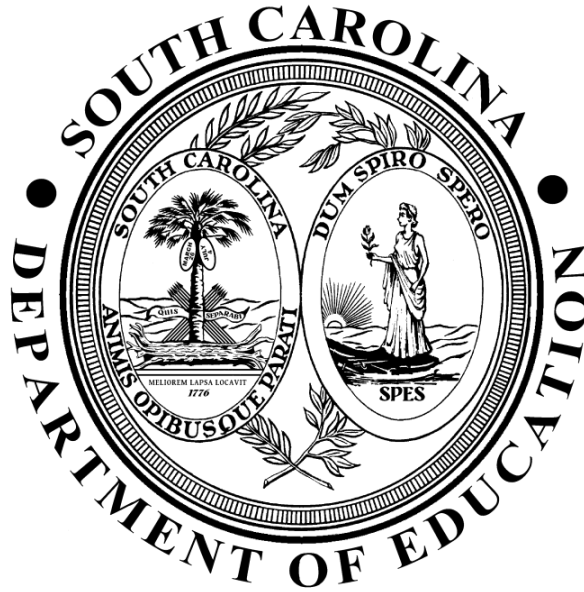


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*  
*SECRETARY TO THE STATE BOARD OF EDUCATION*



## Dual Credit Guidelines for Career and Technical Education Completer Status

Office of Career and Technical Education

December 10, 2019

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## Background

These guidelines are intended to provide information on how certain courses offered by institutions of higher education can be approved for credit as part of career and technical education completer programs.

State-level weightings for dual credit courses extend back to the enactment of the South Carolina Education Lottery and scholarships in 1999, in which laws the legislature directed that a uniform grading policy be adopted under S.C. Code Ann. § 59-5-68 (2004).

The General Assembly finds that given the fact the State provides substantial financial academic assistance to students of the State based on cumulative grade point averages and districts currently use a variety of grading scales, it is in the best interest of the students of South Carolina for a uniform grading scale to be developed and adopted by the State Board of Education to be implemented in all public schools of the State.

Therefore, the State Board of Education is directed to establish a task force comprised of superintendents, principals, teachers, and representatives of school boards and higher education no later than June 30, 1999. The task force shall make recommendations to the board including, but not limited to, the following: consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to be used in the calculation of class rank. The task force shall report its findings to the State Board of Education no later than December 1, 1999. The State Board of Education shall then adopt and school districts of the State shall begin using the adopted grading scale no later than the 2000-2001 school year.

The Uniform Grading Policy (UGP) was first adopted for South Carolina's public schools in December 1999. The policy, which applied to all students who first enrolled in the ninth grade in the 2000–01 school year, was revised in 2007, and again in 2016, and 2017.<sup>1</sup>

The modified uniform grading scale and the system for calculating grade point averages (GPAs) and class rank are effective for all students being awarded high school credits. Credit bearing courses completed prior to August 15, 2016, are awarded quality points based on the 7 point grading scale associated with the weighting of the course. Coursework completed after August 15, 2016, is awarded quality points based on the 10 point grading scale with the weighting associated with the course. Quality points awarded are limited to the use of the three-decimal-place conversion factors specified in the South Carolina Uniform Grading Policy's grade point conversion chart. No additional criteria will be used to determine quality points awarded.

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<sup>1</sup>See dual credit section of South Carolina Uniform Grading Policy, which can be accessed at [\[UGP\]](#)

## **Introduction**

This Office of Career and Technical Education (OCTE) Dual Credit Guidelines for Career and Technical Education Completer Status document is a resource for secondary schools/career centers and postsecondary institutions when establishing an agreement to offer dual enrollment courses to be used as dual credit that will count as a part of a Career and Technical Education (CTE) completer program. The deadline for submitting the checklist and application for approval (pages 12 –14) is January 31st of the school year prior to implementation.

## **Context**

The OCTE provides this opportunity within the context of Regulation 43-234 Defined Program, grades 9–12 and Graduation Requirements, section III Dual Credit Arrangement.<sup>2</sup> The purpose of this document is to provide guidance on a unified statewide system of offering and approving dual credit courses for CTE completers as listed in the Student Reporting Procedures Guide.<sup>3</sup> A CTE completer is a CTE concentrator who has earned all of the required units in a state-recognized CTE program identified by the assigned CIP code. A CTE concentrator is a secondary student with an assigned Classification of Instructional Programs (CIP) code who has completed two or more courses in a state-recognized CTE program.

