

Dual Credit Frequently Asked Questions



In which category does your question exist? Select the category section title in the chart below for a bookmarked set of Q & As or select a specific question for a quick response.

New questions and changes made to the previously posted Dual Credit FAQs (October 2019) have been highlighted in yellow to ensure the reader knows which sections, questions and responses have been added, updated, and modified in the April 2020 publication.

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Section A: Dual Credit Overview

A.1) What is dual credit?

Dual credit is a system in which an eligible high school student successfully completes a college course(s) that is paired to a high school course required for graduation and receives credit for the course on both the college and the high school transcripts Texas Education Code (TEC) §28.009.

A.2) What are the different types of dual credit courses a student can take?

TEC §28.009

Types of Dual Credit Courses	
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 <u>Texas General Education Core Curriculum WebCenter</u> 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.

A.3) How will a student benefit from participating in a dual credit program?

- Students will receive college credit and high school credit simultaneously.
- Students can graduate from high school with transferable college credits.
- Students can fast-track their undergraduate or workforce degrees.
- Student may save on tuition and fees by reducing the time to complete a degree.
- Students will have access to a full range of college student support services while in high school to aid them in a smooth transition to college after graduation.

A.4) Are districts required to offer dual credit to students?

No, TEC §28.009 requires the following:

- Each school district shall implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school.
- Each school district shall annually report to the agency:
 - (1) the number of district students, including career and technical students, who have participated in the program and earned college credit; and-
 - (2) the cumulative number of courses in which participating district students have enrolled and college credit hours the students have earned.

The opportunity for students to earn at least 12 college credit hours can be met through one or a combination of the following programs: dual credit, Advanced Placement®, International Baccalaureate, articulated credit, and advanced technical credit courses.

A.5) How does a school establish a dual credit program?

A clearly defined partnership agreement between the high school district and the institution of higher education (IHE) is necessary to implement a dual credit program. A written agreement (often referred to as an interlocal agreement, an institutional agreement, or a memorandum of understanding) must be drawn up. The written agreement must define the nature of this collaboration (TEC §28.009). Please see Question 1.1 for more information on the written agreement requirements.

A.6) Can a school district enter into a dual credit partnership with any institution of higher education?

It depends on the institution’s accreditation; TAC 74.25 states that a school district may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a course provided by an institution of higher education that is accredited by one of the following regional accrediting associations:

- (1) Southern Association of Colleges and Schools;
- (2) Middle States Association of Colleges and Schools;
- (3) New England Associating of Schools and Colleges;
- (4) North Central Association of Colleges and Schools;
- (5) Western Association of Schools and Colleges; or
- (6) Northwest Association of Schools and Colleges.

A.7) Must every individual student expectation in the Texas Essential Knowledge and Skills (TEKS) be specifically taught in a college course for dual credit?

No, the student expectations in the TEKS describe a level of knowledge and skill that is expected of a student upon completion of that high school course. The course for which college credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course (TEC §74.25).

A.8) How can a student be assured that his/her dual credit class will be rigorous?

The college is required by law to ensure a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class (TAC §4.85).

A.9) What are the differences between dual credit, Advanced Placement®, dual enrollment, and concurrent enrollment?

Program Differences Defined	
Advanced Placement (AP)	Allows high school students to participate in an AP course and earn college credit with successful performance on the course AP exam. Postsecondary institutions accept AP exam scores as college credit if the student meets the exam score requirements established by the institution. At a Texas public college or university, an AP exam score of 3 will be awarded credit. The amount of credit and the course for which credit is awarded is determined by the college or university and can be found on their websites.
Dual Credit	Allows an eligible high school student to enroll in a college course that is paired to a high school course required for graduation, so that upon successful completion the student receives credit for the course on both the college and the high school transcripts.
Dual Enrollment	Allows high school students to take a high school course and a college course of a similar subject to earn both high school credit and college credit for the course. High school credit is awarded for the successful completion of the high school portion, demonstrating mastery of the TEKS. College credit is awarded if student passes the college portion of the course.
Concurrent Enrollment	Allows students to be enrolled in two schools at the same time (a high school and a college). While a high school student earns credits for graduation, the student is simultaneously enrolled in courses at a college to complete a degree or certificate.

A.10) What is Texas OnRamps Dual Enrollment program?

