



# **DUAL CREDIT HANDBOOK**

**2019-2020**

**[www.dallasisd.org/dualcredit](http://www.dallasisd.org/dualcredit)**



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## Dual Credit Overview

### DISD Dual Credit

Policies [HB18](#), [TAC Code 28.009](#),

A top priority for the Dallas ISD is to expand dual credit opportunities for its students. Partnerships between Texas secondary schools and Texas colleges and universities have enabled high school students to earn college credits before graduating from high school, making their **transition to the collegiate campus smoother** and their **likelihood of graduating from college greater**.

Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course.

Courses are offered by accredited colleges and include both academic and Workforce Education dual credit courses. Most students take basic academic core courses such as English, history, math, and social science. **Students are advised that college course grades remain on their college transcript for the rest of their lives, and a dual credit course failure may also negatively impact future financial aid.**

The Texas Higher Education Coordinating Board (THECB) assigns service areas to Texas public colleges. Dallas ISD high schools are in the service areas for Dallas County Community College District’s (DCCCD) seven colleges.

### Where are Dallas ISD dual credit courses taught?

College courses offered for dual credit may be taught at the college campus or the high school campus by credentialed instructors; that is, instructors must be qualified according to criteria established by the Southern Association of Colleges and Schools (SACS). Courses offered for dual credit include the same content and rigor as courses taught to other college students, utilizing the same instructors, curriculum, and policies.

### How many dual credit courses may a high school student take?

In 2015 the Texas legislature passed House Bill 18 which provides that there is no limit on the number of dual credit courses or semester credit hours in which a qualified student may enroll each semester or academic year. See the Student Requirements section for more information.

### What is the difference between dual credit and concurrent enrollment?

Concurrent enrollment refers to a circumstance in which a student is enrolled in two or more educational institutions at the same time (for example, a college and a university, or a high school and a college). Concurrent enrollment may also be referred to as dual enrollment. While dual credit may be viewed as a form of concurrent enrollment because the student is enrolled in both high school and college, dual credit will give credit for both the college and the high school course whereas concurrent enrollment gives credit for the college course only.

State law requires that in order for students to earn dual credit (from college and Dallas ISD), they may only take the courses that are approved each year by both the school district and college. High school counselors can contact the Postsecondary Partnerships and Programs Department for the most updated copy of the annual Interlocal Agreement/Amendment (IA) between Dallas ISD and the DCCCD, which contains a list of these approved courses. However, if a high school student is TSI exempt (see Student Eligibility section) and wishes to enroll in college courses on their own that are not included in the Dallas

ISD-DCCCD IA, then the student must pay all related costs for concurrently enrolled college courses, including tuition, fees, textbooks, and any other costs.

## Student Eligibility Requirements

Policies [TAC §4.85](#), [TAC §4.54](#)

TAC §4.85(b) identifies the requirements that must be met by each student who enrolls in a college course for dual credit. A student must demonstrate outstanding academic performance and capability (as evidenced by achieving or exceeding the minimum TSI college readiness standards on PLAN, SAT, ACT, or TSI Assessment). The exemptions, exceptions, and waivers for students to enroll in entry-level college courses are outlined in TAC §4.54.

State of Texas requirements are outlined below:

- Student must complete a pre-assessment activity and practice test prior to taking the official Texas Success Initiative (TSI) tests.
- To be eligible for enrollment in a dual credit course offered by a public college, student must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.)

### Eligibility to Enroll in Dual Credit Courses

#### Dual Credit Guidelines

A high school student is eligible to enroll in academic dual credit courses if the student:

- Demonstrates college readiness by achieving the minimum passing standards for Texas Success Initiative (TSI) and Adult Basic Education (ABE) on relevant sections of the Texas Success Initiative Assessment or TSIA. The chart below shows the minimum passing standards for the 2019-2020 school year. The current placement scores are subject to change.

<b>Instrument</b>	<b>State TSI Reading Standard</b>	<b>State TSI Writing Standard</b>	<b>State TSI Math Standard</b>
TSI Assessment	351 or above	A placement score of at least 340, and as essay score of at least 4. Other demonstrations of writing college readiness include a placement score of less than 340, and an ABE Diagnostic level of at least a 4, and an essay score of at least 5.	350 or above

- Demonstrates that s/he is TSI exempt or waived. Academic exemptions are based on demonstrated college readiness by subject area. For example, if a student has achieved a composite score of 23 on the ACT with a minimum of 19 on the mathematics test the student shall be exempt for the math section of the TSIA. Exemptions and waivers may be updated throughout the year. Please visit the DCCCD website to review current exemptions: <https://www1.dcccd.edu/catalog/GeneralInfo/AdmissAssessAdvEnroll/tsi.cfm>.
- Workforce Education Dual Credit/Level-One Certificate Program: A high school student is eligible to enroll in workforce education dual credit courses contained in a Level-One Certificate

program, or a program leading to a credential of less than a Level-One Certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility. **A high school student enrolled in a Level-One Certificate is exempt from TSI.** However, if the student takes dual credit courses that are not included in the Level-One Certificate, the student is no longer exempt from TSI and the student will be required to take the TSIA unless the student presents qualifying ACT, SAT, or STAAR scores to make the student exempt from TSI requirements.

### **TSI Met**

Once the student passes the college-level course with a C or better, the student will be TSI met within appropriate content area(s) of reading, writing, and/or math. A student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

Score requirements may be altered by the THECB with the currently approved scores being used for eligibility and course placement purposes.

Students may also meet TSI requirements in the relevant content area(s) by receiving a grade of C or better in college level core course(s). An institution may impose additional requirements for enrollment in courses for dual credit to ensure the student is placed correctly or permitted into dual credit courses. Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the college Dual Credit Coordinator/Administrator.

### **Continued Participation in Dual Credit Program**

Eligibility for continued participation in the Dual Credit program requires satisfactory academic performance at the high school; earned grades of A, B, or C in all college courses; and parental and school approval for each subsequent semester of enrollment. A student who earns grades of W, D and/or F may not be eligible for future dual credit courses or may have restrictions.

High school counselors must conduct individual conferences with students enrolled in dual credit courses to ensure the students are progressing in their dual credit course(s). Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment Coordinator or College Registrar by the published deadline. (See the “Credits and Grades” section for more details.)

Academic freedom is practiced at all Colleges of the DCCCD and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.

NOTE: The Dallas ISD does not currently administer the Algebra II STAAR EOC or the English III STAAR EOC.

## **Course Requirements**

### **For which courses may dual credit be offered?**

It is the responsibility of the Dallas ISD and DCCCD to ensure that the following requirements are met and specified in the written agreement.

