

AY 2026-2027

Memorandum of Understanding  
Tulsa Community College  
And  
Sapulpa Public Schools

This Memorandum of Understanding (“MOU”) between Sapulpa Public Schools, Sapulpa, Oklahoma, (“partner”), and Tulsa Community College (“TCC”), an agency of the State of Oklahoma. Its purpose is to set forth the responsibilities and obligations of the parties with regard to dual credit programs. Tulsa Community College is dedicated to serving high school students while helping to develop a seamless and accessible transition to higher education. Tulsa Community College is a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Established in 1999, NACEP provides standards of academic excellence, research, and advocacy. TCC has developed partnership guidelines based on NACEP standards in order to provide a valuable and credible academic experience. The TCC guidelines are available on request from the TCC Office of Dual Credit Programs. NACEP standards can be viewed at [www.nacep.org](http://www.nacep.org).

TCC enrollment provides high school students with an opportunity to earn transferable college credits while also satisfying high school course requirements through dual credit as well as an introduction to college academics and rigor. Additionally, this program provides an economical head start through the tuition waiver program and low fees for courses taught at TCC campuses, TCC community campuses, approved off-campus sites, online, or high school campuses during the regular school day. Through the program, students have access to TCC writing labs, math labs, academic advisement, career advisement, libraries, clubs, organizations, and fitness centers.

**1. Purpose**

The purpose of this agreement is to foster increased access to college courses for high school students who have demonstrated the academic ability to complete a rigorous course of study. By using TCC campuses, community campuses, online technology, and eligible partner facilities to offer TCC courses in appropriate course modalities, eligible students have an opportunity to participate in college courses during regular high school hours. Students will earn high school academic credit and college credit, referred to as dual credit, as established by the Oklahoma Legislature in 70 O.S. §628.13. Any addendum shall be governed by the terms, provisions, and conditions set forth in this agreement.

**2. Term**

The agreement will be in continuous effect beginning in the semester in which the memorandum of understanding is signed unless terminated in writing by either institution. Either party shall

AY 2026-2027

have the right to terminate this MOU with or without cause by giving ninety (90) days prior written notice of intention to terminate at the end of the college semester during which the notice was provided. If the notice to terminate is received less than 90 days from the end of the college semester, then the agreement will conclude at the end of the following college semester.

The parties agree to work in good faith to avoid any such termination. The rationale for the requested termination should be stated with the request, and the parties will attempt to resolve any disputes in a mutually satisfactory way. Any future agreements will be subject to their own terms for termination, which may differ from this memorandum of understanding.

### 3. Operations

#### A. TCC will ensure the following conditions:

- Admit high school students to the college according to the Oklahoma State Regents for Higher Education requirements.
- Offer 1000 level and 2000 level courses to a minimum of fourteen (14) pre-enrolled students.
- Hold courses open and accept enrollments to meet the required minimum fourteen enrollments: minimums must be met by December 15 for spring courses and May 15 for fall courses.
- Accept course enrollments in addition to the minimum fourteen (14) students until the section fills or until the first class meeting.
- Post the Dual Credit Student Enrollment Portal and instructional video on the TCC Dual Credit Programs' web pages for participating high school districts.
- Counsel students on issues concerning academic success and higher education goals including course transferability, college majors, and pathways to associate's degrees, or workforce certifications.
- Provide college academic advising and individualized academic plans for students who meet with TCC academic advisors.
- Conduct annual training for high school counselors.
- Provide online, online live, blended, and classroom delivered instruction for courses as agreed upon by TCC, the partner, attending districts, and appropriate external authorities.
- Endeavor to provide instructors and courses; however, TCC cannot guarantee course availability at the site.
- Provide curriculum and instructors for all TCC courses.
- Comply with the policies, practices, and procedures as outlined in the TCC faculty handbook at all times.
- Administer courses to follow either an eight (8) week format, a fourteen (14) week format or a sixteen (16) week format. Students will follow the established TCC calendar as it relates to add/drop dates, withdrawal dates, holidays, and unscheduled closings.
- Provide high schools with due dates for the course scheduling process. See addendums for specific program timelines.

AY 2026-2027

- Provide TCC student ID cards to each concurrently enrolled student who presents a TCC ID number and photo identification at TCC Student Activities Centers. The ID card will provide students with entrance to TCC campuses and access to all four (4) TCC libraries and online library access. Students are billed \$5.00 per semester.
- Allow students to enroll in additional courses on TCC campuses as well as in the courses taught at the off-campus sites, online, online live modalities.
- Bill the student for all course fees and materials, as applicable.
- Bill the student for tuition charges for credit hours that exceed the tuition waiver program.
- Send a password encrypted, electronic end of term grade spreadsheet to the district registrar or staff authorized to receive FERPA information.
- Provide the COMPASS: dual credit student success orientation. Partners may attend a scheduled COMPASS on TCC campuses, online, or students may view the dual credit orientation electronically from [www.tulsacc.edu/dualcredit](http://www.tulsacc.edu/dualcredit) in the high school counselor's office.
- Provide an early alert system via email to the district's high school counselor and/or administrator authorized to receive student information.
- Provide ADA accommodations: TCC requires students to self-identify and submit appropriate professional documentation in accordance with the guidelines established by the Accessibility Resources Center located at 909 S. Boston Ave Room MC 331B.
- The Director of Dual Credit Programs, TCC faculty department chairs, TCC Deans and Associate Deans, and the Associate Vice-President of Academic Affairs will review all course requests from participating high schools. Courses will be approved based on the program scope, collective resources, and available support for each course.

B. The partner high school will ensure the following conditions:

- Ensure that each student has textbooks and instructional materials as required for each course and that no student is denied an opportunity to participate due to the inability to purchase textbooks and instructional materials.
- Comply with the one hour and fifty-minute TCC semester finals schedule.
- Designate a representative as the liaison between the partner and TCC. The partner liaison provides program information and guidance to students, parents, and high school faculty.
- Establish a process to confirm eligibility.
- Support and help guide the development and integrity of the program through the partner high school principal and counselor(s).
- Advise concurrently enrolling students on all issues concerning high school education, graduation, and college application requirements.
- Distribute for signatures and retain the signed district's student/parent MOU (if used).
- Communicate clearly to the parents and students regarding financial responsibilities and the college environment.
- Ensure that students have an opportunity to enroll in courses necessary for high school graduation. TCC courses may not be available or convenient for some students so should

AY 2026-2027

not be depended on as the sole source for completing high school graduation requirements.

- Include TCC courses in the high school course catalog.
- Display TCC brochures, guides, posters, and other promotional materials that TCC provides in a designated area such as the high school guidance office.
- Allow compliance with the TCC student policies and resources handbook during TCC class time. Note: Any student suspended or expelled from high school will be expected to continue participating in his or her TCC class(es).
- Provide program information and enrollment due dates to parents and students prior to registration periods.
- Support the instructor and the student through standards set by TCC.
- TCC campuses, including community campuses, do not close as frequently as high schools. If the high school closes and TCC does not, students will be expected to complete any homework or assigned readings and may be required to complete an online assignment, using Blackboard. Even when TCC is closed, students should keep up with the course agenda and check Blackboard for updated assignment schedules.
- Provide an orientation for TCC faculty prior to the start of the semester if the district or partner campus hosts the TCC faculty. The orientation should include a tour of the campus, information about parking, keys to rooms, introductions to appropriate personnel, computer network passwords, IDs, and other information that may be unique to the site that faculty will need to teach their classes.
- Provide students with adequate time to travel to and participate fully in courses and time to return to their home high school if applicable.
- Provide, when course delivery model requires, qualified (per TCC MOU) facilitators in classrooms, access to computer labs, and access to tutoring services. See addenda for specific program requirements.
- Request all course additions or program changes in writing to the TCC Dual Credit Programs office.
  - Fall semester requests should be submitted by January 15th. Spring and summer semesters' requests should be submitted by August 15th.
  - English courses require a minimum of 14 enrollments and a maximum of 20 enrollments per section. All other courses require a minimum of 14 and a maximum set by the discipline and faculty. All enrollment maximums are additionally based on the ability to provide a collegiate environment.
  - Course change requests and program requests should include the rationale for the additional course, any extenuating circumstances surrounding the request; the number of students qualified and expected to enroll in the course, and the availability of specialized equipment/labs if appropriate. The requests will be reviewed, and newly approved courses may be offered in the following semester.

C. Obligations of both TCC and Partner:

AY 2026-2027

- Attend an annual senior leadership meeting.
- Collaborate to provide program information, communication, promotional materials, and activities.
- Collaborate to articulate curricula between the high school and the college.
- Collaborate to develop a two-year pathway of academic course offerings. The course schedule will be reviewed annually.
- Collaborate when advising a concurrently enrolled student to ensure that the student is apprised of all education options.
- Attend operations meetings as required.

