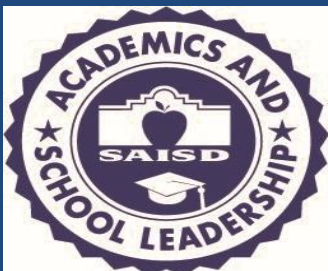




Dual Credit Program Guide

2021 Edition



ADVANCED ACADEMICS

DUAL CREDIT

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

PURPOSE STATEMENT

The dual credit program guide is a key document for high schools to utilize as a framework for developing their campus dual credit program. This program guide identifies key performance indicators, the academic year at-a-glance, process and procedural standards, outlines roles and responsibilities, highlights expectations, and provides helpful forms. **The contents of this program guide are established to hold central office staff, counselors, campus administrators, adjunct instructors, and facilitators accountable for dual credit procedures and systems.**

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MISSION, VISION, AND BELIEFS

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in college, career, or military. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

DUAL CREDIT MISSION

To give every high school student the opportunity to earn as many college credits as possible through a Dual Credit/Early College Program. This program is a process through which a student may earn high school credit for graduation as well as successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essentials Knowledge and Skills (TEKS) for a corresponding high school course. The "dual credit" earned is both college credit and high school credit for one course reflected on both transcripts.

DUAL CREDIT VISION

We believe that by providing equitable opportunities for students to engage in dual credit coursework, obtain both high school and college credit, and actively participate in the college going culture will prepare students with the required skill for persistence after high school toward completion of a postsecondary degree, certificate, and/ or industry certification. Thereby enabling students to be contributing members of the community.

THE PROGRAM

What is Dual Credit

- **Dual Credit** courses are courses taught by a college instructor or SAISD teacher approved as an adjunct instructor; all curriculum, resources and grades are controlled by the professor/instructor and the college department. The student earns credit for a high school course that is matched to the content of the college course. Grades for the high school course and college course are typically the same. Examples include: English, US History, Speech, Culinary, IT, Aerospace, or Construction.

What is Dual Enrollment

- **Dual Enrollment** courses are courses taught by a college instructor who determines all curriculum, resources, and grades for the college course in collaboration with a high school teacher who helps to facilitate the college course and who manages all curriculum, resources and grades for the high school course. Students may have the option to accept or deny the college hours/transcription for the dual enrollment course. Grades for the high school course may differ from grades for the college course.

The best examples of dual enrollment courses are our UT OnRamps course offerings.

Note:

- **Advanced Placement** (AP) courses will continue to be a third option where students may earn college credit by earning a 3, 4 or 5 on the end of year AP exams
- **P-TECH** students can earn college credit, a 2-year degree, and/or a postsecondary credential through the Pathways in Technology Early College school model.
- **ECHS** students can earn a 2-year degree through the Early College High School model.

Benefits of Dual Credit

- No Tuition Fees (Free) – Save money on college tuition and instructional materials
- Finish College Faster – Obtain college credit that can lead to the completion of a postsecondary degree or certificate
- Transfer credits earned in high school to Texas public colleges and universities
- Easier transition to college level coursework and college life

Dual Credit High School Course Offerings by Campus

[DC Course Offerings by Campus](#)

Variations of Dual Credit Programs

To offer college credit bearing courses, SAISD partners with multiple institutions of higher education (IHEs) including the University of Texas at San Antonio, the Alamo Colleges (San Antonio College, St. Philip's College, and Palo Alto College), the University of Texas Austin, Texas A & M University San Antonio, and the National Education Equity Lab.

Location	Model	Instructor	Delivery	Classmates
<ul style="list-style-type: none"> • Community College campus • High School/Early College campus • 4-Year University • Virtual/online 	<ul style="list-style-type: none"> • Traditional High School with dual credit • Early College High School • School within a school • Independently 	<ul style="list-style-type: none"> • Dual employed high school and college instructors • College-only instructors • College instructors paired with high school facilitators 	<ul style="list-style-type: none"> • Physical classroom • Online (asynchronous) • Online (synchronous: interactive or one-way) • Recorded 	<ul style="list-style-type: none"> • Other dual credit students only • Dual credit and AP students mixed • Mixed with traditional college students

Why Dual Credit?

Independent research demonstrates that students who take dual credit/dual enrollment courses demonstrate a higher likelihood of enrolling in college and are more likely to persist in earning a professional credential and/or 2-year or 4-year degree. Students who take dual credit/dual enrollment courses gain experience that leads to confidence and a new vision of themselves as true college students.¹ Additionally, students participating in dual credit/dual enrollment courses experience a costing savings that can significantly impact postsecondary plans. Thus, student participation in dual credit/dual enrollment courses plays a key role in improving future college outcomes.

Core Academic Courses	Core academic courses are general education courses required for any student who plans to pursue a traditional associate or baccalaureate degree in Texas. Dual Credit core academic credits earned at public institutions of higher education are transferable to Texas public colleges and universities and may be applicable to a student’s Associate of Arts (AA) or Associate of Science (AS), and baccalaureate degrees. See the Texas General Education Core Curriculum WebCenter for more information.
Career & Technical Education Courses	Career and technical education courses award credit that applies toward a certificate and/or Associate of Applied Science (AAS) degree program and are intended to prepare students for immediate employment in a specific occupation. Students who successfully complete these courses will graduate high school with career and technical knowledge and skills and potentially an industry certification approving them for employment in their career of choice. In limited circumstances, some of these courses will also transfer toward four-year degrees. These courses must meet TSI requirements unless the courses lead to a Level 1 certificate.
Foreign Language	Foreign language course credits earned at public institutions of higher education are transferable to Texas public colleges and universities and may be applicable
	to a student’s Associate of Arts (AA) or Associate of Science (AS), and baccalaureate degrees.

¹ Education Next [The Rise of Dual Credit](#), Vol. 21 No. 1

DUAL ENROLLMENT

UT ONRAMPS DUAL ENROLLMENT

UT OnRamps dual enrollment program offers courses taught by a high school teacher and college professor, typically offered asynchronously with all materials and assessments created by the professor. The high school teacher supplements with TEKS aligned curriculum and assessments for the high school course and awards the high school grade; the college professor awards the college grade. Students can elect to accept or decline the college credit based on eligibility. A final grade of “D” or better identifies a student as eligible for college credit.

ONRAMPS QUICK REFERENCE GUIDE

[OnRamps Reference Guide](#)

ONRAMPS LAB COURSES

OnRamps with lab components (Chemistry I & II, Biology & Physics II) are all 4 credit hours. The students will receive 3 credits for the “lecture” time and 1 credit for the lab; however, the content is embedded into one class time.

