

PROGRAM NAME: DUAL CREDIT
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GUIDELINES

Time Frames:

1. Scope:

The time frame of program review is five years, including the year of the review.
Data being reviewed for any item should go back the previous four years, unless not available.

2. Deadline Dates:

January 15th – Program Review Document due to Department Dean for review
February 1st – Program Review Document due to Program Review Steering Committee

3. Years:

Years 1 & 3 – Implement Action Plan of (CIP) and collect data
Years 2 & 4 – Analyze data and findings, Update Action Plan
Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

- a. **Sources:** This evidence may come from various sources including IE Student Service Unit Satisfaction Surveys, Noel-Levitz Student Satisfaction Surveys, IE Faculty/Staff Service Unit Satisfaction Surveys, IPEDS Data, unit-level data and surveys. This evidence may be quantifiable and/or qualitative. If you are unfamiliar with any of these information sources, contact David Liska (dliska@collin.edu, 972.985.3714). Use additional data sources of which you are aware.
- b. **Examples of Evidence Statements:**
 1. Poor example: Core values are integrated into coursework. (Not verifiable)
 2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
 3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

FOR MORE INFORMATION: Any questions regarding this review, including forms, calendars & due dates, should be addressed to Scott Parke (sparke@collin.edu, 972.599.3117) or David Liska (dliska@collin.edu, 972.985.3714) in Policy and Planning/Institutional Effectiveness.

Section I. *Are We Doing the Right Things?*

1. WHAT DOES YOUR SERVICE UNIT DO?

A. What is the service unit and its context?

This section is used to provide an overview description of the service unit, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

Suggested Points to consider, but not limited to:

- *Unit's objective/purpose*
- *Services and products*
- *Service across campus/departments/district/community*

B. Executive summary: briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

A. The Dual Credit Office (DCO) is an entity under the department of P-12 Partnerships at Collin College. Dual Credit provides an opportunity for high school aged students (grades 9-12) to complete college courses and to meet both high school graduation requirements and college graduation requirements. The Dual Credit Office serves as a liaison between Collin College and service area school districts, private schools, and home school cooperatives. The DCO coordinates scheduling of dual credit classes with appropriate academic departments, third party billing, and student services for special admissions students, including concurrent/dual credit high school and home school students. The DCO also serves students under eighteen without a U.S. high school diploma or GED and no longer involved in a traditional high school program.

I. DUAL CREDIT OFFICE STUDENT SERVICES

- Serves as primary contact for high school administrators, counselors, parents, students, and faculty assigned to specific high schools

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- Advises students, parents, and counselors regarding appropriate courses needed for high school graduation and college credit
- Works with academic departments to finalize class schedule, resolve student and faculty concerns
- Facilitates total student admissions and registration processes on high school and Collin College campuses
- Develops and delivers dual credit information to area high schools, picks up documents related to enrollment, and processes all received information, including, but not limited to:
 - Applications
 - Transcripts and bacterial meningitis vaccinations/waivers
 - Dual/Concurrent Credit High School Enrollment Permission forms
 - PSAT, ACT, SAT, STARR scores/waivers
 - Any other supporting documentation that will remove registration barriers
- Coordinates with Testing Center to provide on site TSI testing and serves as proctor
- Manually reviews and updates each student registration record to ensure the accuracy of concurrent/dual credit data submitted for state reporting every fall, spring, and summer term.
- Ensures all student record issues have been cleared with Institutional Research, the Manager of Records Systems, students, and high school and home school officials
- Participates in recruitment initiatives (*i.e. TACRAO college fairs*)
- Updates departmental publications, web site, forms, and training guides

II. THIRD PARTY BILLING/FREE & REDUCED LUNCH WAIVERS

- Processes tuition waivers for students qualifying for free and reduced lunch at the high school
- Prepares third party billing student lists and submits them to the Bursar's office for high schools or groups that pay tuition or buy books for students
 - Resolves residency issues with Admissions and Records
 - Places holds on individual accounts to prevent students from being dropped for non-payment

III. DUAL CREDIT COURSE SCHEDULE/GRADING

- Collaborates with high school administration and Collin College academic deans, department chairs, and faculty to develop individualized dual credit class schedules for assigned schools
- Assesses current offerings for future term projections and student needs
- Ensures semester course schedules are applicable for students to be on track for pathways leading to certification and/or degree
- Creates recommended pathways for students to acquire Occupational Skills Awards, Certificates, or Associate Degrees
- Creates and updates overall dual credit course schedule and ensures that courses are built properly in the Banner system
- Requests, collects and organizes grades, and reports progress and numeric final grades to schools
- Follows up with faculty, associate deans, and deans as necessary to resolve issues with missing numeric grades, inaccurate grade reporting, and grade changes

B. The Dual Credit Office serves as a liaison between Collin College and service area school districts, private schools, and home school cooperatives. Dual credit provides opportunities for students seeking various educational outcomes while in high school, whether they are working towards a workforce certificate, associate degree, or are bachelor bound. The Dual Credit program offers high school students a jump start on their college career. Dual Credit students at Collin College not only experience the rigor of a college course, but they also have access to the wide array of support services that will help them make a smooth transition from high school to college. Providing services specifically tailored to the needs of dual credit students contributes to the success of the program and supports the Collin College mission of “being student and community centered.” Due to House Bill (HB) 5, HB 505 and the 60X30TX plan, dual credit enrollment has grown and is expected to continue to grow. After meeting the 2012-2016 Strategic Plan goals, Dual Credit has begun focusing on the 2016-2020 Strategic Plan.

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Collin College 2012-2016 Strategic Goals for Dual Credit

1. Provide access to higher education opportunities that prepare students for changing academic, societal and workplace expectations.
2. Improve student success by developing new, innovative pathways and services for students to develop and achieve goals.
3. Improve services provided to dual credit students.

Collin College's 2016-2020 Strategic Plan focuses on dual credit expansion in the following priorities:

Priority 2: Increase outreach and create streamlined pathways from high school.

- A. Strengthen partnerships with high schools in the service region.
- B. Increase Collin College's presence in area high schools.

Priority 3: Emphasize Student Achievement and Streamline Pathways to Four Year Colleges and Universities.

- A. Enhance strategies that position students for success.
 2. Implement a collaborative model of P-12 outreach and on-boarding activities provided through College Express teams and embedded College and Career Counselors and assess the efficacy of the model.

The DCO provides opportunities to address the fast growing pace of dual credit. Implementing the 2016-2020 Strategic Plan will be our priority over the next four years. Our department is committed to providing quality service to our students and meeting the needs of the community. Reviewing benchmark programs at Austin Community College and San Jacinto College helped clarify our services and program expectations. In order to reach the goals established in the 2016-2020 Strategic Plan and because of the growth we have already experienced, we propose hiring an additional Special Admissions Coordinator.

2. WHY DO WE DO THE THINGS WE DO? PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that the program supports the college mission:** *“Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
- **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values:** *“We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity.”*
- **Provide program-specific evidence that supports how the program supports the college strategic plan:**
<https://www.collin.edu/aboutus/index.html>.

