

Parent-Student

Dual Credit

Program Handbook 2023-2024





SAISD Vision, Values, and Beliefs

**SAISD Declaration Statement**

The San Antonio ISD is an inclusive familia that is the destination for transformational learning that makes the impossible a reality by demonstrating an urgent and relentless commitment to love, nurture, and teach all our students as if they are our own so that they realize their power to shape the world.​

**SAISD Vision**

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

**Dual Credit Mission**

The mission of the SAISD Dual Credit program is to offer every student the opportunity to earn college credit while in high school.

**Dual Credit Vision**

We believe that when students take dual credit courses, they gain the required skills and experiences for persistence after high school toward completion of a postsecondary degree, certificate, and/ or industry certification.

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*San Antonio ISD is committed to non-discrimination on the basis of race, color, ethnicity, culture, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, appearance, immigration/citizenship status, home language, socioeconomic status, or disability in its educational programs, services, and District business functions.*

*Information on persons designated to handle inquiries regarding non-discrimination policies can be found within SAISD Board Policies DIA(*[*EXHIBIT*](https://pol.tasb.org/PolicyOnline/PolicyDetails?key=176&code=DIA)*) or FFH(*[*EXHIBIT*](https://pol.tasb.org/PolicyOnline/PolicyDetails?key=176&code=FFH)*), available online at:* [*https://pol.tasb.org/PolicyOnline?key=176*](https://pol.tasb.org/PolicyOnline?key=176)*.*

*San Antonio ISD está comprometido a no discriminar por motivos de raza, color, origen étnico, cultura, religión, origen nacional, edad, sexo, identidad sexual, expresión de género, orientación sexual, apariencia, estado inmigratorio/de ciudadanía, idioma natal, estado socioeconómico o discapacidad en sus programas educativos, servicios y funciones de negocios del Distrito.*

*La información sobre las personas designadas para manejar consultas sobre las políticas de no discriminación se encuentra bajo las Políticas de la Junta Directiva DIA (*[*Prueba documental*](https://pol.tasb.org/PolicyOnline/PolicyDetails?key=176&code=DIA)*) o FFH (*[*Prueba documental*](https://pol.tasb.org/PolicyOnline/PolicyDetails?key=176&code=FFH)*) de SAISD, disponible en línea bajo:* [*https://pol.tasb.org/PolicyOnline?key=176*](https://pol.tasb.org/PolicyOnline?key=176)

[*Nondiscrimination statement*](https://www.saisd.net/upload/shared/Non-discriminationpolicy.pdf)

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# 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.

Types of dual credit:

|  |  |
| --- | --- |
| **Core Academic Courses** | The purpose of the core curriculum is to ensure that Texas undergraduate students enrolled in public institutions of higher education will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life.  The core curriculum facilitates the transfer of lower-division course credit among public colleges, universities, and health-related institutions throughout the state. All public institutions have an approved list of courses as part of their Texas Core Curriculum. The TCC list of courses is approved annually for each academic year.  Lists of courses are available at [Texas General Education Core Curriculum WebCenter](http://board.thecb.state.tx.us/apps/TCC/).  <https://www.highered.texas.gov/our-work/supporting-our-institutions/institutional-resources/transfer-resources/texas-core-curriculum/> |
| **Career & Technical Education Courses** | Career and Technical Education (CTE) courses are applicable to work-force post-secondary credentials of value. Students taking CTE courses are earning credits toward a Certificate of Completion and/or Associates of Applied Science (AAS) degree, different from an academic (core) only award.  CTE courses are intended to prepare students for work after high school and or college, in a specific career.  Students who successfully complete CTE courses will have the knowledge and skills necessary for potential attainment of an industry-based certification, enhancing their dual credit experience and preparing them for employment in their career of choice. |
| **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. |

Other models to receive dual credit:

**Early College High School (ECHS)** students can earn a high school diploma in addition to up to 60 college credit hours or an associates degree through the ECHS model.

**Pathways in Technology Early College High School (P-TECH)** students can earn a high school diploma in addition to industry based certifications, Level 1 or 2 certificates, and/or an associate degree while engaging in work based learning at every grade level through the P-TECH school model.

**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.

An example of dual enrollment courses in SAISD are our UT OnRamps course offerings.

**Benefits of taking Dual Credit/Dual Enrollment Courses**

* 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

**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. 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.

**Texas Success Initiative Assessment (TSIA)**

Students who wish to take dual credit courses may be required to take the TSIA before enrolling in their dual credit courses. They may need to meet the college readiness standard on the test to qualify for certain courses. For other courses, students may only need to take the test. Once a student meets the college readiness benchmark on the TSIA (and/or the SAT and/or the ACT), and they enter and pass their first college English and/or math course, they will not need to take the test again. Students who meet the college readiness benchmark for both math and English on the TSIA (and/or the SAT and/or the ACT) are also considered college ready for the state accountability system.