TSI FOR ONRAMPS

TSI readiness can come into play in OnRamps Math & Science yearlong courses, during the eligibility period for each course (midway point). Students who are not earning a D- or better during that eligibility may be allowed to submit their passing TSI scores to their UT professor to reinstate their eligibility. Score upload instructions: [attaining your TSI Score Report1.pdf](#)

ONRAMPS TEACHER QUALIFICATIONS

To qualify as an Onramps teacher, one must have completed at least one full year of teaching in the same discipline. **All new and returning instructors must complete the application process** to receive approval from OnRamps to implement the course.

OnRamps teachers embody a growth mindset they instill in their students. They do this by committing to the following:

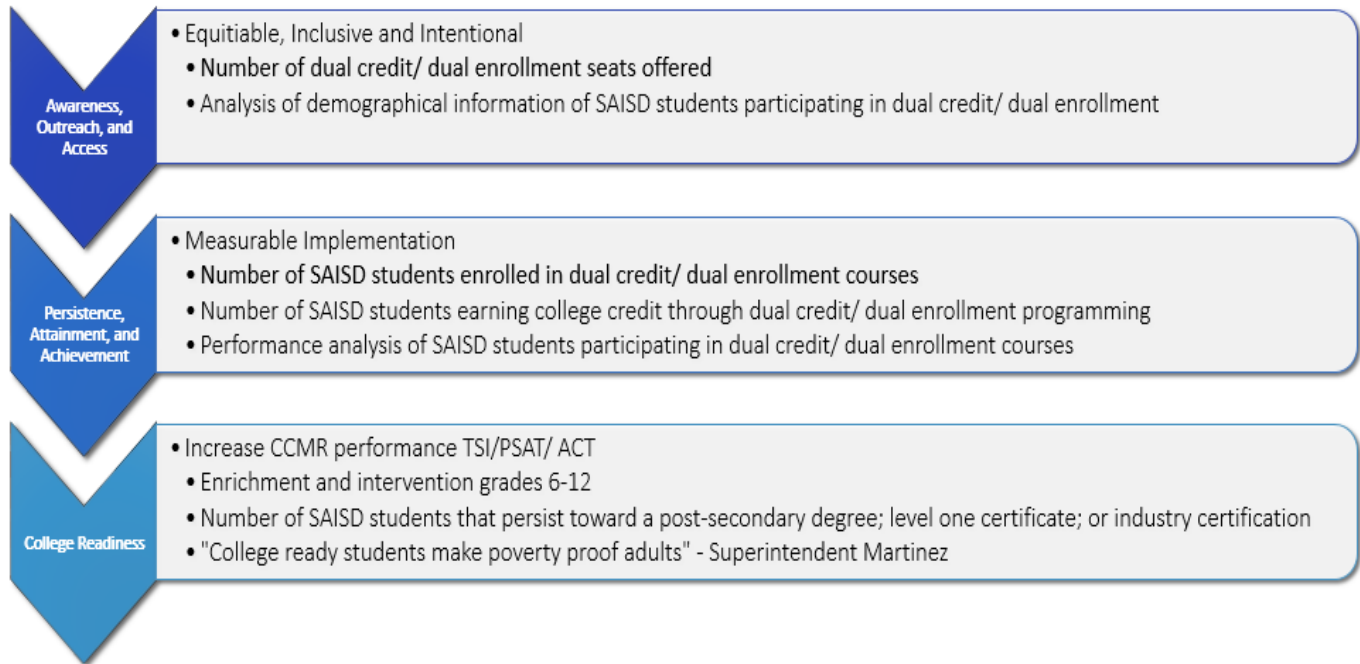
- To attend Summer Professional Learning Institutes (PLI)
- To participate in both, fall and spring semester PLIs (dates to be announced).
- To participate in monthly virtual conferences to collaborate with fellow instructors and OnRamps Course Staff about course implementation. Virtual conferences are typically held before or after school, with multiple options for attendance within one week.
- To collaborate virtually with OnRamps Course Staff and Mentor Instructor(s) to develop and reflect on your pedagogy and teaching practice.

OnRamps CCMR QUALIFICATIONS

* Please note that students will have the opportunity to accept/decline either credit. Also, if a student accepts the lecture portion (worth 3 credits) they will count towards your CCMR even if they decline the lab credit. However, if they accept the lab credit and not the lecture credit, they will not count towards CCMR. **Remember that students must earn 3 college credit hours with the final letter grade of “D” or better for the campus to receive CCMR credit for the student.**

DUAL CREDIT GOALS AND INDICATORS

The collaborative work of students, parents, teachers, counselors, and all level administrators is summed up in the following measurable outcomes. These goals are aligned to the SAISD Board goals. The overall goals and indicators that drive the outcomes are divided into three areas: Persistence and Success; Outreach and Access; College Readiness



Campuses are also expected to be knowledgeable and committed to track the key performance indicators and programmatic goals. These indicators are not official measures of success, but help campuses frame their daily and monthly work. Examples of activities that help drive indicators and goals are:

- Hosting dual credit information sessions for parents and students
- Provide early exposure enrichment activities for students in the middle grades
- Provide post-secondary advising opportunities for students grades 9-12
- Enroll students in AVID or Path EDUC 1300 for academic support
- Continued professional development for adjunct faculty
- IHE partner engagement activities with students and parents
- Frequent grade monitoring
- Ongoing tutoring support
- Provide facilitators for online college courses with access to IHE canvas
- Student attendance monitoring
- Ongoing data review
- Increase opportunities for on campus practice and testing (certifications and college entrance exams)
- Student success trackers
- Parent and family information sessions
- College visits
- Early exposure of high school course work in the middle grades

YEAR AT-A-GLANCE

August	September	October	November	December	January
<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> BOY DC Program Overview (Counselors/ Campus DC POC) Adjunct Alamo College District PD Parent/ Student DC orientation Student Success Workshop DC PLC <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> Fall class begins Last day to withdraw from Summer courses (letter grade of "W" will be on college transcript) 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> Alamo Colleges District Chair Academy Presentation DC PLC College census date <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> Fall census date Submit course sections for Spring semester 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> New course request Campus Grade Audit Monitoring Form and advising Fall/Summer/Spring DC course submission in DC Planner Student Success Workshop DC PLC P-TECH/ ECHS designation application review <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> Spring deadline for New & Existing Faculty Applications Alamo enroll, ApplyTX Parent Consent Forms & Test scores Verification form & School Roster 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> MOY DC Program Overview (Counselors/ Campus DC POC) Course Convention TIMA -Spring Textbook order DC PLC DC Newsletter UTSA Invoice <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> Parent consent forms, update school roster, & test scores Fall withdrawal deadline 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> Alamo Colleges District stipend invoice Campus Fall/Spring/Summer course confirmation Campus Grade Audit Monitoring Form and advising DC PLC (Confirm next year DC courses) <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> Spring submission deadline to complete new student registration & update verification form (new students to campus/district only) 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> Program Improvement Plan (PIP) development Alamo College District PD Parent/ Student DC Orientation Student Success Workshop University of Texas- San Antonio Invoice DC PLC DC Newsletter Campus DC budget request form TEA designation application due <p>IHE PARTNER DEADLINES</p> <p>Submit re-test results/ final school roster</p> <p>Final registration for Spring courses</p> <p>Spring classes begin</p>