Supporting the College Mission & Core Values

To support Collin College’s mission, the DCO offers numerous comprehensive student services and rigorous academic and technical courses to students in Collin College’s service area. Providing services specifically tailored to the needs of dual credit participants at Collin College campuses and on site at the area high schools contributes to the success of the program and supports the Collin College mission of “being student and community centered.” Services provided are listed below, but are not limited to:

- High School Counselor Training Sessions *(two sessions annually in spring)*
- High School and Home School Dual Credit Information Nights *(multiple sessions annually)*
- Application Days *(as requested during spring for fall)*
- Registration Days *(as requested during spring for fall)*
- On site TSI testing *(as requested during spring for fall)*
- Workshops and Seminars *(as requested by high school)*
- Dual Credit Faculty Orientations *(one session for spring, three sessions for fall)*

Supporting the College Strategic Plan

The DCO supported the Collin College 2012-2016 strategic plan by achieving the following three strategic goals.

1. Provided access to higher education opportunities that prepare students for changing academic, societal and workplace expectations.
2. Improved student success by developing new, innovative pathways and services for students to develop and achieve goals.
3. Improved services provided to dual credit students.

Collin College’s strategic initiatives form the foundation on which the [Dual Credit strategic plan](#) was developed.

Building Higher Education Opportunities & Developing New, Innovative Pathways

Due to new high school graduation endorsement requirements from [HB 5](#) (See Section 22 on pages 39-40) and a general recognition of the gap in high school workforce education, more high schools are requesting additional workforce related courses. This includes health science courses, with an emphasis on students being able to earn a marketable credential before graduating from high school. The DCO’s most frequently requested workforce related program is the health sciences program. An example of the growth over the past four years is shown below.

Health Science Related Dual Credit

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Number of Courses	1	4	7	11	11
Number of Sections	1	8	15	23	31
Number of HS	1	2	7	7	10

The table shows the expansions in health science related dual credit. The DCO is currently in discussion with three high schools regarding expanding their health science related dual credit and with two other high schools regarding health science related dual credit for the first time. These discussions will likely increase the number of high schools offering health science

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related dual credit and the number of sections being offered. The most commonly discussed programs are Emergency Medical Technician (EMT) and Health Information Management (HIM). EMT is a highly visible-occupation that students relate to easily. The HIM program is completely online, making the program easier for the college to roll out and easier for the high schools to receive.

Clinical seats and faculty are two major concerns for dual credit health sciences. To help address clinical seats, Health Sciences has created and hired a Director of Health Science Academies whose primary responsibility is to seek additional clinical agreements in order to meet the need for additional clinical seats.

Other workforce education courses requested include business management, cybersecurity, robotics, cisco networking, culinary arts and green interior design. Please see additional information in the [appendix](#).

Improving services and student success available to students

Due to the implementation of HB 5, HB 505 and the 60X30TX higher education plan, dual credit enrollment numbers have drastically increased. As of fall 2016, dual credit enrollment makes up over **15%** of Collin College’s total enrollment. Collin College’s dual credit program has had an average enrollment increase of **71%** in the past five years growing from 2,659 unique (unduplicated) students in fall 2012 to 4,555 unique students in fall 2016.

Total Unduplicated Dual Credit Students Fall 2012 - Fall 2016

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Students	2659	2962	3142	3771	4555
Percent change	4.70%	11.40%	6.08%	20.02%	20.79%

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Total Unduplicated Dual Credit Students Spring 2012 - Spring 2016

	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Total Students	2323	2402	2587	2794	3430
Percent change	3.60%	2.50%	7.08%	8.00%	22.76%

To assist with meeting the needs of our growing dual credit population, and to provide quality customer service to our students, we provide many services on site at the area high schools. Based on the 2012 survey of high school counselors, the most requested services were:

- Online registration 60.7%
- Online classes 42.8%
- On site TSI testing 39.3% (*every semester*)

We added those three services and additionally, we have also added the following services:

- Individual high school information sessions for each high school partner (*held every spring*)
- On site admissions application days (*5 times per semester*)
- On site academic advising sessions for specialized dual credit programs (*as requested*)
- On site class registration assistance (*every semester*)

By providing dual credit services, the DCO hopes to increase dual credit students' knowledge of college processes, understanding of college expectations, and overall success at Collin College or other higher education institutions. The holistic approach taken by the DCO also incorporates information and advising sessions about transfer opportunities with university partners. During advising sessions, students acquire general information regarding the relationship between dual

credit and associate degree programs at Collin College, as well as information about articulation agreements between Collin College and its university partners.

3. WHY DO WE DO THINGS WE DO?

A. Make a case with evidence to show that the primary functions/services of the unit are necessary, should be modified, or should be eliminated.

Suggested Points to consider, but not limited to:

- *What is the purpose and reason for the function?*
- *How has the function evolved during the 5-year cycle? How have the reasons for the function changed over time?*
- *What would happen if the unit no longer provided these functions and/or the functions were outsourced?*
- *What unit functions require the most resources including staff time? Which functions add the biggest value to the college? Discuss any discrepancies between the functions named in these two questions.*
- *What are the interdependencies with other unit functions and other units of the college? Is the unit duplicating any functions with other units?*
- *Is there a clear line of communication with other units involved in or supporting each of these functions?*
- *Does the unit or the college have alternate ways of providing any of these functions?*
- *Are the functions offered/conducted as efficiently as possible?*

B. Benchmarking: Review two or three comparable, leading colleges for the way they accomplish these functions. Discuss lessons to be learned and new ideas for service improvement.

- A. The Dual credit program was started in 1987, but did not grow significantly until 2008. Due to a 2006 state mandate, independent school districts (ISD) were directed to provide college credit opportunities for high school students beginning by fall of 2008. (See [Texas Education Code](#) Sec. 28.009)

The primary functions/services of the Dual Credit Office (DCO) are as follows:

- Serves as a liaison between Collin College and service area school districts, private schools, and home school cooperatives

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- Coordinates scheduling of dual credit classes with appropriate academic departments
- Provides student services – admissions, registration, testing, advising, third party billing
- Facilitates state reporting of dual credit data

With the state approval of HB 5 (see links below) in 2013, [HB 505](#) in 2015, and the [60X30TX higher education plan](#) in 2015, along with the rising cost of higher education, the demand for dual credit course offerings and services has increased. The DCO partners with ISDs to provide opportunities to address the fast growing pace of dual credit. HB 5 impacted DCO by increasing workforce education dual credit offerings. Prior to HB 505, only 11th-12th grade students could take 1-2 courses per semester. HB 505 impacted DCO by eliminating age and grade level restrictions, allowing 9th and 10th grade students to take dual credit. It also removed the limitations on the number of dual credit courses or hours in which a public high school student may enroll. The 60X30TX plan will impact DCO because DCO will assist in meeting the four goals of the plan:

- *By 2030, at least 60% of Texans ages 25-34 will have a certificate or degree.*
- *By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.*
- *By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.*
- *By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.*

[HB5 text](#) (See Section 22 on pages 39-40 for information specific to workforce education dual credit college courses)

[HB5 Graduation Program Options Comparison](#)

The DCO implemented several initiatives to address the increased enrollment numbers. The most significant change was online registration. In the past, students waited in long lines to register in person on designated registration days at high schools or Collin College campuses. Implementing online registration streamlined dual credit processes for students.