1. Courses offered for dual credit by public, two-year, associate-degree-granting institutions must be identified as college-level academic courses in the current edition of the THECB's Lower Division Academic Course Guide Manual (ACGM) or as college-level technical education courses in the current edition of the board's Workforce Education Course Manual (WECM).
2. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university. Public colleges may not offer remedial or developmental courses for dual credit under state law.
3. Courses offered for dual credit must provide advanced academic instruction that allows for mastery of the TEKS for the appropriate high school course and that goes beyond or into greater depth than those TEKS.

### Who is responsible for the content of a course offered for dual credit?

Because the course is a college course, the college is responsible for the content. However, because the high school is also awarding credit, the public school district is responsible for ensuring that the student has an opportunity to master the TEKS. The district may do so through a review of the course syllabus as it is taught at the partner institution. If it is determined that all the TEKS are not included in the course, the district may work with the institution of higher education to enhance the course and/or may provide supplemental instruction.

### What is a course equivalency crosswalk (also referred to as an articulation chart)?

The course equivalency crosswalk is an officially approved document that matches coursework between schools and/or establishes procedures for reviewing courses that may be offered for dual credit. The course equivalency crosswalk is a part of the Dallas ISD/DCCCD Interlocal Agreement/Amendment.

Dallas ISD high schools may request a course to be added to the approved crosswalk by submitting the forms located in the APPENDICES. Final approval of courses to be included on the dual credit crosswalk is given by the Dallas ISD CARAC Committee (which includes content area staff who submit documents to CARAC) and the DCCCD college. This process will also determine whether the course will be a one semester or two semester course in high school. The P-TECH program courses can also be found on DISD and DCCCD created curriculum maps.

### Can a one-semester college course be offered over two semesters in order to accommodate the high school schedule?

In Texas colleges are responsible for determining the length of their courses and making decisions regarding an extended schedule.

## Teacher Requirements

Policies [TEC 22.0834](#), [TAC 153.1101](#) and [TAC 153.1117](#), [TEC 130.08\(g\)](#)

### Who may teach a dual credit college course?

Dual credit teachers must be regularly employed faculty members of the college or must meet the same or equivalent standards, including minimal requirements of the [Southern Association of Colleges and Schools \(SACS\)](#), and approval procedures used by the college to select faculty responsible for teaching the same courses to non-high school students at the college. **Only DCCCD colleges may authorize/credential a Dallas ISD teacher to teach dual credit courses.** (See appendix.)



### What certifications must a teacher have to teach a course for dual credit?

For college-level academic courses, the SACS requires a master's degree or doctoral degree with 18 graduate hours in the discipline being taught. For workforce education courses, SACS requires a bachelor's degree in the discipline or an associate's degree plus demonstrated competencies in the discipline. When districts partner with technical or community colleges to offer dual credit, including local or statewide articulated Career and Technical Education (CTE) courses, the postsecondary faculty must meet SACS teacher requirements. **Only DCCCD colleges may authorize a Dallas ISD teacher to teach dual credit courses.**

College faculty is not required to obtain certification through the State Board of Educator Certification when teaching high school students for dual credit. Courses for dual credit may be taught by appropriately qualified public education employees who are credentialed by the college or by employees of the institution of higher education.

### Are college faculty who teach courses for dual credit subject to fingerprinting requirements under TEC §22.0834, Criminal History Record Information Review of certain Contract Employees?

Local school districts determine their own policies with regard to criminal history requirements for contract employees, subject to minimum standards of TEC §22.0834 which requires criminal history reviews of contract employees who have direct contact with students. TAC §153.1101 and §153.1117 provide some guidance as to the minimum requirements of TEC §22.0834. The DCCCD instructors who teach on Dallas ISD campuses are not contracted by the Dallas ISD, they are contracted by DCCCD.

## Credits and Grades

Policies [EIC \(Local and Regulation\)](#), [EIA Regulation](#), [TAC §101.3021\(b\)\(2\)](#), [TAC §101.4002\(b\)](#)

### How much high school credit is earned by a student in a dual credit course?

The student can earn at least one-half credit toward a high school course for a one-semester college course. The student may earn a full credit for a one-semester college course if the district determines that the student has had an opportunity to demonstrate mastery of the TEKS for an entire one-credit course. (See Course Requirements section for explanation of the dual credit course equivalency crosswalk.)

### Who is responsible for determining what credit(s) are earned by the student?

The college is responsible for the college course material and awards the college credit upon successful completion of the course. Upon submission by the Dallas ISD content director, the Dallas ISD CARAC Committee is responsible for determining the specific high school credit that will be awarded for the college course. Students may have taken courses in 8<sup>th</sup> grade (MS for HS credit) that may have caused a duplicate credit with some of the Dual Credit courses. If such a course is found, please award the MS for HS credit with a local credit number and keep the current dual credit course. This exception is only allowed for Collegiate Academies and the Early College Schools.

### Who awards grades in courses for dual credit?

Grades are assigned by the teacher of record. Dual credit teachers must be regularly employed faculty members of the college or must meet the same or equivalent standards, including minimal requirements of the Southern Association of Colleges and Schools (SACS), and approval procedures used by the college to select faculty responsible for teaching the same courses to non-high school students at the college.

Training on the DCCCD grading system is provided to these Dallas ISD teachers by DCCCD. **Only DCCCD colleges may authorize/credential a Dallas ISD teacher to teach dual credit courses.**

**The teacher of record must be the instructor authorized/credentialed by DCCCD to teach the course.** There is only one teacher of record per dual credit course. If you have any questions about whether a Dallas ISD teacher has been credentialed by a DCCCD college, please contact the Postsecondary Partnerships and Programs Department.

### What is the equivalency between Dallas ISD grades for DCCCD grades?

As per EIC (LOCAL) policy the chart below shows the equivalency between DCCCD grades—which are letter grades—and Dallas ISD grades.

**Beginning with the 2017-2018 school year, a letter grade awarded by an accredited college for students enrolled in a course that is utilized for state high school graduation credit will be converted as follows; any plus or minus notated will be converted to the letter grade without a plus or minus:**

DCCCD College Grade	Dallas ISD Equivalent Numerical Grade
A	97
B	87
C	77
D	72
F	50

College courses taken **prior** to the start of the 2017-2018 school year will be converted as follows:

**A = 95      B = 85      C = 77      D = 72      F = 50**

Any grade below 70 shall be a failing grade.

Conversion of out-of-country students' grade equivalency shall be determined by evaluation of the students' transcripts.

