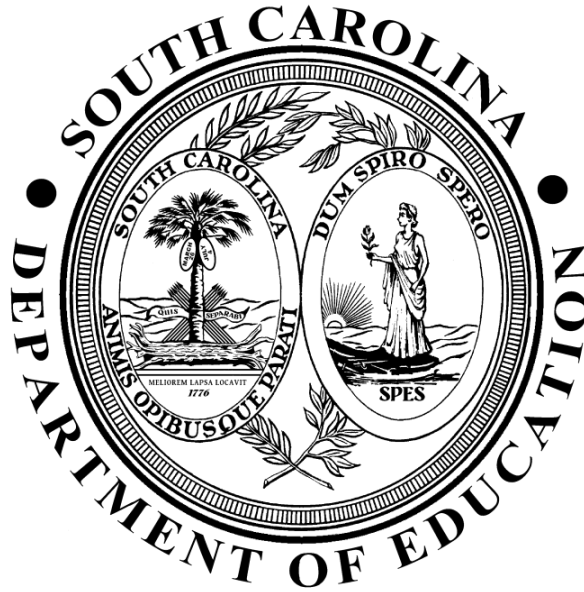


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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

January 20, 2021

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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 complete 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 2017.¹

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.

¹See dual credit section of South Carolina Uniform Grading Policy, which can be accessed at [UGPI](#)

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.² 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.³ 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 System⁴ 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 Addition⁵ to the Office of Federal and State Accountability. Submit the application for dual credit completer after the dual enrollment course code is assigned.

Frequently Asked Questions (FAQs)

A Dual Credit for CTE Completer Status Focus Group was created to clarify existing guidelines by responding to frequently asked questions. The focus group consisted of representatives from the Office of Career and Technical Education, Office of Federal and State Accountability, Technical College System, technical colleges, and local education agencies. The FAQs can be found [here](#).

²Regulation 43-234 can be accessed at [[REG](#)]

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

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

⁵The 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 outlined in the state-recognized CTE programs. Students have opportunities to enroll in an approved college course and earn college and high school credits, simultaneously.

Characteristics of Dual Credit Courses for CTE Completer Status

- Approved CTE dual credit courses have at least 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.

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 (78)

Cluster	Activity Coding System Manual Instructional Codes Headings	Number of Aligned Courses
Agriculture, Food, and Natural Resources	Agriculture	0
Architecture and Construction	Architecture/Building Construction (5) Air Conditioning and Refrigeration (5)	10
Arts, Audio-Video Technology and Communication	Engineering - Mechanical Design	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 (7) Hospitality (6)	13
Human Services	Cosmetology	0

Cluster	Activity Coding System Manual Instructional Codes Headings	Number of Aligned Courses
Information Technology	Computer Technology/Computer and Information Science Technology	15
Law, Public Safety, Corrections and Security	Criminal Justice Technology/Paralegal/Intelligence and (Homeland) National Security	6
Manufacturing	Advanced Manufacturing/Electronics Technologies (5) Welding (5)	10
Marketing	Business Management /Accounting/Marketing Administrative Office Technology	1
Science, Technology, Engineering and Mathematics	Engineering	5
Transportation, Distribution and Logistics	Automotive	3

Statewide Postsecondary Course Alignments

South Carolina Uniform Grading Policy

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).

Number of Postsecondary Courses for Completer Status

The number of postsecondary courses that can be used for each CTE completer program is indicated by the number of state approved course alignments in this document or district/school level approvals.

Table 2. SCDE OCTE Statewide Alignments for Dual Credit

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Agriculture – None			
Air Conditioning and Refrigeration			
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
Architecture/Building Construction			
Dual Enrollment Building Systems 1 (AET 101)	6691	460000	6060 Building Construction Cluster
Dual Enrollment Utility Line Worker Electrical Computations (ELW 110)	8460	460000 460301	6305 Electrical Line Worker 1
AND Dual Enrollment Utility Line Worker Introduction to Electricity (ELW 112)	8461		
Dual Enrollment Utility Line Worker Overhead Line Construction I (ELW 114)	8462	460000 460301	6306 Electrical Line Worker 2
Dual Enrollment Utility Line Worker Underground Line Construction (ELW 211)	8463	460000 460301	6307 Electrical Line Worker 3

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Utility Line Worker Electrical Power Systems (ELW 231)	8464	460000 460301	6308 Electrical Line Worker 4
Automotive			
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
Avionic – None			
Business Management/Accounting/Marketing/Administrative Office Technology			
Dual Enrollment Principles of Management (MGT 101)	6740	520201 520401 521206 521001 520204 520301 521701 520807	5092 Business Principles and Management