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The online registration enhancement for students has resulted in increased administrative functions for the DCO. The DCO has explored outsourcing registration with dualenroll.com, but the services provided do not meet our needs and the costs for the limited services that would be used would outweigh the benefits.

Another significant change was the implementation of on site TSI testing at high schools. In the past, students had to come to a Collin College campus to pay and schedule an exam date. Then they had to return another day to take the exam. This was inconvenient, especially for students who lived in rural areas. DCO began partnering with the Testing Center in 2015 to offer on site TSI testing.

On Site TSI Testing

	2015	2016
Schools	4	8
Students	324	432

The implementation of on site TSI testing at high schools has resulted in the need for dual credit staff to act as proctors during the test. This pulls them away from their campus and other dual credit responsibilities. The DCO anticipates an increase in on site TSI testing at high schools and proposes having additional assistance to help provide this service.

An additional change was adding hybrid, blended and online courses. Hybrid or blended courses allowed flexibility for students' high school schedules while still maintaining the course rigor and meeting student learning outcomes. For mutual planning purposes, the DCO works closely with academic departments regarding these requests.

Online/Hybrid Dual Credit Courses

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Number of Hybrid Courses	1	12	5	13	36
Number of Online Courses	3	3	5	6	8
Number of HS	2	5	6	8	12

- B. For the purpose of providing benchmark data for this review, two peer colleges have been chosen for their comparable enrollment and services. These are San Jacinto College (SJC) and Austin Community College (ACC).
- San Jacinto College has a total of three campuses currently serving over 3,500 dual credit and early college high school students. Each campus serves approximately 1,200 students. Each campus has one Director, one Coordinator and one Senior Administrative Assistant. Each Director works with about 10 schools and one or more Early College High Schools. The Director coordinates with ISD administration officials for opportunities to partner and expand dual credit in academic and technical areas. The Director serves as a liaison to facilitate the admission, testing and registration of dual credit students. Directors at SJC provide orientation sessions and coordinate visits to high schools. They work collaboratively with the Dean of Technical Education and with the Dean of Health Sciences to develop new opportunities for dual credit courses in support of articulated credit and dual credit initiatives. They meet with department chairs and dual credit faculty for orientation or other dual credit program needs.
 - The Coordinator assists students with admissions and registration, maintains student files, updates computerized information system data regarding student status, presents academic information to new students during orientation, assists in recruitment of potential students, prepares various reports, and assists the Director at recruiting and orientation activities.
 - The Senior Administrative Assistant assists students, staff, faculty and the general public with information and direction regarding dual credit services in person, via email and over the telephone. They stay abreast of admissions requirements, policies and procedures and help process paperwork. The Senior Administrative Assistant helps with special events and college publications related to dual credit. They provide administrative support for the department and assist in resolving problems as needed.
 - A few policies and services that benefit the SJC students are:
 1. Not requiring high school transcripts for admission
 2. TSI testing at all high school campuses (multiple dates for larger schools)

3. Free TSI testing, both initial and re-takes. (Traditional students only pay for re-takes.)
4. 75% tuition discount on all dual credit courses
5. Requiring EDUC/PSYC 1300 in the first semester or before the tenth credit hour for all students, including dual credit. This is the Learning Frameworks course which teaches college success strategies. It also incorporates career exploration, the required VAWA training, discussion of college resources, and guided registration.

After reviewing the San Jacinto College dual credit program, some program limitations became apparent. San Jacinto College does not allow dual credit students to register online, which is inconvenient compared to the more flexible online registration at Collin College. Their students must visit the dual credit office in person to register. San Jacinto College does not have an internal application so students have to apply through ApplyTexas which lengthens admissions processing time. Collin College has ApplyCollin which allows students to be admitted within a short timeframe. San Jacinto requires a C or better in college coursework to maintain enrollment in the program and receive high school credit. Collin College follows the general population guidelines for academic standards and maintaining scholastic progress which enables students to continue their dual credit experience as appropriate. For example, a dual credit student who passes ENGL 1301, but fails ECON 2302 during the fall semester, will still be allowed to enroll in ENGL 1302 for the spring semester. This allows the student to continue in the subject area in which they were successful. In addition, online classes are not available to San Jacinto College dual credit students. Collin College students are allowed to take online courses and this provides more options and flexibility.

- Austin Community College has 5,400 dual credit students overall. Their dual credit department currently has one Director, one Manager, five Dual Credit Specialists and two Administrative Assistants. Each Specialist is assigned 5-7 high schools. They oversee dual credit student registration and processes, develop manuals, brochures and other promotional materials, maintain articulation guides, prepare reports, provide training, maintain an accurate database, and represent the department on college-wide committees.
- Services Austin Community College provides to dual credit students include:
 1. Information sessions to parents and students
 2. Application assistance

3. TSI test coordination at ACC campuses
4. Academic Advising
5. Online registration support

Austin Community College offers many services similar to those provided by Collin College, but support varies in certain areas. ACC and Collin College both offer information sessions and on site application assistance. While ACC does offer online registration, their Dual Credit Specialists do not have the administrative responsibilities relating to the admissions process and the state reports. Rather, their Admissions & Records office is responsible for the administrative responsibilities. Collin College Special Admission Coordinators are responsible for the state report data for dual credit students, which needs to be accurate and can be quite time-consuming to prepare. Unlike Collin College, ACC does not offer on site TSI testing at their high schools. Instead, they coordinate large group testing events with their campus testing department. Collin College's Special Admissions Coordinators coordinate on site TSI testing at high schools and also serve as proctors. A unique beneficial service that ACC Dual Credit Specialists provide is offering academic advising dates at the high schools each semester. They advise in groups and cover general course planning and student support services. If a student misses their on campus opportunities, they can visit an ACC campus and meet with a general college academic advisor. Due to the services ACC provides and the growth of their dual credit program, they are hiring two additional Dual Credit Specialists.

After reviewing these two colleges, we've learned that Collin College is leading the way in providing services to dual credit students. While SJC and ACC do offer some unique services, Collin College offers more services and employs fewer DCO staff. We offer more on site services at high schools, which takes the Special Admissions Coordinators out of the office and can be very time-consuming. We are predicting that dual credit will continue to grow and we propose hiring additional staff to help with the increased demand for services from the ISDs.

4. HOW DO WE IMPACT STUDENT OUTCOMES?

Make a case with evidence to show effects of the service unit on student outcomes.

Suggested Points to consider, but not limited to:

- *How does the service unit influence the student experience?*
- *How does the service unit influence the student environment and/or safety?*
- *In what way does the service unit influence student retention, persistence, and/or completion?*

Dual credit partners with ISDs to provide opportunities for students seeking various educational outcomes, whether they are working towards a workforce certificate, associate degree, or are bachelor bound. By taking dual credit classes, students may have the opportunity to complete the core while still in high school. This may save students time to completion. The dual credit experience provides a collegiate environment at the high school where students are comfortable, but college academic rigor is maintained. The overall experience builds their knowledge and understanding of college expectations and provides a seamless transition from high school to college. In addition, dual credit students receive financial benefits as a result of Collin College having the lowest tuition rates in the state. Dual credit students enrolled in their high schools' free/reduced lunch programs are eligible for free tuition at Collin College, providing additional benefits to the most needy students.

