

SUPPLEMENTAL MATERIALS

Committee on Academic and Workforce Success

AGENDA ITEM V-H (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to amendments to Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter D, Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges, Sections 4.82 and 4.85 of Board rules, concerning dual credit requirements (H.B. 5 and S.B. 31, 83rd Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of the amendments is to incorporate into existing rules changes and provisions enacted by passage of House Bill 5, 83rd Texas Legislature, Regular Session. Reference to Texas Education Code 28.009 was added, and reference to Texas Education Code 61.076(J) was removed, from Texas Administrative Code rule 4.82 in defining where in statute the Board is given authority to regulate dual credit partnerships between public two-year associate degree-granting institutions, public universities, and secondary schools. Language has been added that specifies the STAAR end-of-course assessment dual credit enrollment eligibility requirements for eleventh and/or twelfth grade dual credit and workforce education dual credit students. Language has been added to define the criteria for demonstrating outstanding academic performance as a condition of eligibility for students to enroll in dual credit courses prior to the eleventh grade. Language was also added to specify the procedural requirements for enrollment in dual credit courses beyond the standard limit of two courses per term and establishes a 15 semester credit hour limit on dual credit enrollment for students who have demonstrated outstanding academic performance. A provision has been added limiting the number of dual credit courses in which a student may enroll at a junior college, if the junior college does not have a service area that includes the student's high school, to three courses per academic year. Additionally, a provision was added that restricted the dual credit courses for which a college could claim state funding to core curriculum, career and technical education, and foreign language courses.

Date approved by the Commissioner for Publication in the *Texas Register*: August 8, 2013

Date published in the *Texas Register*: August 23, 2013

The 30-day comment period with the Texas Register ended on: September 23, 2013

A comment has been received.

Comment: Amarillo College requested that language be added to 4.85(b)(2)(A) and 4.85(b)(3) to allow a student to use the English II writing or English II reading end-of-course assessments to determine eligibility for enrolling in academic and workforce dual credit courses.

Staff response: Staff agrees and has replaced the word “and” with “or” in 4.85(b)(2)(A) and 4.85(b)(3) when referring to the English II writing and English II reading end-of-course assessments.

Chapter 4 - Rules Applying to All Public Institutions of Higher Education in Texas

Subchapter D –Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges

- 4.81 Purpose
- 4.82 Authority
- 4.83 Definitions
- 4.84 Institutional Agreements
- 4.85 Dual Credit Requirements

4.81 No changes.

4.82 Authority

Texas Education Code ~~28.009(b)~~, §§29.182, 29.184, 61.027, [~~61.076(j)~~], 130.001(b)(3) - (4), 130.008, 130.090, and 135.06(d) provide the Board with the authority to regulate dual credit partnerships between public two-year associate degree-granting institutions [institution] and public universities with secondary schools.

4.83 - 4.84 No changes.

4.85 Dual Credit Requirements

(a) Eligible Courses.

(1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.

(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.

(3) Public colleges may not offer remedial and developmental courses for dual credit.

(b) Student Eligibility.

(1) A high school student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if the student:

(A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to Minimum Passing Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instruments); or

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth §4.54 of this title (relating to Exemptions/Exceptions).

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(2) An eleventh grade high school student is also eligible to enroll in dual credit courses under the following conditions;

(A) a student achieves a minimum designated Level 2 final phase-in score on the Algebra II end-of-course assessment and/or the English II reading **or [and]** English II writing end-of-course assessments, [~~a score of 2200 on Mathematics and/or a score of 2200 on English Language Arts with a writing subsection score of at least 3 on the tenth grade TAKS~~] relevant to the courses to be attempted. An eligible high school student who has enrolled in dual credit courses in the eleventh grade under this provision shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade; or

(B) the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the critical reading and/or mathematics test relevant to the courses to be attempted. An eligible high school student who has enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in twelfth grade; or

(C) the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and English. An eligible high school student who has enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in twelfth grade.

(3) A high school student is eligible to enroll in workforce education dual credit courses in the eleventh and/or twelfth grade if the student demonstrates that he or she has achieved the designated minimum final phase-in score on the Algebra I end-of-course assessment and/or the English II reading **or [and]** English II writing end-of-course assessments relevant to the courses to be attempted [~~the minimum high school passing standard on the Mathematics section and/or the English/Language Arts section on the tenth or eleventh grade TAKS~~].

(A) A student may enroll only in those workforce education dual credit courses for which the student has demonstrated eligibility.

(B) A student who is exempt from taking TAKS or STAAR end-of-course assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(4) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (3) of this subsection.

(5) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must have at least junior year high school standing. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability (as evidenced by achieving or exceeding the minimum TSI college readiness standards on [grade-point average,] PSAT/NMSQT [scores], PLAN, SAT, ACT, or TSI Assessment [or other assessment indicators]) may be approved by the principal of the high school and the chief academic officer of the college. Students with less than junior year high school standing must demonstrate eligibility as outlined under subsection (b)(1) of this section.

(7) High school students shall not be enrolled in more than two dual credit courses per semester. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability (as evidenced by grade-point average, ACT or SAT scores, or other assessment indicators) may be approved by the principal of the high school and the chief academic officer of the college to a maximum of 15 semester credit hours.

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(A) Institutions of higher education must have established, written policies in place prior to approving a student to enroll in more than two dual credit courses per semester.

(B) A student enrolling in more than two dual credit courses in a semester must pass all courses during that semester with a grade of C or better to continue to enroll in more than two dual credit courses in following semesters.

(C) This provision does not apply to students enrolled in approved early college high school programs.

(8) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

(9) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

(c) Location of Class. Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in §§4.256 - 4.279 of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.

(1) A student may not enroll in more than three courses per academic year at a community college if the community college does not have a service area that includes the student's high school, except to the extent approved by the Commissioner of Texas Education Agency.

(2) This provision does not apply to students enrolled in approved early college high school programs.

(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education [~~Recommended or Distinguished Achievement~~] High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

(2) If the high school credit-only students are College Board Advanced Placement students.

(3) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

(2) The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

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(f) Course Curriculum, Instruction, and Grading. The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.

(2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

(h) Transcribing of Credit. For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

(i) Funding.

(1) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Board.

(2) The college may only claim funding for [all] students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.

(3) This provision does not apply to students enrolled in approved early college high school programs.

(4) ~~[(3)]~~ All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.