

Texas Education Agency

Dual Credit

Frequently Asked Questions

General Dual Credit Information

1. What is dual credit?

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

2. Are school districts required to offer dual credit to students?

No. [Texas Education Code \(TEC\), §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 at least 12 college credit hours can be met through dual credit, but it can also be met through Advanced Placement®, International Baccalaureate, and advanced technical credit courses, including locally articulated courses.

3. Where are the administrative rules regarding dual credit?

State Board of Education - [Texas Administrative Code \(TAC\) §74.25](#)

Texas Higher Education Coordinating Board (THECB) - [TAC §§ –4.81 4.85](#)

[The Student Attendance and Accounting Handbook \(SAAH\) - TAC §129.21](#)

It is important to access both sets of rules, and the sections of the SAAH pertaining to dual credit, in order to understand dual credit requirements.

4. How do colleges and high schools work together to build dual credit programs?

Collaboration between the high school and the college is a crucial element of a dual credit program. The written agreement (often referred to as an articulation agreement, an institutional agreement, a partnership agreement, or a memorandum of understanding) drawn up between the public school district and the institution of higher education should define the nature of this collaboration. (Please see question #5 for more information on requirements of written agreements.)

Among other things, colleges can assist with scholarships, transfer agreements for designated courses, designing curricula, training and supporting instructors, and administering college placement tests that ensure adequate rigor and student knowledge. Similarly, high schools can allow their instructors to teach for a local college in order to offer courses for dual credits, provide high school graduation requirement counseling, and supplement instruction to ensure mastery of the Texas Essential Knowledge and Skills (TEKS).

5. What kind of agreement is required in dual credit partnerships?

The TAC, [§4.84](#) and [§9.144](#), requires that any dual credit partnership between a secondary school and a public college include a written agreement (often referred to as an articulation agreement, an institutional agreement, a partnership agreement, or a memorandum of understanding) approved by the governing boards or designated authorities of both institutions. The agreement must address at least the following elements:

- Eligible Courses
- Student Eligibility
- Location of Class
- Student Composition of Class
- Faculty Selection, Supervision, and Evaluation
- Course Curriculum, Instruction, and Grading
- Academic Policies and Student Support Services
- Transcribing of Credit
- Funding

6. What is the difference between dual credit and concurrent enrollment?

Concurrent enrollment refers to a circumstance in which a student is enrolled in two or more educational institutions at the same time (for example, a college and a university, or a high school and a college). Concurrent enrollment may also be referred to as dual enrollment.

While dual credit may be viewed as a form of concurrent enrollment because the student is enrolled in both high school and college, the credit earned is awarded by both institutions.

Course Requirements

7. Can high school credit be awarded for any college course?

No. It is the responsibility of the institutions entering into a dual credit partnership to ensure the following requirements are met:

- a. 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 \(WECM\)](#).
- b. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university. Public colleges may not offer remedial or developmental courses for dual credit.
- c. Courses offered for dual credit must provide advanced academic instruction that allows for mastery of the TEKS for the appropriate high school course and that goes beyond or into greater depth than those TEKS. (Please see question #56 for additional detail.)

These requirements should be specified in the written agreement drawn up by the partner institutions.

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

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

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

The course equivalency crosswalk is an officially approved document that matches coursework between schools and/or establishes procedures for reviewing courses that may be offered for dual credit. The course equivalency crosswalk should be a part of the written agreement. (Please see question #5 for more information on requirements of written agreements.)

10. 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.

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

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

Teacher Requirements

12. 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 or equivalent standards, including minimal requirements of the [Southern Association of Colleges and Schools \(SACS\)](#), and approval procedures used by the college to select faculty responsible for teaching the same courses to non-high school students at the college.

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

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

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

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

Local school districts determine their own policies with regard to criminal history requirements for contract employees, subject to minimum standards of TEC §22.0834 which requires criminal history reviews of contract employees who have direct contact with students. [TAC §153.1101 and §153.1117](#) provide some guidance as to the minimum requirements of TEC §22.0834. Pursuant to those rules, school districts should consider whether contract employees have the opportunity for unsupervised contact with students. When the contract services are provided on a district campus, that opportunity may also exist for students other than those to whom the services are provided.