## **Dual Enrollment Courses**

Dual enrollment courses are postsecondary courses that are available for high school students to earn postsecondary credits while in high school. A listing of dual enrollment courses is located in the Activity Coding System for the Student Information System<sup>4</sup> manual. Students have an opportunity to earn college credits beyond high school requirements that fit their instructional needs. If a course code has not been approved for the desired postsecondary course, an application must be submitted entitled Office of Federal and State Accountability Dual Enrollment Course Activity Code Request for Additions<sup>5</sup> must be submitted to the Office of Federal and State Accountability. Submit the application for dual credit completer after the dual enrollment course code is assigned.

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<sup>2</sup>Regulation 43-234 can be accessed at [\[REG\]](#)

<sup>3</sup>The SCDE Student Reporting Procedures Guide (2019-20) can be accessed at [SRPG\]](#)

<sup>4</sup>The SCDE Activity Coding System for the Student Information System (2018-19) can be accessed at [\[ACSSIS\]](#)

<sup>5</sup>The Office of Federal and State Accountability Dual Enrollment Course Activity Code Request for addition can be accessed at [\[DECACR\]](#)

## **Dual Credit Courses for CTE Completer Status**

Dual credit courses for CTE completer status are dual enrollment courses that have been identified or approved at the state level and are aligned with state standards in approved courses that are outlined in the state-recognized CTE programs. Students enroll in an approved college course and receive credit from the college and high school.

### **Characteristics of Dual Credit Courses for CTE Completer Status**

- Approved CTE dual credit courses have a one-to-one match (based on the high school course standards) with courses in a specific state-recognized CTE program.
- The secondary course that is aligned with the postsecondary course must be offered at the high school/career center for the one-to-one match.
- While dual credit courses are often taught on the secondary school campus to high school students, a high school student can also take a course on the college campus, online, or a mixture and receive both high school and college credit.
- The approved three-semester-hour college course transfers as one unit of high school credit.
- Students enrolled in a South Carolina public school may only receive dual credit for courses that are applicable to postsecondary programs offered by specific accredited institutions.
- The number of dual credit courses offered for a state-recognized CTE program must be approved by the OCTE.

### **Benefits of Dual Credit Courses**

Benefits of dual credit courses may include the following (based on secondary and postsecondary agreements) by allowing students to:

- demonstrate the ability to handle more difficult course work;
- identify areas of interest;
- prepare for certification in a variety of career fields;
- add one quality point to the CP weighting;
- take postsecondary courses at the high school, career center, online, or hybrid;
- earn credits toward an associate's or bachelor's degree or a certification program;
- accumulate college credits, helping students graduate from postsecondary on time or early;
- increase the likelihood of graduating from high school and enrolling in college;
- be inspired to seek postsecondary degrees; and
- transition seamlessly from secondary to postsecondary education.

**Table 1. Summary of Totals for Statewide Alignments by Cluster***Total Number of Aligned Dual Credit Courses for Completer Status by Cluster (55)*

<b>Cluster</b>	<b>Activity Coding System Manual Instructional Codes Headings</b>	<b>Number of Aligned Courses</b>
Agriculture, Food, and Natural Resources	Agriculture	0
Architecture and Construction	Architecture/Building Construction (1) Air Conditioning and Refrigeration (5)	6
Arts, Audio-Video Technology and Communication	Advanced Manufacturing/Electronics Technologies	2
Business Management and Administration	Business Management/Accounting/ Marketing/Administrative Office Technology	3
Education and Training	Early Childhood/Education	8
Finance	Business Management/Accounting/ Marketing/Administrative Office Technology	0
Health Science	Health Science	2
Hospitality and Tourism	Culinary Management/Hospitality	7
Human Services	Cosmetology	0
Information Technology	Computer Technology/Computer and Information Science Technology	7
Law, Public Safety, Corrections and Security	Criminal Justice Technology/Paralegal/Intelligence and (Homeland) National Security	0
Manufacturing	Advanced Manufacturing/Electronics Technologies (5) Welding (5)	10
Marketing	Business Management /Accounting/Marketing Administrative Office Technology	1

<b>Cluster</b>	<b>Activity Coding System Manual Instructional Codes Headings</b>	<b>Number of Aligned Courses</b>
Science, Technology, Engineering and Mathematics	Engineering	6
Transportation, Distribution and Logistics	Automotive	3

## **Statewide Postsecondary Course Alignments**

South Carolina Uniform Grading Policy (see Appendix A)

Dual credit courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements (see SBE Regulation 43-234, Defined Program, grades 9–12, and Graduation Requirements).