**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.

Education Next The Rise of Dual Credit, Vol. 21 No. 1

**OnRamps Quick Reference Guide**

[OnRamps Reference Guide](https://drive.google.com/file/d/15OzW1erm7zIFGkPsV6jP4ag86Sok7Io-/view?usp=sharing)

**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.

**Texas Success Initiative Assessment (TSIA) For OnRamps**

TSI readiness may play a role in OnRamps Math & Science year long 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.

**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 college, career and military readiness (CCMR) accountability status, even if the student declines the lab credit. However, if the student accepts 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.

**AP Courses**

Students who take any AP course and the year end AP exam(s) and earn a score of “3” or higher may be eligible for college credit depending on their choice of university/college.

[Comparison of DC/DE and AP courses](https://drive.google.com/file/d/1-Ogbg3nNBe1QWdKd4RmdDyNouoBnMH0v/view?usp=drive_link)

# Student Parent Commitment Form

San Antonio Independent School District provides students, at no cost, the opportunity to complete college-level courses. This initiative requires a high level of commitment and responsibility from students and families. The hard work can translate into a variety of benefits, such as:

* Students participating in dual credit programs do not have to pay the tuition and textbook/instructional materials costs associated with their college classes. This policy can translate into significant savings for students and families in the long run.
* In some instances, students potentially can graduate from college before high school with a college credential (i.e., degree or certificate) that can position them for employment upon graduating from high school.
* SAISD’s dual credit program can expose students to various support and enrichment services related to the college environment (e.g., tutoring, financial aid, library resources, honors program, career services).
* The dual credit program helps to establish habits that can lead to future success in the classroom and workplace – understanding and following a syllabus, displaying professional communication to a college instructor, and applying higher-level thinking skills.

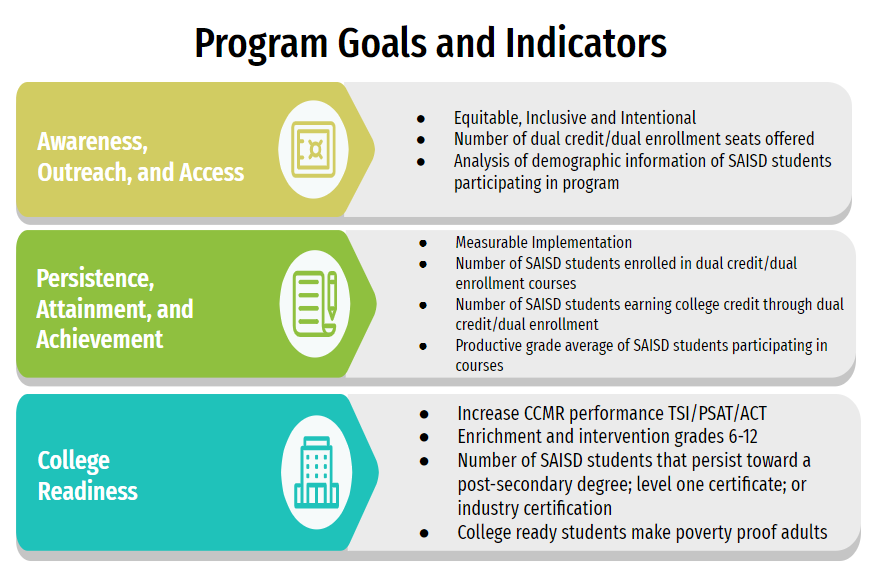
Dual Credit and Early College High School programs have specific expectations that students must meet throughout the school year in order to be successful in dual credit courses:

1. Students will need approval from a high school counselor/administrator to complete dual credit classes, which are aligned with SAISD courses within a student’s high school graduation plan. This approval process involves collaborating with college personnel to ensure students take the college entrance exam plus complete college admissions and registration steps.
2. Students must adhere to college attendance policy
3. Students may utilize academic support services provided by the HS and college
4. Students must receive a grade of 70 or better in their college courses to be awarded high school credit

[**Student/Parent Commitment Form**](https://docs.google.com/document/d/1zT49TcNS35HAQ5jrfCozqfCrUjSLyRcp4hQRIIPxBMQ/copy?)

# 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. The overall goals and indicators that drive the outcomes are divided into three areas: Persistence and Success; Outreach and Access; College Readiness.