D. High School Concurrently Enrolled Students Will:

- Meet the minimum requirements as set forth by the Oklahoma State Regents for Higher Education. Admission and enrollment requirements are posted at [www.tulsacc.edu](http://www.tulsacc.edu).
- Complete the online TCC college admission application a minimum of one week prior to enrollment.
- Enroll using the Dual Credit Student Enrollment Portal [www.tulsacc.edu/dualcredit](http://www.tulsacc.edu/dualcredit).
- Pay course fees and materials used per the student account balance available in Blackboard for all courses at any TCC Bursar office or online via MYTCC.
- Pay full tuition incurred beyond the maximum tuition waiver amount.
- Assume responsibility for course materials.
- Complete a COMPASS: dual credit student success orientation in person, online, or with a high school counselor via TCC's COMPASS presentations and materials.
- Assume all responsibility for personal actions during transportation to the course delivery sites and during the return to the home high school including driving or riding in personal vehicles and district transportation on roads or in parking lots.
- Comply with the TCC student policies and resources as outlined in the TCC Student Code of Conduct (<http://www.tulsacc.edu/student-resources/student-handbook>) during TCC class time.
- Behave in the same manner as any student enrolled in and participating in a college course as written in the TCC Student Code of Conduct available on the TCC website.
- Assume responsibility for any malicious destruction of property, equipment and materials belonging to the host concurrent delivery site and/or TCC.
- Read the district's student/parent MOU if required by the district (to be retained at the high school counselor's office).
- Participate as required and outlined in the course syllabus.
- Check the television, radio, and TCC Alerts for class cancellations due to unforeseen situations (weather), and log onto TCC Blackboard to complete any assignments.
- Assume responsibility for reporting grades to appropriate high school staff.

**4. Financial Arrangements**

AY 2026-2027

- Students will pay the one-time admission fee of \$20.00 with the first semester enrollment.
- TCC applies in-state tuition and Oklahoma tuition waivers for US citizens, permanent residents, and other approved documented students. TCC International Student Services at [iss@tulsacc.edu](mailto:iss@tulsacc.edu) confirms residency status.
- TCC will waive tuition via the state of Oklahoma’s tuition waiver policy and TCC’s tuition waiver policy.
  - TCC Financial Aid will apply the juniors’ tuition waiver for a maximum of twelve (12) credit hours total for the three junior semesters beginning in the summer after the 10<sup>th</sup> grade. The student must meet all OSRHE policy regulations for high school student early enrollment including Oklahoma residency and being on track for graduation from high school in the spring of their senior year.
  - TCC Financial Aid will apply the seniors’ tuition waiver for a maximum of eighteen (18) credit hours total for the three senior semesters beginning in the summer after the 11<sup>th</sup> grade. The student must meet all OSRHE policy regulations for high school student early enrollment including Oklahoma residency and being on track for graduation from high school in the spring of their senior year.
- All courses are charged Oklahoma State Regents for Higher Education mandatory course fees regardless of delivery mode or location. Other courses’ fees vary.
- Partners may set up third-party billing with the TCC bursar to eliminate student barriers.
  - Participating third-party billing high schools will be billed for all students on the TCC rosters after the semester drop date. Consult the TCC academic calendar for semester dates.
  - Students are not eligible to receive a federal T-1098 tuition statement for education credit for any amounts remitted by the district via 3<sup>rd</sup> party billing.

## 5. Liability

Each party to this Agreement will be responsible for its own negligent acts or omissions and those of its employees, officers, volunteers or agents in the performance of this Agreement. Neither party will be considered the agent of the other nor does either party assume any responsibility to the other party for the consequences of any act or omission of any person or entity not a party to this Agreement. The terms of this provision shall survive the termination of the Agreement.

AY 2026-2027


Both parties recognize that this is a programmatic agreement and does not afford TCC control of over any District property, therefore the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act does not apply to District property utilized under this agreement.

**6. Independent Capacity**

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

**Official Signatures**

We agree to the conditions and responsibilities and indicate by our signatures our commitment to provide quality dual credit enrollment courses for our students.

Signed by:  
  
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Dr. Kristopher Copeland, Assoc. Vice-  
President Academic Affairs  
Tulsa Community College

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School Board President, Superintendent,  
or designee.  
Participating school or district

6/3/2026 | 11:06 AM CDT

Date:

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Date:

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AY 2026-2027

MOU Addendum:

College Prep Math (CPM)

In cooperation with the high school mathematics department, Tulsa Community College is offering eligible high school juniors and seniors the opportunity to earn three hours of transferable college Mathematics and satisfy their high school Mathematics requirement. College-Prep Mathematics (CPM) is an intensive preparatory course designed for students aiming to excel in their chosen math pathway during the subsequent semester. This course is tailored to equip students with the fundamental skills necessary for success across various mathematical disciplines. CPM prepares students for one of three distinct pathways:

- **Precalculus I (MATH 1513)** – Primarily designed for STEM majors, this pathway delves into advanced mathematical concepts essential for disciplines such as engineering, physics, and mathematics.
- **Math Functions (MATH 1483)** – Geared towards business majors, this pathway emphasizes practical mathematical applications relevant to fields such as economics, finance, and management.
- **Quantitative Reasoning (MATH 1473)** – Tailored for Liberal Arts majors, this pathway focuses on developing critical thinking skills through the application of mathematics in everyday contexts.

The goal is for all students who take the CPM class to successfully complete a TCC college-level math course (MATH 1513 – Precalculus I, MATH 1473 – Quantitative Reasoning, or MATH 1483 – Mathematics Functions & Their Uses) the following semester. Recognizing the importance of embedded support, students enrolled in CPM will receive daily assistance from their high school math instructors during the subsequent semester as they navigate their chosen TCC math pathway online.

#### Tulsa Community College Responsibilities

- Meet with the district and high school administrations to review the MOU and addenda.
- Provide the high school with CPM curriculum and objectives, which will be used during the fall semester to prepare students for the college-level math course.
- Provide a TCC Dual Credit Coordinator to administrate and liaison with the student, teacher, and counselor (See DC procedural timeline).
- Conduct an on-site or virtual information session during the first week(s) of the CPM class.
- Provide a TCC Math faculty liaison to review the CPM course materials with the high school math teacher and to provide support throughout the semester.
- Meet with students to help them apply to TCC in September (fall) and in February (spring).
- Provide a 16-week online section of MATH 1513, MATH 1473, and/or MATH 1483 taught by TCC faculty who will communicate with the high school support instructor throughout the semester.
- Reserve seats for the CPM students who meet admissions and enrollment criteria, who earn a C or better in CPM, and who enroll by January 3 for spring semester, by May 30 for fall semester.

AY 2026-2027

- Send TCC Qualtrics student survey link to high school teacher to gather student roster information.
- Share Excel Class Roster Sheet with the high school teachers to communicate admission and enrollment status and any student issues.
- ENROLLMENT: The TCC coordinator will conduct enrollment workshops either in person or via zoom in October/November (fall) or March/April (spring). Students are to enroll in the designated, reserved CRN during the enrollment workshop.
- Process the junior or senior tuition waiver for all dual credit high school students as applicable.

### District Responsibilities

- Follow the CPM procedural timeline.
- Meet with the TCC dual credit director and high school administration to review the MOU and addendum before offering the class for the first time.
- Immediately notify [dualcredit@tulsacc.edu](mailto:dualcredit@tulsacc.edu) if personnel changes during the semester and arrange for the new teacher to meet with the TCC faculty liaison.
- Grant the teacher a full day of paid professional development during the semester to participate in professional development with college faculty
- Provide students with computers and Internet access during the dedicated class period. Note: IT departments will need to assist students with technology issues when they take the college-level math class. Student laptop restrictions will likely need to be modified so that they can access online educational resources such as Youtube videos.
- Send fall semester transcript by January 8<sup>th</sup> for each college level math student to demonstrate all students meet placement criteria unless they meet other TCC placement criteria, TCC will de-enroll students from the designated class if they did not earn a C and/or do not have the high school teacher's recommendation

### High School Responsibilities

- Follow the CPM procedural timeline.
- Meet with the TCC dual credit director and high school administration to review the MOU and addendum before offering the class for the first time.
- Work with high school math faculty to identify students who can meet the admission requirements (see below), who want to go to college, and who have a strong work ethic, but who don't yet have the academic and/or study skills needed succeed in a college-level math class.
  - 3.0 **Unweighted** GPA
  - 19 Composite score on ACT or Pre-ACT
  - 990 on SAT/PSAT
- Send the parent letter to students interested in the CPM class (see below) and keep them on file.
- Communicate student deadlines for admission, enrollment, and payment to students.
- Provide a qualified math teacher to deliver the preparatory curriculum *and* to provide support for the online college-level math class the following semester.
- Encourage students to use ICAP time to explore the math pathway assigned to college/university majors and higher education institutions. Students may consult their assigned TCC Academic Advisor (connect in MYTCC – Starfish) for assistance.
- Provide a dedicated class period and space for both CPM and online college-level math class.