Distinctly different from dual credit, the OnRamps student receives instruction in two separate courses from two separate instructors—a high school teacher and a university faculty member. The student receives a high school grade and may receive a college grade and college credit for the college course, as well as ongoing feedback and support throughout the course. Students must meet prerequisites for the college course; however, a TSIA qualifying score is not required for participation in OnRamps. OnRamps is an example of a dual enrollment program. For more information visit: <https://onramps.utexas.edu/>

A.11) What are college preparatory courses and who can take them?

College preparatory courses are designed for students at the 12th grade level who have not met college ready standards or who are not ready to perform entry-level college mathematics and/or English language arts and reading coursework (TEC §28.014). College preparatory courses are locally developed through a memorandum of understanding between school districts and a public institution of higher education. Successful completion of the course allows the high school student to be exempt from TSI requirements in the respective content area at the partnering institution of higher education for a period of 24 months after graduation. However, the student must enroll in a college-level course in the exempted content area in the student’s first year of enrollment at the partnering institution of higher education (TAC §4.54).

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Section B: Student Requirements

B.1) Who can enroll in dual credit courses?

High school students in the ninth through twelfth grades who meet TSI (Texas Success Initiative) or dual credit eligibility requirements may enroll in dual credit courses. Many institutions also offer some college-level courses that are non-TSI liable and do not require meeting TSI or dual credit eligibility. Each institution will have its own list of such courses, if available. See Question [B.3](#) for requirements.

B.2) Must dual credit students show proof of bacterial meningitis for enrollment?

Yes and no; a dual credit student attending classes on a college campus is required to provide proof of bacterial meningitis vaccination. However, dual credit students who are taking their courses on a high school campus only or online are not required to show proof of bacterial meningitis vaccination.

B.3) What is the difference between college ready and dual credit eligible?

THECB defines “college readiness” as a 70% likelihood of a student achieving a grade of A, B, or C in an entry-level college-credit course, as measured by meeting certain benchmarks on the SAT, ACT, TSIA, or STAAR English III, or Algebra II EOCs. Once students meet one or more of these benchmarks, they are considered “college ready,” regardless of their performance in the college-level course. College readiness is determined by subject area.

Dual credit eligible allows a high school student, who has not met the “college readiness” benchmark, to enroll in an entry-level college course offered for dual credit. Students who are “dual credit eligible” are not considered “college ready” until they earn a grade of A, B, or C in a mathematics and/or college-level course designated as reading and/or writing-intensive.

Please see the two tables on the following pages.

Students must meet eligibility requirements for ONE of the listed assessments in the table below to meet a “College Ready” benchmark for the Texas Success Initiative (TSI) Criteria (TAC §4.54 and §4.57).

Minimum Passing Standards to Demonstrate College Readiness

		To Qualify for Math Courses		To Qualify for English Courses*				
Academic Courses	Assessment	Math/ Algebra	Combined/ Composite	ELA/Reading Skills	Objective Writing/ Sentence Skills	Writing/ Essay	Evidenced Based Reading & Writing (EBRW)	Combined/ Composite
	ACT	19	23	19	-	-		23
	SAT (prior to 3/5/16)	500		500 (formerly verbal)				1070
	SAT (after 3/5/16)	530					480	
	TAKS ¹ (11 th grade)	2200		2200		3		
	STAAR EOC Algebra II	4000						
	STAAR EOC English III			4000				
	TSI Assessment (prior to 9/28/2020)	350	-	351	340 + <340 (ABE Diagnostic of 4 +	4 5		
	TSI2 Assessment (after 9/28/2020)	TBD September 2020		TBD September 2020 **	TBD September 2020 **			

*Students must meet both subject and composite score standards where both are listed.

**TSI2 will combine the reading and writing tests to one English Language Arts Reading (ELAR) test, with one college readiness benchmark, plus essay score.

Minimum Passing Standards to Demonstrate Dual Credit Eligibility

Dual credit eligibility is not a college readiness benchmark but allows qualifying students to enroll in a college-level course (by subject area[s]).

		To Qualify for Math Courses		To Qualify for English Courses				
Academic Courses and Assessments	Assessment	Math/Algebra	Combined/Composite	ELA/Reading Skills	Objective Writing/Sentence Skills	Writing/Essay	Evidenced Based Reading & Writing (EBRW)	Combined/Composite
	TAKS ² (11 th grade)	2200		2200		3		
	PSAT/NMSQT ³ (prior to 10/15/15)	50	107	50				107
	PSAT/NMSQT ⁴ (after 10/15/15)	510					460	
	PLAN (Pre-ACT)	19	23	19				23
	ACT ASPIRE	431		435				
	STAAR EOC English II			4000				
	STAAR EOC Algebra I and passing grade in Algebra II Course	4000						

² Texas Assessment of Knowledge and Skills

³ Preliminary SAT/National Merit Scholarship Qualifying Test

⁴ Preliminary SAT/National Merit Scholarship Qualifying Test

B.4) What are the eligibility requirements for students to enroll in career and technical education courses for dual credit?