YEAR AT-A-GLANCE

February	March	April	May	June	July
<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> • Program Improvement Plan (PIP) submission • OnRamps Dual Enrollment TX Unique ID request • OnRamps Dual Enrollment Implementation Plan • College census date • DC staff changes • DC PLC <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> • Spring census date 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> • Master Scheduling • Student Success Workshop • Campus Grade Audit • Monitoring Form and advising • DC PLC <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> • Schedule is viewable • School roster and test scores for summer courses 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> • EOY DC Program Overview (Counselors/ Campus DC POC) • District Wide Dual Credit Info Session • TIMA -Summer Textbook order • DC PLC • DC Newsletter • P-TECH/ ECHS summer bridge planning <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> • Last day to withdraw for Spring (letter grade of "W" will be on college transcript) • Deadline to submit final school roster for summer courses 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> • TIMA -Fall Textbook order • Campus Grade Audit • Monitoring Form and advising • DC PLC • P-TECH/ ECHS bridge planning <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> • 20-week Last day to withdraw for Spring (letter grade of "W" will be on college transcript) 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> • Fiscal Budget ends • TSI Bootcamp • OnRamps PLI Summer PD • DC PLC <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> • Summer I begin • Summer census • Last day to withdraw from Summer courses (letter grade of "W" will be on college transcript) • Fall deadline for new & existing faculty applications • Deadline to submit re-test/ final school roster for Fall 	<p>INTERNAL DEADLINES</p> <ul style="list-style-type: none"> • Fiscal year Budget begins • DC Newsletter <p>IHE PARTNER DEADLINES</p> <ul style="list-style-type: none"> • Fall Submission deadline to complete new student registration & update verification form (new students to campus/district only) • Final registration for Fall • Summer II begins • Summer census date

SKILLS REQUIREMENTS

The Texas Success Initiative (TSI) is mandated by Texas law to ensure that students enrolled in Texas public colleges possess the academic skills needed to perform effectively in college-level coursework. TSI includes, the Texas Success Initiative Assessment (TSIA) designed to identify and provide diagnostic information about each student's reading, mathematics and writing skills.

If a TSIA identifies deficiencies (in reading, mathematics, or writing skills), state law requires that the student must participate in a developmental program in the area of deficiency when the student enrolls at a Texas college or university after high school graduation.

Students are exempt from taking the TSI if they meet the following criteria: **ØACT:** Composite of 23, minimum of 19, on both English and Math sections. **ØSAT:** Evidenced-Based Reading and Writing (EBRW) score of 480 and Math score of 530. SAT/ACT scores can be combined with TSI scores to meet the college level requirements for the Dual Credit courses. TSI Scores must not be older than five years. PSAT/NMSQT scores can be used for all courses except for Pre-Calculus and Calculus. PSAT/NMSQT scores cannot be combined with other assessments. [Multiple Measures](#)

KEY LINKS:

TSIA 2.0 Blueprint

[Blueprint](#)

About the TSIA2

<https://www.youtube.com/watch?v=5VQs2vChq6E> - start at 23 minutes into the video and also jump to 50 minutes in to see the test specifications

TSIA2 Learning Materials

<https://tsia2.pearsonperspective.com/perspective/> - students can enter the learning locator code for material specific to their needs. Else, everyone is able to click the button "Enter Student Site" without a code and see all the learning materials.

Detailed Specifications of the Math/ELAR TSIA2

[Link to both Math and ELAR specifications](#)

Practice Questions

[Practice Accuplacer](#)

- [Sample math questions](#)
- [Sample ELA questions](#)
- [Essay \(WritePlacer\) Samples](#)

Resources Navigation:

- [Jump to ELAR Resources](#)
- [Jump to ELAR Essay Resources](#)
- [Jump to Math Resources](#)

TSIA Test Score Student Portal

[Student Portal](#)

PROGRESS MONITORING

Using research based instructional strategies helps ensure the educational performance of our students. Progress monitoring at all levels increases student achievement and growth. Parents, teachers, and administrators must use progress monitoring to support students in making informed educational decisions.

Progress monitoring includes but is not limited to:

- Grade monitoring
 - 3-week grade checks
 - Mid-term grade check
 - Withdrawal date grade review
- Data Review
 - Attendance
 - Resource Utilization
 - IPP supports
 - IHE partner reports
- Interventions
 - Tutoring labs and other IHE partner resources
 - Facilitation with assessment resources
 - Traditional and non-traditional reinforcement of instruction

An Individualized Performance Plan (IPP) must be developed, implemented, and monitored for dual credit students demonstrating non-mastery of course content at mid-term grade check. Prior to the IHE last day to withdraw the instructor must identify if the student has shown significant progress toward course completion.

[Individual Performance Plan \(IPP\)](#)

Academic advising by high programs coordinators, college advisors, instructional staff, school counselors, and administrators assist students and families with support to ensure persistence and success in rigorous dual credit course work.

