

COLLIN COLLEGE

**ENGLISH
DEPARTMENT
SOURCE
BOOK**

Dual Credit

2018-19

Teaching Dual Credit

An important note on Dual Credit Policies and Procedures

Dual Credit faculty should consult the most current copy of “[Dual Credit Guidelines](#),” written and distributed by the associate deans, as well as the “[Dual Credit Faculty Procedures and Guidelines Manual](#)” (www.collin.edu/express/linksandforms.html) as important tools for teaching at dual credit sites. **Important information and current policies are in place for dual credit, and faculty should be aware of the most updated policies in these two guides.**

Definitions:

Dual Credit - college course earns both high school and college credit at the same time.

(High School/Home School official approval is required.)

Concurrent Credit-college course is used to earn college credit only.

(High School/Home School official approval is required.)

College credit will transfer to most colleges or universities.

Visit Collin’s Transfer U for more information. www.collin.edu/transferu/

Admission to the program:

Dual Credit is available for students enrolled in a public high school, private, charter, or home school who are ready to acquire college credit, who have permission from the appropriate high school officials, who have an A/B high school grade point average, who meet Texas Success Initiative standards in reading and writing, and who demonstrate the maturity level needed to be successful in college course work. Students are responsible for tuition, books, and materials.

Enrollment and Course Information:

- Dual Credit/Concurrent Credit is awarded with high school/counselor approval.
- Dual Credit/Concurrent Credit is open to 9th graders and up although some high schools restrict entry.
- Dual Credit/Concurrent Credit students are not limited in the number of credit hours they may take.
- Dual/concurrent credit students are not eligible for Maymester or Wintermester, except for students who are homeschooled (because they have more flexible schedules)
- Dual/concurrent credit students are not eligible for developmental level courses
- Dual/concurrent credit students are not eligible for physical education courses that are not part of the core curriculum. Core classes they can take include PHED 1164, PHED 1304 and PHED 1338.
- All dual/concurrent credit students are eligible for express courses as long as it does not interfere with their high school schedules.
- Dual/concurrent credit students must meet the same standards as all other students and are subject to MAPP when their GPA falls below 2.0.

Teaching Dual Credit Courses

Dual credit courses are the same college courses as those taught on campus; nevertheless, there are some special considerations when teaching dual credit. Each different campus will have specific procedures and concerns, so instructors should keep in touch with staff at the school.

- **Before the semester starts:** faculty teaching dual credit courses need to be fingerprinted. HR will contact those who need to be fingerprinted via email.
- **Before the first day of school:** Faculty should find the current contact person at the assigned location/school. During dual credit faculty orientation, instructors should see their high school contact listed on handouts. One can also locate the contact information for a high school by communicating with one of the four Special Admissions Coordinators:
www.collin.edu/gettingstarted/dualcredit/School%20Districts%20by%20Coordinator.pdf
- **Faculty should call the high school contact** and make an appointment to get a parking permit, classroom assignment, keys, computer log-in information, faculty mailboxes, and anything else that may be needed. Faculty should do this in advance of the first day of class. Instructors should ask

about procedures for making copies and how to schedule library or computer lab sessions if available.