A high school student is eligible to enroll in workforce education dual credit courses leading to a Level 1 certificate at an IHE without demonstrating college readiness or dual credit eligibility (TAC 4.85). However, a high school student must meet college readiness or dual credit eligibility requirements in the applicable subject area(s) in order to enroll in workforce education dual credit courses leading to in a Level 2 certificate or applied associate degree program.

When a high school-level course fulfills specific requirements of a specific college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education, it is recognized by the IHE as Articulated College Credit ([TAC 4.83](#)).

Students are not required to provide demonstration of college readiness or dual credit enrollment eligibility to participate in articulated courses.

B.5) ACT, Inc. and College Board college readiness standards (scores) are different from those used for district accountability. How did the agency establish the accountability college readiness standards?

While [ACT, Inc.](#) and the [College Board](#) have their own college readiness standards. The college readiness standards used for accountability are based on the Texas Success Initiative assessment (TSIA) exemption criteria established by the Texas Higher Education Coordinating Board. For more information, please see the TSIA exemptions, exceptions, and waivers statute ([TAC §4.54](#)).

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Section C: Teacher Requirements

C.1) Who teaches a college course for dual credit?

Dual credit teachers must be regularly employed faculty members of the college or must meet the same standards, including minimal requirements of the regional accrediting association (listed in [A.6](#)), and approval procedures used by the college to select faculty responsible for teaching the same courses to non-high school students at the college ([TAC §4.85 \(e\)](#)).

C.2) What certifications must a teacher have to teach a course for dual credit?

When districts partner with community colleges and universities to offer dual credit courses, the teacher must meet college faculty requirements that are set by the regional accrediting association (listed in [A.6](#)) of the community college and/or university. College faculty teaching dual credit courses are not required to obtain certification through the State Board for Educator Certification.

C.3) Are college faculty who teach courses for dual credit subject to fingerprinting requirements under Texas Education Code §22.0834, Criminal History Record Information Review of Certain Contract Employees?

Local school districts determine their own policies regarding criminal history requirements for contract employees, subject to minimum standards of [TEC §22.0834](#) which requires criminal history reviews of contract employees who have direct contact with students. [TAC §153.1101](#) provides some guidance as to the minimum requirements of [TEC §22.0834](#). Pursuant to those rules, school districts should consider whether contract employees have the opportunity for unsupervised contact with students, if they do, fingerprinting and a review of criminal history records will be conducted.

Section D: Course Requirements

D.1) Can high school credit be awarded for any college course?

No, it is the responsibility of the institutions entering a dual credit partnership to ensure the following requirements are met to award high school credit for successful completion of a college course. Courses offered for dual credit by public, two-year, associate-degree-granting institutions must be identified as college-level academic courses in the current edition of the THECB's Lower Division Academic Course Guide Manual (ACGM) or as college-level technical education courses in the current edition of the board's Workforce Education Course Manual (WECM). Courses offered for dual credit by public universities must be in the approved undergraduate core course inventory of that university. Public institutions of higher education may not offer remedial or developmental courses for dual credit.

Courses offered for dual credit must provide instruction that ensures mastery of the TEKS for the appropriate high school course and go beyond or into greater depth than the TEKS (TAC §4.85).

D.2) What courses are available to take for dual credit?

Courses offered for dual credit by public institutions of higher education must be contained in the core curriculum of the institution providing the credit, career and technical education courses, or foreign language courses (TAC §4.85). Dual credit courses that are completed as part of an approved early college education program under TEC 29.908 or as part of an early college program defined in TAC §4.83, must be identified as college-level academic courses in the current edition of the THECB's Lower Division Academic Course Guide Manual (ACGM), as college-level technical education courses in the current edition of the board's Workforce Education Course Manual (WECM), or in a university's approved undergraduate core courses. Public colleges may not offer remedial or developmental courses for dual credit.

D.3) Who is responsible for the content of a course offered for dual credit?