AY 2026-2027

- Send the math teacher's name and contact information to [dualcredit@tulsacc.edu](mailto:dualcredit@tulsacc.edu) by August 1.
- Immediately notify [dualcredit@tulsacc.edu](mailto:dualcredit@tulsacc.edu) of any personnel changes during the semester and arrange for the new teacher to meet with the TCC faculty liaison.
- Provide a high school counselor to complete the college prep enrollment approvals in the dual credit enrollment portal.
- Enroll only CPM students in designated sections until the deadline has passed. The deadline for enrolling students for fall semester is June 30; for spring semester, the deadline is January 3. Once the deadline passes, other students may be added to the designated section which no longer guarantees the student a seat.
- Make sure students *and* support high school teachers participate in/watch the video of the dual credit student orientation and complete the Blackboard orientation before the start date of the college-level math class.
- Review the math teacher's lesson plans as needed to ensure he/she is adhering to the CPM curriculum.
- Provide students with computers and Internet access during the dedicated class period. Note: IT departments will need to assist students with technology issues when they take the college-level math class. Student laptop restrictions will likely need to be modified so that they can access online educational resources such as Youtube videos.
- Ensure that qualified students have access to course material, software, and textbooks.
- Encourage students to stay in the course until Week 12; students who cannot pass the course should be referred to their TCC advisor to complete a withdrawal request on the Monday of Week 12.
- Monitor the progress of and provide academic support for students throughout the TCC semester, including days when the high school is not in session or switches to virtual instruction. Students who need to temporarily pivot to virtual attendance must meet virtually with the high school teacher a minimum of three times a week.
- Ensure that students take their Midterm and Final exams with an appropriate method of proctoring for your district's location, such as (but not limited to) a TCC testing center, a TCC classroom with a TCC instructor, a high school proctored by a TCC instructor, or a local College/University testing center.

### High School Teacher responsibilities

- Complete the Beginning of Semester survey for CPM teachers by the end of week two of the semester. The Dual Credit office will send teachers a link to the TCC Qualtrics student survey the first week of the semester.
  - Teachers will have students fill out the survey by the end of the second week of the semester.
- Provide the TCC Dual Credit Coordinator one class period to conduct college admission workshop (late August-mid September). NOTE: Admission does not guarantee enrollment.
- Use Excel Class Roster Sheet sent by the TCC coordinator to communicate about class roster changes, to update admission and enrollment information, and to note any student issues. For example, alert TCC coordinator of any additional students added to the class after the coordinator has completed the admission/student information workshop.

AY 2026-2027

- Consult the Excel Class Roster Sheet frequently during the semester and inform students about any admission and enrollment issues the coordinator has listed in the notes section.
- Teach the CPM math class.
  - Attend professional development with the TCC faculty.
  - Follow the curriculum as explained during the professional development and discuss any variations with the TCC faculty liaison.
  - Communicate regularly with the TCC faculty liaison throughout the semester.
- Encourage students to use ICAP time to explore the math pathway assigned to college/university majors and higher education institutions. Students may consult their assigned TCC Academic Advisor (connect in MYTCC – Starfish) for assistance.
- Alert students to enrollment information, including the registration portal link, tutorial video links for students and parents, and date the coordinator will be conducting an enrollment workshop.
- Complete the end-of-the-semester teacher survey. TCC will send this survey so that teachers can identify students who are NOT recommend for the college-level course enrollment or who will not complete the preparation semester with a grade of C or better. Both a C or better AND the teacher recommendation are required to enroll the student in the college course without additional placement criteria. The survey also contains the conditional FERPA release that allows the high school teacher and college faculty to collaborate during the college course.
- Complete the Blackboard orientation with students.
- Assist with time management, study skills, and technology issues. If teachers have any issues with Blackboard, they need to contact their TCC liaison immediately. Students should be directed to the TCC Student Support Center (918-595-2000).
- View the TCC orientation video links (emailed to the teacher) with the class and send any questions to the TCC Dual Credit Coordinator.
- Communicate regularly with the college-level math professor(s).
- Print the TCC professor's syllabus, major assignments, mid-term/finals schedule, and other materials as needed.
- Review the course syllabus with students during the first week of the TCC's semester. Focus on the instructor contact information, grading policy, assignment list, attendance/participation, lab assignment & make-up work, due dates, and pacing schedule.
- Provide supplemental instruction and/or individual tutoring to reinforce the course's learning outcomes. While students are expected to work independently during the dedicated class period and to behave as responsible college students, the teacher may offer mini-lessons to reinforce the college-level math course outcomes and should periodically schedule tutoring sessions with students.
- Monitor student progress by taking attendance during both semesters' dedicated class periods. During the online college math semester, send regular updates on attendance to the college professor.
- Check Bb grades once a week and alert the high school counselor if the students' grade drops below 70%.
- Encourage students to stay in the course until Week 12; students who cannot pass the course should be referred to their TCC advisor to complete a withdrawal request on the Monday of Week 12.
- Support the TCC Student handbook, the TCC professor's syllabus, and the grading standards.

AY 2026-2027

- Enforce the course etiquette policy and ensure that the classroom environment is conducive to studying. If necessary, the high school teacher will work with the TCC professor to dismiss students who consistently disrupt the designated study time.
- Follow best practices for tutoring.
- Meet at least three times a week with any student who needs to temporarily pivot to virtual attendance.

### Student Responsibilities

- Complete the CPM student information survey by the end of week 2 of the preparatory semester.
- Apply for TCC admission with the TCC Coordinator during late August-mid September. For admission eligibility, see the Dual Credit Program's [Website](#).
- Set up TCC email and password in MYTCC after admission and prior to enrollment. Students must use their TCC email to communicate with TCC faculty.
- Use ICAP time to explore the math pathway assigned to your college/university major and higher education institution post high school. Consult your TCC Academic Advisor (connect in MYTCC – Starfish) for assistance.
- Enroll in the designated, reserved section of online Math 1473, Math 1483, or Math 1513 with the Dual Credit Coordinator during enrollment workshop. Students must enroll by January 8th for spring semester, May 30<sup>th</sup> for fall semester; after those dates, the CPM section will be closed to enrollment or no longer guaranteed.
- Demonstrate enrollment eligibility if necessary. Students who earn a C or better in CPM and who have the teacher's recommendation meet the placement criteria to enroll in the designated online section of Math 1473, Math 1483, or Math 1513 only; the grade does not work for placement in any other section of math. For any other section of math, students must demonstrate enrollment eligibility as explained on the Dual Credit Program's [Website](#). Course choice will be guided by the student's declared major and college/university post high school.
- Seek assistance for any Bb or technology issues immediately. Students should alert their high school teacher and the TCC Student Support Center (918-595-2000).
- Attend the TCC dual credit student orientation and complete the TCC online Bb orientation (see Dual Credit Programs webpage for dates and locations).
- Attend the high school class regularly while taking the TCC online course. Students who need to temporarily pivot to virtual attendance must meet virtually with the high school teacher a minimum of three times a week.

AY 2026-2027

College Preparatory Math  
Letter to parents/guardians

Dear Parent/Guardian,

Your student has been identified as a candidate for the College Prep Math (CPM) course, a high school class that prepares students to succeed in a Tulsa Community College MATH 1473, MATH 1483, or MATH 1513 course. This letter is to inform you about this opportunity.

College Preparatory Math is a class developed by college and high school math faculty with the goal of ensuring high school students are prepared for college-level reading and writing. Data show that many high school students graduate without meeting the standards required to take a college-level math class. These students often must take costly remedial courses at the college and/or may not be able to pass a first-year math class. While taking College Preparatory Math does not guarantee that a student will be taking Math 1473, or Math 1483, or Math 1513 the following semester, the class will challenge all students to improve their math skill so that they graduate high school prepared to succeed in college classes.

The CPM class helps prepare students for the 3 college-level pathways (MATH 1513, MATH 1473, & MATH 1483) by asking students to practice some of the same math concepts they will be asked to complete in these college-level courses. High school teachers will also

- Enforce strict deadlines for late work
- Require students spend time studying outside of class
- Review challenging learning outcomes from the precalculus curriculum
- Focus on time management skills
- Consult with a TCC math professor about learning outcomes and student progress

The high school instructor will continue to help students succeed in an online college-level math class the following semester by providing tutoring, technology support, and encouragement. Although students will have a dedicated class period to work on their TCC math class, they are expected to work independently and to behave as responsible college students. The professor will follow college policies regarding attendance, academic freedom, and grades, and the high school teacher will reinforce college policies (including the professor’s syllabus policies), take daily attendance, and ensure that the classroom environment is conducive to studying.

Students will be required to take proctored mid-term and final exams. (Locations vary: college campus, remote, or high school campus as determined by TCC and the high school.) Students who complete the college-level math class successfully will have three hours of college credit, transferable to most colleges and universities and required of almost all degree programs.