### How are dual credit grades recorded?

The teacher of record is either a Dallas ISD or DCCCD instructor, whether s/he teaches the course on the college campus or Dallas ISD high school campus. All grades will be entered into DCCCD grading system first (**eConnect, NOT PowerSchool**). Soon after the college class is completed each semester the grades will be uploaded to the Dallas ISD Dashboard. Dual credit grades will be auto-generated into the Student Information System (SIS = PowerSchool) unless:

1. The student's DCCCD ID number was not input into the SIS (PowerSchool) by a campus staff member prior to the end of the term
2. The student's personal records (name, DOB, etc.) provided to Dallas ISD and DCCCD do not match. Student records can be altered by providing copies of the official birth certificate and/or driver's license to Dallas ISD or DCCCD.
3. The student withdrew and/or received an incomplete at the end of the grading term with DCCCD.
4. There are multiple Dallas ISD course numbers matched to the same DCCCD course numbers per the course equivalency crosswalk.

If a grade does not auto-generate, the counselor of record will fill out a Credit Evaluation Form and submit it, along with a copy of the student's grade report from the dashboard or DCCCD transcript, to the campus data controller. If the grade changes or a student completes his/her Incomplete, the counselor will submit a dual credit grade change form for the new grade. The counselor will attach a copy of the student's grade from the dashboard, which includes the date of the grade change. The campus data controller will update the historical transcript record with the dual credit courses/grades, print the new transcript, and give a copy to the counselor. The counselor will review the transcript to ensure dual credit has been awarded. DCCCD grades are not numerical grades (see table above). NOTE: The new EIA (REGULATION) policy regarding dual credit grading was issued by the state of Texas on March 28, 2016.

### Does a student earn extra weight for dual credit courses?

As per EIC (LOCAL) dual credit courses receive additional weight for students who successfully complete the courses.

### Are students in dual credit courses required to take the End of Course (EOC) assessments?

The Commissioner's Rules Concerning Substitute Assessments for Graduation in TAC §101.4002(b) outlines the approved substitute assessments that may be used in place of only one specific EOC assessment. Currently, dual credit final exams are not included in the approved list. Therefore, students enrolled in dual credit are required to take the dual credit final exam and the corresponding EOC assessments if they have not received a satisfactory score on a substitute assessment provided in the [chart](#). In addition, TAC §101.3021(b)(2) requires a student to meet the EOC assessment graduation requirements to receive a Texas diploma if a student is participating in a dual credit course for which there is an EOC assessment.

### How does a student withdraw from a college course?

High school counselors must conduct individual conferences with students enrolled in dual credit courses to ensure the students are progressing in their dual credit course(s). Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment Coordinator or College Registrar by the published deadline.

Please refer to the DCCCD website for current information on the withdrawal process:  
<https://www1.dcccd.edu/catalog/GeneralInfo/GradesTranscripts/dw.cfm?loc=DCCCD>

The box below shows the instructions provided on the DCCCD website as of June 2019.

To drop a class or withdraw from the college, you must follow the prescribed procedure. **It is your responsibility as a student to drop or withdraw.** Failure to do so will result in your receiving a performance grade, usually a grade of "F".

You can drop or withdraw from classes in three ways:

#### **1. In person**

Visit your college Admissions/Registrar's Office (and/or advising) at <http://www.dcccd.edu/Why/Apply/Pages/AdmRegOff.aspx> and complete a drop/withdrawal form.

#### **2. Online**

Drop classes online through eConnect at <https://econnect.dcccd.edu/>. In certain instances you may not be able to drop online; you will have to drop in person or by mail.

#### **3. By mail or fax**

Print this drop form (PDF - 36KB) <https://www.dcccd.edu/applyreg/reg/documents/droprequestform.pdf>

fill it out and mail or fax it to the college [Admissions/Registrar's Office](#). **You must give at least one reason** why you are dropping for each class. Forms that are mailed or faxed must be postmarked or date-stamped on a date prior to or on the last day to drop the class. Be sure to include a legible copy of a **photo ID** with your form.

A drop/withdrawal request by any means must be received in the Admissions/Registrar's Office (and/or advising) by the official drop/withdrawal deadline as indicated on the [Academic Calendar](#) and the current class schedule. No drop or withdrawal requests are accepted by telephone or email.

## Attendance Accounting

Policies [FEA \(local\)](#)

### Does time spent in a college course for dual credit count toward a district's average daily attendance (ADA) even if the course meets on the higher education campus?

Yes, funding-eligible time for a student taking a course for dual credit will include time instructed in the course even if the course meets on the higher education campus.

### If a student is attending a course for dual credit at an institution of higher education (IHE) with a calendar of less 75,600 minutes, is the student considered in attendance at his/her high school?

The state allows for several methods to meet requirements. First, a waiver is available. If high school students are taking courses for dual credit at an IHE with a calendar of fewer than 75,600 minutes, the school district may apply for a waiver of the 75,600 minutes calendar requirement. Waiver requests should be sent to the Texas Education Agency State Waivers Unit. In instances in which an IHE's calendar is shorter than the school district's calendar, the district should report the student's attendance in the Public Education Information Management System (PEIMS) with a different track to reflect the shorter calendar. Reporting the student with a separate track will prevent any reduction in state funding.

Many Dallas ISD high schools choose to use the days when the high school meets but the IHE does not (i.e., at the beginning or end of a semester) to provide instruction in the TEKS not demonstrated in the college course. This allows the high school to meet attendance requirements while also meeting course content requirements.

### If a student is taking a college course for dual credit that meets at the college, is the student considered in attendance by the high school?

A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program purposes if the student is enrolled in and attending an off-campus course for dual credit. Campuses may choose an alternate attendance-taking time for a group of students that is scheduled to be off campus during the regular attendance-taking time. Examples include dual-credit students who are attending classes at another location or career and technical education students who are scheduled to be at a worksite. The alternate attendance-taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance-taking time (for example, for the semester or for the duration of employment). This alternate attendance-taking time may not be changed once it is selected for a particular group of students.

### Where can I find more information about attendance calculations in CTE courses for dual credit?

Please see Section 5.11 of the Student Attendance Accounting Handbook at

[https://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Compliance/Student\\_Attendance\\_Accounting\\_Handbook/](https://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/)

### How does a Dallas ISD teacher who has been authorized by a DCCCD college to teach a dual credit course on a high school campus record attendance?

A Dallas ISD teacher who is authorized to teach dual credit courses by a DCCCD college and is teaching on a Dallas ISD campus must follow Dallas ISD attendance recording policies and procedures.

## Dual Credit Funding

Policies [TEC §39.234](#), [TAC §102.1091\(d\)\(3\)](#) [TEC 61.059](#)

### Who pays the tuition and fees for DCCCD-Dallas ISD dual credit courses?

DCCCD generously waives tuition and fees for Dallas ISD students enrolled in dual credit courses. If a student has to repeat a college course, the parents are responsible for all fees.