Because the course is a college course, the college is responsible for the content. However, because the high school is also awarding high school credit, the public-school district is responsible for ensuring students have an opportunity to demonstrate mastery of the TEKS. The district may review the course syllabus as it is taught at the partnering institution. If it is determined that all the TEKS are not demonstrated or exceeded in the course, the district may work with the institution of higher education (IHE) to enhance the course and/or provide supplemental instruction.

D.4) What is a course equivalency crosswalk (also referred to as an articulation chart)?

A course equivalency crosswalk is an officially approved document that matches courses between schools and institutions or establishes procedures for reviewing courses that may be offered for dual credit. The course equivalency crosswalk should be part of the written agreement between the district and the institution. Please see Question 1.1 for more information on requirements of written agreements.

D.5) Where are courses for dual credit taught?

Courses for dual credit may be taught on the college campus, on the high school campus, on a satellite campus, or online (TAC §4.85).

D.6) Can one-semester college courses be offered over two semesters to accommodate the high school schedule?

Colleges are responsible for determining the length of their courses. However, they should work with ISDs to adopt a more flexible schedule that works best for the student.

D.7) How many college courses for dual credit may a student take?

TEC §28.009 prohibits the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) from creating a rule that limits the number of dual credit courses or hours in which a student may enroll while in high school or the number of dual credit courses in which a high school student may enroll during a single semester or academic year. Local agreements between the school district and institution of higher education may limit the number of college-credit courses a student may take.

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Section E: Credits and Grades

E.1) Who is responsible for determining what credit(s) are earned by the student?

The college is responsible for the college course materials and awards the college credit upon successful completion of the dual credit course. The high school is responsible for determining the specific high school credit that will be awarded for the college course. The high school and college are encouraged to work together to determine appropriate high school credit to be awarded upon successful completion of the course ([TAC §74.26](#)).

E.2) Who awards grades in courses for dual credit?

Grades are assigned by the instructor of record. The instructor of record must be authorized and credentialed by the IHE to teach the course. The IHE will award a letter grade. The high school will award a numerical equivalent to the letter grade. An appropriate grading scale should be established and included in the written agreement. The method of providing the grade to the high school must also be included in the articulation agreement. Please see [Question I.1](#) for more information on requirements of written agreements.

E.3) Are grades in courses for dual credit weighted when calculating the student's high school grade point average (GPA)?

All grading decisions, including those affecting GPA, are made per local school board policy.

E.4) Will the grades a student receives in a dual credit course appear on the high school transcript?

Students will receive a letter grade from the college. A corresponding numeric grade will be given by the high school. Grades will appear on both the student's high school and college transcripts ([TAC §4.85](#)).

E.5) What happens if a student earns a F in a dual credit class?

If a student earns an F in a dual credit course, he/she will not receive high school or college credit for the course, but the grade will be documented as an F on the college transcript. The grade typically appears on the high school transcript if it appears in the student's high school schedule. The district has final decision.

E.6) How many grades are issued in a dual credit course?

The number of grades issued in a dual credit course is the decision of the teacher of record, typically, the college instructor. The number of grades issued can range between a minimum of 2, mid-term and final grade, and an unlimited maximum for the 16-week course.

E.7) Will students in courses for dual credit be required to take the end-of-course (EOC) assessments?

Yes, students enrolled in dual credit courses are required to take the corresponding EOC assessment if the dual credit course is substituting for a course that requires an EOC assessment.

E.8) When does a college transcript the credits earned by a student?

College credit, as well as high school credit, should be transcribed immediately upon a student’s completion of the course ([TAC §4.85](#)).

E.9) How do different types of dual credits transfer?

Academic dual credits may be applied toward the core curriculum or to other specific degree program requirements of an academic associate degree or baccalaureate degree at a Texas public IHE. Due to their specialized nature, career and technical dual credit courses may have limited transferability outside an applied science associate’s or bachelor’s degree. Some public institutions may award elective credit instead and many may award no credit. A limited number of private or out-of-state institutions may choose to award transfer credit for dual credit academic courses. Students who want more information about how their courses for dual credit might transfer should seek specific transfer guidance from an advisor at the institution to which they wish to transfer. ([TAC §74.26](#)).

E.10) How can students ensure the transferability of courses for dual credit?

To ensure transferability of courses, students should choose academic courses that fit into the [core curriculum of the](#) IHE offering the dual credit program. Academic courses that fulfill the core curriculum are guaranteed to transfer to any other public IHE in Texas by rule ([TAC §4.25](#)). However, these courses may not count toward a specific degree program or transfer to an out-of-state university.