Benefits of Academic Advising²

- Access and navigate the college or university online resources and processes
- Develop an educational plan that leads to the timely completion of your educational goals
- Access academic and student support services and resources
- Follow academic and administrative policies and procedures
- Develop the critical thinking and independent decision-making skills to make and accept responsibility for academic decisions
- Evaluate personal interests and abilities leading to the creation of realistic academic and professional goals
- Discover and integrate co- and extracurricular activities and programs that enhance your collegiate experience

[Academic Advising Syllabus](#)

² <https://advising.uncc.edu/students/my-advisor/benefits-advising>

ROLES AND RESPONSIBILITIES

	Assistant Superintendent CCMR	Executive Director Advanced Academics and Postsecondary Initiatives	Director CTE	Coordinator Dual Credit	Coordinator P-TECH
Program Management	Governance, Operations, Sustainability	Governance, Operations, Sustainability, Accountability, Continuous Monitoring, and Improvement	Governance, Operations, Sustainability, Accountability, Continuous Monitoring, and Improvement	Curriculum Alignment and Crosswalk, MOUs, Access, Persistence, Equity, Sustainability, Strategic Partnerships, Monitoring, Data Sharing,	Curriculum Alignment, Crosswalk, MOUs, Operations and Sustainability, Strategic Partnerships, Continuous Monitoring and Improvement
Responsibilities & Campus Engagement	<p>Ensures a system is in place to effectively monitor the plan for CCMR program improvement</p> <p>Organizes and supports implementation of CCMR monitoring for SAISD</p> <p>Collaborates with CTE Director to develop professional learning that is responsive to student and teacher needs.</p> <p>Plans and facilitates department professional development</p> <p>Participates in the planning and facilitation of campus-wide professional development.</p> <p>Leads, organizes, and coordinates program review and evaluation processes</p> <p>Develops and manages the district budget to ensure optimal use of resources</p> <p>Assist Grants</p> <p>Communicates with Campus leadership, as needed, for program support</p>	<p>Supports the appropriate use of standards-aligned instructional resources</p> <p>Develops and manages the district budget to ensure optimal use of resources</p> <p>Supports PLCs by providing additional content expertise for looking at student and teacher work</p> <p>Supports Professional Learning Communities, Career Technical Education Awards Ceremony, and other professional development opportunities</p> <p>Support Advanced Academics and Postsecondary Directors, and Coordinators, high school staff collaboration to ensure effective pedagogy strategies implemented for student success</p> <p>Facilitate regular department meetings to ensure the department goals, initiatives, and strategies are aligned to the Program Improvement Plans, and are student-centered to improve achievement.</p> <p>Recommends and facilitates professional development for staff based on student needs</p>	<p>Supports the appropriate use of standards-aligned instructional resources</p> <p>Develops and manages the district budget to ensure optimal use of resources</p> <p>Supports PLCs by providing additional content expertise for looking at student and teacher work</p> <p>Supports Professional Learning Communities, Career Technical Education Awards Ceremony, and other professional development opportunities</p> <p>Support CTE Coordinators high school department chair collaboration to ensure effective pedagogy strategies implemented for student success</p> <p>Facilitate regular department chair meetings to ensure the department goals, initiatives, and strategies are aligned to the Campus Improvement Plan, and are student-centered to improve achievement.</p> <p>Recommends and facilitates professional development for staff based on student needs</p>	<p>Responsible for coordinating, supporting, and maintaining compliance of SAISD's Dual Credit programs.</p> <p>Serves as a primary liaison between high schools and the College and ensures compliance with state and other standards</p> <p>Plans, presents, and facilitates collaborative learning events</p> <p>Analyzes cost requirements and makes recommendations for fee structures</p>	<p>Responsible for coordinating, supporting, and maintaining compliance of SAISD's PTECH and ECHS programs.</p> <p>Responsible for supporting campuses in coordinating, establishing, and maintaining post-secondary education partnerships and programs that align with the Texas Education Agency's (TEA) CCMR blueprints and outcome-based measures</p> <p>Assists schools in the implementation of industry partnerships, MOUs, contracts, and TEA blueprint requirements with a focus on program marketing, college readiness, dual credit, industry-based certifications, and work-based learning activities.</p> <p>Plans, presents, and facilitates collaborative learning events</p> <p>Assists grants</p> <p>Communicate and support P-TECH Campus Coordinators to ensure program operation and compliance aligns with the Texas Education agency</p>

	Office of Assistant Superintendents	Curriculum, Instruction and Assessment	Access and Enrollment	Student Academic and Support Services (Counseling)	Social, Emotional and Academic Development
Instructional Leadership	<p>Monitors and evaluates expectations set by campus leadership to ensure quality teaching and learning</p> <p>Monitors and provides feedback on curriculum information and researched data on topics related to instruction, all connected to academic success</p> <p>Coordinate site plans with campus leadership</p>	<p>Provides direct support to classroom teachers in the areas of curriculum, instruction, and assessment through research-based instructional practices</p> <p>Supports the appropriate use of standards-aligned instructional resources</p> <p>Monitors course content, instructional strategies, resources</p> <p>Progress report monitoring to Deputy and Assistant Superintendents</p>	<p>Provides systems training on various platforms to ensure well-defined process for enrollment</p> <p>Communicate consistently and effectively with campuses regarding registration and enrollment</p> <p>Oversee application and enrollment process</p>	<p>Monitors engagement between school counselors and IHE High School Program Office (e.g. grade reports, student withdrawals, etc.)</p>	<p>Monitor teacher implementation of SEL strategies and protocols in everyday instruction</p>
Student Achievement	<p>Disaggregates data to identify instructional areas of focus for schools</p> <p>Communicates campus goals and interim targets to Superintendent</p> <p>Ensures a system is in place to effectively monitor the plan for improvement</p>	<p>Disaggregates data to identify instructional areas of focus for individual teachers and students</p> <p>Works with teachers and administrators to develop intervention plans for students</p> <p>Provides small group instruction to targeted groups of students</p>	<p>Monitors student enrollment statuses for parents and campuses</p> <p>Communicates with P-TECH Coordinator and Support teacher effectively</p>	<p>Implements and execute four school counseling components:</p> <p>Guidance curriculum Individual Planning Responsive Services Systems support</p> <p>Coordinate communication of student support resources to campuses and students</p> <p>Facilitate connections to strategic community partners for advocacy services</p>	<p>Monitors the scaffolding of three essential SEAD Elements:</p> <p>Culture and Climate</p> <p>Explicit Instruction</p> <p>Integration-Supports Curriculum and Instruction across content areas to reinforce SEL competencies</p>
Professional Growth	<p>Provides leadership and support to building principals and teachers in implementing curriculum, instruction, and assessment</p> <p>Responsible for appraisal of campus leadership</p> <p>Conducts walkthroughs of teachers and gives feedback using the Texas Teacher Evaluation and Support System (T-TESS)</p>	<p>Provides professional development in content specific resources and instructional practices to campus teachers</p> <p>Uses SAISD's selected coaching model to provide instructional feedback to teachers</p> <p>Supports and highlights teachers who can serve as models for other teachers</p> <p>Supports and provides mentoring for teachers in need and coaching toward meeting principals' expectations</p>	<p>Provides systems training on various platforms to ensure well-defined process for enrollment</p> <p>Plans and facilitates professional development for district programs</p>	<p>Coordinates with the district to ensure coherence regarding professional development for counselors</p> <p>Uses SAISD's selected coaching model to monitor</p>	<p>Self-care and learning support for staff and students</p>