Student Requirements

15. Can any student enroll in college courses for dual credit?

[TAC §4.85\(b\)](#) identifies the requirements that must be met by each student who enrolls in a college course for dual credit. A student must be in grade 11 or 12, though this requirement can be waived for students with demonstrated outstanding academic performance and capability (as evidenced by achieving or exceeding the minimum TSI college readiness standards on PSAT/NMSQT, PLAN, SAT, ACT, or TSI Assessment) if approved by the principal of the high school and the chief academic officer of the college. The exemptions, exceptions, and waivers for students to enroll in entry-level college courses are outlined in [TAC §4.54](#).

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Requirements are provided in the chart below. Colleges and/or high schools may impose additional eligibility requirements if they do not conflict with state dual credit regulations.

Eligibility Requirements to Enroll in Academic Dual Credit Courses or Workforce Education Dual Credit Courses contained in a Level 2 Certificate or Applied Associate Degree Program
Students in the indicated grade level(s) must meet applicable eligibility requirements for ONE of the listed assessments in order to take dual credit that is intensive in the subject area.

	Assessment	Grade	To Qualify for Math Courses*		To Qualify for English Courses*			
			Math/Algebra	Combined/Composite	ELA/Reading Skills	Objective Writing/Sentence Skills	Writing/Essay	Combined/Composite
Academic Courses	ACT	11/12	19	23	19	-	-	23
	SAT	11/12	500	1070	500	-	-	1070
	TAKS ¹	11/12	2200	-	2200	-	3	-
	PSAT/NMSQT ²	11	50	107	50	-	-	107
	PLAN	11	19	23	19	-	-	23
	STAAR EOC ³ Algebra I	11	4000*					
	STAAR EOC Algebra II	11	Level 2 Final**					
	STAAR EOC English II	11			4000			
	STAAR EOC English III	11/12			Level 2 Final**			
	TSI ⁴ Assessment	11/12	350	-	351	363	5***	

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

*Students must also receive a passing grade in the Algebra II course.

**Level 2 Final Scores for the Algebra II and English II end-of-course assessment instrument have not been established.

***Students who score a 5 on the essay must also meet the objective writing skills score standards to be eligible.

A high school student in the eleventh or twelfth grade is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate without providing any additional demonstration of college readiness.

¹ Texas Assessment of Knowledge and Skills

² Preliminary SAT/National Merit Scholarship Qualifying Test

³ State of Texas Assessment of Academic Readiness End of Course Assessment

⁴ Texas Higher Education's Texas Success Initiative Assessment

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16. How many college courses for dual credit may a student take?

[TAC §4.85](#) specifies that a high school students may not be enrolled in more than two courses for dual credit per semester. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability (as evidenced by grade-point average, ACT or SAT scores, or other assessment indicators) may be approved by the principal of the high school and the chief academic officer of the college to a maximum of 15 semester credit hours.

Credits and Grades

17. How much high school credit is earned by a student who takes a college course?

The student can earn at least one-half credit toward a high school course for a one-semester college course. The student may earn a full credit for a one-semester college course if the district determines that the student has had an opportunity to demonstrate mastery of the TEKS for an entire one-credit course.

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

The college is responsible for the college course material and awards the college credit upon successful completion of the course. 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.

19. Who awards grades in courses for dual credit?

Grades are assigned by the teacher of record. Unless the student is required to participate in additional instructional activities to ensure complete mastery of all the TEKS, the grade on the high school transcript should be the same as the grade on the college transcript. If the college awards only letter grades, an appropriate 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 #5 for more information on requirements of written agreements.)

20. 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 according to local school board policy.

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

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

Attendance Accounting

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

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

23. If a student is attending a course for dual credit at an institution of higher education (IHE) with a calendar of less than 180 days, is the student considered in attendance at his/her high school?

Yes, a waiver to allow this is available. If high school students are taking courses for dual credit at an IHE with a calendar of fewer than 180 days, the school district may apply for a waiver of the 180-day-calendar requirement. Waiver requests should be sent to the [Texas Education Agency State Waivers Unit](#).