### Who pays for required textbooks for DCCCD-Dallas ISD dual credit courses?

The Dallas ISD pays for textbooks if the orders are received in enough time to order through district purchasing procedures. There are instances where the teacher of record has not selected a text in time to meet deadlines or a student enrolls in a summer college course where the district cannot purchase the textbooks. Required textbooks for students in the designated Collegiate Academies, P-Tech and Early College High Schools are purchased by the Dallas ISD.

### Do public school districts and charters receive state funding through the Foundation School Program (FSP) for dual credit programs?

Yes. Funding eligibility for a student taking a course for dual credit will include time instructed in the course. Currently, districts may count the time that students spend in a course for dual credit for state funding purposes even if students are required to pay tuition, fees, or textbook costs for those courses. For a district or charter school to receive FSP funding for a student taking a college course, the district or charter school must have documentation of an articulation agreement between the district or charter school and the college and meet other requirements for courses for dual credits.

### Can weighted CTE funding be earned for dual credit opportunities?

If CTE courses that meet all the TAC requirements are offered for dual credit, students enrolled in the courses are eligible to be counted for CTE contact hour funding. Eligibility for secondary CTE contact hour funding does not preclude the college from also being funded from postsecondary funding sources.

### May high schools use high school allotment funds for dual credit?

Yes. TEC §39.234 requires school districts and campuses to use the high school allotment to implement programs that encourage students toward advanced academic opportunities, such as dual credit and Advanced Placement®. High school allotment funds may also be used for tuition, textbooks, and transportation to dual credit classes.

## Early College High School and Dual Credit

Policies [TAC §102.1091](#), [TAC §4.161](#), [TAC §4.53](#),

### What is an Early College High School (ECHS)?

An ECHS is a school designated by the TEA (TAC §102.1091 and §4.161) that enables students, who might not otherwise go to college, to graduate from high school with up to 60 college credit hours. In 2014-

2015 a limited number of CTE Early College High Schools were approved by TEA, THECB, and the Texas Workforce Commission (TWC), including Spruce High School.

In Texas, the Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12. The ECHS shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) who might not otherwise go to college. The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/administrator and individuals with decision-making authority from the district(s) and IHE(s). The ECHS shall provide students with academic, social, and emotional support during their course of study.

The Early College High School shall administer a Texas Success Initiative college placement exam (as defined by TAC §4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

Texas Early College High Schools are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and up to 60 college credit hours. Early College High Schools:

- provide dual credit at no cost to students
- offer rigorous instruction and accelerated courses
- provide academic and social support services to help students succeed
- increase college readiness, and
- reduce barriers to college access.

NOTE: Early college high schools need to ensure that high school students receive instruction on days Dallas ISD students are in attendance, but the college is not.

For more information on Texas ECHS: [http://tea.texas.gov/index2.aspx?id=4464&menu\\_id=814](http://tea.texas.gov/index2.aspx?id=4464&menu_id=814)

### What are the Dallas ISD's Early College High Schools?

Dallas ISD currently operates seven Early College High Schools (ECHS).

Four are “stand alone” early college high schools, which solely educate ECHS students: Trinidad “Trini” Garza Early College High School at Mountain View College; Kathlyn Joy Gilliam Collegiate Academy with Cedar Valley College; Dr. Wright L. Lassiter Jr. Early College High School at El Centro College; and North Lake Collegiate Academy at North Lake College.

Three are “schools within a school” early college high schools: W.W. Samuell ECHS; H. Grady Spruce CTE ECHS; and Skyline Collegiate Academy at Cedar Valley College.

### What is a Pathway in Technology Early College High School (P-TECH)?

For more information on P-Tech: [www.ptech.org](http://www.ptech.org) and <https://www.dallasisd.org/Page/41736>

As of 2019-2020, Dallas ISD has eighteen P-TECH schools housed on comprehensive high school campuses throughout the metroplex. Each school is partnered with a DCCCD college to offer pathways of dual credit courses that lead to CTE certificates, Associate of Applied Science (AAS) degrees, and/or Associate of Arts degrees. The academies are modeled after the “school within a school” design and they include: David W. Carter P-TECH at Cedar Valley College; Emmett J. Conrad Global Studies H-TECH at Richland College;



Thomas Jefferson P-TECH at Brookhaven College; Seagoville P-TECH at Eastfield College; South Oak Cliff P-TECH at Mountain View College; James Madison P-TECH at El Centro College; L. G. Pinkston H-TECH at El Centro College; Franklin D. Roosevelt H-TECH at El Centro College; Bryan Adams P-TECH at Eastfield College; W. H. Adamson at El Centro College; Hillcrest H-TECH at Richland College; Justin F. Kimball E-TECH at Mountain View College; Lincoln B-TECH El Centro College at UNT Dallas; Moises Molina B-TECH at Mountain View College; North Dallas P-TECH at Brookhaven College; Sunset P-TECH at Mountain View and UNT Dallas; Wilmer-Hutchins E-TECH at North Lake College; W. T. White B-TECH at Brookhaven College.

P-TECH (Pathways in Technology Early College High School) is an Early College High School model. Through a three-way partnership, the P-TECH model connects the high school, college, and the world of business and industry. P-TECH enables students to begin their college and professional lives more quickly with more support than the typical school-to-work pathway. Students in P-TECH have the opportunity to earn up to 60 college credit hours and/or an associate degree, leave school with the skills and knowledge they need to continue their studies, or step seamlessly into competitive jobs in the technology industry. 9th and 10th grade students will complete their coursework at the high school. Students in grades 11 and 12 will take the majority of their coursework at the college. Students will receive various college readiness interventions to prepare them for college courses. Seagoville P-TECH at Eastfield College was the first P-TECH in the state of Texas.

### How do the payments for tuition, fees, and textbooks for ECHS and P-TECH differ from a regular high school?

Per the commissioner's rules for ECHS programs (TAC §102.1091), a student enrolled in an ECHS course for high school graduation credit is not required to pay for tuition, fees, or required textbooks. School districts and charter schools are responsible for paying any tuition, fees, or textbook costs not waived by the institution of higher education.

If, however, a student enrolled in a dual credit course fails the course, eligibility for the program and academic standing are reviewed for continued participation in dual credit courses. Students must maintain satisfactory academic performance at the high school; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each subsequent semester of enrollment. A student who earns a grade of D or F in a dual credit course may not be eligible for future dual credit courses or may have restrictions placed on their enrollment in the Dual Credit Program. Students who earn a grade of W, D, and F in a dual credit course may not be eligible for future financial aid or may have limited financial aid options beyond high school. If the student fails a course required for high school graduation, the student must retake the course for high school credit. If the student desires to earn college credit for the course, the qualified student may retake the course, after review, at the expense of the ECHS/P-TECH.