E.11) Can developmental courses at an institution of higher education (IHE) provide dual credit?

No, remedial or developmental education courses cannot be offered for dual credit ([TAC 4.85](#)).

E.12) What is the six-drop rule, and does it affect dual credit students?

[TEC §51.907](#) places limitations on the number of course drops that are allowed for students in public institutions of higher education to six. However, students who are still enrolled in high school are not affected by the provisions of [TEC §51.907](#) and any course a student drops while they are still enrolled in high school should not be counted toward the limitation of dropped courses under this section ([TAC §4.9](#)).

E.13) Are dual credit students affected by the Excess Hours Law, which makes college students subject to out-of-state tuition rates if they exceed 30 semester credit hours over their baccalaureate degree plan?

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

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Section F: Disability Services

F.1) Are students that are identified for special education services eligible to take dual credit courses?

Yes, students are eligible for dual credit courses as long as they meet the requirements specified in [TAC §4.85](#).

F.2) When enrolled in a dual credit course, should the Individuals with Disabilities Education Act (IDEA) or the Americans with Disabilities Act (ADA) be considered when serving students with disabilities?

While public school districts and open enrollment charter schools are bound by the rules and requirements under the IDEA, IHEs are not. IHEs are bound by the rules and requirements under the ADA which does not include required implementation of a student's Individual Education Plan (IEP). Under the ADA, accommodations for students may include an adaptation of the way specific courses are conducted, however modifications to course requirements and/or content are not required.

F.3) If a student has a diagnosed disability and is enrolled in dual credit courses at a college, how does the student find out if he/she is eligible for services through the institution of higher education's Disability Services Office?

Dual credit students with a diagnosed disability who are requesting accommodations must provide documentation of disability to the IHE's disability services office to determine eligibility for services. Eligibility for services at the high school does not always ensure that students will meet the criteria to receive accommodations in a college credit course.

F.4) Must a teacher follow a special education student's IEP if the dual credit course is taken on the high school campus and taught by a high school teacher?

The Office of Civil Rights (OCR) decisions provide evidence the response depends on several factors and specific facts related to an individual student's situation. Each case is separate and unique. Districts should consult local legal counsel.

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Section G: Attendance Accounting

G.1) Does time spent in a college course for dual credit count toward a district's average daily attendance (ADA) even if the course meets on the college campus?

Yes, the [Student Attendance and Accounting Handbook \(SAAH\)](#) explains that funding-eligible time for a student taking a course for dual credit will include time instructed in the course even if the course meets on the higher education campus.

A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program (FSP) purposes if the student is enrolled in and attending an off-campus course for dual credit. Campuses may choose an alternate attendance-taking time for a group of students that are scheduled to be off campus during the regular attendance-taking time. Examples include dual-credit students who are attending classes at another location or career and technical education students who are scheduled to be at a worksite.

G.2) If a student is attending a course for dual credit at an institution of higher education (IHE) with a calendar of less than 75,600 minutes, is the student considered in attendance at his/her high school?

Yes. The 75,600 minutes requirement is not based on individual students or individual courses. The minutes requirement is by campus, therefore, the hours of operation for the campus must be 75,600 minutes for funding purposes. If high school students are taking courses for dual credit at an IHE with a calendar of fewer than 75,600 minutes, the school district may apply for a waiver of the 75,600 minutes calendar requirement. Waiver requests should be sent to the [TEA State Waivers Unit](#). In instances in which an IHE's calendar is shorter than the school district's calendar, the district should report the student's attendance in the Public Education Information Management System (PEIMS) with a different track to reflect the shorter calendar. Reporting the student with a separate track will prevent any reduction in state funding. Some districts choose to use the days when the high school meets but the IHE does not (i.e., at the beginning or end of a semester to provide instruction in the TEKS not demonstrated in the college course. This allows them to meet attendance requirements while also meeting course content requirements.

G.3) Where can I find more information about attendance calculations in Career and Technical Education (CTE) courses for dual credit?

Please see Section 5.11 of the [Student Attendance Accounting Handbook](#).

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Section H: State Funding

H.1) Do public school districts and charters receive state funding through the Foundation School Program (FSP) for dual credit programs?

Yes, the [Student Attendance and Accounting Handbook](#) explains that funding eligibility for a student taking a course for dual credit during school hours will include time instructed in the course, regardless of the location of the course including college campus or online. For a district or charter school to receive FSP funding for a student taking a college course requires an agreement (MOU) between the district or charter school and the college as described in [I.1](#).