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
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, CPT101, CPSC 1200, CSCI 105)	5026	520201 520401 521206 521001 520204	5020 Integrated Business Applications 1
Dual Enrollment Introduction to Marketing (MKT 101)	6710	090903 521401 521402 521802 521804	5421 Marketing
Computer Technology/Computer and Information Science Technology			
Dual Enrollment Internet & Web Design (CPT 162)	5037	520401 521202 520201 520905 520904 151202 110901 110201 110801 090903 052180	5031 Fundamentals of Web Page Design and Development
Dual Enrollment Computer Programming I (CSCI 220)	6727	151202 110201 110801 110901	5050 Computer Programming 1

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Dual Enrollment Introduction to Java Programming (CPT 236)	5373	151202 110901 110201	5052 Computer Programming with Java
Dual Enrollment Advanced Java Programming (CPT 237)	8371	151202 110201 110901	5053 Computer Programming with Java 2
Dual Enrollment C++ Programming I (CPT 232)	5375	151202 110901 110201	5056 Computer Programming with C++1
Dual Enrollment Networking II (CIS 225)	6760	151202 110901 111003	5311 Advanced Networking
Dual Enrollment Visual Basic Net I (CPT 186)	6734	151202 110901 110201	5054 Computer Programming with Visual Basic 1
Dual Enrollment Computers and Programming (CPT 114) (CSCE 102) (CSCI U150)	6721	151202 110201 110801 110901	5050 Computer Programming 1
Dual Enrollment Cisco Internetworking Concepts (IST 201)	6763	151202 110901 110201 111003 110801	5310 Networking Fundamentals
Dual Enrollment Cisco Router Configuration (IST 202)	8775	151202 110901 111003	5311 Advanced Networking
Dual Enrollment Operating Systems (CPT 257)	8377	151202 110901	5322 Computer Operating Systems

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Dual Enrollment Fundamentals of Network Security I (IST 291)	8772	151202 110201 110801 110901 111003	5370 Cyber Security Fundamentals
Dual Enrollment Network Vulnerability Assessment (IST 267)	8777	151202 110901 110201 111003	5372 Advanced Cyber Security
Dual Enrollment Computer Forensics (IST 268)	8770	151202 110901 110201 110801 111003	5374 Computer Forensics
Dual Enrollment Engineering Tech Applications and Programming (EGR 130)	6602	150801 140101 150404	6050 PLTW Principles of Engineering
Cosmetology None			
Criminal Justice Technology/Paralegal/Intelligence and (Homeland) National Security			
Dual Enrollment Introduction to Criminal Justice (CRJ 101)	6520	430107	6505 Introduction to Law, Public Safety, Corrections and Security
Dual Enrollment Introduction to Security (CRJ 102)	6530	430107	6505 Introduction to Law, Public Safety, Corrections and Security
Dual Enrollment Introduction to Criminal Justice (CRJ 101)	6520	430107	6510 Law Enforcement Services 1
Dual Enrollment Police Patrol (CRJ 110)	6535	430107	6510 Law Enforcement Services 1

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Dual Enrollment Criminal Law (CRJ (115) (LEG 231) (CRJU U321)	6523	430107	6511 Law Enforcement Services 2
Dual Enrollment Police-Community Relations (CRJ 224)	6540	430107	6511 Law Enforcement Services 2
Culinary Arts/Hospitality			
Dual Enrollment Principles of Food Production I (CUL 101)	5725	520905	5720 Culinary Arts 1
Dual Enrollment Principles of Food Production II (CUL 102)	5726	520905	5721 Culinary Arts 2
Dual Enrollment Introduction to Culinary Arts I (CUL 104)	5728	520905	5721 Culinary Arts 2
Dual Enrollment Introduction to Baking and Pastry (BKP 119)	8707	520905	5723 Baking and Pastry
Dual Enrollment Introduction to Baking (BKP 101)	8701	520905	5723 Baking and Pastry
Dual Enrollment Introduction to Pastries (BKO 102)	8716	520905	5723 Baking and Pastry
Dual Enrollment Bakeshop Production (BKP 120)	8717	520905	5724 Advanced Baking and Pastry
Dual Enrollment Hospitality Industry (HOS 140)	5479	520904	5478 Introduction to Hospitality and Tourism Management
Dual Enrollment Hotel Management (HOS 150)	5191	520904	5473 Lodging Management
Dual Enrollment Travel and Tourism (HOS 164)	5192	520904	5474 Travel and Tourism Management
Dual Enrollment Tourism (HRTM B280)	8191	520904	5474 Travel and Tourism Management