If you would like your student to participate in this opportunity, please discuss the overview of student responsibilities and the project timeline with him or her. If he or she is interested, please sign and return this letter to your high school counselor.

\_\_\_\_\_ Parent \_\_\_\_\_ Date

\_\_\_\_\_ Student \_\_\_\_\_ Date

AY 2026-2027

## The College Preparatory Math Timeline

### *CPM OFFERED IN THE FALL*

#### February - March

- High schools indicate interest in offering/continuing to offer CPM fall semester of the following academic year.
- For schools offering the course for the first time, the school principal meets with the Dual Credit faculty chair and/or the Dual Credit Program director to review the MOU agreement and timeline.
- High schools identify students for CPM (February to August school start date):
  - High school math faculty should recruit current sophomores and juniors during the high school scheduling period.
  - High school counselors ensure that students meet or can meet the dual credit admission requirements (3.0 unweighted GPA or appropriate test score)
  - High school sends letters to parents about CPM

#### April - July

- High school sends name(s) and contact information of CPM teacher(s) to the Dual Credit Programs Coordinator **no later than June 1**.
- TCC notifies teachers of date for CPM workshop.
- CPM instructors who have offered the course for at least one semester may discuss curriculum changes with the TCC faculty liaison.

#### August

- High school may replace teacher if necessary by August 15<sup>th</sup>.
- CPM teachers attend the CPM workshop.
- TCC faculty liaison begins regular communication with the CPM teacher.
- TCC representative conducts an on-site information session, or the high school teacher shares an informational video from the TCC faculty lead during the first week(s) of the CPM class.
- CPM teacher provides his/her course syllabus and agenda to the TCC faculty liaison for review no later than the second week of the semester.
- CPM teacher completes the Beginning of Semester survey sent by the Dual Credit office by the end of week two of the semester.
- The Dual Credit office sends teachers a link to the TCC Student Survey the first week of the semester. Students fill out the survey by the end of the second week of the semester.

#### September-October

- Dual Credit Coordinator visits the CPM class to help students apply to TCC. Students who don't meet admission criteria will be given next steps.
- Teachers use Excel Class Roster Sheet sent by the TCC coordinator to communicate about class roster changes, updated admission and enrollment information, and any student issues. For example, alert TCC coordinator of any additional students added to the class after the coordinator has completed the admission/student information workshop.

AY 2026-2027

### October-November

- TCC coordinator conducts enrollment workshop either in person or via zoom for the college level math course.
  - All *admitted* students may enroll at this point, via the Dual Credit Enrollment Portal, but any student who does not earn a C or better **and** receive the recommendation of the HS teacher will be removed from the class in January.
- Teachers make students aware of the enrollment information including the registration portal link, tutorial video links for students and parents, and date of enrollment workshop; note any student issues on the Excel Class roster sheet.

### December

- CPM teacher completes the end of semester teacher survey. This survey will inform TCC about who the high school teacher does NOT recommend for the college-level course enrollment or who will not complete the preparation semester with a grade of C or better.
  - Both a C or better AND the teacher recommendation are required to enroll the student in the college course without additional placement criteria. The survey also contains the conditional FERPA release that allows the high school teacher and college faculty to collaborate during the college course.
- Consult the Excel Class Roster Sheet frequently and inform students about any admission and enrollment issues the coordinator has listed in the notes section.

### January

- CPM teacher transitions to supporting role for math students, is placed in math Blackboard sites, and begins regular communication with math professor(s).
- CPM teacher emails the Dual Credit Coordinator the names of students who did not complete the semester with the C or better **and** teacher recommendation if the list of names differs from November projection sent in November via the End of Semester Survey for CPM teachers.
- Students who complete a fall semester CPM class and have enrolled in math complete TCC's dual credit orientation and online Bb orientation; high school teacher should also complete the Bb orientation and view the TCC orientation video links (emailed to the teacher) with the class and send any questions to the TCC Dual Credit Coordinator.
- HS sends fall semester transcript by January 8th for each math student to demonstrate all students meet placement criteria for math; TCC will de-enroll students who were projected to earn a C but did not and do not meet other enrollment criteria.
- Help students with technology issues. If teachers have any issues with Blackboard, they need to contact their TCC liaison immediately.
- CPM teacher prints the TCC professor's syllabus and reviews it with students as soon as the Blackboard course site is opened (usually, the Friday before the start of the semester).

### February – May

- CPM teacher reviews the professor's handouts, assignment sheets, mid-term and final schedule, and grading rubrics with students and be familiar with other materials posted in Blackboard.

AY 2026-2027

- CPM teacher offers mini lessons during class, schedules individual tutoring sessions with students as needed, and helps with technology issues.
- CPM teacher communicates regularly with math professor(s) and shares supplemental instruction handouts or other materials with the math professor(s).
- CPM teacher monitors student progress by checking grades regularly.
- CPM teacher alerts the high school counselor if a student's grade drops below 70%.
- CPM teacher encourages students to stay in the course until Week 12; students who cannot pass the course should be referred to their TCC advisor to complete a withdrawal request on the Monday of Week 12.

### CPM OFFERED IN THE SPRING

#### September-October

- High schools indicate interest in offering/continuing to offer CPM spring semester of the following academic year.
- For schools offering the course for the first time, the school principal meets with the Dual Credit faculty chair and/or the Dual Credit Program director to review the MOU agreement and timeline.
- High schools identify students for CPM
  - High school math faculty should recruit current sophomores and juniors during the high school scheduling period.
  - High school counselors ensure that students meet or can meet the dual credit admission requirements (3.0 unweighted GPA or appropriate test score)
  - High school sends letters to parents about CPM

#### November-December

- High school sends name(s) and contact information of CPM teacher(s) to the Dual Credit Programs Coordinator **no later than November 1.**
- TCC notifies teachers of date for CPM workshop.
- CPM instructors who have offered the course for at least one semester may discuss curriculum changes with the TCC faculty liaison.

#### December

- High school may replace teacher if necessary by December 15.

#### January

- CPM teachers attend the CPM workshop.
- TCC faculty liaison begins regular communication with the CPM teacher.
- TCC representative conducts an on-site information session or shares an informational video during the first week(s) of the CPM class.
- CPM teacher provides his/her course syllabus and agenda to the TCC faculty liaison for review no later than the second week of the semester.
- CPM teacher completes the Beginning of Semester Survey for CPM Teachers sent by the Dual Credit office by the end of week two of the semester.

AY 2026-2027

- The Dual Credit office sends teachers a link to the Survey for CPM Students the first week of the semester. Students fill out the survey by the end of the second week of the semester.

### February-March

- Dual Credit Coordinator visits the CPM class to help students apply to TCC. Students who don't meet admission criteria will be given next steps.
- Teachers use Excel Class Roster Sheet sent by the TCC coordinator to communicate about class roster changes, updated admission and enrollment information, and any student issues. For example, alert TCC coordinator of any additional students added to the class after the coordinator has completed the admission/student information workshop.

### March-April

- TCC coordinator conducts enrollment workshop for the college level math course.
  - All *admitted* students may enroll at this point, via the Dual Credit Enrollment Portal, but any student who does not earn a C or better **and** receive the recommendation of the HS teacher will be removed from the class in August unless other placement criteria are met.
- Teachers make students aware of the enrollment information including the registration portal link, tutorial video links for students and parents, and the date for the enrollment workshop; note any student issues on the Excel Class roster sheet.

### May

- CPM teacher completes the End of Semester Survey for CPM Teachers. This survey will inform TCC about who the high school teacher does NOT recommend for the college-level course enrollment or who will not complete the preparation semester with a grade of C or better.
  - Both a C or better AND the teacher recommendation are required to enroll the student in the college course without additional placement criteria. The survey also contains the conditional FERPA release that allows the high school teacher and college faculty to collaborate during the college course.

### August

- CPM teacher emails the Dual Credit Coordinator the names of students who did not complete the semester with the C or better **and** teacher recommendation if the list of names differs from November projection sent in November via the End of Semester Survey for CPM teachers.
- Consult the Excel Class Roster Sheet frequently and inform students about any admission and enrollment issues the coordinator has listed in the notes section.
- CPM teacher transitions to supporting role for math students, is placed in math Blackboard sites, and begins regular communication with math professor(s).
- Students who complete a fall semester CPM class and have enrolled in math complete TCC's dual credit orientation and online Bb orientation; high school teacher should also complete the Bb orientation and view the TCC orientation video links (emailed to the teacher) with the class and send any questions to the TCC Dual Credit Coordinator.
- HS sends spring semester transcript by August 15 for each math student to demonstrate all students meet placement criteria for math; TCC will de-enroll students who were projected to earn a C but did not and do not meet optional enrollment criteria.
- Help students with technology issues. If teachers have any issues with Blackboard, they need to contact their TCC liaison immediately.

AY 2026-2027

- CPM teacher prints the TCC professor's syllabus and reviews it with students as soon as the Blackboard course site is opened (usually, the Friday before the start of the semester).