**Table 2. SCDE OCTE Statewide Alignments for Dual Credit**

<b>Course Name</b>	<b>Course Codes</b>	<b>Applicable for CTE Completers Under CIP Code(s)</b>	<b>Equivalent CTE Secondary Course, if any: 4 digit code (CTESRPG)</b>
<b>Agriculture – None</b>			
<b>Air Conditioning and Refrigeration</b>			
Basic Electricity for HVAC-R (ACR 106)	6864	470201	6003 HVAC Technology 1
Refrigeration Fundamentals (ACR 108)	6861	470201	6004 HVAC Technology 2
Gas Heating Principles (ACR 111)	8862	470201	6005 HVAC Technology 3
Basic Air Conditioning (ACR 120)	8863	470201	6005 HVAC Technology 3
Heat Pumps (ACR 210)	6017	470201	6006 HVAC Technology 4
<b>Architecture/Building Construction</b>			
Dual Enrollment Building Systems 1 (AET 101)	6691	460000	6060 Building Construction Cluster
<b>Automotive</b>			
Dual Enrollment Tools, Equipment and Reference Manuals (AUT 159)	6034	470604	6030 Automotive Technology 1
Dual Enrollment Braking System (AUT 112)	6362	470604	6031 Automotive Technology 2
Dual Enrollment Automotive Electricity (AUT 132)	6363	470604	6032 Automotive Technology 3
<b>Avionic – None</b>			
<b>Business Management/Accounting/Marketing/Administrative Office Technology</b>			
Dual Enrollment Principles of Management (MGT 101)	6740	520201 520401 521206 521001 520204	5092 Business Principles and Management

<b>Course Name</b>	<b>Course Codes</b>	<b>Applicable for CTE Completers Under CIP Code(s)</b>	<b>Equivalent CTE Secondary Course, if any: 4 digit code (CTESRPG)</b>
		520301 521701 520807	
Dual Enrollment Business Law (BUS 121) (TSTM 240)	5045	520401 521001 521206 520201 520204 520803 520804 521701 520807	5044 Business Law
Dual Enrollment Microcomputer Applications or Intro to Computer Technology (CPT 170, CSCIU 138, CPT 101, CPSC 1200, CSCI 105)	5026	520201 520401 521206 521001 520204	5020 Integrated Business Applications 1
Introduction to Marketing (MKT 101)	6710	090903 521401 521402 521802 521804	5421 Marketing
<b>Computer Technology/Computer and Information Science Technology</b>			
Internet & Web Design (CPT 162)	5037	110801	5031 Fundamentals of Web Page Design and Development
Computer Programming 1 (CSCI 220)	6727	151202 110201	5050 Computer Programming 1
Intro to Java Programming (CPT 236)	5373	151202 110201	5052 Computer Programming with Java 1
Advanced Java Programming (CPT 237)	8371	110201	5053 Computer Programming with Java 2

<b>Course Name</b>	<b>Course Codes</b>	<b>Applicable for CTE Completers Under CIP Code(s)</b>	<b>Equivalent CTE Secondary Course, if any: 4 digit code (CTESRPG)</b>
Visual Basic Net 1 (CPT 186)	6734	151202 110201	5054 Computer Programming with Visual Basic 1
C++ Programming 1 (CPT 232)	5375	151202 110201	5056 Computer Programming with C++ 1
Networking 2 (CIS 225)	6760	110901	5311 Advanced Networking
<b>Cosmetology – None</b>			
<b>Criminal Justice Technology/Paralegal/Intelligence and (Homeland) National Security - None</b>			
<b>Culinary Arts/Hospitality</b>			
Dual Enrollment Principles of Food Production 1 (CUL 101)	5725	520905	5720 Culinary Arts Management 1
Dual Enrollment Principles of Food Production 1 (CUL 102)	5726	520905	5721 Culinary Arts Management 2
Dual Enrollment Introduction of Culinary Arts 1 (CUL 104)	5728	520905	5721 Culinary Arts Management 2
Dual Enrollment Hotel Management (HOS 164)	5191	520904	5473 Lodging Management
Dual Enrollment Travel and Tourism (HOS 164)	5192	520904	5474 Travel and Tourism Management
Dual Enrollment Convention Management (HOS 258)	5193	520904	5475 Event and Entertainment Management
Dual Enrollment Hospitality Industry (HOS 140)	5479	520904	5478 Intro to Hospitality and Tourism Management