H.2) Can weighted Career and Technical Education (CTE) funding be earned for dual credit opportunities?

The [Student Attendance and Accounting Handbook](#) explains that if the CTE courses meet TAC requirements for dual credit, students enrolled in the courses are eligible to be counted for CTE contact hour funding. Eligibility for secondary CTE contact hour funding does not preclude the college from also being funded from postsecondary funding sources.

H.3) How are courses for dual credit coded for the Public Education Information Management System (PEIMS)?

The course code is the same as the code for the corresponding high school course. In addition, the special explanation code of "D" for dual credit, is required on the Academic Achievement Record. Pages 127-129 of the "[2019-2020 Texas Education Data Standards](#)", Section 4 - Description of Codes Final Version 2020.1.0 addresses the coding by semester and credit earned policies for all dual credit courses.

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Section I: Institutional Agreements

I.1) What are the requirements for a dual credit partnership agreement?

TAC §4.84 and §9.144, require that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions which must be posted each year to their respective websites. All dual credit agreements must address the following elements:

- (1) Eligible Courses
- (2) Student Eligibility
- (3) Location of Class
- (4) Student Composition of Class
- (5) Faculty Selection, Supervision, and Evaluation
- (6) Course Curriculum, Instruction, and Grading
- (7) Academic Policies and Student Support Services
- (8) Transcribing of Credit
- (9) Funding
- (10) Defined sequences of courses, where applicable

Additions resulting from actions of the 85th and 86th Texas Legislative sessions:

- Align program and statewide dual credit goals;
- Establish common advising strategies and terminology;
- Provide for the alignment of endorsements described by §28.025(c-1);
- Identify tools to assist school counselors, students, and families in selecting endorsements;
- Establish high school and college course credits that may be earned for each available course;
- Describe academic supports provided to students;
- Establish institution of higher education and school district roles;
- Describe sources of funding for courses;
- Use free or low-cost open educational resources when possible.

For more information, see TAC §4.84, TEC §28.009.

I.2) Who pays the cost of dual credit courses?

Students are often required to pay for tuition, books, and fees related to dual credit, though sometimes the college waives or reduces these costs, or the high school pays the costs. A detailed description of costs and who will be responsible for them should be included in the written agreement (MOU) between the school district and the IHE. For rules regarding early college high schools, see question I.4.

I.3) Who pays for textbooks?

Texas does not require school districts or IHEs to provide textbooks used in dual credit courses. School districts have no statutory authority to use textbook funds for dual credit course textbooks. While FSP funds have been used, in many cases the student taking the college course for dual credit pays for the textbook(s). Districts pay all costs related to earning dual credit for early college high school students including tuition, fees, and textbooks. For rules regarding early college high schools, see question I.4.

I.4) How do the payments for tuition, fees, and textbooks at an Early College High School (ECHS) differ from a regular high school offering dual credit?

The Commissioner's rules for ECHS programs ([TAC §102.1091](#)) do not allow a student enrolled in an ECHS course for high school graduation credit to be required to pay for tuition, fees, or required textbooks. School districts and charter schools are responsible for paying any tuition, fees, or textbook costs not waived by an IHE.

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Section J: Texas Virtual School Network (TXVSN)

J.1) Must students taking courses for dual credit through the TXVSN meet the same course eligibility requirements as students taking face-to-face courses?

Yes. The district or open enrollment charter school must ensure the student's eligibility for dual credit, have an articulation agreement with the college or university, and facilitate application to and enrollment with the college or university. A link to the TXVSN provider's website for registration instructions is provided for each course in the TXVSN course catalog details. Additionally, students considering TXVSN dual credit course enrollment should also be prepared for the online learning environment. Dual credit eligibility requirements are provided in the answer to [B.4](#).

J.2) If a student is taking face-to-face courses for dual credit, may the student take additional online courses for dual credit from TXVSN at the same time?

Yes, the TXVSN course catalog provides Texas public schools students with expanded access to high school courses. Students may take online high school, Advanced Placement, and dual credit courses selected from the catalog along with courses at their campus in order to meet their graduation plan. Students have the option to complete TXVSN courses at school, off-campus, or any location where internet access is available.

J.3) Can freshmen or sophomores take courses for dual credit through the TXVSN?

Yes, if the student meets the prerequisite requirements of the course for which they are enrolling. Students who have not taken an online course before are strongly encouraged to take an online learning orientation prior to taking courses through the TXVSN.