In instances in which an IHE's calendar is shorter than the school district's calendar, the district should report the student's attendance in the Public Education Information Management System (PEIMS) with a different track to reflect the shorter calendar. Reporting the student with a separate track will prevent any reduction in state funding.

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.

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

A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program purposes if the student is enrolled in and attending an off-campus course for dual credit.

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

25. How is attendance reported if the college begins classes before the 4th Monday in August?

If district students are taking courses for dual credits at a college with a calendar that begins before the fourth Monday in August, the district may apply for a waiver of the start date requirement. Waiver requests should be sent to the [Texas Education Agency State Waivers Unit](#).

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

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

State Funding and Dual Credit

27. Who pays the cost of courses for dual credit?

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 articulation agreement between the school district and the institution of higher education. [TAC §102.1091\(d\)\(3\)](#) prohibits institutions from charging students enrolled in an Early College High School for tuition, fees, or required textbooks. (Please see question #32 and #33 for more information about Early College High Schools.)

28. What is the cost of dual credit to the state, institutions of higher education, districts, campuses, and parents or students?

TEA, in collaboration with the THECB, contracted with American Institutes for Research (AIR) and Gibson Consulting Group, Inc. to conduct a research study of dual credit programs and courses in Texas. The study, in part, researched the cost of dual credit. The entire report can be found online [here](#).

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

Yes. Funding eligibility for a student taking a course for dual credit will include time instructed in the course. Currently, districts may count the time that students spend in a course for dual credit for state funding purposes even if students are required to pay tuition, fees, or textbook costs for those courses, unless the course for dual credit is an Early College High School (ECHS) program course. TAC rules for ECHS programs prohibit requiring a student enrolled in an ECHS course for high school graduation credit to pay for tuition, fees, or required textbooks. (Please see question #32 and #33 for more information about Early College High Schools.)

For a district or charter school to receive FSP funding for a student taking a college course, the district or charter school must have documentation of an articulation agreement between the district or charter school and the college and meet other requirements for courses for dual credits.

30. Can weighted CTE funding be earned for dual credit opportunities?

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

31. May high schools use high school allotment funds for dual credit?

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

Early College High School and Dual Credit

32. What is an [Early College High School](#) (ECHS)?

An ECHS is a school designated by the TEA (TAC [§102.1091](#) and [§4.161](#)) that enables students who might not otherwise go to college to graduate from high school with up to 60 semester credit hours toward an baccalaureate degree.

33. How do the payments for tuition, fees, and textbooks at an ECHS differ from a regular high school?

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 institution of higher education.

PEIMS Coding and Dual Credit

34. How are courses for dual credits coded for the [Public Education Information Management System \(PEIMS\)](#)?

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

35. Can a course for dual credit be recorded using the Public Education Information Management System (PEIMS) code for the associated Advanced Placement (AP)[®] course?

No, not unless the course has been approved as an AP[®] course by the College Board through the [AP[®] Course Audit](#).

36. Can a course provide dual credit and be an Advanced Placement (AP)[®] course?

Yes, if the course meets both dual credit and AP[®] requirements. A College Board-approved AP[®] course must adhere to the AP[®] course descriptions and be approved through the AP[®] Course Audit. This means the college instructor must have submitted his or her course syllabus and have received approval in advance.

Texas Virtual School Network and Dual Credit

37. 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 students must also be good candidates for the online learning environment. The TxVSN provides a tool to assist participating districts in determining student readiness for online learning. The dual credit eligibility requirements are provided in the answer to Question #15.

38. If a student is taking two face-to-face courses for dual credit in one semester, may the student take additional online courses for dual credit from TxVSN at the same time?

Generally, no. Students may take only two college courses for dual credit per semester regardless of the course delivery method. (Please see Question #16 for exemptions and exceptions.)

39. Can freshmen or sophomores take courses for dual credit through the TxVSN?

Generally, no. College courses for dual credit are available to junior and senior students who have demonstrated college readiness and who are ready for online learning. (Please see Question #15 for exemptions and exceptions.)

40. Are the TEKS covered in the courses for dual credit in the TxVSN catalogue?

Yes. The TxVSN catalog notes the high school TEKS used to review the course for dual credit.