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Dual Enrollment Convention Management (HOS 258)	5193	520904	5475 Event and Entertainment
Dual Enrollment Events Management (HOS 160)	8189	520904	5475 Event and Entertainment Management
Early Childhood Education			
Dual Enrollment Introduction To Early Childhood (ECD 101)	5708	131210	5700 Early Childhood Education 1
Dual Enrollment Growth and Development I (ECD 102)	5709	131210	5800 Child Development 1
Dual Enrollment Creative Experiences (ECD 132)	6815	131210	5701 Early Childhood Education 2
Dual Enrollment Growth and Development 2 (ECD 203)	6812	131210	5801 Child Development 2
Dual Enrollment Methods and Materials (ECD 207)	6816	131210	5701 Early Childhood Education 2
Dual Enrollment Health, Safety and Nutrition (135)	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
Engineering			
Dual Enrollment Engineering Tech Applications and Programming (EGR 130)	6602	140101	6050 PLTW- Principles of Engineering

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Dual Enrollment Introduction to Engineering (EGR 270) (ENGR 1410)	6605	140101	6051 PLTW – Introduction to Engineering Design
Dual Enrollment Fundamentals of CAD (EGT 152)	6178	140101	6051 PLTW – Introduction to Engineering Design
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
Dual Enrollment Intro to CAD (EGT 151)	6175	151301 460000 470201 480503 480501 480505	6172 Mechanical Design 1
Dual Enrollment Fundamentals of CAD (EGT 270)	6178	151301 480503 480501 480508	6173 Mechanical Design 2
Advanced Manufacturing/Electronics Technologies			
Dual Enrollment AC/DC Circuits I (EEM 117)	6115	150404	6210 AC-DC Circuits/Industrial Safety
Dual Enrollment AC/DC Circuits II (EEM 118)	6118	150404	6210 AC-DC Circuits/Industrial Safety
Dual Enrollment Digital Electronics (EET 140) (EEM 230)	6603	150404	6213 Digital Fundamentals and Programmable Controllers

Course Name	Course Codes	Applicable for CTE Completers Under CIP Code(s)	Equivalent CTE Secondary Course
Dual Enrollment Hydraulics and Pneumatics (IMT131)	6245	150404	6212 Electro- pneumatics and Hydraulics
Dual Enrollment Mechanical Power Applications (IMT 161)	6037	150404	6211 Mechanical Components Electric Drives/Hand and Power Tools
Health Science			
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
Welding			
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
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 Form Fill-in Checklist and Application

- Click [here](#) to access the Form Fill-in Checklist and Application
- Save the Form Fill-in Checklist and Application as the name of the secondary course (to be aligned with a postsecondary) in your files.
- The checklist items should be checked to indicate implementation/completion of each item.
- Submit the:
 1. completed checklist with the application,
 2. postsecondary course syllabus, and
 3. LEA signature page.

Dual Credit Checklist

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

Click [here](#) for an online PDF form fill-in checklist and application.

Complete these steps prior to completing and submitting an application for approval and submit with the application.	
	The secondary course is currently offered at the high school level. (Access and Equity)
	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 requested postsecondary course competencies show a minimum of one-to-one alignment with the secondary course standards as shown in the postsecondary course syllabus.
	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 (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

Click [here](#) for an online PDF form fill-in checklist and application.

Year of Implementation	
District/School Information	
Name of District:	
Name of School:	
CTE Secondary Course Information	
Career Cluster for the Secondary Course:	
CTE Secondary Course Title:	
CTE Secondary Course Code:	
Number of secondary (Carnegie) units the students will earn if they successfully pass this course:	
Postsecondary Course Information	
Name of College/Technical College:	
Name of Postsecondary Course:	
Postsecondary Course Code:	
Dual Enrollment Course Code (4-digit code assigned by SCDE):	
Location where the Course will be taken (check all that apply)	<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
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

Important: Attach the official postsecondary course syllabus. (Information should include objectives/competencies, course content, units, textbook, and any other information that shows correlation to the secondary course standards, etc.)

Required Local Education Agency (LEA) Signatures	
District/School Information	
Name of District:	
Name of School:	
CTE Course and Postsecondary Course Information	
Career Cluster for the Secondary Course:	
CTE Secondary Course Title:	
CTE Secondary Course Code:	
Name of Postsecondary Course:	
Postsecondary Course Code:	
Dual Enrollment Course Code: (4-digit code assigned by SCDE)	
Local Education Agency (LEA) 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. Include the following completed documents when you electronically submit your dual credit application packet: 1) Checklist, 2) Application, 3) LEA Signature page, and the 4) Official Course Syllabus from the college or university.

SCDE Approval

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

District/School Information	
Name of District:	
Name of School:	
CTE Secondary 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:	
SCDE/OCTE Director Name (printed):	
SCDE/OCTE Director Signature:	
Date of SCDE/OCTE Director Signature:	

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 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.