

# Dual Enrollment and Local Dual Credit

## Frequently Asked Questions

### August 2024

In the 2024-25 school year, the department will begin implementing the specified business rules for awarding early postsecondary opportunity (EPSO) credits for Tennessee Investment in Student Achievement (TISA) funding, the College and Career Readiness (CCR) indicator for the school letter grade calculation, and the *Ready Graduate* indicator for the federal accountability calculation. This document provides answers to frequently asked questions regarding the EPSOs, dual enrollment (DE) and local dual credit (LDC).

#### Dual Enrollment

**1. *What is dual enrollment?***

Dual enrollment is a postsecondary course, taught at the postsecondary institution, at the high school, or online by postsecondary faculty or credentialed adjunct faculty. The location of the course does not affect its status as a dual enrollment course.

**2. *What is the Ready Graduate metric used for dual enrollment courses?***

The metric used for dual enrollment courses in a district's *Ready Graduate* indicator is course completion. Each dual enrollment course must match the unique course code and name found in the Tennessee course catalog system.

**3. *What is the College and Career Readiness metric for dual enrollment courses?***

The metric used for dual enrollment courses in a school's College and Career Readiness indicator is college credits earned, as evidenced by passing the course on the student's high school transcript.

**4. *What is the TISA high school goal 1 outcomes<sup>1</sup> bonus metric for dual enrollment courses?***

The metric used for dual enrollment courses in a district's TISA high school goal 1 outcomes bonus is college credits earned, as evidenced by passing the course on the student's high school transcript.

**5. *How do dual enrollment credits transfer to EPSO credits for Ready Graduate, College and Career Readiness, and TISA high school goal 1 outcomes purposes?***

The completion of one unique dual enrollment course, regardless of number of college credits earned, will count as one EPSO earned. A student will be awarded a maximum of one EPSO for each state course code across the entirety of a student's career.

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<sup>1</sup>Target goal 1 for TISA is met when:

- A student earning at least 2 early postsecondary credits **AND** meeting one of the following:
  - Scoring a composite of 21 or higher on the ACT, **OR**
  - Improving their ACT composite by at least 4 points between first 11<sup>th</sup> grade ACT and a retake; **OR**
- A student earning at least 3 EPSO credits; **OR**
- A student scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test **AND** earning at least two EPSO credits.

**6. Can a dual enrollment course code be repeated on a high school transcript and count as separate EPSO credit for Ready Graduate, College and Career Readiness, and TISA high school goal 1 outcomes indicators?**

No. A student will be awarded a maximum of one EPSO for each dual enrollment state course code across the entirety of the student's career. Districts should not expect a student to receive multiple EPSO credits if a course code is repeated on a high school transcript, is not included in the Tennessee course catalog system, or if a single course entry with a higher weighting system is used (e.g. listing the course as 2 credits instead of 1 credit).

**7. How can students receive EPSO credit for dual enrollment courses that last more than one semester?**

Districts should plan to use the full slate of new program of study course codes for dual enrollment courses that represent a significant time commitment. Revised for the 2024-25 school year, each Career and Technical Education (CTE) program of study offers up to ten course codes for dual enrollment course for each unique program of study.

**8. What criterion determines whether a student has earned EPSO credit from a dual enrollment course for a district's Ready Graduate Indicator?**

A student will be considered as having completed a course when the student has an enrollment record and an attempted credit greater than zero presented in the high school transcript data, aligned with the requirements for awarding EPSOs for *Ready Graduate* status.

**9. What criterion determines whether a student has earned EPSO credit from a dual enrollment course for TISA and for a district's CCR indicator?**

A student will be considered as having earned eligible postsecondary credits for a dual enrollment course when the student earns at least 0.5 high school credits, aligned with the requirement for awarding EPSO credits for CCR indicator and TISA purposes.

**10. How can districts make sure students are credited appropriately for dual enrollment courses for Ready Graduate, CCR indicator, and TISA high school goal 1 outcomes purposes?**

The department uses the presence of a state course code to identify dual enrollment courses. It is essential that districts employ a unique state course code for each unique dual enrollment course following the course creation guidelines of the Tennessee course catalog system. Districts shall ensure all data fields from extract 80 are imported correctly from SIS to EIS and address dynamic errors reports regularly. For the CCR process, it is critical that the following data fields in EIS are correct and complete for the graduating cohort and class: (1) state course code, (2) number of credits attempted, and (3) number of credits earned.

**11. What information is needed on a student transcript PDF when submitting an appeal for a dual enrollment course for Ready Graduate, CCR indicator, and TISA high school goal 1 outcomes purposes?**

When submitting an appeal for a dual enrollment course, the district must provide a PDF student transcript as a supporting document. At a minimum, the transcript shall provide the following

information: (1) state student ID; (2) the year the student completed the course; (3) state course code; (4) number of credits attempted; and (5) number of credits earned. The course title should match as closely as possible to what is the Tennessee course catalog system and include “dual enrollment” or “DE” in the course name. The number of credits attempted must be greater than zero to be considered for approval.

**12. How can districts make sure students who earn a significant amount of TCAT hours be awarded with appropriate number of dual enrollment EPSO credits?**

Starting with the 2024-25 school year, districts shall use the full slate of new program of study course codes for dual enrollment courses that represent a significant time commitment, such as TCAT hours. Revised for the 2024-25 school year, each CTE program of study offers up to 10 dual enrollment course codes within each unique program of study. A unique state course code must be used and will be counted as one EPSO across a student’s high school career regardless of credits earned (e.g., 0.5, 1.0, 2.0) or the number of times the course code is used in a student’s transcript. Specific instructions are provided below:

- Districts should use state course codes from the CCMS list.
- Districts should include “DE” or “Dual Enrollment” in the course title and get as close to the title from the CCMS list as possible.
- Districts should not reuse course codes unless a student is retaking the same course again after failing.
- There are now enough state course codes to enroll students for up to ten unique state course codes in a single TCAT program of study. Please consult the [CTE Program of Study Matrix](#) for more guidance.