September-December

- CPM teacher reviews the professor's handouts, assignment sheets, and grading rubrics with students and be familiar with other materials posted in Blackboard.
- CPM teacher offers mini lessons during class, schedules individual tutoring sessions with students as needed, and helps with technology issues.
- CPM teacher communicates regularly with math professor(s) and shares supplemental instruction handouts or other materials with the math professor(s).
- CPM teacher monitors student progress by checking grades regularly.
- CPM teacher alerts the high school counselor if a student's grade drops below 70%.
- CPM teacher encourages students to stay in the course until Week 12; students who cannot pass the course should be referred to their TCC advisor to complete a withdrawal request on the Monday of Week 12.

AY 2026-2027

MOU Addendum:

### College Preparatory English (CPE)

In cooperation with the high school English department, Tulsa Community College is offering eligible high school students (second-semester sophomores, juniors, and/or seniors) the opportunity to earn three hours of college English (transferable to state universities) while at the same time satisfying their high school English requirements. The goal is for all students who take the College Preparatory English (CPE) class to successfully complete a TCC English 1113 course the following semester.

### Tulsa Community College Responsibilities

- Meet with the district and high school administration to review the MOU and addenda.
- Provide the high school with CPE curriculum: a syllabus, selected readings, assignments, and grading rubrics.
- Provide a TCC Dual Credit Coordinator to administrate and liaison with the student, teacher, and counselor (See DC procedural timeline).
- Conduct an on-site or virtual information session during the first week(s) of the CPE class.
- Provide a TCC English faculty liaison to review the CPE course materials with the high school English teacher and to provide support throughout the semester.
- Meet with students to help them apply to TCC in August-September (fall) and in February (spring).
- Provide a 16-week online section of ENGL 1113, taught by a TCC faculty who will communicate with the high school support instructor throughout the semester.
- Reserve seats for the CPE students who meet admissions and enrollment criteria, who earn a C or better in CPE, and who enroll by January 3 for spring semester, by May 30 for fall semester.
- Process the junior or senior tuition waiver for all dual credit high school students as applicable.
- Send Survey link for CPE Students to high school teacher to gather student roster information.
- Send links for Beginning of Semester Survey for CPE Teachers and End of Semester Survey for CPE Teachers to CPE instructors to gather teacher information.
- Share Excel Roster Sheet with the high school teachers to communicate admission and enrollment status and any student issues.
- ENROLLMENT: The TCC coordinator will conduct enrollment workshops either in person or via zoom in October/November (fall) or March/April (spring).

### District Responsibilities

- Follow the CPE procedural timeline.
- Meet with the TCC dual credit director to review the MOU and addendum before offering the class for the first time.
- Immediately notify [dualcredit@tulsacc.edu](mailto:dualcredit@tulsacc.edu) of any personnel changes during the semester and arrange for the new teacher to meet with the TCC faculty liaison.
- Grant the teacher a full day of paid professional development time during the semester to participate in professional development with college faculty.
- Provide students with computers and Internet access during the dedicated class period. Note: IT departments will need to assist students with technology issues when they take English 1113. Students using district-owned devices may need assistance downloading MS Word (free) from

## AY 2026-2027

TCC. Student laptop restrictions will likely need to be modified so that they can access online educational resources such as YouTube videos.

- Send fall semester transcript by January 8<sup>th</sup> for each English 1113 student to demonstrate all students meet placement criteria unless they meet other TCC placement criteria, TCC will de-enroll students from the designated class if they did not earn a C and/or do not have the high school teacher's recommendation.

## High School Responsibilities

- Follow the CPE procedural timeline.
- Meet with the TCC dual credit representative to review the MOU and addendum before offering the class for the first time.
- Work with high school English teachers to identify students who can meet one of the admission requirements (see below), who want to go to college, and who have a strong work ethic, but who don't yet have the academic and/or study skills needed succeed in a college-level English class.
  - 3.0 **Unweighted** GPA
  - 19 Composite score on ACT or Pre-ACT
  - 990 on SAT/PSAT
- Communicate student deadlines for admission, enrollment, and payments to the students.
- Provide a qualified and interested English teacher to deliver the curriculum and to provide support for the online English 1113 class the following semester.
- Provide a dedicated class period and space for CPE and the online English 1113 course.
- Assign the CPE teacher class time to support the online English 1113 students; during this class time, the support teacher should not teach other classes or use a plan period.
- Send the English teacher's name and contact information to [dualcredit@tulsacc.edu](mailto:dualcredit@tulsacc.edu) by August 1.
- Immediately notify [dualcredit@tulsacc.edu](mailto:dualcredit@tulsacc.edu) of any personnel changes during the semester and arrange for the new teacher to meet with the TCC faculty liaison.
- Provide a high school counselor to complete the college prep enrollment approvals in the dual credit enrollment portal.
- Enforce the 25-student maximum enrollment in the CPE course. To teach this course effectively, instructors must work with no more than 25 students each semester. If all 25 students place into English 1113 successfully, TCC will provide seats for all students who meet the deadline for enrollment.
- Enroll only CPE students in designated sections until the deadline has passed. The deadline for enrolling students for fall semester is June 30; for spring semester, the deadline is January 8. Once the deadline passes, other students may be added to the designated section which no longer guarantees the student a seat
- Make sure students *and* support high school teachers participate in/watch the video of the dual credit student orientation and complete the Blackboard orientation before the start date of English 1113.
- Review the English teacher's lesson plans as needed to ensure he/she is adhering to the CPE curriculum.
- Provide students with computers and Internet access during the dedicated class period. Note: IT departments will need to assist students with technology issues when they take English 1113. Students using district-owned devices may need assistance downloading MS Word (free) from TCC. Student laptop restrictions will likely need to be modified so that they can access online educational resources such as YouTube videos.

## AY 2026-2027

- Ensure that qualified students have access to course materials. Neither the CPE nor the English 1113 class uses a textbook; however, students will need to access, print, and/or photocopy online readings and other materials.
- Advise students to withdraw from the course and transfer into an on-level English class if they consistently underperform during the first four weeks of the semester.
- Discourage students from withdrawing if they can pass the class with a C or better; students who cannot pass may withdraw before Week 12 of the semester, but withdrawals may affect future financial aid and should be discouraged unless the student cannot pass.
- Encourage students to stay in the course until Week 12; students who cannot pass the course should be referred to their TCC advisor to complete a withdrawal request on the Monday of Week 12.
- Monitor the progress of and provide academic support for students throughout the TCC semester, including days when the high school is not in session or switches to virtual instruction. Students who need to temporarily pivot to virtual attendance must meet virtually with the high school teacher a minimum of three times a week.

AY 2026-2027

High School Teacher responsibilities

- Complete the Beginning of the Semester Survey for CPE teachers by the end of week two of the semester. The Dual Credit Coordinator will send teachers a link to the survey.
- Have students fill out the Survey for CPE Students by the end of the second week of the semester. The Dual Credit Coordinator will send teachers a link to the student survey the first week of the semester.
- Provide the TCC Dual Credit Coordinator one class period to conduct college admission workshop (late August-early September). NOTE: Admission does not guarantee enrollment.
- Use Excel Class Roster Sheet sent by the TCC coordinator to communicate about class roster changes, to update admission and enrollment information, and to note any student issues. For example, alert TCC coordinator of any additional students added to the class after the coordinator has completed the admission/student information workshop.
- Consult the Excel Class Roster Sheet frequently during the semester and inform students about any admission and enrollment issues the coordinator has listed in the notes section.
- Teach the CPE English class:
  - Attend professional development with the TCC faculty.
  - Submit the CPE syllabus to the TCC faculty liaison for review no later than the second week of the semester.
  - Follow the curriculum closely and discuss any variations with the TCC faculty liaison.
  - Share a selection of graded assignments with the liaison twice during the semester.
- Alert students to enrollment information, including the registration portal link, tutorial video links for students and parents, and date the coordinator will be conducting an enrollment workshop.
- Complete the End of Semester Survey for CPE Teachers sent the first week of December. The Dual Credit Coordinator will send this survey so that teachers can identify students who are NOT recommended for the college-level course enrollment or who will not complete the preparation semester with a grade of C or better. Both a C or better AND the teacher recommendation are required to enroll the student in the college course without additional placement criteria. The survey also contains the conditional FERPA release that allows the high school teacher and college faculty to collaborate during the college course.
- Complete the Blackboard orientation with students and help students with technology issues. If teachers have any issues with Blackboard, they need to contact their TCC liaison immediately.
- View the TCC orientation video links (emailed to the teacher) with the class and send any questions to the TCC Dual Credit Coordinator.
- Communicate regularly with the English 1113 professor throughout the semester.
- Print the TCC professor's syllabus, major assignments, and other materials.
- Share supplemental instruction handouts or other materials with the English 1113 professor.
- Check Bb grades once a week and alert the high school counselor if a student's grade drops below 70%.
- Advise students to withdraw from the course and transfer into an on-level English class if they consistently underperform during the first four weeks of the semester.
- Discourage students from withdrawing if they can pass the class with a C or better; students who cannot pass may withdraw before Week 12 of the semester, but withdrawals may affect future financial aid and should be discouraged unless the student cannot pass.
- Support the TCC Student handbook, the TCC professor's syllabus, and the grading standards.
- Follow the "Guidelines for Supporting English 1113 Students".