**Students must be advised that college course grades remain on their college transcript for the rest of their lives, and a dual credit course failure may also negatively impact future financial aid.**

### May high school students taking dual credit courses be placed on probation or suspended by the college?

Dual credit students may be placed on probation or suspended if they fail to follow college policies, rules, and regulations. [DCCCD Academic Standing Policies](#)

## PEIMS Coding and Dual Credit

### How are courses for dual credit coded in the Public Education Information Management System (PEIMS)?

The course code is the same as the code for the corresponding high school course, but the special explanation code of “D” for dual credit is required on the Academic Achievement Record.

**When scheduling students for dual credit courses, counselors must exercise caution to ensure that students’ graduation plans do not contain duplicate high school course credit.**

Understanding the similarities and differences between Dual Credit and Advanced Placement courses can assist students in creating a plan for acquiring college credit while still in high school. AP and Dual Credit are not mutually exclusive, and many students choose to participate in both over the course of their high school career.

	<b>Dual Credit (DC)</b>	<b>Advanced Placement (AP)</b>
<b>Description</b>	Dual Credit allows students to concurrently earn high school and college credit by completing a course at their high school or local community college or university.	AP courses allow students to take college-level courses and exams, and to earn college credit or placement while still in high school.
<b>Credit</b>	Credit is awarded based upon successful completion of the course.	Students are awarded credit based on their AP exam score. Students should note that individual colleges and universities grant course credit and placement for AP exams scores, so credit will vary.
<b>Teachers/Instructors</b>	Dual Credit courses are taught by college instructors and/or district teachers who serve as adjunct professors. DC teachers are required to have at least 18 hours of Masters level graduate work in their content area to teach a dual credit course.	AP courses are taught by district teachers who have attended College Board training and completed an AP Audit to authorize their course with the College Board.
<b>College/University Acceptance</b>	Dual Credit courses are accepted at Texas public colleges and universities. Students should check with an individual college for their intended major’s academic requirements.	AP scores are accepted throughout the nation. Texas state colleges will offer credit for a 3 or higher on most exams, with some exceptions. Students should visit <a href="http://APstudent.collegeboard.org">APstudent.collegeboard.org</a> to search for credit policies at their university of choice.



<b>Location</b>	Dual credit courses may be taught at the high school campus or at the local community college or university. Students should check with their counselor for course availability.	AP courses are taught at the high school campus, but may vary, so students should check with their counselor for availability.
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### Can a course for dual credit be recorded using the PEIMS code for the associated Advanced Placement (AP)® course?

No, not unless the course has been approved as an AP® course by the College Board through the AP® Course Audit. Please contact Advanced Academic Services for additional information at 972.925.6431.

AP Course Audit website: <http://www.collegeboard.com/html/apcourseaudit/>

### Can a course provide dual credit and be an Advanced Placement (AP)® course?

Yes, if the course meets both dual credit and AP® requirements. A College Board-approved AP® course must adhere to the AP® course descriptions and be approved through the AP® Course Audit. This means the college instructor must have submitted his/her course syllabus and have received approval in advance. Please contact Advanced Academic Services for additional information at 972.925.6431.

## Award of College Credit

Policies [TAC §4.85](#), [TEC §51.907](#), [TEC §61.0595](#), [TAC §§13.102 - 13.104](#)

### When does a college transcribe the credits earned by students?

College credit as well as high school credit should be transcribed immediately upon a student's completion of the course (TAC §4.85(h)).

### How do different types of dual credit transfer?

Academic dual credits may be applied toward the core curriculum or to other specific degree program requirements of an academic associate degree or baccalaureate degree at a Texas public higher education institution. However, transferred credits are not guaranteed to count toward a specific degree program. Some public institutions may award elective credit instead. In some instances, private or out-of-state institutions may choose to award transfer credit for academic courses taken in dual credit programs.

Students who want more information about how their courses for dual credit might transfer should seek specific transfer guidance from an advisor at the institution offering the course. In addition, if students know which institution they plan to transfer credits to, they should also seek guidance from an advisor at that institution.

Helpful Links:

[www.thecb.state.tx.us](http://www.thecb.state.tx.us)

[Texas Core Complete University Transfer Reference Sheet](#)

### Can developmental courses at an IHE provide dual credit?

No. Developmental education courses cannot be offered as or taken for dual credit (TAC 4.85(a)).

### What is the six-drop rule and does it affect dual credit students?

TEC §51.907 places limitations on the number of course drops that are allowed for students in public institutions of higher education. The Texas Association of College Registrars and Admissions Officers (TACRAO) developed a guide to assist institutions of higher education in implementing the so-called “6-drop Rule,” which recommends that courses taken by students while enrolled in high school – whether for dual credit or for college credit alone – not be included in the course drop limit.

### Are dual credit students affected by the Excess Hours Law, which makes college students subject to out-of-state tuition rates if they exceed 30 semester credit hours over their baccalaureate degree plan?

Beginning in fall 2009, semester credit hours earned by a student before graduating from high school and used to satisfy high school graduation requirements (hours earned in classes taken for dual credit) are exempted from the calculation of excess hours (TEC §61.0595 ; TAC §§13.102 - 13.104).

The **Postsecondary Partnerships and Programs Department** is responsible for overseeing training materials; preparing the annual DCCCD Interlocal Agreement/Amendment; tracking Dallas ISD teachers who are credentialed by a DCCCD college; managing the ordering of textbooks; and monitoring dual credit processes. School administrators are responsible for ensuring dual credit teachers are credentialed by the college and campus counselors are responsible for enrolling students in dual credit courses and transcription of college credit.