	Administration	Counselor	SAISD Adjunct Teacher	Facilitator	Testing Coordinator
Instructional Leadership	<p>Sets expectations for quality teaching and learning</p> <ul style="list-style-type: none"> lesson plans following the district scope and sequence instructional resources aligned to course standards instructional strategies Assessments student work <p>Monitors and provides feedback directly to teachers</p>	<p>Alongside campus administration, creates and monitors the master schedule for students</p> <p>Communicates consistently and effectively with District Dual Credit Coordinator and IHE partner regarding course offerings, course changes, agreements, and student progress</p>	<p>Uses formative and summative assessment data to provide instruction, remediation, and intervention.</p> <p>Provides a model of strong content pedagogy and instruction.</p>	<p>Alongside campus administration, the IHE instructor, counselors, and AVID teacher, the facilitator supports instructions, provides content clarity, and reinforces academic success strategies</p>	<p>Provides professional development to teachers and administrators to ensure understanding of the various college entrance assessments.</p>
Student Achievement	<p>Disaggregates data to identify instructional areas of focus for schools, individual teachers, and students</p> <p>Communicates campus goals and interim targets</p> <p>Ensures a system is in place to effectively monitor the plan for improvement</p>	<p>Disaggregates data to identify advising and counseling areas of focus for individual students</p> <p>Provide student guidance in course and pathway selection for dual credit</p> <p>Provides small group advising opportunities to targeted groups of students</p> <p>Supports student social emotional needs by providing resources, learning opportunities, and individual student counseling</p> <p>Ensure accurate student transcription of dual credit courses</p>	<p>Developments and executes content and pedagogical expertise in lessons aligned the college course student learning outcomes while spiraling state standards</p> <p>Demonstrates and facilitates the use of assessment data to drive instructional practices.</p> <p>Provides feedback on student and academic success</p> <p>Provides enrichment and intervention to whole student groups as well as individual student support.</p>	<p>Organizes and supports student achievement through the spiraling of success skills such as critical thinking, problem solving, initiative, collaboration, time management, advocacy, and other 21st century skills.</p> <p>Provides feedback on student and academic success.</p> <p>Provides enrichment and intervention to whole student groups as well as individual student support.</p>	<p>Coordinates opportunities for students to participate in college entrance exams such as TSI, ACT, and SAT</p> <p>Supports campus leadership by providing additional reports and expertise for disaggregating student data</p>
Professional Growth	<p>Directs and guides the work of the instructional coach, providing feedback for improvement and evaluation</p> <p>Responsible for appraisal of teachers</p> <p>Conducts walkthroughs of teachers and gives feedback using the Texas Teacher Evaluation and Support System (T-TESS)</p>	<p>Collaborates with Counseling directors to develop professional learning that is responsive to student and teacher needs.</p> <p>Plans and facilitates department professional development</p> <p>Participates in the planning and facilitation of campus-wide professional development.</p> <p>Uses SAISD's selected coaching model to provide instructional feedback to teachers.</p>	<p>Collaborates with other adjunct instructors to share various pedagogies and instructional delivery strategies.</p> <p>Attends recommended IHE partner professional development and engages with IHE partner mentor.</p> <p>Attends all district level professional development.</p> <p>Serves as senior instructor to new SAISD adjunct teachers.</p>	<p>Attends recommended IHE partner professional development and engages with IHE partner mentor.</p>	<p>Coordinates with the district program Director to ensure coherence regarding professional development for teachers</p> <p>Uses SAISD's selected coaching model to provide feedback to campus administrators and staff</p>

ADJUNCT TEACHER EXPECTATIONS

Duties and responsibilities for Dual Credit HS Faculty and Adjunct/College Professors include, but are not limited to:

- IHE Partner Non-Negotiables
 - **Log into IHE portal daily to read email and IHE updates**
 - **Prepare 2-4-week dual credit shell review by IHE**
 - **8-week grade check**
 - **Adhere to final IHE observation**
- Adhere to all IHE partner requirements for dual credit including updating Concourse, completing Student Learning Outcomes, and attending department requirements; ensure timely posting of assignments and deadlines; offer tutoring/office hours for student questions
- Ensure that dual credit student names appear on the dual credit ACES rosters at the beginning of each semester and throughout the school year
- Must verbally call names of dual credit students on roster and verify students' enrollment in dual credit
- Must attend all dual credit meetings and planning sessions
- Ensure that Census rosters are accurate (supplemental pay is tied to Census roster number)
- Verify rosters and post grades accurately in the ACES system (ACES roster is the official roster) **by the deadline**
- Maintain close communication with the dual credit counselor
- Responsible for recruiting students into dual credit program through various communication methods specific to campus
- Reiterate and stress that students' grades in dual credit courses will remain on college transcript and are calculated as part of college GPA as well as high school GPA
- Inform and announce deadlines for Withdrawal from course
- Meet all dual credit deadlines
- Inform students of impending failing grades or low grades so that the student can have the opportunity to withdraw from the dual credit course without penalty
 - **Early Alert (3-4 week of college semester grade check)**
 - **Midterm (one week prior to midterm exam of college course)**
 - **Progress Monitoring (10 week of college semester grade check)**
- Understand that teachers must use the **San Antonio ISD grading scale**
- Regularly share textbook/ instructional material changes and updates with counselor
- Assist students in developing skills for academic/ student success
 - **Time management**
 - **Study skills**
 - **Advocacy**
- Retain accurate records on retention and performance. Share records with the dual credit counselor and request support when struggling.
- Consistently communicate student performance with parent and student
- Provide interventions, tutoring, and enrichment when appropriate
- Provide academic advising

- Consistently update and maintain student grades. **Grades for both college and high school gradebook/ transcript must be the same**
- Record student attendance
- Support students in accessing their IHE learning management system
- High school teachers serving as adjunct with any of the Alamo Colleges will be compensated \$600 per semester if the adjunct has a minimum of 15 students enrolled in a section on the college census date. The guidelines for compensation are set and determined by the college.