## AY 2026-2027

- Meet at least three times a week with any student who needs to temporarily pivot to virtual attendance.

### Student Responsibilities

- Complete the Survey for CPE Students by the end of week 2 of the preparatory semester.
- Apply for TCC admission with the TCC Coordinator during late August-mid September. For admission eligibility, see the Dual Credit Program's [Website](#).
- Set up TCC email and password in MYTCC after admission and prior to enrollment. Students must use their TCC email to communicate with TCC faculty.
- Enroll in the designated, reserved section of online English 1113 with the Dual Credit Coordinator during enrollment workshop. Students must enroll by January 8th for spring semester, May 30<sup>th</sup> for fall semester; after those dates, the CPE section will be closed to enrollment or no longer guaranteed.
- Demonstrate enrollment eligibility if necessary. Students who earn a C or better in CPE and who have the teacher's recommendation meet the placement criteria to enroll in the designated online section of English 1113 only; the grade does not work for placement in any other section of English 1113. For any other section of English 1113, students must demonstrate enrollment eligibility as explained on the Dual Credit Program's [Website](#).
- Attend the TCC dual credit student orientation and complete the TCC online Bb orientation (see Dual Credit Programs webpage for dates and locations).
- Attend the high school class regularly while taking the TCC online course.

AY 2026-2027

College Preparatory English  
Letter to parents

Dear Parent/Guardian,

Your student has been identified as a candidate for the College Preparatory English course, a high school class that prepares students to succeed in a Tulsa Community College ENGL 1113 course. This letter is to inform you about this opportunity.

College Preparatory English is a class developed by college and high school English faculty with the goal of ensuring high school students are prepared for college-level reading and writing. Data show that many high school students graduate without meeting the standards required to take a college-level English class. These students often must take costly remedial courses at the college and/or may not be able to pass a first-year English class. While taking College Preparatory English does not guarantee that a student will be taking English 1113 the following semester, the class will challenge all students to improve their reading and writing so that they graduate high school prepared to succeed in college classes.

The College Preparatory English class helps prepare students for English 1113 by asking students to complete some of the same reading and writing assignments they will be asked to complete in English 1113; as such, students taking this class must have the time, motivation, and support to do the work. High school teachers will also

- Enforce strict deadlines for late work and attendance
- Require students spend approximately 4 hours a week studying *outside of class*
- Emphasize critical reading strategies needed for college-level courses
- Assign challenging texts that students will read, summarize, and analyze
- Teach specific writing skills students will use in college English classes
- Consult with a TCC English professor for guidance on grading standards

The high school instructor will continue to help students succeed in an online English 1113 class the following semester by providing tutoring, technology support, and encouragement. Students who complete English 1113 successfully will have three hours of college credit, transferable to most colleges and universities and required of almost all degree programs.

If you would like your student to participate in this opportunity, please discuss the overview of student responsibilities and the project timeline with him or her. If he or she is interested, please sign and return this letter to your high school counselor.

\_\_\_\_\_ Parent \_\_\_\_\_ Date

\_\_\_\_\_ Student \_\_\_\_\_ Date

AY 2026-2027

## The College Preparatory English Timeline

### *CPE OFFERED IN THE FALL*

#### February - March

- High schools indicate interest in offering/continuing to offer CPE fall semester of the following academic year.
- For schools offering the course for the first time, the school principal meets with the Dual Credit faculty chair and/or the Dual Credit Program director to review the MOU agreement and timeline.
- High schools identify students for CPE (February to August school start date):
  - High school English faculty should recruit current sophomores and juniors during the high school scheduling period.
  - High school counselors ensure that students meet or can meet the dual credit admission requirements (3.0 unweighted GPA or appropriate test score)
  - High school sends letters to parents about CPE

#### April - July

- High school sends name(s) and contact information of CPE teacher(s) to the Dual Credit Programs Coordinator **no later than June 1**.
- TCC notifies teachers of date for CPE workshop.
- CPE instructors who have offered the course for at least one semester may discuss curriculum changes with the TCC faculty liaison.

#### August

- High school may replace teacher if necessary by August 15<sup>th</sup>.
- CPE teachers attend the CPE workshop.
- TCC faculty liaison begins regular communication with the CPE teacher.
- TCC representative conducts an on-site information session or shares an informational video during the first week(s) of the CPE class.
- CPE teacher provides his/her course syllabus and agenda to the TCC faculty liaison for review no later than the second week of the semester.
- CPE teacher completes the Beginning of Semester Survey for CPE Teachers sent by the Dual Credit office by the end of week two of the semester.
- The Dual Credit office sends teachers a link to the Survey for CPE Students the first week of the semester. Students fill out the survey by the end of the second week of the semester.

#### September-October

- Dual Credit Coordinator visits the CPE class to help students apply to TCC. Students who don't meet admission criteria will be given next steps.
- Teachers use Excel Class Roster Sheet sent by the TCC coordinator to communicate about class roster changes, updated admission and enrollment information, and any student issues. For

## AY 2026-2027

example, alert TCC coordinator of any additional students added to the class after the coordinator has completed the admission/student information workshop.

- CPE teacher shares samples of graded assignments with the TCC faculty liaison.

## October-November

- TCC coordinator conducts enrollment workshop either in person or via zoom for the English 1113 course for enrollment in October/November for Spring enrollment.
  - All *admitted* students may enroll at this point, via the Dual Credit Enrollment Portal, but any student who does not earn a C or better **and** receive the recommendation of the HS teacher will be removed from the class in January.
- Teachers make students aware of the enrollment information including the registration portal link, tutorial video links for students and parents, date of enrollment workshop; note any student issues on the Google Class roster sheet.

## December

- CPE teacher completes the End of Semester Survey for CPE Teachers. This survey will inform TCC about who the high school teacher does NOT recommend for the college-level course enrollment or who will not complete the preparation semester with a grade of C or better.
  - Both a C or better AND the teacher recommendation are required to enroll the student in the college course without additional placement criteria. The survey also contains the conditional FERPA release that allows the high school teacher and college faculty to collaborate during the college course.
- Consult the Excel Class Roster Sheet frequently and inform students about any admission and enrollment issues the coordinator has listed in the notes section.

## January

- CPE teacher transitions to supporting role for English 1113 students, is placed in English 1113 Blackboard site, and begins regular communication with English 1113 professor.
- CPE teacher emails the Dual Credit Coordinator the names of students who did not complete the semester with the C or better **and** teacher recommendation if the list of names differs from November projection sent in November via the End of Semester Survey for CPE teachers.
- Students who complete a fall semester CPE class and have enrolled in English 1113 complete TCC's dual credit orientation and online Bb orientation; high school teacher should also complete the Bb orientation and view the TCC orientation video links (emailed to the teacher) with the class and send any questions to the TCC Dual Credit Coordinator.
- HS sends fall semester transcript by January 8th for each English 1113 student to demonstrate all students meet placement criteria for English 1113; TCC will de-enroll students who were projected to earn a C but did not.
- Help students with technology issues. If teachers have any issues with Blackboard, they need to contact their TCC liaison immediately.
- CPE teacher prints the TCC professor's syllabus and reviews it with students as soon as the Blackboard course site is opened (usually, the Friday before the start of the semester).
- CPE teacher makes sure all students complete the diagnostic writing sample; students who don't complete the sample may be dropped from the class and will need to enroll in an on-level English class.

AY 2026-2027

February – May

- CPE teacher reviews the professor's handouts, assignment sheets, and grading rubrics with students and be familiar with other materials posted in Blackboard.
- CPE teacher offers mini lessons during class, schedules individual tutoring sessions with students as needed, and helps with technology issues.
- CPE teacher communicates regularly with English 1113 professor and shares supplemental instruction handouts or other materials with the English 1113 professor.
- CPE teacher monitors student progress by checking grades regularly.
- CPE teacher alerts the high school counselor if a student's grade drops below 70%.
- CPE teacher encourages students to stay in the course until Week 12; students who cannot pass the course should be referred to their TCC advisor to complete a withdrawal request on the Monday of Week 12.

### **CPE OFFERED IN THE SPRING**

September-October

- High schools indicate interest in offering/continuing to offer CPE spring semester of the following academic year.
- For schools offering the course for the first time, the school principal meets with the Dual Credit faculty chair and/or the Dual Credit Program director to review the MOU agreement and timeline.
- High schools identify students for CPE
  - High school English faculty should recruit current sophomores and juniors during the high school scheduling period.
  - High school counselors ensure that students meet or can meet the dual credit admission requirements (3.0 unweighted GPA or appropriate test score)
  - High school sends letters to parents about CPE

November-December

- High school sends name(s) and contact information of CPE teacher(s) to the Dual Credit Programs Coordinator **no later than November 1**.
- TCC notifies teachers of date for CPE workshop.
- CPE instructors who have offered the course for at least one semester may discuss curriculum changes with the TCC faculty liaison.