# Dual Credit Qualifications for Students

**Enrollment process**

All our Institutions Of Higher Education (IHE) partners have their own requirements for students to enroll. Students must work with their campus staff (Counselor/PTECH Coordinator) to enroll in dual credit coursework.

Enrollment in dual credit courses includes but may not be limited to the following items:

* Application- usually through Applytexas.org
* Submit bacterial meningitis shot record
* Complete parent consent form
* Take the TSIA and meet score requirements to enroll in specific courses

**Skills Requirements**

Taking the Texas Success Initiative Assessment (TSIA) 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. The TSIA is designed to identify and provide diagnostic information about each student’s reading, mathematics and writing skills.

If TSIA identifies deficiencies (in reading, mathematics, or writing skills), state law requires that the student must participate in a developmental program designed to remediate the student’s gaps in content mastery when the student enrolls at a Texas college or university after high school graduation.

**Students could be exempt from taking the TSIA if they meet any of the following criteria:**

|  |  |
| --- | --- |
| **Exam** | **Scores required** |
| ACT | 40 Combined score on English and Reading  22 score on Math |
| SAT | 480 score on Evidenced-Based Reading and Writing (EBRW)  530 score on Math |
| PSAT/NMSQT | 460 score on Evidenced-Based Reading and Writing (EBRW)  510 score on Math  PSAT/NMSQT scores can be used for all courses except for Pre-Calculus and Calculus. PSAT/NMSQT scores cannot be combined with other assessments. |
| STARR end of course | 4000+ on English II  4000+ on Algebra I AND a passing grade in Algebra II course |

SAT/ACT scores can be combined with TSIA scores to meet the college level requirements for the Dual Credit courses. *All Scores must not be older than* ***five years****.*

**TSIA2 Learning Materials**

Students can enter the learning locator code found on their individual TSIA score report to access material specific to their needs. Anyone is able to click the button “Enter Student Site” without a code and see all available [learning materials](https://tsia2.pearsonperspective.com/perspective/).

**Practice Questions**

[Practice Accuplacer](https://practice.accuplacer.org/login)

* [Sample math questions](https://reportcenter.highered.texas.gov/training-materials/tsia2-mathematics-sample-questions/)
* [Sample ELA questions](https://reportcenter.highered.texas.gov/training-materials/tsia2-english-language-arts-and-reading-elar-sample-questions/)
* [Essay (WritePlacer) Samples](https://reportcenter.highered.texas.gov/training-materials/tsia2-essay-writeplacer-samples/)

**TSIA Test Score Report Student Portal**

[Student Portal](https://studentportal.accuplacer.org/#/studentisr)

# Dual Credit 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
* Individualized Performance Plan (IPP) supports
* Institution of Higher Education (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 midterm 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)](https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8ae909ef-e928-3937-9fee-611ba012aaa9)

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

**Benefits of Academic Advising**

* Access and navigate the college or university online resources and processes
* Develop an educational plan that leads to the timely completion of 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 the collegiate experience

[Academic Advising Syllabus](https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:690cb8a8-463f-38db-b98e-f2bc6523e693)

# System 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.

**SAISD Withdrawal Policy**

Effective Spring 2022 campuses are required to withdraw students not earning a “C” or higher at the midterm grading period. To increase student success in dual credit courses, counselors, instructors, and dual credit program coordinators are tasked with closely monitoring student grades, engaging in intrusive and intentional advising and withdrawing students from dual credit courses if their grade falls below a “C” at midterm.

If a student wishes to remain in any course they are failing at midterm, parental approval is needed. The parent and student must complete a conference with the counselor or other dual credit staff and sign a permission form to remain in the course. Once signed, a copy of the signed form should be placed in the student’s file, and a copy should be sent to the District Dual Credit Office. Individual IHE withdrawal dates will be shared with campuses annually.

**High School Grades and College Grades in Dual Enrollment Courses (OnRamps)**

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 will receive a separate grade for their college coursework from the UT instructor. Students have a choice to accept or not accept these grades on their final college transcript at the end of each OnRamps course.

**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 Memorandum of Understanding (MOU) with each IHE partner. The grade is then transferred and made applicable to the high school transcript for graduation requirements. To ensure successful completion of the course, 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.

**College Course Conversion**

For students who are enrolled in a college course that awards alpha grades, the school shall interpret the college grade using the conversion chart below. Only the final grade is entered into the high school grading system. All grades entered on the transcript are final and remain on the high school transcript even if the student retakes the college and/or high school class.