41. Are the courses for dual credit in the TxVSN catalog aligned to the current International Association for K-12 Online Learning ([iNACOL National Standards for Quality?](#))

Yes. TxVSN courses for dual credit are reviewed for alignment to the current [iNACOL National Standards for Quality Online Courses](#) and approved based on that alignment.

42. 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.

43. 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, so cost varies but it cannot exceed \$400. There may be some additional costs related to textbooks or special equipment associated with a course.

44. 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 institution of higher education's application and enrollment process.

45. 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?

The Texas Administrative Code, 4.84 and 9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement (often 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 higher education institution and the secondary school.

Award of College Credit

46. 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(h)). (Articulated credit is often associated with dual credit but is not transcribed until the student meets all additional requirements that may exist at the college level, including, but not limited to enrollment in the college.)

47. How do different types of dual credit transfer?

Academic dual credits may be applied toward the core curriculum (Please see Question #7 for information about academic (core curriculum) and workforce education courses.) or to other specific degree program requirements of an academic associate degree or baccalaureate degree at a Texas public higher education institution. However, transferred credits are not guaranteed to count toward a specific degree program. Some public institutions may award elective credit instead. In some instances, private or out-of-state institutions may choose to award transfer credit for academic courses taken in dual credit programs.

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

48. Can developmental courses at an IHE provide dual credit?

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

49. 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. However, neither this law nor THECB rules specifically address dual credit students. The Texas Association of College Registrars and Admissions Officers (TACRAO) developed a guide to assist institutions of higher education in implementing the so-called “6-drop Rule,” which recommends that courses taken by students while enrolled in high school – whether for dual credit or for college credit alone – not be included in the course drop limit. For more information on this recommendation, review this document on the TACRAO website: http://www.tacrao.org/documents/SixDropImplementation_10-20-08.pdf

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

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

Additional Considerations

51. Why might a district consider offering a dual credit program?

The following list contains some of the advantages of dual credit programs for students, school districts, and the state:

- Earning college credits while in high school increases the likelihood that a student will complete high school and enroll in and persist in college.
- Rigorous and meaningful coursework in high school prepares the student for success in college.
- College credits earned in high school provide a way to satisfy Advanced Measures requirements for the Distinguished Achievement Program.
- College credits earned in high school provide a way to earn Performance Acknowledgements for the Foundation High School Program
- A dual credit student leaves high school already having begun his/her post-secondary degree, leading to reduced college costs and eliminating duplication of effort for highly capable students.
- Students may complete their college degree earlier, leading to earlier entrance into the workforce, which benefits both students and the economy.

52. Who pays for textbooks?

Texas does not require school districts or colleges to pay for textbooks used in courses for dual credit. Colleges have no source of funds dedicated to paying for textbooks. School districts have no statutory authority to use textbook funds for courses for dual credit. Though sometimes local funds (such as foundation school funds or the high school allotment) are used, in most cases the student taking the college course for dual credit pays for the textbook.

One way to reduce the cost of textbooks is for districts and colleges to include in their articulation agreements a textbook agreement that requires a specific textbook to be used for an agreed-upon number of years. Another alternative is to seek support from community partners.

53. How can the transferability and rigor of courses for dual credit be evaluated and improved?

To ensure transferability of courses, students should be counseled to choose academic courses that fit into the core curriculum of the college or university offering the dual credit program. Academic courses that fulfill the core curriculum of a public college or university are guaranteed to transfer to any other public college or university in Texas by state law. However, these courses do not necessarily count toward a specific degree program (Please see questions #7 and #48 for additional information about academic courses and transferability.)

The THECB staff is also exploring ways to ensure the rigor of dual credit. They are working with the faculty who teach courses for dual credit in order to refine the learning objectives for these courses. The aim of this project is to establish statewide consensus about the learning objectives of these widely transferred courses. Clear and consistent learning objectives for courses for dual credit would help improve their consistency and the degree to which they prepare students for subsequent course work and increase the likelihood that institutions of higher education will apply these courses to degree requirements.

54. Why doesn't the TEA provide a crosswalk showing what high school credit to award for each college course?

The variety of content found in college courses with the same name and catalogue number across the state prevents TEA from being able to ensure that a college course matches TEKS for a high school course in every institution in which it is taught. This is why local high schools must work with local colleges and universities to establish custom crosswalks. If common learning objectives for certain courses are identified by the THECB, those learning objectives may serve as the foundation for a statewide crosswalk. (Please see question #54 for additional information about learning objectives.)