As shown below, dual credit students' overall grades and success rates are high.

Dual Credit Success Rates

	Fall 2015	Spring 2016
Pass Rate	97.56%	98.50%
A's	49.14%	49.88%
B's	32.11%	31.02%
C's	14.03%	15.17%
D's	2.29%	2.41%
F's	2.44%	1.50%

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Retention rates from fall to spring show that most dual credit students continue their studies at Collin College throughout the academic year.

Dual Credit Retention Rates

	Retention Rate
Fall 12-Spring 13	90.33%
Fall 13-Spring 14	87.34%
Fall 14-Spring 15	88.92%
Fall 15-Spring 16	90.96%

Section II. Are We Doing Things Right?

5. HOW EFFECTIVELY DO WE COMMUNICATE AND HOW DO WE KNOW?

A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the college’s recruitment, retention and completion plans.

Suggested Points to consider, but not limited to:

- *Ask for feedback from relevant audience on your website and literature; incorporate these suggestions as appropriate.*

B. Provide program website URLs. If no website is available, describe plans for creation of website.

C. Describe the process used to keep all literature and electronic sites updated.

The program literature is regularly updated in consultation with other departments as needed. For example, Testing reviews the testing information in the literature prior to each publication. The Concurrent/Dual Credit Enrollment manual is updated annually prior to fall registration. The Dual Credit Faculty Handbook is updated before each spring and fall semester. The Enrollment Procedures Checklist and Enrollment Permission Form are updated prior to registration for fall and spring semesters. Brochures are updated as needed. The website is updated throughout the year, every semester at a minimum.

Program Literature Review

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date Last Reviewed and Updated
Dual/Concurrent Credit Enrollment Manual	Manual	December 2016

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Title	Type (i.e. URLs, brochures, handouts, etc.)	Date Last Reviewed and Updated
Dual Credit Faculty Handbook	Manual	December 2016
Dual/Concurrent Credit Enrollment Procedures Checklist	Handout	November 2016
Dual/Concurrent Credit High School Enrollment Permission Form	Handout/Form	November 2016
Dual Credit Brochure	Brochure	January 2016
Succeeding in College	Brochure	February 2015
Dual Credit website: http://www.collin.edu/dualcredit/	URL	December 2016

6. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

Partnership Resources: List any business, industry, government, college, university, and/or consultant partnerships to advance the service unit outcomes. If a contract is involved, indicate its duration.

The Dual Credit office has 23 partnership agreements with ISDs, charter schools or home school organizations, which are included in the [appendix](#). The only changes made regularly to these agreements are the courses being offered each academic year.

Partnership Resources

Partner/Organization	Description	Contract Duration, if any	Briefly explain the Partnership's Value to Service Unit
Allen ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	Our partnership with Allen ISD allows us to rent space at Allen High School so that we can hold classes at the Allen Center. This includes a large number of dual credit courses.
Anna ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Anna ISD to provide academic pathways through dual/concurrent credit for their students.



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Partner/Organization	Description	Contract Duration, if any	Briefly explain the Partnership's Value to Service Unit
Blue Ridge ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Blue Ridge ISD to provide academic and workforce pathways through dual/concurrent credit for their students.
Celina ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Celina ISD to provide academic and workforce pathways through dual/concurrent credit for their students.
Community ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Community ISD to provide academic pathways through dual/concurrent credit for their students.
Farmersville ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Farmersville ISD to provide academic and workforce pathways through dual/concurrent credit for their students.



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Partner/Organization	Description	Contract Duration, if any	Briefly explain the Partnership's Value to Service Unit
Frisco ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Frisco ISD to provide academic and workforce pathways through dual/concurrent credit for their students.
Heritage Christian Academy (HCA)	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with HCA to provide academic pathways through dual/concurrent credit for their students.
Legacy Preparatory Charter Academy Plano	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Legacy Prep to provide academic pathways through dual/concurrent credit for their students.
Lewisville ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Lewisville ISD to provide academic pathways through dual/concurrent credit for their students.



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Partner/Organization	Description	Contract Duration, if any	Briefly explain the Partnership's Value to Service Unit
Lovejoy ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Lovejoy ISD to provide academic pathways through dual/concurrent credit for their students.
McKinney Area Christian Homeschoolers Enrichment Co-op (MARCH)	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with MARCH to provide academic pathways through dual/concurrent credit for their students.
McKinney Christian Academy (MCA)	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with MCA to provide academic pathways through dual/concurrent credit for their students.
McKinney ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with McKinney ISD to provide academic and workforce pathways through dual/concurrent credit for their students.



SERVICE UNIT PROGRAM REVIEW

REV. 8-10-2016

Partner/Organization	Description	Contract Duration, if any	Briefly explain the Partnership's Value to Service Unit
Melissa ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Melissa ISD to provide academic pathways through dual/concurrent credit for their students.
Plano ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Plano ISD to provide academic and workforce pathways through dual/concurrent credit for their students.
Plano Health Sciences Academy	Signed partnership agreement with Plano ISD for Williams High School and Plano East Senior High School for health science programs/courses.	2016-2017 Academic Year	We partner with Plano ISD to provide academic and workforce pathways through dual/concurrent credit for their students.
Princeton ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Princeton ISD to provide academic pathways through dual/concurrent credit for their students.



SERVICE UNIT PROGRAM REVIEW

REV. 8-10-2016

Partner/Organization	Description	Contract Duration, if any	Briefly explain the Partnership's Value to Service Unit
Prosper ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Prosper ISD to provide academic and workforce pathways through dual/concurrent credit for their students.
Rockwall ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with McKinney ISD to provide academic pathways through dual/concurrent credit for their students.
The Home Educator's Outsourcing Solution (THEO)	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with THEO to provide academic pathways through dual/concurrent credit for their students.
Wylie ISD	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Wylie ISD to provide academic and workforce pathways through dual/concurrent credit for their students.



SERVICE UNIT PROGRAM REVIEW

REV. 8-10-2016

Partner/Organization	Description	Contract Duration, if any	Briefly explain the Partnership's Value to Service Unit
Yorktown Education	Signed partnership agreement which provides opportunities for high school students to enroll in Collin College courses and programs	2016-2017 Academic Year	We partner with Yorktown Education to provide academic pathways through dual/concurrent credit for their students.



SERVICE UNIT PROGRAM REVIEW

REV. 8-10-2016

7. ARE WE HIRING QUALIFIED STAFF, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT, AND HOW DO WE KNOW?

Make a case with evidence that staff are qualified, keep current, and fulfill roles that advance the service unit and the college. List service unit employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

All Dual Credit staff have the education and experience necessary to fulfill the responsibilities of their roles. All DCO staff are encouraged to participate in appropriate professional development.