Dual Credit Adjunct Signature/ Date

FACILITATOR RESPONSIBILITIES

Dual credit facilitators play a vital role in the success of students engaging in asynchronous, and synchronous college courses. Duties and responsibilities for Dual Credit HS Facilitators include but are not limited to:

- Requesting external user request form to access college professor Canvas course. Use IHE partner required form
- Confirm student roster with the counselor
- Maintain communication with college instructor on syllabus, assignments, assessments, student progress, textbook/ IM requirements, deadlines, and all additional issues or concerns
- Incorporate Texas Essential Knowledge and Skills (TEK) not covered in the college course
- Maintain close communication with the dual credit counselor
- Reiterate and stress that students' grades in dual credit courses will remain on college transcript and are calculated as part of college GPA as well as high school GPA
- Inform and announce deadlines for Withdrawal from course
- Inform students of impending failing grades or low grades so that the student can have the opportunity to withdraw from the dual credit course without penalty
 - **Early Alert (3-4 week of college semester grade check)**
 - **Midterm (one week prior to midterm exam of college course)**
 - **Progress Monitoring (10 week of college semester grade check)**
- Assist students in developing skills for academic/ student success
 - **Time management**
 - **Study skills**
 - **Advocacy**
- Retain accurate records on retention and performance. Share records with the dual credit counselor and request support when struggling.
- Consistently communication student performance with parent and student
- Provide interventions, tutoring, and enrichment when appropriate
- Provide academic advising
- Record student attendance
- Support students in accessing their IHE learning management system

Dual Credit Facilitator Signature/ Date

COUNSELOR RESPONSIBILITIES

Duties and responsibilities for Dual Credit HS Counselors include but are not limited to:

- Submit in a timely fashion all required documentation to IHE partner office of high school programs
 - Estimated course sections
 - ApplyTX applications/ Registration
 - Parent consent forms
 - Verification forms
 - School roster
 - Upload student score reports
 - Student withdrawal forms
- Retain accurate records on retention and performance for 5 years. Share with the district dual credit coordinator
- Provide individual student planning on dual credit options, access requirements, performance requirements, skills requirements, pre-requisites, required courses, pathway changes, and deadlines
- Monitor student performance, credits, and high school transcript
- Provide academic advising. Complete IPP with student when necessary
- Communicate student performance data and supports to leadership team
- Maintain student college access exam scores. (TSIA, ACT, SAT)
- Maintain communication with students, parents, teachers, IHE partners on academic and educational matters
- Assist students and parents in understanding policies and procedures as they relate to dual credit
- Provide social and emotional support to students and provide appropriate referrals when necessary
- Communicate concerns, changes, and request support as needed
- Complete in district new course request
- Complete in district budget request form
- Meet regularly with IHE partners

Dual Credit Counselor Signature/ Date

SYSTEMS AND PROCEDURES

DUAL CREDIT AND DUAL ENROLLMENT

Students who are enrolled in dual credit or dual enrollment courses are subject to the grading policies of the partnering institution of higher education.

GRADES

Course instructors establish grading policy in their respective syllabi. Permanent grades are recorded only at the end of each semester/session. High school students taking dual credit courses will receive a college grade, per the MOU, that grade is then transferred and made applicable to the high school transcript for graduation requirements. To ensure successful completion of the course, the Faculty will post midterm grades to keep students informed of their progress.

HIGH SCHOOL GRADES AND COLLEGE GRADES TAUGHT BY HIGH SCHOOL FACULTY ADJUNCT

High school grades are to be based on curriculum related criteria and will reflect academic achievement. The academic grade should accurately reflect the student's knowledge and skill level in the Academic Standard or subject area at the end of the grading period. Students who are enrolled in a dual credit course or dual enrollment courses are subject to the grading policies of the partnering institution of higher education. For students who are enrolled in a college course that awards alpha grades, **the high school and college grade must be the same. The college grade can be interpreted using the conversion chart below:**

A=100-90; B=89-80; C=79-75; D=74-70; F=69

Teachers in grades 6-12 are to provide the following number of grades during a nine-week grading period. Teachers will record NO LESS THAN 15 different grades per grading period per subject area. The 15 grades will be distributed throughout the nine-week grading period with NO FEWER THAN 1-2 grades per week per subject area recorded, entered, and posted in the electronic grade book. The number of grades required for the credit attainment lab will vary depending on the length of assignment to the class. In order to provide timely information to parents and other colleagues (UIL eligibility), the appropriate number of numerical grades shall be recorded in the electronic grade book per week as required, so that by the end of each three week period for the progress report deadline 3-6 grades have been entered per subject area.

The Principal, at the beginning of the school year, shall explain this grading system to the parents, teachers, and students. Any variations or changes made to the procedure shall be communicated to parents and students in a timely manner.

ADJUNCT TEACHER QUALIFICATIONS

SAISD staff interested in becoming an adjunct dual credit teacher should submit their college transcripts to the dual credit office. All transcripts will be shared with the college or university of interest. The college or university will determine eligibility. If you have questions prior to submitting your transcripts, please reach out to the dual credit office.

RECORD RETENTION FOR DUAL CREDIT

All student records pertaining to dual credit should be retained for the 5-year retention period. The documents can be stored electronically. The following documents should be retained and shared with the district dual credit coordinator.

- Verification form
- Final school roster
- Census date roster
- Student withdrawal forms
- Student grade change forms
- Student test score upload verification
- Mid-term and Final Grade reports

REQUEST FOR NEW DUAL CREDIT COURSES

This section represents the San Antonio ISD dual credit process for requesting new dual credit courses for the new academic school year.

All dual credit course request, additions, substitutions, and/or changes must be submitted to the dual credit office for approval before the course is added to a campus or students can be enrolled at the college or university.

Request new dual credit courses that you would like to offer for the upcoming academic school year by November 1, through this link: [SAISD Dual Credit Course Application](#). You will confirm your existing dual credit offerings in this month's DC meetings. **Please do not put existing dual credit offerings on this form.**

Incomplete applications for your dual credit courses may lead to non-approval or lack of funding. Please complete this form correctly so we can budget and plan support accordingly. Submitting this form does not guarantee approval of the course.

This is the list of the questions for your reference:

1. High School Campus
2. Campus Contact for Dual Credit:
3. Email for Campus Contact:
4. What type of new college course are you offering? (Academic or CTE)
5. What is this new course for (ECHS, PTECH, CTE, Academic, or Elective)
6. Which College Partner will offer this new course with you?
7. What is the COLLEGE course number? (Example ITSW 1301)
8. What is the COLLEGE official course name?