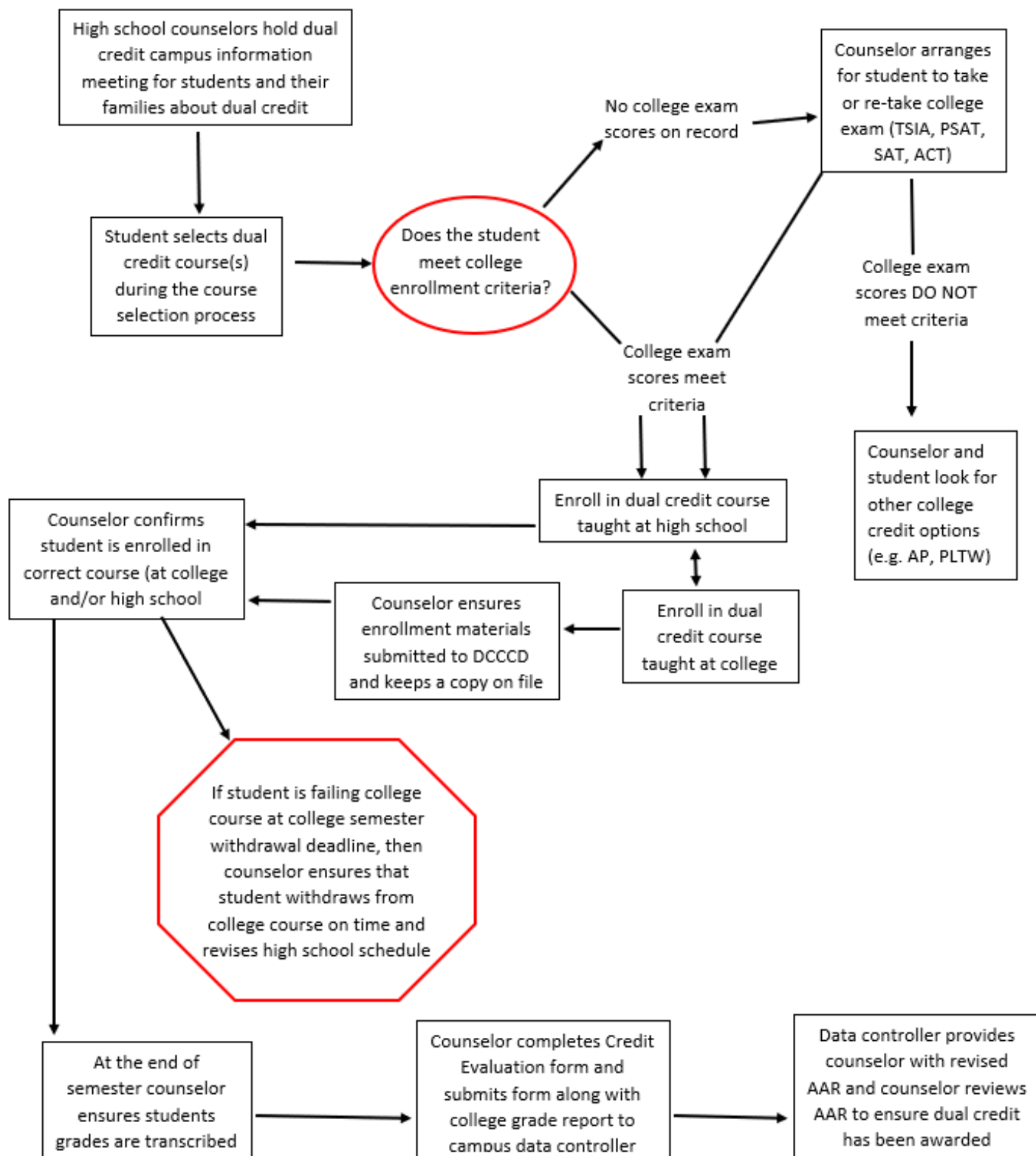
### DCCCD Dual Credit Contact Information

For office hours please visit <https://www.dcccd.edu/apply-reg/hsprog/dualcredit/pages/contact.aspx>

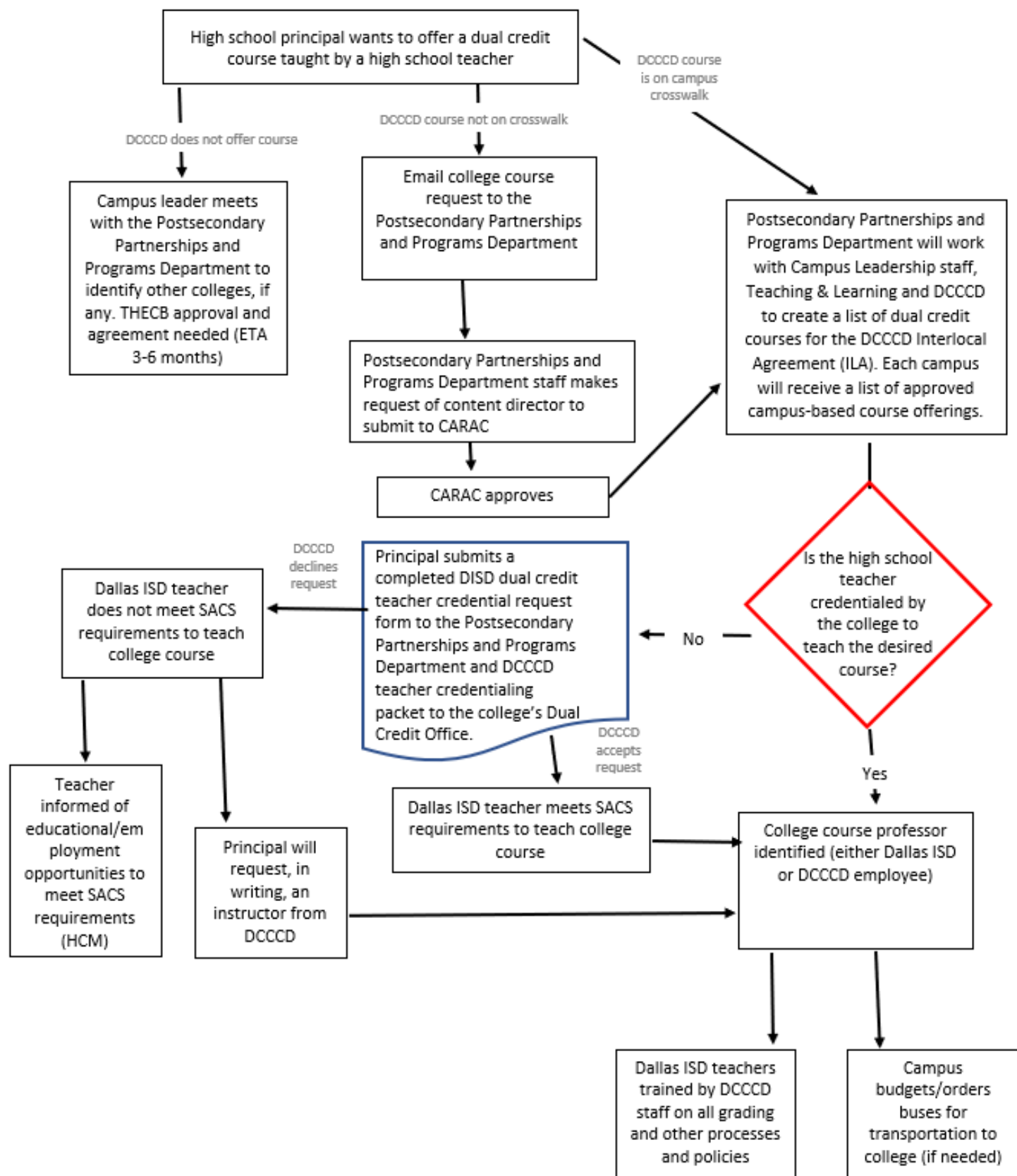
DCCCD College	Telephone Number	Email Address
Brookhaven	972.860.4652	<a href="mailto:bhcdualcredit@dcccd.edu">bhcdualcredit@dcccd.edu</a>
Cedar Valley	972.860.8067	<a href="mailto:cvcdualcredit@dcccd.edu">cvcdualcredit@dcccd.edu</a>
Eastfield	972.860.7296	<a href="mailto:eastfieldechs@dcccd.edu">eastfieldechs@dcccd.edu</a>
El Centro	214-860-2658	<a href="mailto:eccdualcredit@dcccd.edu">eccdualcredit@dcccd.edu</a>
Mountain View	214-860-8656	<a href="mailto:mvcdualcredit@dcccd.edu">mvcdualcredit@dcccd.edu</a>
North Lake	214.860.2290	<a href="mailto:dualcreditnlc@dcccd.edu">dualcreditnlc@dcccd.edu</a>
Richland	972-761-6246	<a href="mailto:dualcredit-rlc@dcccd.edu">dualcredit-rlc@dcccd.edu</a>