Employee Resources

Employee Name	Role in Unit	Credentials	Professional Development since Last Program Review**
Raul Martinez Jr.	Associate Vice President of P-12 Partnerships	Master of Arts in Organizational Management Bachelor of Arts in Social Work	See addendum
Sabrina Belt	Associate Dean - Academic Partnerships	Master of Education Bachelor of Arts in English/Photocommunications	See addendum
Deidra Carpenter	Special Admissions Coordinator	Masters in Leadership and Adult Education Bachelor of Early Childhood Development	See addendum
Greg Forge	Special Admissions Coordinator	Master of Science in College Student Personnel Bachelor of Science in Psychology	See addendum
Kaylin Ortiz	Special Admissions Coordinator	Master of Science in Higher Education Bachelor of Business Administration	See addendum
Kim Whitlock	Special Admissions Coordinator	Bachelor of Business Administration	See addendum



SERVICE UNIT PROGRAM REVIEW

Employee Name	Role in Unit	Credentials	Professional Development since Last Program Review**
Andrea Dahl	Administrative Assistant	Master of Science in Finance Bachelor of Business Administration	See addendum
Alissa Qualheim	PT Admissions Assistant	Bachelor of Arts in History	See addendum

8. DO WE SUPPORT THE SERVICE UNIT WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?

Make a case with evidence that current deficiencies or potential deficiencies related to service unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the service unit or student success. As part of your response, complete the Resource Tables below to *support* your narrative.

Suggested Points to consider, but not limited to:

- *The useful life of structures and equipment,*
- *Special structural requirements, and*
- *Anticipated technology changes impacting equipment sooner than usual.*
- *If you plan to include new or renovated facilities or replacement of equipment in your service unit improvement plan, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

Facilities Resources

Room/Office Location and Designation	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Describe additional needs for any "N" answer
		Current	For Next 5 Years	
Allen Center CC110, CC111, CC112, CC114, CC115, CC116	Main office for Dual Credit files. CC110-Alissa, CC114-Andrea, CC115-Sabrina	Y	Y	
CHEC Room 451	Raul's office	Y	Y	
SCC Rooms G119, G120	G119-Kaylin, G120-Deidra	Y	Y	



SERVICE UNIT PROGRAM REVIEW

PRC Room F124	Kim's office	Y	Y	
CPC Room D117L	Greg's office	Y	Y	

Equipment (\$5,000 or more)

Current Equipment Item or Budget Amount	Description	Meets Needs (Y or N):		For any "N", justify needed equipment or budget change
		Current	For Next 5 Years	
n/a				

Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N):		For any "N", explain why	For any "N", identify expected source of additional funds if needed
	Current	For Next 5 Years		
Dual Credit budget 300005	Y	N	The department has 4 full-time Special Admissions Coordinators. We are predicting dual credit growth will continue and propose hiring an additional Special Admissions Coordinator to help with the increase in demand for academic and workforce dual credit and related services.	General revenue

SERVICE UNIT PROGRAM REVIEW

Section III. Continuous Improvement Plan

9. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! Describe specific actions the service unit intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.

10. HOW WILL WE EVALUATE OUR SUCCESS?

Complete the Continuous Improvement Plan (CIP) form that follows. From the discussion in #9, please select and focus on 1 or 2 service unit priorities. The action plan produced by the CIP will begin to be implemented during the next academic year. Include the data summary and findings on which the improvement action is based.

Department's Mission: The Dual Credit program provides an opportunity for high school/home school/private school students to earn college credit in order to get a successful head start on college level course work.

A. Outcome(s) Results expected in this program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Increase the number of Dual Credit students	Number of Dual Credit students enrolled in courses.	Increased by 10% from previous year
Increase the number of CTE pathway courses offered at ISD's	Number of CTE courses offered at the ISD's	Increased by 5 new courses yearly
Increase the number of qualified high school teachers teaching dual credit courses	Number of faculty hired from local ISD's	Increased by 10 new faculty yearly



SERVICE UNIT PROGRAM REVIEW

A. Outcomes	D. Action Plan Years 5 & 2	E. Implement Action Plan Years 1 & 3	F. Data Results Summary Years 2 & 4	G. Findings Years 2 & 4
Results expected in this department/program	Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	Implement the action plan and collect data	Summarize the data collected	What does data say about outcome?
Increase the number of Dual Credit students	Provide opportunities for ISD's to offer 30+ credit hours to its students to	5% increase in ISD's offering 30+ credit hours		
Increase the number of CTE pathway courses offered at ISD's	Provide opportunities for ISD's to offer 30+ credit hours to its students	5% increase in CTE courses offered for dual credit		
Increase the number of Embedded faculty teaching dual credit	Partner with ISD's to recruit qualified, recommended and experienced high school teachers to teach dual credit courses	10% increase in embedded faculty teaching dual credit		

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

- A. Following approval by the Steering Committee,
 - a. Program Review Reports will be evaluated by the Leadership Team
 - b. Leadership Team will approve the reports for posting on the intranet.
 - c. At any point prior to Intranet posting, reports may be sent back for additional development.

- B. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the deans.

Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.



SERVICE UNIT PROGRAM REVIEW

****QUESTION 7 PROFESSIONAL DEVELOPMENT ADDENDUM**

All staff has completed all Collin College required trainings from 2012-2016.

Raul Martinez Jr.

- Learned duties of position after beginning role in Sep 2015.
- Attended NTCCC Spring Leadership Conference in Jan 2015.
- Attended the Inaugural Director of First Impressions Conference in Oct 2015.
- Attended and presented at the School Counseling Super Star Workshop in Feb 2016.
- Attended the TCCTA Annual Convention in Feb 2016.
- Attended and presented at the TACTE Spring Conference in Apr 2016.
- Attended and served as a facilitator at the TCCTA Dual Credit Workshop in Apr 2016.
- Attended the North Texas ECHS Consortium Summer 2016 Workshop in Jun 2016.
- Attended the annual Mobile Go meeting in Jun 2016.
- Attended the NACEP 2016 National Conference in Oct 2016.

Sabrina Belt

- Attended the TACRAO conference in Nov 2012.
- Attended the National Career Pathways Network conference in Oct 2013.
- Attended the TCCIL Conference in Oct 2014.
- Attended the National Early College Conference in Dec 2014.
- Attended the UNT's 5th Annual Student Portraits Symposium in May 2015.
- Attended the QEP Career Counseling workshop in March 2016.
- Attended the North Texas Early College High School Consortium workshop in April 2016.
- Attended the NACEP Faculty Series: Ongoing Professional Development for Concurrent Enrollment Instructors webinar in July 2016.
- Attended the NACEP Accreditation Standards 101 webinar in Nov 2016.

Deidra Carpenter

- Learned duties of position after beginning role in Oct 2013.
- Attended the TACUSPA Annual conference in Oct 2013, 2014, 2015.