55. Must every individual student expectation in the TEKS be specifically taught in a college course for dual credit?

The student expectations in the TEKS describe a level of knowledge and skill that is expected of a student upon completion of that course. If the college course is taught in such a way that the student reaches and/or exceeds that level of knowledge and skill, then the TEKS are considered to have been taught and mastered.

Certain student expectations may have already been mastered by a student who has demonstrated readiness for the rigor of a college course and may simply need to be verified rather than directly addressed in college-level instruction.

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

[TEC, §130.008\(f\)](#), generally limits the school district from allowing their student to enroll in more than three courses for dual credit at a junior college if the junior college does not have a service area that includes the student's high school. However, students may enroll in more than three courses despite the junior college not otherwise serving the location of the student's high school under two circumstances:

- An early college high school program may enroll students in more than three courses to the extent consistent with the early college program approval.
- A school district or charter may apply for a waiver of the prohibition in [TEC, §130.008\(f\)](#), on the [TEA State Waiver](#) webpage.

Contact Information

Attendance Accounting/State Funding

Forecasting & Fiscal Analysis, 512-463-9238, belinda.dyer@tea.state.tx.us

Early College High School (ECHS)

Division of Curriculum, 512-463-9581, curriculum@tea.state.tx.us

Texas Virtual School Network (TxVSN)

TxVSN Help Desk, 1-866-93TxVSN (1-866-938-9876), TxVSNCentral@txvsn.org

General Questions about Dual Credit

Division of Curriculum, 512-463-9581, curriculum@tea.state.tx.us

Internet Resources Provided in this Document

Texas Education Code §28.009 –

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm#28.009>

Texas Administrative Code §74.25 -

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074c.html#74.25>

Texas Administrative Code §§4.81 – 4.85 -

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=D&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=D&rl=Y)

Lower Division Academic Course Guide Manual (ACGM) -

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<http://www.theccb.state.tx.us/aar/undergraduateed/workforceed/acgm.htm>

Workforce Education Course Manual (WECM) -

<http://www.theccb.state.tx.us/aar/undergraduateed/workforceed/wecm/>

Texas Administrative Code §4.84 -

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=84](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=84)

The Texas Administrative Code §9.144 -

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=9&rl=144](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=9&rl=144)

Southern Association of Colleges and Schools (SACS) –

<http://www.sacs.org/>

Texas Education Code §22.0834 -

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.22.htm#22.0834>

Texas Administrative Code §153.1101 and §153.1117 -

<http://ritter.tea.state.tx.us/rules/tac/chapter153/ch153dd.html>

Texas Administrative Code §4.85 -

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85)

Texas Education Agency State Waivers Unit -

http://www.tea.state.tx.us/index.aspx?id=6635&menu_id=932&menu_id2=788

Student Attendance Accounting Handbook -

http://www.tea.state.tx.us/index2.aspx?id=7739&menu_id=645&menu_id2=789

Texas Administrative Code §102.1091(d)(3) -

<http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102gg.html#102.1091>

Texas Education Code §39.234 –

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.234>

High School Allotment –

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.42.htm#42.160>

Early College High School –

<http://www.txechs.com> and <http://www.tea.state.tx.us/index3.aspx?id=4464>

Texas Administrative Code §102.1091 –

<http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102gg.html>

Texas Administrative Code §4.153 -

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=153](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=153)

Texas Administrative Code §102.1091 –

<http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102gg.html>

Public Education Information Management System (PEIMS) -

<http://www.tea.state.tx.us/index4.aspx?id=3012>

AP[®] Course Audit –

<http://www.collegeboard.com/html/apcourseaudit/>

Texas Education Code §28.025 –

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm#28.025>

Six Drop Rule Implementation -

http://tacrao.org/sites/default/files/files/SixDropImplementation_10-20-08.pdf

Texas Administrative Code §4.85(h) -

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85)

Texas Administrative Code §4.85(a) -

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85)

Texas Education Code §130.008 -

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.130.htm#130.008>