## Local Dual Credit (LDC)

**1. What is local dual credit?**

Local dual credit is a high school course that is accepted as postsecondary credit at one local postsecondary institution for students who successfully complete the course and pass the end of course assessment. Students who pass the end of course assessment earn credits that are accepted and/or recognized by the local postsecondary institution. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and the postsecondary institution. Per the [Tennessee Board of Regents Policy](#), local dual credit and dual enrollment agreements between colleges and LEAs must be in writing. Additionally, local dual credit courses must be flagged in EIS to be recognized as local dual credit.

**2. How is local dual credit different from dual enrollment?**

Local dual credit courses are high school courses that, when a student successfully completes the course and passes the associated end of course assessment (e.g. challenge exam, skills test, or other faculty-developed evaluation instrument), earn postsecondary credit at only one identified local postsecondary institution. Students are not enrolled at the postsecondary institution while taking local dual credit courses. Dual enrollment is a postsecondary course where students earn both high school and college credit simultaneously. Dual enrolled students are enrolled as postsecondary

students at the partnering institution while taking the course.

**3. *What criterion determines whether a student has earned EPSO credit from a local dual credit course for a district's Ready Graduate Indicator?***

The metrics used for local dual credit courses in a district's *Ready Graduate* indicator is course completion and end of course assessment attempt. A student will be considered as having completed a course when the student has an enrollment record and an attempted credit greater than zero presented in the transcript data. The student's attempt at an end of course assessment is evidenced by a received test score.

**4. *What is the College and Career Readiness and TISA high school goal 1 outcomes bonus metrics for local dual credit courses?***

The metric used for local dual credit courses in a school's College and Career Readiness indicator is college credits earned. Students earn college credits from an LDC course by both achieving a passing score on the end of course assessment outlined in the district's memorandum of understanding (MOU) and completing the LDC course. Course completion is evidenced by an enrollment record and credits attempted equal or greater than zero presented in the transcript data. The student's passing of an end of course assessment is evidenced by a received test score.

**5. *How can districts make sure students are credited appropriately for local dual credit courses for Ready Graduate, CCR indicator, and TISA high school goal 1 outcomes purposes?***

The department uses the presence of a state course code as well as the LDC flag in EIS to identify local dual credit courses. It is essential that districts employ a unique state course code for each unique local dual credit course following the course creation guidelines of the Tennessee course catalog system and tag every LDC course with an "LDC" flag. Districts shall ensure all data fields from extract 80 are imported correctly from SIS to EIS and address dynamic error reports regularly. For the CCR process, it is critical that the following data fields in EIS are correct and complete for the graduating cohort and class: (1) state course code, (2) number of credits attempted, and (3) LDC flag. Additionally, Districts shall submit two critical data files to the department during the annual College and Career Readiness process:

- **LDC test data file.** Districts shall maintain a complete record of the end of course assessment and submit the data to the department during the College and Career Readiness process. At a minimum, the end of course assessment data file shall include the following data: (1) state student ID; (2) the year the student completed the course; (3) state course code; and (4) score (enter the test score for end of course assessment with a test score; enter pass or fail for end of course assessment using pass/fail matrix).
- **LDC course list.** Starting with the 2023-24 College and Career Readiness Data Verification process, districts will submit their LDC course list encompassing a comprehensive list of LDC courses offered to their students. Moving forward, districts will have the opportunity to update the list during the annual data verification process.

**6. *What information is needed on a PDF student transcript when submitting an appeal for a local dual credit course for Ready Graduate, CCR indicator, and TISA high school goal 1 outcomes purposes?***

When submitting an appeal for a local dual credit course, districts must provide a PDF student transcript as a supporting document. At a minimum, the transcript shall provide the following information: (1) state student ID; (2) the year the student completed the course; (3) state course code; (4) number of credits attempted; and (5) number of credits earned. The course title should match as closely as possible to what is in the Tennessee course catalog system and include “LDC” or “dual credit” in the course name. The number of credits attempted must be greater than zero to be considered for approval. If the appeal is about missing a local dual credit course enrollment, districts shall ensure that “local dual credit” is checked in their Student Information System vendor and the flag is imported in EIS correctly. If the appeal is about missing a test score, districts shall provide a score report as an additional piece of supporting documentation.

**7. *What information should be included in a written agreement between districts and postsecondary partners for local dual credit?***

The Tennessee Board of Regents provides a dual credit agreement form [template](#) for both community colleges and Tennessee Colleges of Applied Technology. Per the [Tennessee Board of Regents Policy](#), local dual credit agreements between colleges and local education agencies (LEAs) must be in writing. It is recommended that the agreement follow the template created by the Tennessee Board of Regents, which may include (1) high school course name and college course name crosswalk table; and (2) define and specify the end of course assessment for each local dual credit course.

**8. *If a district has a local dual credit MOU that awards credit through the passing of an industry credential exam, does that count as both an industry credential and an EPSO?***

No. Local dual credit articulation agreements should specify an aligned exam coordinated by that postsecondary institution as specified in the MOU [template](#). That is, the college faculty will be responsible for creating, administering, and assessing the dual credit end of course assessment. While local dual credit courses may help prepare a student for a national industry credential exam, the end of course assessment for such courses should be different. Industry credential exams should not serve as the end of course assessment in local dual credit courses. For students who are taking local dual credit courses that currently use industry credential exams as the end of course assessment, they will be awarded an industry credential only if the credential is on the [department's promoted list](#). They will not be awarded an LDC EPSO.