g)(2)*

ELIGIBLE COURSES

Courses offered for dual credit by the College District must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Coordinating Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Coordinating Board.

The College District may not offer remedial and developmental courses for dual credit.

*19 TAC 4.85(a)*

The College District shall ensure that a dual credit course and the corresponding course offered at the main campus of the College District are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class. *19 TAC 4.85(f)*

ACADEMIC POLICIES  
AND TRANSCRIPTS

Regular academic policies applicable to courses taught at the College District's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, and the like. *19 TAC 4.85(g)(1)*

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course. *19 TAC 4.85(h)*

FUNDING

The state funding for dual credit courses shall be available to both public school districts and the College District based upon the current funding rules of the State Board of Education and the Coordinating Board. The College District may claim funding for all students getting college credit in dual credit courses. *19 TAC 4.85(i)(1)-(2)*

NO REQUIREMENT

The College District is not required, under the provisions of 19 TAC 4.85, to offer dual credit courses for high school students. *19 TAC 4.85(b)(9)*

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