<b>Course Name</b>	<b>Course Codes</b>	<b>Applicable for CTE Completers Under CIP Code(s)</b>	<b>Equivalent CTE Secondary Course, if any: 4 digit code (CTESRPG)</b>
<b>Early Childhood Education</b>			
Dual Enrollment Introduction to Early Childhood (ECD 101)	5708	131210	5700 Early Childhood Education 1
Dual Enrollment Creative Experiences (ECD 132)	6815	131210	5701 Early Childhood Education 2
Dual Enrollment Methods and Materials (ECD 237)	6816	131210	5701 Early Childhood Education 2
Dual Enrollment Health, Safety and Nutrition (ECD 235)	8811	131210	5701 Early Childhood Education 2
Dual Enrollment Classroom Inquiries with Technology (EDU 201) (EDUC 204)	6818	130101	5703 Introduction to Teaching 1
Dual Enrollment Learners and Diversity (EDU 241)	6814	130101	5704 Introduction to Teaching 2
Dual Enrollment Growth and Development I (ECD 102)	5709	131210	5800 Child Development 1
Dual Enrollment Growth and Development I (ECD 203)	6812	131210	5801 Child Development 2
<b>Engineering</b>			
Dual Enrollment Engineering Tech Applications and Programming (EGR 130)	6602	140101	6050 PLTW Principles of Engineering
Dual Enrollment Introduction to Engineering (EGR 270)	6605	140101	6051 PLTW Introduction to Engineering

<b>Course Name</b>	<b>Course Codes</b>	<b>Applicable for CTE Completers Under CIP Code(s)</b>	<b>Equivalent CTE Secondary Course, if any: 4 digit code (CTESRPG)</b>
Dual Enrollment Fundamentals of CAD (EGT 152)	6178	140101	6051 PLTW Introduction to Engineering Design
Dual Enrollment Digital Electronics (EET 140) (EEM 230)	6603	140101	6052 PLTW Digital Electronics
Dual Enrollment Computer Integrated Manufacturing (CIM 131)	6239	140101	6053 PLTW Computer Integrated Manufacturing
Dual Enrollment Building Systems 1 (AET 101)	6691	140101	6058 PLTW – Civil Engineering and Architecture
<b>Advanced Manufacturing/Electronics Technologies</b>			
Dual Enrollment Intro to CAD (EGT 151)	6175	151301	6172 Mechanical Design 1
Dual Enrollment Fundamentals of CAD (EGT 270)	6178	151301	6173 Mechanical Design 2
Dual Enrollment AC/DC Circuits I (EEM 117)	6115	150404	6210 Electrical Components/ Industrial Safety
Dual Enrollment AC/DC Circuits II (EEM 118)	6118	150404	6210 Electrical Components/ Industrial Safety

<b>Course Name</b>	<b>Course Codes</b>	<b>Applicable for CTE Completers Under CIP Code(s)</b>	<b>Equivalent CTE Secondary Course, if any: 4 digit code (CTESRPG)</b>
Dual Enrollment Mechanical Power Applications (IMT 161)	6037	150404	6211 Mechanical Components Electric Drives/Hand and Power Tools
Dual Enrollment Hydraulics and Pneumatics (IMT 131)	6245	150404	6212 Electro-pneumatics and Hydraulics
Dual Enrollment Digital Electronics (EET 140) (EEM 230)	6603	150404	6213 Digital Fundamentals and Programmable Controllers
<b>Health Science</b>			
Dual Enrollment Medical Terminology (AHS 102)	5541	260102 510999 510000 310505	5540 Medical Terminology
Dual Enrollment Medical Vocabulary/Anatomy (AHS 104)	5542	260102	5540 Medical Terminology
<b>Welding</b>			
Dual Enrollment Gas and Arc Welding (WLD 106)	6350	480508	6340 Welding Technology 1
Dual Enrollment Arc Welding I (WLD 111)	6351	480508	6340 Welding Technology 1
Dual Enrollment Arc Welding II (WLD 113)	6352	480508	6341 Welding Technology 2
Dual Enrollment Inert Gas Welding Ferrous (WLD 132)	6344	480508	6342 Welding Technology 3

<b>Course Name</b>	<b>Course Codes</b>	<b>Applicable for CTE Completers Under CIP Code(s)</b>	<b>Equivalent CTE Secondary Course, if any: 4 digit code (CTESRPG)</b>
Dual Enrollment Pipe Fitting and Welding (WLD 154)	6345	480508	6343 Welding Technology 4

Note: Table 2 is located in the 2020-21 Activity Coding System for the Student Information System in Appendix P.