9. COLLEGE credit value: (3.0 is most common for semester courses)
10. Why do you wish to offer this specific course?
11. Are you planning to offer this course during the: (Mark all that apply) (Fall, Spring, Summer)
12. For Alamo College courses: Please copy and paste Web link to the syllabus to the course found here by college: https://alamo.campusconcourse.com/search?timeframe=current_future
13. Please provide a file or folder link to any additional supporting documentation to help us in approving this course. (notes, agreements, program plans)
14. What is the TSI requirement for students to be accepted to this course? Please confirm in writing with the college this requirement.
15. What are the SEMESTER contact hours requirements of this College course? This information can be found on the website for the course. (Contact hours are minimum hours a course must meet to meet SACCOC requirements. It is not the credit value.)
16. What High School Course are you requesting to crosswalk this college course to?
17. What subject area does this high school fall into? (English, Math, CTE, etc.)
18. What is the credit value of this high school course? (Most are 1.0)
19. Has the related SAISD Program Director (Math, CTE, Science, Fine Arts, etc.) reviewed and approved this course offering?
20. Who will provide the instructor? (SAISD or College)
21. Where will the course be taught? (HS Campus or College)
22. If this course will be offered on-site at the college, will your students need transportation?
23. Will this course be offered 100% online?
24. What is the Maximum number of students planned to be in this course for the next school year?
25. What is the Minimum number of students planned to be in this course for the next school year?
26. If an SAISD teacher plans to teach this course, what is their name? If you do not have a person hired, please state "Unknown."
27. If you put "Unknown" on the previous question, do you have the staffing allocation to hire this position?
28. What special training will the SAISD teacher be required to attend to be able to teach this course? (for example, OnRamps Professional Learning Institute in the summer at UT or Alamo college faculty meeting/training). Please mark not applicable if there is none.
29. If there is required training, is there a cost for this training (for example, registration fees, lodging and meals, mileage)? (Please list)

30. How much will the college charge for Instructional Material fees? Please place zero if there are not any fees. Please confirm in writing the IM fees amounts with the college.
31. Are there any lab or related fees required for this course? This is usually a cost for CTE courses where the college over the courses. Please confirm in writing fees and amounts with the college.
32. Select Tuition Rate
33. If a textbook or curriculum is required for this course, do you have the required resource, or will it need to be purchased?
34. Please provide the curriculum or textbook ISBN information for this course. Sometimes the college charges IM fees, and there is no textbook required. Please confirm with the college in writing. You can find this information in the course agreement with the syllabus attached.
35. Special Technology or computer needs for this course:
36. Do you need this specialized equipment to be purchased?
37. If this course requires specialized equipment, software, or technology, please upload document that lists technology needs in detail for this course.
38. Please list any other needs for students to take this course, including but not limited to uniforms, special boots, required vaccinations, background checks, or any other needs. Please clarify the budget that will cover these items. Please mark as not applicable if you have no other needs.
39. Please add any information that the dual credit team needs to know to help fund, approve, and support this dual credit course.

Please contact Liz Ozuna, Christina Mank-Allen, or Johnny Vahalik if you have questions or if you need any assistance in completing this form for each dual credit course you are planning to offer.

REQUEST FOR DUAL CREDIT COURSES AFTER COURSE CONVENTION

When a campus would like to add a dual credit course that exist in the District Course Catalog but was not requested for the academic year during course convention the campus dual credit POC must:

- Send the requested to Ashlyn Barrientes, aparish1@saisd.net and Christina Mank-Allen, cmank1@saisd.net. Include the following in your request:
 - Type of course (Academic or CTE)
 - College Partner
 - College course name
 - High school course name
 - Mode of delivery (Online, face-to-face, SAISD instructor)
 - SAISD Instructor name
 - Detailed reason for request
- Once approved the dual credit POC and Principal will receive an email with next steps

REQUEST TO ADD DUAL CREDIT COURSE TO CAMPUS COURSE DECK

In the event you need to activate dual credit courses that exist in the District Course Catalog but are not active on your campus course deck the campus Master scheduler must:

- Send the requested course and course number to Garry Hardcastle, ghardcastle1@saisd.net and Paul Riser, priser1@saisd.net. CC Liz Ozuna, Christina Mank-Allen, and Ashlyn Barrientes
- Mr. Hardcastle and Dr. Riser will request approval from the CCMR office
- Once approved the course will be added to the campus course deck

D-D3 and DO DESIGNATIONS FOR DUAL CREDIT COURSE NUMBERS

- The letter "D" after a course number indicates that the course is being offered as a yearlong dual credit course. Students will take a college course in the fall and spring that are linked to this high school course.
 - Example: Pre-Calculus DC = 2471D
- The letter and number "D1" after a course number indicate that the course is being offered as a 1 (one) semester dual credit course. The college course can be taken in the fall or spring semester.
 - Example: Pre-Calculus DC= 2471D1
- The letters "DO" after a course number indicate that the course is being offered as a dual enrollment course (UT OnRamps, National Equity Education Lab).
 - Example: Pre-Calculus DC DO = 2471DO
- The letter and number "D3" after a course number indicate that the course is being offered for 2 or more periods and all credit (1.0, 2.0, 3.0, etc.) is earned in a single semester. In most cases this will be a CTE dual credit course. This designation would most likely happen in programs such as the Phoenix Middle College program, the Early College High School programs, and/or the P-TECH high school programs.
 - Example: Pre-Calculus DC = 2471D3

There may be courses in the course catalog that do not include the D-D3 distinction after the course number even though they are dual credit opportunities.

TEXTBOOK REQUEST

Dual credit textbook request requires support from various department. Those departments are: Dual Credit; Career and Technical Education; and Technology & Instructional Materials Allotment. If you have questions regarding textbooks for dual credit courses, please reach out to the Dual Credit Coordinator for assistance.

Every campus will receive a link to the order sheet to complete their textbook request:

[DC Textbook Request Form](#)

It is the responsibility of the campus dual credit POC to complete the TIMA document in its entirety. This includes verifying the IM and/ or textbook with the IHE partner, number of textbook in inventory, and number of textbooks requested.

DUAL CREDIT BUDGET REQUEST

Every academic school year will require the completion of the Dual Credit Budget Request Form. This document contains a snapshot of the dual credit courses, tuition, enrollment, instructional materials, textbook, and additional fees allocated for your campus. The campus Principal will sign this document. Their signature represents affirmation of the contents disclosed on the Dual Credit Budget Form. A link will be provided to each individual campus. (Form preview [Budget Template](#))

*Action Required

- Review and edit columns E-J on tuition and fees tab
 - If you have decided not to offer a course, please put "0" in column "J"
- Please complete column "Number of textbooks on hand at campus" for each textbook listed on the IM and textbook tab
 - If your campus is using a different textbook, please place a note in the last column titled "Notes" put your note on the same row as the change or update.
- Identify # of 1st time UTSA application fee numbers if applicable
- Principal's signature on summary page

TRANSPORTATION

Transportation for students to and from the college or university will be provided through the SAISD Transportation department. The dual credit office will assist each campus in the coordination process for each term.