SERVICE UNIT PROGRAM REVIEW

- Attended the 2014 & 2015 UNT Advising Conference held at PRC Campus.
- Attended the UNT's 5th Annual Student Portraits Symposium in May 2015.
- Attended the Inaugural Director of First Impressions Conference in Oct 2015.
- Attended the Annual SACSCOC Conference in Houston, Texas in Dec 2015.
- Attended the School Counseling Super Star Workshop in Feb 2016.
- Attended professional development training: Appreciative Advising: The 6 Phases That Lead to Student Success in Feb 2016.
- Attended the PLA session for Advisors Conference at Texas A&M Commerce in Feb 2016.
- Attended the QEP Career Counseling workshop in March 2016.
- Attended TSI proctor training at Spring Creek Campus in Apr 2016.
- Attended the North Texas ECHS Consortium Summer 2016 Workshop in Jun 2016.
- Attended the Career Exploration Event and obtained Career Coach Certification in Jun 2016.
- Attended the TACRAO conference in Nov 2016.
- Attended semi-annual residency training.

Greg Forge

- Learned duties of position after beginning role in Nov 2015.
- Attended the School Counseling Super Star Workshop in Feb 2016.
- Attended 4th Annual Summit on Youth Conference in Apr 2016.
- Attended the 2016 UNT Advising Conference "Destination Graduation" in May 2016.
- Attended the Career Exploration Event and obtained Career Coach Certification in Jun 2016.
- Attended the QEP Communication across Generations workshop in Dec 2016.
- Six credit hours completed toward a Doctor of Education in Higher Education Leadership.
- Attended semi-annual residency training.

Kaylin Ortiz

- Learned duties of position after beginning role in Aug 2014.
- Attended the CTE Advisory Board Meeting for Wylie ISD in Sep 2014.
- Attended Advanced GroupWise Training at CHEC in Oct 2014.
- Attended the STEM Train-the-Trainer "Role Models Matter" workshop in Apr 2015.
- Attended the North Texas Early College High School fall meeting in Oct 2015.



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- Attended the Inaugural Director of First Impressions Conference in Oct 2015.
- Served as an Advisory Board member for Legacy PCA, Plano campus' T-STEM in Jan 2016.
- Attended professional development webinar: Appreciative Advising: The 6 Phases That Lead to Student Success in Feb 2016.
- Attended the School Counseling Super Star Workshop in Feb 2016.
- Attended the PLA session for Advisors Conference at Texas A&M Commerce in Feb 2016.
- Attended TSI proctor training at Spring Creek Campus in Apr 2016.
- Attended the North Texas ECHS Consortium Summer 2016 Workshop in Jun 2016.
- Attended the QEP Communication across Generations workshop in Dec 2016.
- Attended semi-annual residency training.

Kim Whitlock

- Attended TSI proctor training at Spring Creek Campus in Apr 2016.
- Learning duties of position after beginning new full time role in May 2016.
- Attended the 2016 UNT Advising Conference “Destination Graduation” in May 2016.
- Attended the QEP Communication across Generations workshop in Dec 2016.
- Attended semi-annual residency training.

Andrea Dahl

- Learned duties of position after beginning role in Sept 2015.
- Attended the Inaugural Director of First Impressions Conference in Oct 2015.
- Attended the School Counseling Super Star Workshop in Feb 2016.
- Attended the Disney customer service training session in Nov 2016.
- Attended semi-annual residency training.

Alissa Qualheim

- Learning duties of position after beginning role in Aug 2016.
- Attended semi-annual residency training.



SERVICE UNIT PROGRAM REVIEW

CTE Dual Credit Courses

Double click on the image below to view the entire document. [Link back to program review](#)

CTE Dual Credit Courses (Fall 2015 - Spring 2016)

Fall 2015	Certifications	Collin Programs	Spring 2016	Certifications	Collin Programs
Allen HS					
EMSP 1371 Intro to EMT	EMS Paramedic	Emergency Med Services	EMSP 1160 EMT Clinical	EMS Paramedic	Emergency Med Services
EMSP 1301 EMT	EMS Paramedic	Emergency Med Services			
DFTG 1309 Basic CADD		Computer Aided Drafting	DFTG 1309 Basic CADD		Computer Aided Drafting
ENGR 1201 Intro to Engr		Engineering			
CPMT 1303 IT Essentials	A+ certification	Cyber Sec./comp. networking	ITNW 1338 Network+	Network +	Cyber Sec./comp. networking
HITT 1305 Medical Terminology		Health Professions	HPRS 2232 Healthcare Communications	(online)	Health Professions
Farmersville ISD					
HITT 1305 Medical Terminology (online)		Health Professions	HITT 2435 Coding and Reimbursement Methodologies (online)		Health Professions
HITT 1341 Coding & Classification Systems (online)		Health Professions	HITT 2471 Pathophysiology & Pharmacology (online)		Health Professions
Frisco ISD					
CPMT 1303 (Articulated)	A+ certification	Cyber Sec./comp. networking	ITNW 1338 Network+ (Articulated)	Network +	Cyber Sec./comp. networking
HITT 1305 Medical Terminology (online)		Health Professions	HITT 1305 Medical Terminology (online)		Health Professions
HPRS 1271 Intro to Healthcare (Articulated)		Health Professions	HPRS 1271 Intro to Healthcare (online)		Health Professions
ITCC 1371 CCNA 1 (Articulated)	CCENT (after CCNA2)	Cyber Sec./comp. networking	ITCC 1374 CCNA 2 (Articulated)	CCENT	Cyber Sec./comp. networking
ITCC 2371 CCNA 3	CCNA (after CCNA 4)	Computer networking	ITCC 2372 CCNA 4	CCNA	Computer networking
Lewisville ISD					
HAMG 1321 Hospitality (Articulated)		Culinary Arts	HAMG 1321 Hospitality (Articulated)		Culinary Arts
McKinney ISD					
McKinney North HS					
EMSP 1371 Intro to EMT	EMS Paramedic	Emergency Med Services	EMSP 1160 EMT Clinical	EMS Paramedic	Emergency Med Services
EMSP 1301 EMT	EMS Paramedic	Emergency Med Services			
Plano ISD					
Plano East Health Science Academy					
DSAE 1340 Diag Electrocardiography		Health Professions	ECRD 1111 Electrocardiography		Health Professions
EMSP 1371 Intro to EMT	EMS Paramedic	Emergency Med Services	EMSP 1160 EMT Clinical	EMS Paramedic	Emergency Med Services
EMSP 1301 EMT	EMS Paramedic	Emergency Med Services			
HITT 1345 Health Care Delivery System		Health Professions	HITT 1305 Medical Terminology		Health Professions
HPRS 2232 Health Care Communications		Health Professions	HPRS 2232 Health Care Communications		Health Professions
NURA 1301 Nurse Aide for Healthcare/CPR		Health Professions	NURA 1160 Nursing Clinical		Health Professions
PLAB 1323 Phlebotomy		Health Professions	PLAB 1160 Phlebotomy Clinical		Health Professions
Williams Health Science Academy					
HITT 1305 Medical Terminology		Health Professions	HPRS 1204 Basic Health Profession Skills		Health Professions
HPRS 2232 Health Care Communications		Health Professions			

Dual Credit Strategic Plan

Double click on the image below to view the entire document. [Link back to program review](#)



**Dual Credit
Strategic Plan
2012-2016**



Program Literature

Double click below to open the Dual/Concurrent Credit Enrollment Manual. Link back to the [program review](#)



Dual/Concurrent Credit Enrollment Procedures and Guidelines Manual

Academic Year 2017-2018

This manual serves as a resource for school districts, students, and parents interested in dual/concurrent credit enrollment program procedures and requirements at Collin College.

www.collin.edu/dualcredit

dualcredit@collin.edu

Double click below to open the Dual Credit Faculty Handbook. Link back to the [program review](#)



Dual Credit Faculty Procedures and Guidelines Manual

Academic Year 2016-2017

www.collin.edu/dualcredit

dualcredit@collin.edu

Double click below to open the Dual/Concurrent Credit Enrollment Procedures Checklist.