- **Safety Procedures:** Instructors should inquire about safety procedures such as exit routes for fire drills, lockdown drills, evacuation procedures and safe locations for gathering to ensure the safety of students and staff.
- **Wearing a Badge:** When on a high school campus, instructors may find it beneficial (or required) to wear a Collin College name badge so that they are not frequently stopped.
- **Technology:** Faculty will need a username and password to log in to the computers—often one that is different from the standard Collin username/password. Because it may take a while to get this, instructors should be prepared to run the first week or so without technology if necessary. Different campuses have different technology available in the classrooms, and many of them also have internet filters that block many websites. Instructors should consider giving technology a trial run before it is needed.
- **Classroom Space:** Some schools have designated classrooms for dual credit courses, but at many schools, Collin faculty teach in high school classrooms, which means the instructor may have to communicate with the high school teacher if it is difficult to work in that space.
- **Office Hours:** Some schools provide a lounge or other work space for dual credit instructors, but many do not. Students will not usually have time during their school days to work with instructors outside of class, so the usual conferences that take place during office hours are more difficult for these students. Instructors may want to include time for working with individual students while the class completes group activities or peer review workshops.
- **Absences:** In case of illness or absence, instructors should contact both the college and ISD personnel. The contact at Collin is the associate dean.
- **Classroom Management:** Dual credit presents some classroom management challenges that differ from traditional courses. The students may be friends with each other and tend to talk or distract each other. Expect special events like pep rallies or Homecoming week, for which students may be pulled from class or class meeting times may be shortened. Be aware of the following potential disruptions: scheduled fire drills, lockdown/lockout drills, and shelter-in-place drills; PSAT/SAT, AP/IP, and other tests. The high school office staff should inform faculty of events that affect classes, and they should also provide information about whom to contact if a student is disruptive.
- **Student Responsibility:** Dual credit students face many of the same challenges other first-time college students face. One difficulty that stands out among dual credit students is understanding

and accepting personal responsibility for their work. In many of their high school classes, teachers remind them frequently of their assignments and check up on them if they are not getting them done. Many students are not used to reading and following a syllabus with a calendar of assignments, so instructors may need remind them to read that document throughout the semester. Also, their high school classes give them frequent progress reports, so they expect to be informed if they are not performing successfully. Instructors should remind them that they are responsible for completing their own work and keeping up with their own grades in a college course.

- **Speaking to Parents:** Privacy laws forbid instructors from communicating with students' parents unless the student is present and has given the professor written permission in accordance with FERPA. If parents call or email, the instructor should not speak to them, and he or she should remind students that the students, not their parents, should talk to instructors about their concerns.
- **Grade Reports:** In addition to the final Collin grade report, instructors must email midterm and final numeric grades to dualcredit@collin.edu
- **Student Absences:** High school students may be absent for school activities and college visits, in addition to illness and other circumstances. Some high schools require daily attendance reports, while others do not. Many students are not accustomed to being held responsible for keeping up with their own make-up work. They might assume that an instructor will find them and tell them what they missed or that they do not have to make up missed class work. Instructors should clarify the attendance and make-up work policy and stress that the students themselves are responsible for completing all assignments whether they attended class or not.
- **Final Exams:** High schools should follow the Collin final exam schedule, but some ask that instructors make alternative arrangements because students may miss their other high school classes to take a final exam at the scheduled time. Check with the high school's office staff about what to expect during final exam week.

What dual credit students need to know about taking a college course:

- Even though they are in high school, they are being treated *exactly* like college students. Dual credit students are not given an easier version of college. College professors treat students like adults, and thus expect maturity in the classroom (student codes of conduct) and may get upset with texting or chatting during lecture or discussion.
- Missing class may lower grades or result in failure. Additionally, high school activities may not be excused; sports and other activities may pose problems.

- No extra credit in most classes.
- Late work policies differ by professor. Deadlines are important, and students may fail for late or missing work.
- The syllabus is an important document; students should understand what it is and how it works, including course calendars.
- Student ideas and opinions are taken more seriously in the college classroom. Being analytical and insightful in assignments is valued more than memorizing information in classes.

It is important to work students through time management:

- Students are expected to manage multiple projects, exams, and deadlines on their own.
- Take full advantage of any opportunity to get feedback or help in class.
- Take full advantage of time to work on projects in class.
- Homework will likely be longer, take more time, and demand more concentration than students expect.
- Tutoring is only available at main campus locations.

Lab Assignments for the Dual Credit Class:

Because dual credit courses are located in the high school, dual credit students may not have the same resources as those on one of the main Collin campuses. For this reason, instructors should aim to create enough lab options to ensure dual credit students can be successful (besides only assigning Writing Center visits, workshops, or other events on the Collin College campuses).