**A = 95; B = 85; C = 75; D = 72; F = 65**

Administrative Procedure[**E20-**Student Grades and Promotion](https://livesaisd.sharepoint.com/sites/admin/E%20%20Instruction/E-20%20Student%20Grading%20and%20Promotion.pdf)

**Weighted Grades for Dual Credit/Dual Enrollment Courses**

* Dual Credit courses with grades of a 70 or above will be awarded +10 points
* 10 points only awarded on 1st attempt, should student need to take course again no extra points should be added

Administrative Procedure[**E28-**Class Ranking](https://livesaisd.sharepoint.com/sites/admin/E%20%20Instruction/E-28%20Class%20Ranking.pdf)

**Transportation**

Transportation for students to and from the college or university will be provided through the SAISD Transportation department. It is the responsibility of the campus to arrange for buses to and from the college campus through the Transportation Department.

**Student Accommodations for Disabilities**

Students must self-identify with each college partner (links to each partner site linked below) to initiate accommodations requests based on a wide range of disabilities normally monitored in the K-12 educational setting including but not limited to 504 and special ed. While counselors and parents may support students in this process, students must self-advocate for requested accommodations. Approval of these requests will typically require the student to provide documentation of their disability(s). Students should contact the college’s Office of Disabilities before beginning classes to ensure timely approval of accommodations requests. Accommodations are not retro-active; rather, they begin once the application and approval process is complete, even if the semester is well underway.

**Links to College Partner Offices of Disabilities sites**

[Alamo Colleges](https://www.alamo.edu/admission--aid/special-populations/disability-support-services/)

[TAMUSA](https://www.tamusa.edu/disability-support-services/index.html)

[UTSA](https://www.utsa.edu/disability/accommodations.html)

[TSTC](https://sites.google.com/tstc.edu/culture-of-caring/accommodation-services-ala/request-accommodations)

**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 the college catalog. Also present in this document is an explanation of the course withdrawal procedure and academic standards connected to academic probation and suspension.

**Drops And Withdrawals**

Faculty may process drops/withdrawals for non-attendance when this behavior 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 dual credit program in which they are enrolled. The course catalog of the institute of higher education houses academic standards information.

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# Resources

**Glossary of terms**

[DC Glossary](https://docs.google.com/document/d/1jaOcZFA_-2VTVvEVWcVLL4zUPMJGvC42GHBzoFrYgXA/edit?usp=sharing)

**Institute Of Higher Education (IHE) Partners**

The Alamo Colleges District-San Antonio College, St. Philip's College, Palo Alto College

Texas A&M University at San Antonio

University of Texas at San Antonio

University of Texas at Austin (OnRamps)

McMurry University (Tel Education)

Texas State Technical College

**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/>

# FAQ’s

**Where do the credits earned in a DC course transfer?**

Credits earned in a dual credit course with any Texas IHE are transferable to any state college or university. They may be applied to a degree plan at a two or four year college; however, iIt is up to the accepting college/university to determine how Dual Credit (DC) coursework will be applied. 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 regarding awarding college credit?**

Dual Credit is awarded to students when they earn a passing grade (70 or higher) in the college 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 how the Dual Credit coursework will be applied to a degree plan.

Credit for earning a score of three or higher on an Advanced Placement (AP) exam is awarded to students at the discretion of the receiving institution. It is up to the accepting college/university to determine how the AP credit will be awarded and applied. AP 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 each semester (a date specified by the college as the official student enrollment date), a student must inform his/her teacher and counselor if they wish to drop a course. A completed 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. Copies of the completed form(s) should be placed in a student;s file.

**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 immediate academic consequences. However, students should also be aware of their future college’s Satisfactory Academic Progress (SAP) policies. SAP policies differ greatly between colleges.

SAP is a ratio of satisfactorily completed courses over the number of courses attempted. The SAP, in combination with the college GPA may impact a student’s college admission and/or financial aid eligibility.

SAP =

# courses completed with a “C” or higher

# of courses attempted (not dropped within 10 days of course beginning)

**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 transfer to a four year college or university but not be applicable to a degree plan. When advising students as they select the courses they will take in high school,, 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>

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# Login to ACES

**Student account and records request**

1. Access: [www.alamo.edu](http://www.alamo.edu)
2. Click on **ACES**.
3. 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 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 the helpdesk see numbers below.
* To setup security questions click [here](https://login.alamo.edu/user-portal/security)
* Select the Student Tab.
* Select the Welcome to Web Services link.
* Select the Student and Financial Aid link.
* Select the Student Records link
* Select the action being requested: Final Grades, Request a Transcript or view your unofficial transcript under Academic Transcript

**High School Programs Office Contact Info:**

PAC: 210-486-3777

SAC: 210-486-0777

SPC: 210-486-2777

District: 210-485-0555