Link back to the [program review](#)



Dual/Concurrent Credit Enrollment Procedures

Students must act on their own behalf. Photo ID is required for all transactions at Collin College. Please consult the *Dual/Concurrent Credit Manual* at www.collin.edu/dualcredit for program restrictions.



1. **Apply** (returning students may skip to step #7 after providing #2 High School Enrollment Permission Form)
 - Complete the Collin College application online at <https://apply.collin.edu>.
 - MUST be completed before any paperwork will be processed.
 2. **High School Enrollment Permission Form**
 - This form is required on file at Collin College for **each semester**. It must be signed by a high school official (e.g. high school counselor), student, and parent/guardian if the student is under the age of 18.
 3. **Official High School Transcript**
 - Students are responsible for providing an official high school transcript to Collin College. Follow your high school's specific steps to request one.
 4. **Testing Information**
 - All students must test or provide proof of exemption/waiver. If you believe you have a full or partial exemption/waiver, please provide **official** scores and see Academic Advising (see back for details).
 - If you do not have an exemption/waiver, you will need to take the Texas Success Initiative (TSI) Assessment.
 - Steps include:
 - Complete the Pre-Assessment Activity (PAA) and print your certificate of completion.
 - Pay the \$20 testing fee online at <https://www.collin.edu/studentresources/testing/availabletestingtsi.html> or at Cashier's Office. A \$20 fee will be charged for retakes.
 - Take the PAA certificate of completion, a photo I.D., and receipt to the Testing Center during walk-in hours.
 - See an Academic Advisor after testing to discuss your results.
 5. **Bacterial Meningitis Vaccine**
 - Submit **proof of vaccine** or if taking classes on a HS campus only, submit an **exception form** to the Collin College Admissions Offices via email to admissions@collin.edu.
 - Please visit www.collin.edu/meningitis for details.
 6. **Complete Mandatory Training on Preventing Sexual Violence**
 - Located on the Student tab in CougarWeb. The hold will be removed within one hour of completing the training.
- ★ **Are you currently enrolled in a dual credit course? If yes, START HERE.**
After turning in permission form (step #2) each semester.
7. **Registration** (Online Registration Procedures on Back)
 - You will **register online via CougarWeb**. Please reference your high school for dates, deadlines, course reference numbers (CRNs), and registration instructions.
 8. **Tuition**
 - You may pay in person at the Cashier's Office or online via CougarWeb.
 9. **Books and Supplies**
 - Click on "My Class Schedule" on Student Quick Links in CougarWeb for textbook information.
 10. **College Photo ID and Parking Sticker**
 - You can get these from any Student Life Office starting one week prior to classes beginning.


Please visit www.collin.edu/dualcredit for important dates and deadlines.
For questions, email dualcredit@collin.edu.

Revised 11/2016

Double click below to open the Dual/Concurrent Credit High School Enrollment Permission Form.

Link back to the [program review](#)

**Dual/Concurrent Credit
High School Enrollment Permission Form**



Student Name: _____
Last First MI
 Collin College Campus Wide ID (CWID) _____ or Date of Birth: _____

This area to be completed by High School Official (Counselor, Assistant Principal, or Principal)

Name of High School _____ Expected High School Graduation Date _____
Month/Year

Registration is for the (select one term): Fall _____ Spring _____ Summer _____ term 20 _____

Collin College Course(s) approved to take:	Will high school credit be awarded for this course (dual credit)?
Course	
_____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	Yes <input type="checkbox"/> No <input type="checkbox"/>

ENGL 1301, GOVT 2305, MATH 1314, etc.

Signature of High School Official _____

I, above-named student, understand that I will be enrolling in a college credit course(s) and will receive a performance (letter) grade which will be recorded on my permanent record at Collin College. Tuition must be paid by posted payment deadline. Courses will follow the Collin College calendar as outlined in the student *Registration Guide*. I acknowledge that turning in this form only grants me permission to take courses and that I must register online through my CougarWeb account to be officially enrolled.

Continued participation in this program requires: 1] satisfactory academic performance as it relates to Collin College's Academic Standards defined in the *College Catalog* 2] parental (if under 18) and school approval for each subsequent semester of enrollment.

I understand that upon enrollment I am a college student and agree to abide by all the policies, procedures, and decisions of the college as outlined in the current *Student Handbook*. I acknowledge it is my responsibility to submit the required withdrawal form to the Admissions and Records Office by the deadline published in the *Registration Guide*, should I decide to withdraw from class(es).

I give permission to Collin to release to the above-named high school my academic records related to my concurrent enrollment.