## **Directions for the CTE Dual Credit Checklist**

The following checklist should be submitted with the district's/school's application to the OCTE. If a postsecondary option is not listed in Table 2, check the Activity Coding System Manual to ensure that the postsecondary course has an assigned code, request approval for additional postsecondary courses by completing and submitting the checklist, application, required signatures, and postsecondary course syllabus to Dr. Eleanor Glover Gladney at [eglover@ed.sc.gov](mailto:eglover@ed.sc.gov). For assistance or clarification, please call 803-734-3826. The following steps should be completed, each item checked, and the checklist submitted with the application, postsecondary course syllabus, and required LEA signature page.

## Dual Credit Checklist

A prelude to the application

<b>Complete these steps prior to completing and submitting an application for approval.</b>	
	The approved courses listed in Table 2 have been examined and the requested course is not listed.
	The postsecondary course has an assigned course code in the current Activity Coding System Manual or an assigned code has been requested.
	A written agreement has been established with the postsecondary institution.
	Student(s) has/have met the eligibility requirements of the postsecondary institution.
	Policy has been established by the district/center board of trustees to approve college courses for units of credit. (24 S. C. Code Ann. Regs. 43- 234, 2018)
	The secondary course for the one-to-one correlation is currently offered at the high school/career center and the requested postsecondary course competencies align with the secondary course standards. (OCTE)
	The three-credit hour postsecondary course will be recognized as one high school Carnegie unit of credit for completer status. (24 S. C. Code Ann. Regs. 43-234, 2018)
	Tuition costs and other fees are the responsibility of the student/parent(s)/legal guardian unless otherwise specified in local school district policy. (24 S. C. Code Ann. Regs. 43- 234, 2018)
	The postsecondary courses are applicable to a baccalaureate degree, associate degree, or a certification program that leads to an industry credential offered by accredited colleges and universities. (24 S. C. Code Ann. Regs. 43-234, 2018)
	The postsecondary course is taken (initial and check the applicable box below). (UGP, 2019)
	<input type="checkbox"/> at the high school/career center where student is enrolled; or
	<input type="checkbox"/> at the postsecondary institution
	<input type="checkbox"/> Other: (please specify)
	Permission has been granted by the home school for students to earn both Carnegie units and college credits. (24 S. C. Code Ann. Regs. 43-234, 2018)

## Application for Approval of Dual Credit Courses for CTE Completer Status

Deadline for Submission Prior to the Year of Implementation – January 31st

YEAR OF IMPLEMENTATION	
DISTRICT/SCHOOL INFORMATION	
Name of District:	
Name of School:	
CTE COURSE INFORMATION Provide the information for the CTE course below in the column cells to the right.	
Career Cluster for the Secondary Course:	
CTE Course Title:	
CTE Course Code:	
Number of secondary (Carnegie) units the students will earn if they successfully pass this course:	
POSTSECONDARY COURSE INFORMATION Provide information for the postsecondary course below in the column cells to the right.	
Name of College/Technical College:	
Name of Postsecondary Course:	
Postsecondary Course Code:	
Dual Enrollment Course Code:	
Location Where the Course will be Taken (check one)	<input type="checkbox"/> Home high school <input type="checkbox"/> Secondary career center <input type="checkbox"/> Postsecondary campus <input type="checkbox"/> Online <input type="checkbox"/> Hybrid
The Status of the Instructor/Teacher Who will Teach the Course. (check one)	<input type="checkbox"/> Certified secondary teacher/adjunct for college <input type="checkbox"/> Postsecondary Instructor/Professor not secondary certified
Number of College Credit Hours Student(s) will Earn for this Course:	
Course is a Part of a Degree or Certificate Program.	<input type="checkbox"/> Associate/Bachelor degree <input type="checkbox"/> Certificate

**Note:** Attach the official postsecondary course syllabus. (Information should include objectives, what is being taught, units, textbook, and any other information that shows a match to the secondary course standards etc.)