J.4) Are the Texas Essential Knowledge and Skills (TEKS) covered in the courses for dual credit in the TXVSN catalogue?

Yes, but, just as with the dual credit courses taught at a college or on the high school campus, instruction in the dual credit course will be advanced beyond, or in greater depth than, the TEKS.

J.5) Are the courses for dual credit in the TXVSN catalog aligned to the International Association for K-12 Online Learning National Standards for Quality Online Courses (iNACOL)?

Yes, TXVSN courses for dual credit are reviewed for alignment to the national standards for quality online courses and approved based on that alignment

J.6) Must a district transcript a course for dual credit if it is completed via distance learning?

Yes, all courses completed for high school credit must be recorded on the Academic Achievement Record (AAR), regardless of the method of delivery.

J.7) What is the cost of a dual credit course offered through the TXVSN?

The cost for any semester course offered through the TXVSN is set by the TXVSN course provider; therefore, cost varies, but it cannot exceed \$400. There may be some additional costs related to textbooks or special equipment associated with a course.

J.8) How do students enroll in a dual credit course offered through the TXVSN?

Participating school districts must register students through the TXVSN enrollment system, after completing that step, the student must then also complete the IHE's application and enrollment process.

J.9) Must a district or open enrollment charter school have an agreement with the TXVSN dual credit provider selected or is that covered in the agreement with the TXVSN?

TAC §4.84 and §9.144 requires that any dual credit partnership between a secondary school and a public college include a written agreement (commonly referred to as an articulation agreement, an institutional agreement, or a partnership agreement) approved by the governing boards or designated authorities of both institutions. The TXVSN Agreement does not replace the agreement between the IHE and the secondary school.

J.10) What sources of funds may be used to pay TXVSN course fees?

A district or charter school may use a variety of sources of funds to pay TXVSN catalog course costs, including but not limited to the following:

- FSP funds (Student Attendance Accounting Handbook, Section 12.2.)
- Instructional Materials Allotment (IMA) funds
- Federal grant and program funds, including Title I, IDEA-Part B, ESSA funds, etc., per the rules of the grant or program
- State grant or program funds, per the rules of the grant or program (Examples: technology, STEM, or high school improvement grants)
- Local funds
- Student paid

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Section K: FERPA**K.1) What is the Family Educational Rights and Privacy Act (FERPA) and why can't I see my dual credit student's grades?**

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA calls for the protection of a student's records once he/she turns 18 or enrolls in college. Dual credit students fall under this classification. Colleges must maintain the confidentiality of academic records and follow all federal and state laws governing the release of academic records. In accordance with these laws, a college will not permit access to or the release of personally identifiable information contained in academic records to any party without the written consent of the student.

K.2) What if a child is a minor and they are taking classes at a local college while still in high school – does the parent have rights?

The U.S. Department of Education has stated that if a student is attending a postsecondary institution, at any age, the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is a minor, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

FERPA defines an eligible student as a student who has reached 18 years of age or who is attending a postsecondary school at any age. A school may disclose information from an eligible student’s education records to the parents of the student, without the student’s consent, if the student is a dependent for tax purposes. (34 C.F.R. § 99.31(a)(8)). This information is also included in an FAQ published by the US Department of Education. Under this provision, the postsecondary school may (but is not required to) provide information to the parent if the student is a dependent of the parent for tax purposes. As such, procedures for handling these types of requests may be the subject of local policy or an agreement between the schools. Finally, as noted earlier, the parent may also access information shared by the postsecondary school with the high school through the FERPA rights retained by the parent on the high school campus.

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Section L: Financial Aid

L.1) Is there financial aid available for dual credit students?

No, Federal financial aid is not available for dual credit students. Federal financial aid is only awarded after high school graduation, successful completion of a high school equivalency program, or qualification through an approved Ability to Benefit program. There may be institutional financial aid and state tuition exemptions available.

L.2) Will a dual credit student’s grade(s) or withdrawal from a dual credit class have an impact on his/her ability to obtain financial aid in the future?

A student’s grades and/or withdrawals could impact their future eligibility for financial aid. To be eligible for financial aid after high school, a student must meet Satisfactory Academic Progress (SAP) standards while taking dual credit courses. See requirements below as an example of how an institution of higher education might calculate SAP for federal financial aid. For additional information click [here](#).