December

- High school may replace teacher if necessary by December 15.

January

- CPE teachers attend the CPE workshop.
- TCC faculty liaison begins regular communication with the CPE teacher.
- TCC representative conducts an on-site information session or shares an informational video during the first week(s) of the CPE class.

## AY 2026-2027

- CPE teacher provides his/her course syllabus and agenda to the TCC faculty liaison for review no later than the second week of the semester.
- CPE teacher completes the Beginning of Semester Survey for CPE Teachers sent by the Dual Credit office by the end of week two of the semester.
- The Dual Credit office sends teachers a link to the Survey for CPE Students the first week of the semester. Students fill out the survey by the end of the second week of the semester.

### February-March

- Dual Credit Coordinator visits the CPE class to help students apply to TCC. Students who don't meet admission criteria will be given next steps.
- Teachers use Excel Class Roster Sheet sent by the TCC coordinator to communicate about class roster changes, updated admission and enrollment information, and any student issues. For example, alert TCC coordinator of any additional students added to the class after the coordinator has completed the admission/student information workshop.
- CPE teacher shares samples of graded assignments with the TCC faculty liaison.

### March-April

- TCC coordinator conducts enrollment workshop for the English 1113 course.
  - All *admitted* students may enroll at this point, via the Dual Credit Enrollment Portal, but any student who does not earn a C or better **and** receive the recommendation of the HS teacher will be removed from the class in August unless other placement criteria are met.
- Teachers make students aware of the enrollment information including the registration portal link, tutorial video links for students and parents, and the date for the enrollment workshop; note any student issues on the Excel Class roster sheet.

### May

- CPE teacher completes the End of Semester Survey for CPE Teachers. This survey will inform TCC about who the high school teacher does NOT recommend for the college-level course enrollment or who will not complete the preparation semester with a grade of C or better.
  - Both a C or better AND the teacher recommendation are required to enroll the student in the college course without additional placement criteria. The survey also contains the conditional FERPA release that allows the high school teacher and college faculty to collaborate during the college course.

### August

- CPE teacher emails the Dual Credit Coordinator the names of students who did not complete the semester with the C or better **and** teacher recommendation if the list of names differs from November projection sent in November via the End of Semester Survey for CPE teachers.
- Consult the Excel Class Roster Sheet frequently and inform students about any admission and enrollment issues the coordinator has listed in the notes section.
- CPE teacher transitions to supporting role for English 1113 students, is placed in English 1113 Blackboard site, and begins regular communication with English 1113 professor.
- Students who complete a fall semester CPE class and have enrolled in English 1113 complete TCC's dual credit orientation and online Bb orientation; high school teacher should also complete the Bb orientation and view the TCC orientation video links (emailed to the teacher) with the class and send any questions to the TCC Dual Credit Coordinator.
- HS sends spring semester transcript by August 15 for each English 1113 student to demonstrate all students meet placement criteria for English 1113; TCC will de-enroll students who were projected to earn a C but did not and do not meet optional enrollment criteria..

## AY 2026-2027

- Help students with technology issues. If teachers have any issues with Blackboard, they need to contact their TCC liaison immediately.
- CPE teacher prints the TCC professor's syllabus and reviews it with students as soon as the Blackboard course site is opened (usually, the Friday before the start of the semester).
- CPE teacher makes sure all students complete the diagnostic writing sample; students who don't complete the sample may be dropped from the class and will need to enroll in an on-level English class.

## September-December

- CPE teacher reviews the professor's handouts, assignment sheets, and grading rubrics with students and be familiar with other materials posted in Blackboard.
- CPE teacher offers mini lessons during class, schedules individual tutoring sessions with students as needed, and helps with technology issues.
- CPE teacher communicates regularly with English 1113 professor and shares supplemental instruction handouts or other materials with the English 1113 professor.
- CPE teacher monitors student progress by checking grades regularly.
- CPE teacher alerts the high school counselor if a student's grade drops below 70%.
- CPE teacher encourages students to stay in the course until Week 12; students who cannot pass the course should be referred to their TCC advisor to complete a withdrawal request on the Monday of Week 12.

AY 2026-2027

MOU Addenda

TCC Online Courses Embedded into the high school schedule and supported by a high school staff or teacher as academic coach.

In cooperation with the high school, Tulsa Community College (TCC) is offering eligible high school juniors and seniors the opportunity to earn college credit online, embedded into the school day, while at the same time satisfying their high school graduation requirements. The goal of this collaboration is for all students involved to successfully complete (grade of C or above) a TCC online course(s).

#### TCC Responsibilities

- Meet with the district and high school administrations to review the MOU and addenda.
- Provide the high school with TCC admissions qualifications for dual credit students.
- Provide the high school with TCC qualifications for course enrollment.
- Provide a Dual Credit Compass: high school student success orientation at a TCC campus and online.
- Provide online sections of college courses provided minimum enrollment requirements are met.
- Provide a TCC professor to deliver the online course(s).
- Provide early alerts to high school counselors authorized to receive FERPA information (early alerts sent when faculty reply to bi-weekly early alert requests, or student grades/participation trigger auto-alerts).
- Provide semester grades to the district staff authorized to accept electronic FERPA reports.
- Meet with potential students and parents at Dual Credit Programs' information meetings organized by the high school.

#### TCC Professor Responsibilities:

- Follow college syllabus template and departmental standards.
- Provide grade updates after every major graded assignment.
- Grade and return work in a reasonable amount of time (no more than two weeks for essays, less for other assignments).
- Incorporate best practices for engaging students in online classes.
- Create a column in Blackboard called "Grade to Date" or "Eligibility." This column will help students demonstrate eligibility for extracurricular activities. (Note: this saves faculty time, is not a violation of FERPA, and ensures the high school has accurate information about grades).
- Update the grade book either by indicating each student's letter grade (A, B, C, D, F) or by indicating the student is passing (P) or in danger of failing (F). High school students taking college classes must maintain a C average to continue taking college classes, so high school students earning below a C may be in danger of failing.
- Report students who are in danger of failing (i.e. whose grade drops below a 70%) either by responding to the Early Alert email from the Dual Credit office and/or by following college protocol.
- Work with students living outside of TCC's testing area on any exams that require proctoring-students living outside of the testing area qualify for remote proctoring at their high school location by a designated, qualified proctor.

#### College Prep Programs' Additional Responsibilities:

##### College Prep English, College Prep Math Program, and College Prep Psychology Additional Professor Responsibilities

- Follow the CPE, CPM, or CPP specific addenda requirements for college courses that follow the TCC preparation curriculum.
- Meet with high school instructor and/or faculty liaison prior to the beginning of the semester to review the course curriculum and materials.

AY 2026-2027

- Communicate with the high school instructor frequently throughout the semester—once a week the first four weeks of the semester, less frequently after.

#### High School District Responsibilities

- Identify students who express a desire to go to college, who have sufficient time to complete assignments outside of class time (minimum 9 hours a week per 3 credit hour online course) and who meet admission and enrollment qualifications for dual credit students.
- Communicate student deadlines for admission, enrollment, and payment to students.
- Provide adequate safety and security while faculty and students are at the site. This includes posting and practicing emergency evacuation as well as collaboration with TCC police.
- Provide a dedicated space for 20 to 30 students to support students in the online class during the TCC academic semester.
- Provide a dedicated class period within the regular school day and ensure that students attend the scheduled class time.
- Display physical evidence in a designated area such as outside the door to the TCC classroom that identify the site as a TCC course site. TCC provides brochures, guides, posters, and promotional materials.
- Provide internet access, including website access, TCC library and database access, computer hardware, and software at the site as is required for the college courses' delivery and instruction.
- Provide a collegiate environment free from classroom interruptions. This includes announcements, staff entering the classroom, classroom orderliness, and room changes, and TCC faculty/staff access to the facility for on-site orientations, admission or enrollment workshops as scheduled by the partners.
- Comply with the one hour and fifty-minute TCC semester finals schedule.
- Designate a representative as the liaison between the partner and TCC. The partner liaison provides marketing, program information, and notification to potential students in all area districts.
- Support and help guide the development and integrity of the program.
- Support the instructor and the student through standards set by TCC.
- Allow the dual credit enrolled students to comply with the TCC student policies and resources handbook during TCC class time. Note: Any student suspended or expelled from high school will be expected to continue participating in his or her TCC class(es).
- Ensure that qualified students have access to course materials. Note: Photocopying portions of a textbook is a copyright violation. Students should be responsible for purchasing, printing, and/or borrowing assigned texts.
- Grant dual credit for all college courses per OK SB290.
- Optional: Set up third party billing with the TCC Bursar.
- Commit by June 1 to an instructor or staff for the full year.
- Provide students with computers and Internet access during the dedicated class period.
- Meet with the TCC dual credit enrollment director and high school administrations to review the MOU and addenda.