**Required Local Education Agency (LEA) Signatures**

CATE COURSE AND POSTSECONDARY COURSE INFORMATION	
Secondary Course Career Cluster:	
CTE Course Title:	
CTE Course Code:	
Name of Postsecondary Course:	
Postsecondary Course Code:	
Dual Enrollment Course Code:	
LOCAL EDUCATION AGENCY SIGNATURES	
Teacher Name (printed):	
Teacher Email:	
Teacher Phone Number:	
Teacher signature:	
Date of Teacher signature:	
CTE Director/Principal name (printed):	
CTE Director/Principal Email:	
CTE Director/Principal: Phone Number:	
CTE Director/Principal signature:	
Date of CTE Director/Principal signature:	
Superintendent/Board Representative Name (printed):	
Superintendent/Board Representative Email:	
Superintendent/Board Representative Phone Number:	
Superintendent/Board Representative signature:	
Date of Superintendent/Board Representative signature:	

Note. Signatures indicate; 1) that the teacher, CTE Director/Principal, and Superintendent/Board representative have completed and/or verified correct completion of the checklist and the application, and compared secondary and postsecondary standards; 2) the postsecondary course meets the requirements to be offered as a part of a state approved completer program to the best of the signer’s knowledge.

## SCDE Approval

This page is to be completed by the SCDE, Office of Career and Technical Education Associate.

CTE COURSE AND POSTSECONDARY COURSE INFORMATION	
Secondary Course Career Cluster:	
CTE Course Title:	
CTE Course Code:	
Name of Postsecondary Course:	
Postsecondary Course Code:	
Dual Enrollment Course Code:	
SCDE/OCTE SIGNATURES	
SCDE/OCTE Associate Name (printed):	
SCDE/OCTE Associate Signature:	
SCDE Associate Email:	
SCDE/OCTE Associate Phone Number:	
Date of SCDE/OCTE Associate signature:	
STATUS :	
Indicate status: (Check one.)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved
If disapproved, provide comments:	

## **Appendix A: SCDE Regulation 43-234**

Title of Regulation    Regulation No.: R.43-234

### **DEFINED PROGRAM, GRADES 9-12 AND GRADUATION REQUIREMENTS**

Effective Date:        05/25/18

State Board Regulation:

43-234. Defined Program, Grades 9–12 and Graduation Requirements.

Each school district board of trustees must ensure quality schooling by providing a rigorous, relevant curriculum for all students.

Each school district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education pathways and endorsements.

#### **III. Dual Credit Arrangement**

- A. District boards of trustees may establish a policy allowing students to take college courses for units of credit toward the high school diploma. The district policy may allow for courses to be offered by an institution of higher education through a cooperative agreement.
- B. A three-semester-hour college course transfers as one unit of credit.
- C. Tuition costs and any other fees are the responsibility of the individual student or his or her parent(s) or legal guardian unless otherwise specified in local school district policy.
- D. Students enrolled in a South Carolina public school may take only courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by an appropriate regional accrediting agency recognized by the U.S. Department of Education.

## **Appendix B: Uniform Grading Policy (February 2018)**

### **Dual Credit Courses**

Dual credit courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements (see SBE Regulation 43-234, Defined Program, Grades 9–12, and Regulation 43-259, Graduation Requirements).

### **Earning Dual Credit**

Permission must be granted by the student’s home high school prior to the student’s taking the dual credit course to earn both a unit for high school credit and college credit. Students taking dual credit courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual credit course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ.

### **Dual Credit Articulation Agreements**

To award dual credit, districts must develop detailed articulation agreements with partner IHEs, whether two-year or four-year colleges or technical colleges, that clearly outlines the specific courses that will be allowed for dual credit. Students may not take college courses on their own time at an institution of higher education with the expectations that the course would be transcribed back to the high school transcript without first consulting the district to determine if the course is a part of the articulated agreement between the high school and IHE.

Dual credit articulation agreements between the home high school and the partner institution of higher education shall provide a transcript to document a final grade. When possible, a numerical average of zero to 100 should be provided to the high school for the purpose of recording a final grade for the high school transcript. If the numeric grade is not possible, the UGP conversion rule for other grades will be applied.

College remediation and orientation courses may not be awarded the additional quality point above CP weighting (i.e., dual credit weight). Districts also have authority in their articulation agreements to define other courses offered by a college that may not be articulated back to the high school transcript above CP weighting.

### **Transferring dual credit courses**

Dual credit courses taken in South Carolina may earn 1.0 quality point weighting above CP pending the district’s articulation agreement with the institution of higher education. All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight

South Carolina when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings.

When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied on the transcript in the receiving South Carolina high school. A high school should NOT change the weight of a dual credit course to match South Carolina's process when they transcribe the course.