## APPENDIX A: Dual Credit Process Flow Charts

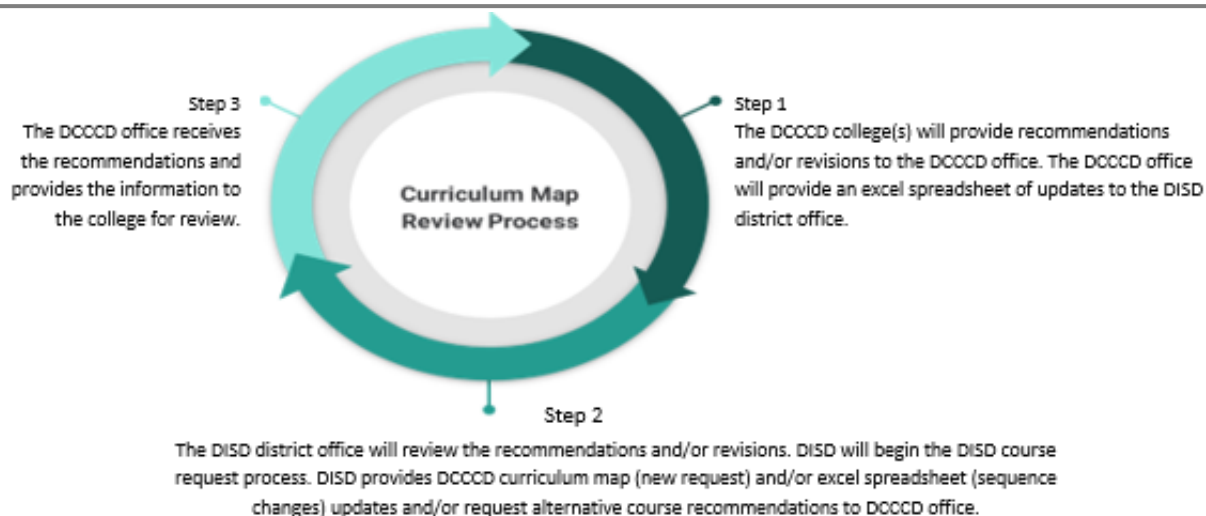
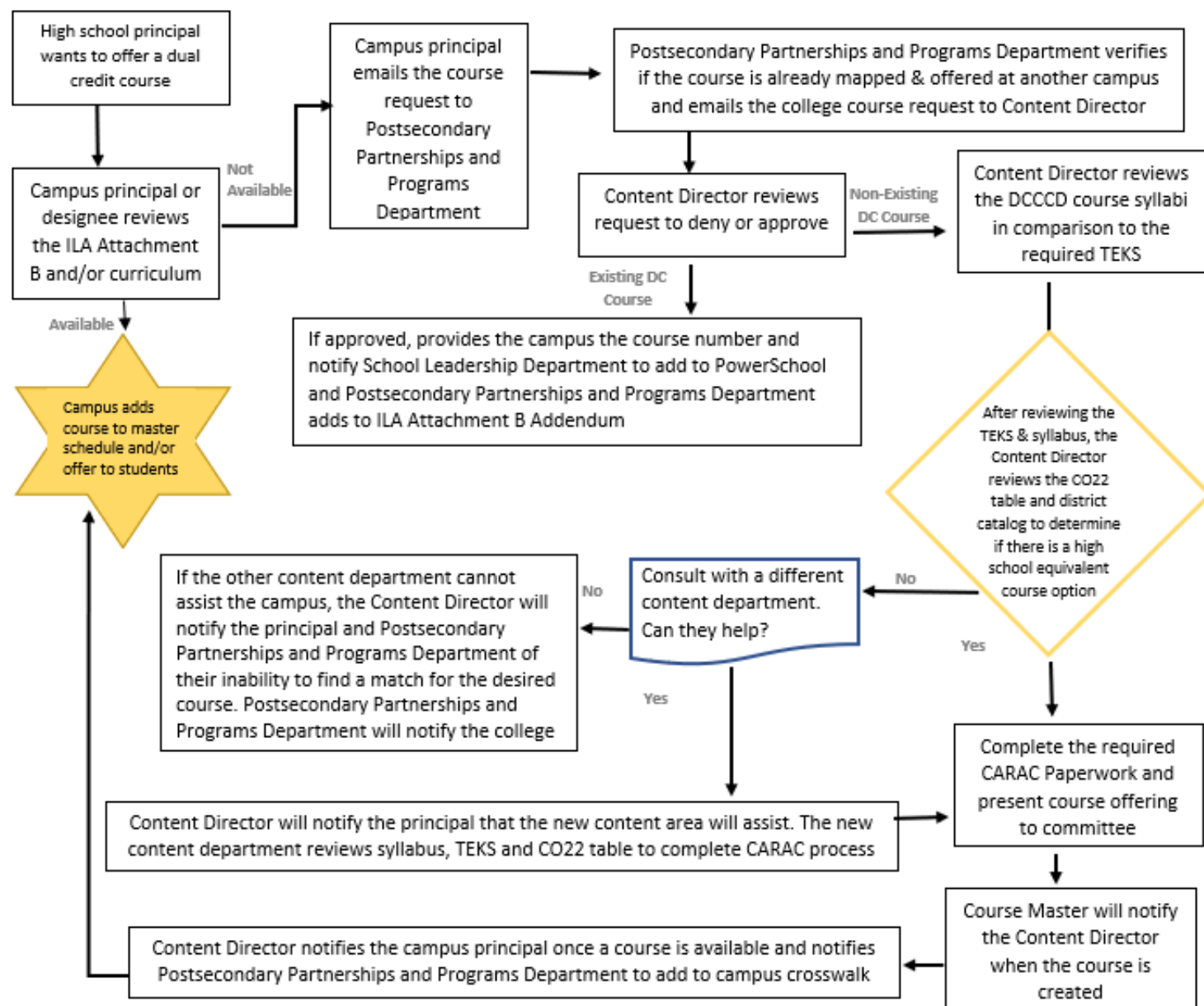
### The Student Process