Satisfactory Academic Progress to be Eligible for Financial Aid	
Grade Point Average	Maintain a cumulative 2.0 or higher GPA for classes.
Course Completion	Successfully complete 67% of attempted credits.
Degree Progress	Demonstrate progress toward finishing a program of study within a 150% maximum time frame. Progression is measured by dividing earned credits by attempted credits. Example: Attempted 12 credits, earned 10 credits = $10/12 = 83.3\%$ Example: Attempted 12 credits, earned 8 credits = $8/12 = 66.67\%$

SAP standards for institutional and state financial aid may differ from the federal standards.

L.3) Is there a time limit for receiving financial aid?

There are yearly and lifetime limits to receiving financial aid. Most of these limits are based on a Bachelor's Degree Program and are cumulative based on all previous schools attended and financial aid received. The number of college credit hours and the number of years to earn a degree are considered in these limitations. It is important to understand financial aid opportunities and their limitations as decisions are made. Financial aid is not available for dual credit courses and the time limitations for financial aid do not begin until a student graduates from high school.

Section M: University Interscholastic League (UIL) Implications

M.1) How will a student's participation in dual credit impact his/her athletic eligibility?

For UIL eligibility purposes, dual credit students are on a pass/fail basis until the final grade for a course is awarded by the Instructor of Record. According to UIL rules, dual credit courses are eligible for UIL exemptions, but due to the limited number of grades issued in these college courses, students may not have the opportunity to become UIL eligible after a failing mid-term grade.

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Contact Information

General Questions about Dual Credit: advancedacademics@tea.texas.gov

Attendance Accounting/State Funding: attendance@tea.texas.gov

Early College High School (ECHS): ccrsm@tea.texas.gov

Texas Virtual School Network (TXVSN): TXVSNCentral@TXVSN.org or TXVSN Help Desk: 1-866-938-9876

Additional Resources

- Lower Division Academic Course Guide Manual (ACGM)
<http://board.theccb.state.tx.us/apps/WorkforceEd/acgm/acgm.htm> or
<http://reportcenter.theccb.state.tx.us/agency-publication/guidelines-manuals/lower-division-academic-course-guide-manual-spring-2020/>
- Public Education Information Management System (PEIMS)
[http://tea.texas.gov/Reports and Data/Data Submission/PEIMS/Public Education Information Management System/](http://tea.texas.gov/Reports%20and%20Data/Data%20Submission/PEIMS/Public%20Education%20Information%20Management%20System/)
- Student Attendance Accounting Handbook - <http://tea.texas.gov/index2.aspx?id=25769817607>
- Texas Education Agency State Waivers Unit -
[https://tea.texas.gov/Texas Schools/Waivers/State Waivers](https://tea.texas.gov/Texas_Schools/Waivers/State_Waivers)
- Workforce Education Course Manual (WECM) -
<http://board.theccb.state.tx.us/apps/WorkforceEd/wecm/>
- Texas General Education Core Curriculum WebCenter - <http://www.theccb.state.tx.us/apps/tcc/>
- Texas Higher Education Coordinating Board – <http://www.theccb.state.tx.us>

Acronym Glossary

AAR – Academic Achievement Record	MOU – Memorandum of Understanding
ACGM – Academic Course Guide Manual	OCR – Office of Civil Rights
ADA – Average Daily Attendance	PEIMS – Public Education Information Management System
ADA – Americans with Disabilities Act	SAAH – Student Attendance Accounting Handbook
AP – Advanced Placement	SAP – Satisfactory Academic Progress
CLEP – College Level Exam Program	STAAR – State of Texas Assessments of Academic Readiness
CTE – Career and Technical Education	STEM – Science, Technology, Engineering, and Math
ECHS – Early College High School	TAC – Texas Administrative Code
EOC – End of Course assessment	TEA – Texas Education Agency
FAQ – Frequently Asked Questions	TEC – Texas Education Code
FERPA – Family Educational Rights and Privacy Act	TEKS – Texas Essential Knowledge and Skills
FSP – Foundation School Program	THECB – Texas Higher Education Coordinating Board
GPA – Grade Point Average	TSIA – Texas Success Initiative
HB – House Bill	TSIA2 – Texas Success Initiative 2.0
IB – International Baccalaureate	TXVSN – Texas Virtual School Network
IDEA – Individuals with Disabilities Education Act	UIL – University Interscholastic League
IEP – Individual Education Plan	WECM – Workforce Education Course Manual
IHE – Institution of Higher Education	
IMA – Instructional Materials Allotment	
iNACOL – International Association for K-12 Online Learning	
ISD – Independent School District	

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