



Written Testimony for the Joint Interim Hearing of the Senate Higher Education and Senate Education Committees

Interim Hearing – May 24, 2010

Charge: Dual Credit

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Dual Credit Rigor, Quality and Consistency

I. Required Inclusion of Learning Outcomes in All Dual Credit Courses

- a. Currently, there is a simple description of each lower division course which provides the only guidance to institutions as to the content of each course.
- b. Learning Outcomes, which provide explicit guidance as to the content of each course, will help ensure the rigor, quality and consistency of courses across institutions, including those offered for dual credit.
- c. Upon statewide adoption of learning outcomes, dual credit courses will be required to meet learning outcomes prior to receipt of formula funding.

II. Development of High School Credit Crosswalk with K-16 Vertical Team

- a. Currently there is no consistent way in which high schools or school districts grant high school credit for specific dual credit courses. One district may grant credit for one high school course based upon completion of a dual credit course, while another district may grant different high school credit for the same dual credit course.
- b. The Coordinating Board in cooperation with the Texas Education Agency, should establish vertical teams of high school, community college and university faculty to establish a statewide crosswalk for dual credit courses and the high school credit which is received. Only those college courses with identified learning outcomes will be included in the dual credit crosswalk.
- c. Legislative action to provide the necessary authority for this provision would be required.

III. Exemption from End of Course Examinations only for students who meet test criteria in Board Rule and for courses on the High School Credit Crosswalk

- a. Dual credit courses are designed to provide high school students with access to more rigorous educational opportunities with eligibility based upon the students' ability as shown on standardized testing.
- b. Dual credit courses are not intended to contain all of the TEKS standards required of a purely high school course, but rather are college level courses of a higher rigor than the high school course.
- c. Should dual credit students be required to take and pass the end of course examinations, institutions of higher education will be expected to teach every TEKS standard required for the end of course examination in order to prepare the students.
- d. Due to accreditation requirements, dual credit courses must be comparable to the same courses which are taught to regular college students.
- e. Institutions of higher education will not be able to provide dual credit courses which meet both the needs of the end of course examinations and regular college requirements.
- f. To provide high school students with access to college level courses, it may be necessary to exempt dual credit students from taking the end of course examination for any course which is contained within the statewide crosswalk identified above.
- g. Legislative action to provide the necessary authority for this provision would be required.

IV. Exemption from TEKS requirements for courses in the crosswalk

- a. Current law requires that dual credit courses "meet or exceed" minimum TEKS standards.
- b. Some high schools have interpreted this to mean that dual credit courses must contain all elements of TEKS in order to be eligible to receive high school credit.
- c. College level courses should not be required to contain all elements of the high school TEKS standards as this has the potential to reduce the rigor of a college course to that of a high school course.
- d. State law should be clarified to exclude dual credit courses which have been included in the statewide crosswalk from being required to meet TEKS standards.

V. Faculty development must be provided to all faculty prior to initial dual credit course instruction.

- a. In order to be eligible to receive formula funding for dual credit courses, all institutions of higher education must provide faculty development for faculty prior to the first teaching assignment in a dual credit course.
- b. Faculty development modules will be developed in coordination with TEA and institutions of higher education.