#### College Prep Programs' Additional Responsibilities:

##### College Prep English, College Prep Math Programs, and College Prep Psychology Additional District Responsibilities

- Provide a qualified high school teacher to work with students during scheduled class meeting times.
  - English courses require a certified high school English teacher (B.S. in English).
  - Math courses require a certified high school math teacher (B.S. in Mathematics).
  - Psychology courses require a certified high school teacher with a bachelor's degree in a social science.
- Notify the director of dual credit enrollment of any personnel changes and arrange for the new instructor to come to TCC for orientation and training.

## AY 2026-2027

- Provide the support instructor with the required textbooks and/or ancillary materials (e.g., Lumen)
- Ensure high school support instructor communicates regularly with TCC faculty and follows the requirements for effective student support.

### High School Support Instructor Responsibilities All Courses

- Become familiar with Blackboard and other TCC technology.
- Assist with time management, study skills, and technology issues.
- Avoid intervening in the student's day-to-day work. Although the course is taking place at a high school, students are expected to work independently and to behave as responsible college students.
- Monitor student progress by checking Bb grades throughout the semester.
- Alert the student and the high school counselor if the student's grade drops below 70%.
- Counsel failing students into an on-level high school class prior to the week 12 withdraw date in a 16-week POT.
- Support the TCC professor's syllabus and TCC student Handbook.
- Enforce the course etiquette policy and ensure that the classroom environment is conducive to studying. If necessary, work with the high school dual credit lead to dismiss students who consistently disrupt the designated study time.
- When appropriate, facilitate group discussions, study sessions, or workshops.
- Attend or watch the TCC Dual Credit Student Orientation.

### Additional English teacher responsibilities

- Meet with TCC professor and/or full-time faculty liaison prior to the beginning of the semester to review the course curriculum and materials.
- Attend TCC faculty's meeting/professional development activity.
- Take attendance each class period and let the course instructor know if students miss more than three hours of class.
- Provide supplemental instruction and/or individual tutoring to reinforce the course's learning outcomes.
- Read the texts students are required to read and study the professor's handouts and assignment sheets.
- Provide impromptu tutoring and instruction on an as-needed basis.
- Communicate regularly with course instructor.
- During the first three weeks of the semester, spend several class periods re-enforcing the online instruction, reviewing grammar and mechanics, assisting students with time management and study skills, and helping with any technology issues. After the first few weeks of the semester, the instructor can intervene less in the students' day-to-day progress in the class.
- Monitor student progress by collecting copies of students' graded essays and summaries. *Students who earn less than a C on an assignment should be required to meet with the support instructor for additional tutoring.*
- Follow the TCC tutorial best practices guidelines and provide individual tutoring to each student at least twice semester.
- Provide tutoring in thirty-minute sessions (to prevent some students from monopolizing tutoring time).

### Additional Math teacher responsibilities

- Assist with time management and course pace to ensure all assignments are completed in time for the scheduled exams.
- Assist with Lumen technology.

AY 2026-2027

Student Responsibilities All courses:

- Apply for admissions into the Tulsa Community dual credit enrollment program. For admission requirements and to apply for admission see <https://www.tulsacc.edu/admissions-aid/admissions/college-courses-high-school-students>
- Acceptance into the dual credit enrollment program requires:
  - Junior or Senior status in high school
  - On-track for high school graduation with peer group
  - Enrolled in no more than 19 credit hours combined high school and college classes per semester
  - Admission score or GPA
    - ACT, Pre-ACT composite of 19 or above [ACT college code #3441]
    - **OR** SAT, PSAT10, PSAT -NMSQ composite of at least 990 [SAT college code # 6839]
    - **OR** H.S. GPA of 3.0 or above.
  - If the student's national ACT exam score does not meet the acceptance or enrollment criteria, the student may take the Residual ACT at TCC's Northeast Campus testing center. Dual Credit students may take the residual ACT one time between November 1 and October 31. 918-595-7594 for information and guidelines.
- Qualify for course enrollment in TCC's off-campus dual credit enrollment program in the spring semester (for fall enrollment). See <https://www.tulsacc.edu/dualcredit> for the dual credit programs' college enrollment policy. Multiple placement options are available for students including ACT, Pre-ACT, SAT, PSAT10, PSAT-NMSQ, unweighted High School GPA (accredited schools).
- Read and sign the faculty association welcome letter within the registration portal (students and their parents), indicating that they understand the requirements of Dual Credit Programs.
- Enrollment is completed on a first-come, first-served basis and is not guaranteed. After the first day of the class meeting, students will not be allowed to enroll in a class, even if the class is not at capacity.
- Attend a Dual Credit Programs' Compass in person, zoom, or access the recorded orientation via the website if required.
- Purchase required course materials (students or high schools); students (not the support instructor) are responsible for obtaining the required materials. Check with your high school counselor.
- Complete a FERPA Student Records Release Form to allow communication between TCC and the high school within the registration portal.
- Students should be prepared to complete required assignments on the first day of the TCC semester.
- Note assignment deadlines, follow course policies as outlined in the syllabus, and seek additional help from the high school support instructor, as needed.
- Devote a minimum of 6 hours a week per course to studying, completing assignments, and revising and editing written work.
- Provide Blackboard grade report to the high school support instructor / academic coach every 2-3 weeks and to your high school counselor weekly.
- Pay the appropriate TCC course fees and any tuition if applicable.
- Attend the high school's dedicated class period throughout the entire semester.
- Communicate any concerns or issues (e.g., questions about grades) with the TCC professor.

Additional responsibilities for English courses:

- Print graded essays and summaries to give to the high school support instructor for review.
- Students (not the support instructor) will be expected to find articles from the TCC library databases.
- Complete all English departmental requirements for Composition I and II (see TCC Composition I and II Guidebook).

AY 2026-2027

Additional responsibilities for Math courses:

- Purchase required textbooks/ Lumen Student Access Kit (students or high schools)
- Take a proctored midterm and final exam (These exams may be scheduled at the high school, a TCC campus, or online depending on the student's distance from TCC).
- Work with TCC faculty and Dual Credit Coordinator to set up remote proctoring for students outside of TCC's testing area.



Tulsa Community College  
Dual Credit Programs  
MOU AY 2026- 2027  
April 1, 2026

Dear partner,

Thank you for your collaboration with Tulsa Community College's Dual Credit Programs. We value your partnership and dedication to Oklahoma high school students. Your students benefit from your passion for education and your partnership with Tulsa Community College.

Your AY 2026- 2027 MOU agreement has one substantive addition this year that I'd like to bring to your attention. A bullet has been added to section 4: Financial Arrangements that address the in-state tuition and waiver process.

TCC applies in-state tuition and Oklahoma tuition waivers for US citizens, permanent residents, and other approved documented students. TCC International Student Services at [iss@tulsacc.edu](mailto:iss@tulsacc.edu) confirms residency status.

EDGE: Earn a Degree, Graduate Early and Dual Credit to College Degree programs' MOUs have not had substantive changes. The addenda for online embedded programs--College Prep English, College Prep Math, and College Prep Psychology--have been updated to reflect lessons learned and feedback from faculty and high school partners. We will review updates at our required district meetings.

If TCC has face-to-face embedded faculty on your campus or district site, your facilities agreement is included. If you have facilities questions, please contact me.

Your Dual Credit Programs' MOU agreements will be in continuous effect beginning in the semester in which the memorandum of understanding is signed unless terminated in writing by either institution (see Term).

#### Dual Credit Programs Update

1. We have Career Cluster Pathways and resources ready for the class of 2030 in cooperation with the State Department of Education.
2. We are graduating over 160 high school seniors with associate degrees in May – ready to transfer to their universities with freshman scholarship status and /or continue in application programs at TCC.
3. Our first cohorts of AA degree graduates from Norman High School, Norman North High School will join TCC graduates in May.
4. Our first cohort in the Engineering Technology Advance Manufacturing AAS degree and College Certificates from Tulsa Will Rogers College High School will join TCC graduates in May.
5. Dual Credit Programs grew to an unprecedented 25.3% of the college's unduplicated student headcount in AY 2025-2026.
6. We continue to provide access for all Oklahoma high school students – fully online courses and resources.
7. We hired a dual credit coordinator for the DASH: Degrees in Applied Science in High School program. These work-ready pathways include college micro-credentials, college certificates, and AAS degrees in fields such as Cybersecurity, Data Analytics, Accounting, Business, Aeronautics Drafting, CAD/CAM Drafting, Electronics, Manufacturing, and Early Childhood Education.

Here to serve,

Melissa Steadley  
Director, Dual Credit Programs  
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