## The Teacher Selection Process



## The Course Creation & Curriculum Map Review Process



## APPENDIX B: Dual Credit Course Request Form

### 2019-2020 DUAL CREDIT COURSE REQUEST FORM

**SAMPLE**

**Please submit this form in order to request to add a dual credit course.** Provide the name and course numbers of the college and high school course. E-mail this form to Wendy Smith at [wesmith@dallasisd.org](mailto:wesmith@dallasisd.org) along with a copy of the college syllabus and objectives. If you have questions, please call the Postsecondary Partnerships and Programs Department at 972-925-5482.

Submitted by: \_\_\_\_\_

College/High School: \_\_\_\_\_

Contact Information (e-mail address, phone); \_\_\_\_\_

College Course Name and Number	High School Course Name and Number

**This section is to be reviewed by the Dallas ISD Teaching and Learning and Postsecondary Partnerships and Programs Departments High School Area:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> English        | <input type="checkbox"/> CTE                      | <input type="checkbox"/> Instructional Technology |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Fine and Performing Arts | <input type="checkbox"/> Physical Education       |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Health Education         | <input type="checkbox"/> World Languages          |
| <input type="checkbox"/> Social Studies |   |   |

**I have reviewed and conducted alignment of the college syllabus, objectives and textbook chapters/objectives to high school courses that appear to be related.**

☐ The college course above is aligned with following high school course to same or greater depth and complexity and covers the Texas Essential Knowledge and Skills (TEKS) of the course. This course is approved as a dual credit course.

Dallas ISD Course Name \_\_\_\_\_

For the following reason(s) high school credit cannot be awarded for the above listed college course.

- ☐ No high school course exists that covers the same subject as the college course.
- ☐ The college course objectives, syllabus and/or textbook objectives as detailed in the syllabus do not cover 100% of the Texas Essential Knowledge and Skills (TEKS) as required by the Texas Education Agency.
- ☐ The college Instructor/Department Head will not add the TEKS to the objectives for a course that does not meet the TEKS.
- ☐ The subject matter is inappropriate to the maturity level of the high school students proposed to take the course.
- ☐ At a meeting of the college instructor/head and Dallas ISD curriculum staff it was agreed that the courses did not align.

#### Recommendations:

Name \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

## APPENDIX C: Dual Credit Teacher Credential Request Form

# Dual Credit Teacher Credential Request Form

## SAMPLE

**Please submit this form in order to request that a Dallas ISD teacher be credentialed by a DCCCD college to teach a dual credit course.** Provide the name and contact information for the Dallas ISD teacher. The DCCCD college will contact the teacher with the information needed to complete the credentialing process.

Email this form to Elizabeth Woodall at [ewoodall@dallasisd.org](mailto:ewoodall@dallasisd.org). If you have questions, please call the Postsecondary Partnerships and Programs Department at 972-925-5476.

Please complete the following information for each teacher for whom you request be credentialed to teach a dual credit course. **The high school principal must sign this form.**

[illegible]

High School Principal Name

Principal Signature

Date \_\_\_\_\_

## APPENDIX D: Dual Credit Textbooks

An electronic version of the core curriculum textbook request form can be found at <https://www.dallasisd.org/dualcredit>. Please submit dual credit textbook requests at least eight weeks prior to the course start date. Requests should only be submitted for students who are eligible (TSI-met or exempt) for and registered for a DCCCD course. The purchasing process is lengthy, so verify that the ISBN you enter is accurate before submitting a request. To retrieve required textbook information, reach out to your DCCCD Dual Credit Coordinator and/or course instructor. Please email [mlozanobaker@dallasisd.org](mailto:mlozanobaker@dallasisd.org) after you have entered your request and after you have received all textbooks.

Please contact the [CTE Department](#) for CTE based dual credit textbooks.

Please contact the [P-TECH and ECHS Department](#) for additional information regarding Collegiate Academy textbooks.

Textbooks that are purchased for dual credit become the property of the school district. They are to be assigned to a textbook inventory at the school. They are to be checked out to the students enrolled in the dual credit class and checked in at the end of the semester.

If you have questions, please contact the Postsecondary Partnerships and Programs Department at 972-925-5476.



## APPENDIX E: Dual Credit Tool Kit, Grading Forms, and Resources for High School Counselors & Staff

Counseling Services provides resources including the dual credit toolkit and credit evaluation forms for secondary counselors, which can be found at <https://www.dallasisd.org/Page/54127>. Dual credit specific presentations, student advising guides, policy reference sheets, and dashboard reference sheets, etc. can be found at <https://www.dallasisd.org/dualcredit>. Below you will find a sample of the dual credit grade change form.



### AUTHORIZATION TO CORRECT DUAL CREDIT GRADES

Please refer to PowerSchool Historical Records and the Postsecondary Success Dual Credit Dashboard for the information to complete this form

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

**Counselor:** Grades are assigned by the teacher of record only. The change made by the Teacher of Record (Dual Credit Instructor) should be retrieved only from the Postsecondary Success Dual Credit Dashboard.

Original Course 1 Name/Number	School Code	Year / Sem.	Grade	New Course 1 Name/Number	Date	Year / Sem.	Grade
If full year course, course # / semester to be added back							
If full year course, course # / semester to be added back							
If full year course, course # and semester to be added back							

**Data Controller:** Change the grade of the above Original Course listed to the New Grade.

Name of Person Requesting Change: \_\_\_\_\_

(Please print)

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**Data Controller:**

Data Entry Completed: \_\_\_\_\_ Verified: \_\_\_\_\_ Data Controller's Initials \_\_\_\_\_

Return a copy of an AAR to the student's counselor with the change.