Student Signature _____ Date _____

Parent/Guardian Signature (required for students under 18) _____ Date _____

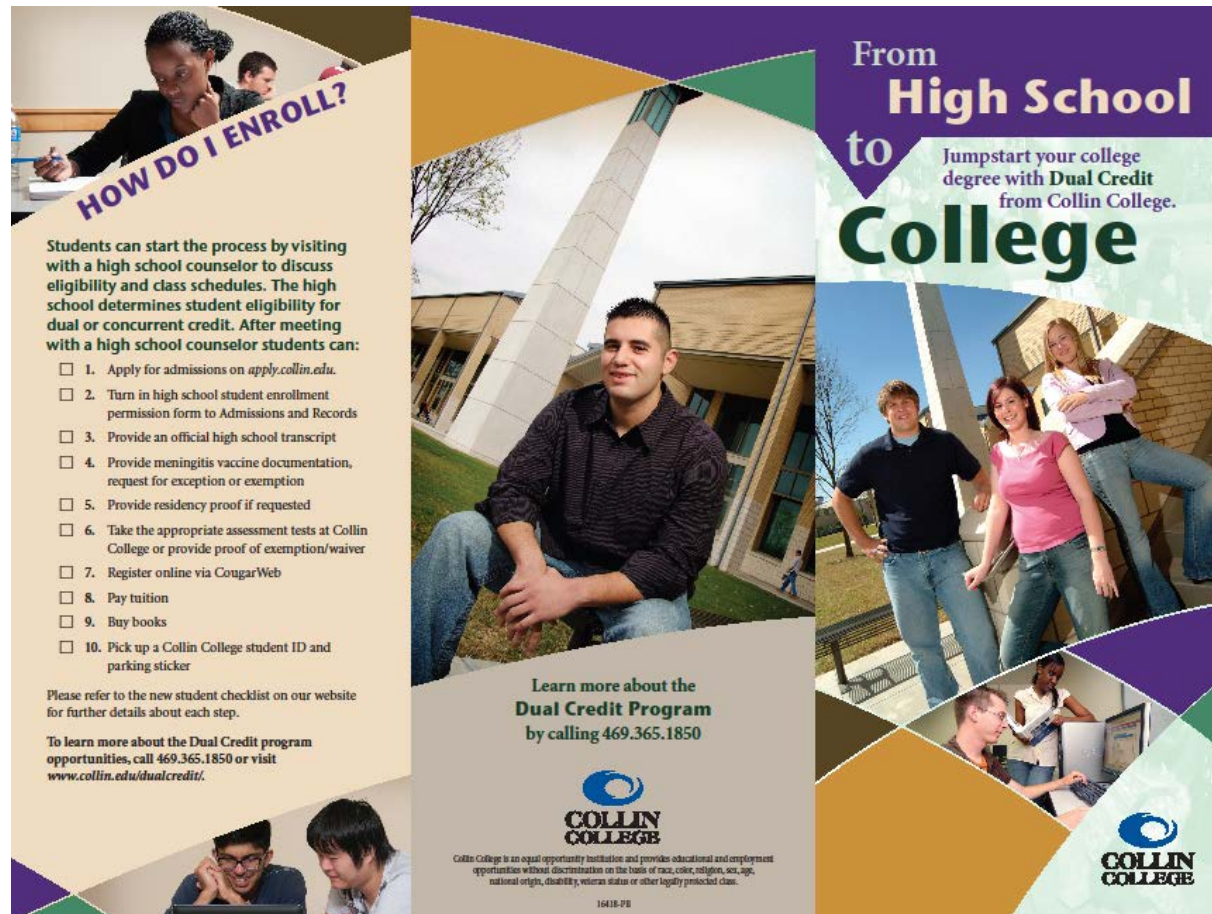
According to the Family Educational Rights and Privacy Act of 1974 (FERPA), all rights of access to students' educational records transfer from the parents to the students when the students become 18 years of age OR are enrolled in an institution of postsecondary education. Only with written consent from the student will Collin disclose information from a student's education records, except with regard to the law that provides for disclosure without consent. Please see Collin catalog under "Student Records" for more information.

*With few exceptions, state law gives you the following rights regarding the information collected by Collin about you: the right to request to be informed about the information; the right to receive and review the information; and the right to correct information about you that is incorrect.

Distribution: White-Collin Admissions & Records Office Canary-Academic Partnerships Office Pink-Student

3700-01-TOE-3 Rev. 9/2016

Double click below to open the Dual Credit Brochure. Link back to the [program review](#)



The brochure is a collage of images and text. It features a woman writing in a notebook, a young man sitting on a lawn in front of a building, a group of three students posing on steps, and two students looking at a laptop. The text is arranged in a structured layout with various colors and fonts.

HOW DO I ENROLL?

Students can start the process by visiting with a high school counselor to discuss eligibility and class schedules. The high school determines student eligibility for dual or concurrent credit. After meeting with a high school counselor students can:

1. Apply for admissions on apply.collin.edu.
2. Turn in high school student enrollment permission form to Admissions and Records
3. Provide an official high school transcript
4. Provide meningitis vaccine documentation, request for exception or exemption
5. Provide residency proof if requested
6. Take the appropriate assessment tests at Collin College or provide proof of exemption/waiver
7. Register online via CougarWeb
8. Pay tuition
9. Buy books
10. Pick up a Collin College student ID and parking sticker


Please refer to the new student checklist on our website for further details about each step.

To learn more about the Dual Credit program opportunities, call 469.365.1850 or visit www.collin.edu/dualcredit/.

From High School to College

Jumpstart your college degree with Dual Credit from Collin College.


Learn more about the Dual Credit Program by calling 469.365.1850



COLLIN COLLEGE

Collin College is an equal opportunity institution and provides educational and employment opportunities without discrimination on the basis of race, color, religion, sex, age, national origin, disability, veteran status or other legally protected class.

10410-978



COLLIN COLLEGE

Double click below to open the Succeeding in College Brochure. Link back to the [program review](#)

Success Tools at Collin College

- ✓ Academic Advising
- ✓ Career Services
- ✓ CougarWeb Groups
- ✓ Counseling Services
- ✓ Library
- ✓ Math Labs
- ✓ Tutoring Services
- ✓ Writing Center

Collin College
Central Park Campus
2200 W. University Drive
McKinney, Texas 75070

Collin Higher Education Center
3452 Spur 399
McKinney, Texas 75069

Courtyard Center
4800 Preston Park Blvd.
Plano, Texas 75086

Preston Ridge Campus
9700 Wade Blvd.
Frisco, Texas 75035

Spring Creek Campus
2800 E. Spring Creek Parkway
Plano, Texas 75074

Allen Center
Allen High School
300 Rivercrest Blvd.
Allen, Texas 75002

Rockwall Center
2610 Observation Trail
Rockwall, Texas 75032

www.collin.edu

**Succeeding
in a
College
Course**

COLLIN COLLEGE
14PB-625

COLLIN COLLEGE

Partnership Agreements

Double click below to open the partnership agreements related to the [Partnership Resources section](#).

Collin County Community College District and Allen Independent School District Partnership Agreement for 2016-2017



Collin County Community College District (Collin College) and the Allen Independent School District (Allen ISD) hereby enter into the following partnership agreement to provide opportunities for high school students to concurrently enroll in college courses and programs. This agreement is written in accordance with Title 19, Part 1, Chapter 9, Subchapter H of the Texas Administration Code pertaining to partnerships between secondary schools and public two-year colleges.

Collin County Community College District and the Allen Independent School District agree to enter into a partnership to award dual course credit. Concurrent enrollment allows students to be enrolled in high school and college at the same time. Dual credit courses are available to concurrently enrolled students and award both high school and college credit for the same class. Unless noted, this partnership agreement applies to concurrent enrollment for dual credit only.

STUDENT ELIGIBILITY REQUIREMENTS

Prior to enrolling in college classes, students must satisfy Texas Success Initiative (TSI) requirements. The TSI assessment is a test in reading, writing, and mathematics that is required of all students taking college-level courses at a public college in Texas. Students must also satisfy all college local assessment requirements.

High school students may be exempt from state-mandated testing if they meet the qualifying standards listed in the current Collin College Catalog. Exemptions may be extended for the SAT, ACT, or STAAR English III or Algebra II tests. Juniors may be able to use temporary waivers (TSI waived for one year) with appropriate scores in PSAT, Aspire, STAAR English II or Algebra I.

Students may also be exempt if they are enrolling in workforce education courses contained in a Level I certificate or a program leading to a credential of less than a Level I certificate.

Students must have permission from the high school to enroll. The college must be notified if students are receiving dual credit or if students are early admissions only.

Students must provide an official copy of their high school transcript and complete all admissions forms.

DUAL CREDIT FACULTY QUALIFICATIONS

All instructors will meet the minimum requirements to teach as specified by the Commission on Colleges of the Southern Association of Colleges and Schools.

The college shall select, supervise, and evaluate instructors for courses which result in the award of dual credit.

Instructors teaching dual credit courses will be required to meet the same standards, reviews, and approval procedures used by the college to select all college faculty.

Official transcripts of all faculty must be kept on file at the college.