GLOSSARY OF TERMS

[DC Glossary](#)

INSTITUTE OF HIGHER EDUCATION PARTNERS

Colleges of the Alamo Colleges District

Texas A&M University at San Antonio

University of Texas at San Antonio

University of Texas at Austin (OnRamps)

IHE RESOURCES

SPC: <https://www.alamo.edu/spc/academics/academic-resources/tutoring-centers/tutoring-and-technology-center/>

SAC:

<https://www.alamo.edu/sac/experience-sac/current-students/student-resources/tutoring-centers/>

UTSA:

<https://www.utsa.edu/trcss/tutoring/>

COLLEGE/ UNIVERSITY GRADES, WITHDRAWALS, AND, ACADEMIC STANDARDS

The college catalog provides detailed information about all aspects of the academic experience. Grades, requesting transcript of grades, transferability of grades and grading procedures are available in this space. Also present in a college catalog is an explanation of the course withdrawal procedure and academic standards connected to probation.

DROPS AND WITHDRAWALS

Faculty may process drops/withdrawals for non-attendance when it results in a lack of progress. The course syllabus should include any established attendance policy for the institution of higher education. Students and teachers should discuss absences or issues relating to attendance with the P-TECH Support Teacher, HS school counselor and or P-TECH or High School Program Coordinator.

ACADEMIC STANDARDS/ ACADEMIC PROBATION

Acceptable scholastic performance, also known as Good Standing, is based upon student progress toward successful course and program completion. The component used to compute Academic Standing is the institution (home college) GPA. Academic standing is determined at the end of the fall, spring, and summer terms. If a student's GPA falls below 2.0, a student would be considered on academic probation and may be in jeopardy of losing the opportunity to continue in the Early College High School program they are enrolled in. The course catalog of the institute of higher education houses academic standards information.

FAQs:

Where do the credits transfer?

Credits can be applied to an associate degree at a community college with which the district has established a Memorandum of Understanding (MOU). Credits **might** transfer to other colleges or universities. It is up to the accepting college/university to determine whether Dual Credit (DC) coursework will be honored. Students must determine if their DC courses will be applicable to their desired college pathway or college curriculum. It is the student's responsibility to request an official college transcript through his/her ACES student account. (Students should Log In to ACES)

How do Dual Credit and Advanced Placement differ with regard to awarding college credit?

Dual Credit is awarded to students when they earn a passing grade in the course. The college credit is reflected on the transcript from the college with which the district has established an MOU. **It is up to the accepting college/university to determine whether Dual Credit coursework will be honored.** Advanced Placement (AP) is awarded to students at the discretion of the receiving institution based on AP test scores of 3 or higher, depending on the institution. It is up to the accepting college/university to determine how the AP credit will be awarded. Exams are offered in May of each school year.

What is the process for dropping or withdrawing from a Dual Credit class?

Prior to the Census Date (a date specified by the college as the official student enrollment date), a student must inform his/her teacher and counselor. No Dual Credit Drop Form from the student is needed **before** the Census Date. **After** the Census Date, a teacher/ counselor must complete a Drop Form (Specified by IHE partner) so the withdrawal can be properly processed. Failure to complete both drop forms could result in an F on a student's college transcript.

What are the consequences of dropping a Dual Credit course within the first ten days of the semester?

There are no consequences for dropping a Dual Credit course within the first ten days of the semester or prior to Census Date.

What are the consequences of dropping a Dual Credit course after the first ten days of a semester and prior to the official Last Day to Withdraw or drop date?

A specific *Last Day to Withdraw* date is provided by the IHE partner through the High Schools Programs Director or Coordinator. These dates are also publicized on the IHE partner website. Withdrawals after the Census Date and prior to the official Withdrawal date will result in a withdrawal (W) on the student's college transcript. A **W** has no academic consequences

If a student fails a course, will that grade disappear from their college transcript?

No. The grade earned in a Dual Credit class is a part of a student's **permanent college record** and will be computed in the student's Alamo Colleges' GPA.

How can a student verify that Dual Credit grades are correctly recorded on their college transcript?

Students should Log On to their ACES account at the end of each semester. Students must then verify that the grade on their account matches their report card grade. If it does not, the students should contact their Dual Credit teacher/counselor immediately.

How do you know if the courses students are taking will transfer to another university?

Students could risk taking Dual Credit courses that will count only as electives and not toward an Associate degree or that may not transfer to a four-year university, thus possibly affecting their financial aid. With the students, examine the following link to TAGs, (transfer Advising Guides), to ensure that their Dual Credit course will transfer to their chosen university and degree plan:

<http://myalamocatalog.alamo.edu/content.php?catoid=157&navoid=9481>

How to assist students with Logging into ACES for view Student's Account

1. Access: www.alamo.edu
2. Click on ACES.
3. Enter User Name and Password and click Login. (User name and password will be provided through the email sent to your personal email account welcoming you to San Antonio College) *If you have misplaced the email, follow the steps listed below.*
4. If you do not know your User Name or Password, complete the following steps.

First-time users only:

Your default password will be the first two letters of your last name, IN CAPS, followed by your birthdate in MMDDYY format.

To reset your password:

You must call SAC at 210-486-0777.

5. Select the Student Tab.
6. Select the Welcome to Web Services link.
7. Select the Student and Financial Aid link.
8. Select the Student Records link
9. Select the action being requested: Final Grades, Request a Transcript or view your unofficial transcript under Academic Transcript

APPENDIX:

APPLYTX GUIDE

[Apply TX Guide 11-10-20.pdf](#)

ALAMO COLLEGES DISTRICT TSIA AUTOMATED UPLOAD INSTRUCTIONS

[Alamo College TSI automated upload system.pdf](#)

DUAL CREDIT BUDGET REQUEST FORM TEMPLATE

[Budget Template](#)

GRADE AUDIT FORM

https://docs.google.com/spreadsheets/d/11GpJ_6lk7F1S_gOR5BKzRdvgl4v4QtMEzrA6nmH20pQ/edit?usp=sharing

TEXTBOOK REQUEST FORM

[DC Textbook Request Form](#)

DUAL CREDIT SUMMER SCHOOL REQUEST FORMS

[Summer DC Request Form](#)

[Summer Dual Credit Campus Information Form](#)

[Summer Dual Credit Student Information Sheet](#)

[Summer DC Textbook Request Form](#)

DUAL CREDIT INDIVIDUAL PERFORMANCE PLAN (IPP)

[IPP - Individual Performance Plan](#)

DUAL CREDIT INDIVIDUAL SUCCESS PLAN (ISP) TRACKER

[ISP - Individual Success Plan Tracker](#)