

OVERVIEW: DUAL CREDIT

JUNE 2016

The Texas Higher Education Coordinating Board defines dual credit as a process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. Dual credit courses may be taught on the secondary school campus by an approved instructor or a high school student may take a dual credit course on the college campus. Dual credit courses include both academic courses as well as technical courses.

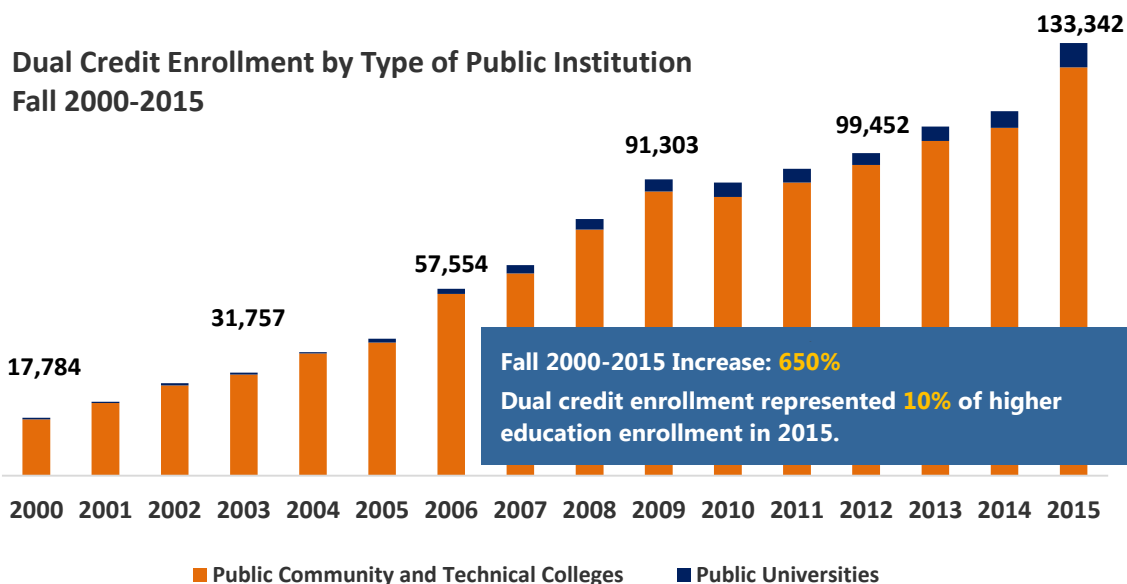
What are some positive outcomes of dual credit?

There are numerous advantages for both the student and the state in regards to dual credit. A few possible advantages include:

- Studies show that dual credit increases the likelihood that a student will complete high school, and enroll in and persist in college.
- Potentially decreases cost of tuition and fees for students by accelerating time to degree.
- New graduates may enter the workforce sooner and begin to earn wages, benefiting themselves and the economy.
- Contributes to the goals of the state's higher education strategic plan, *60x30TX*, by potentially limiting student loan debt, and increasing student participation and success.

What is the participation rate for dual credit?

Student participation in dual credit has been steadily rising through the years. The number of students participating in dual credit in fall 2015 was 133,342, a **650% percent** increase since fall 2000. The chart on the below shows the increase in dual credit participation from fall 2000 to fall 2015. Dual credit participation reflected **10 percent** of higher education enrollment in 2015.



How are dual credit courses funded for high schools and colleges?

State law allows both school districts and institutions of higher education to obtain state funding for dual credit courses. The state funds school districts based on students' average daily attendance and districts can count time spent on dual credit towards student enrollment. Institutions of higher education receive state formula funding for contact or semester credit hours of instruction, respectively.

Who pays the cost of dual credit courses?

Decisions about who pays tuition, fees and other costs for dual credit are made at the local level, and it varies from district to district. Some school districts pay for the students, either out of local funds or from their high school allotment, while other districts require students and parents to pay out of pocket for these courses.

Public institutions of higher education are allowed to waive all, part, or none of the mandatory tuition and fees for dual credit courses (Texas Education Code, Sec. 54.216). In practice, surveys conducted by Coordinating Board staff indicate that most community colleges waive all or part of the cost, while relatively few universities offer waivers.

Is a school district required to make obtaining college credit in high school available to students?

Yes. Legislation passed in 2006 includes provisions that require all school districts to implement a program by the fall of 2008, in which students may earn the equivalent of 12 hours of college credit while in high school (Texas Education Code Sec. 28.009). These requirements may be met by offering any combination of college courses for dual credit, articulated postsecondary courses, articulated postsecondary advanced technical courses, Advanced Placement courses, and/or International Baccalaureate courses.

What does Texas law require of colleges regarding dual credit?

On request, public institutions of higher education are required to assist a school district in developing and implementing a program designed to provide students with the opportunity to earn the equivalent of 12 hours of college credit while in high school (Texas Education Code Sec. 28.009). High schools and colleges can collaborate in efforts that support dual credit programs. High schools can allow their instructors to teach for colleges or universities in order to offer dual credit courses. Similarly institutions of higher education can assist with scholarships, transfer agreements for designated courses, course design, instructor training and support, and testing that ensures adequate rigor and student knowledge.

What are the eligibility requirements for students?

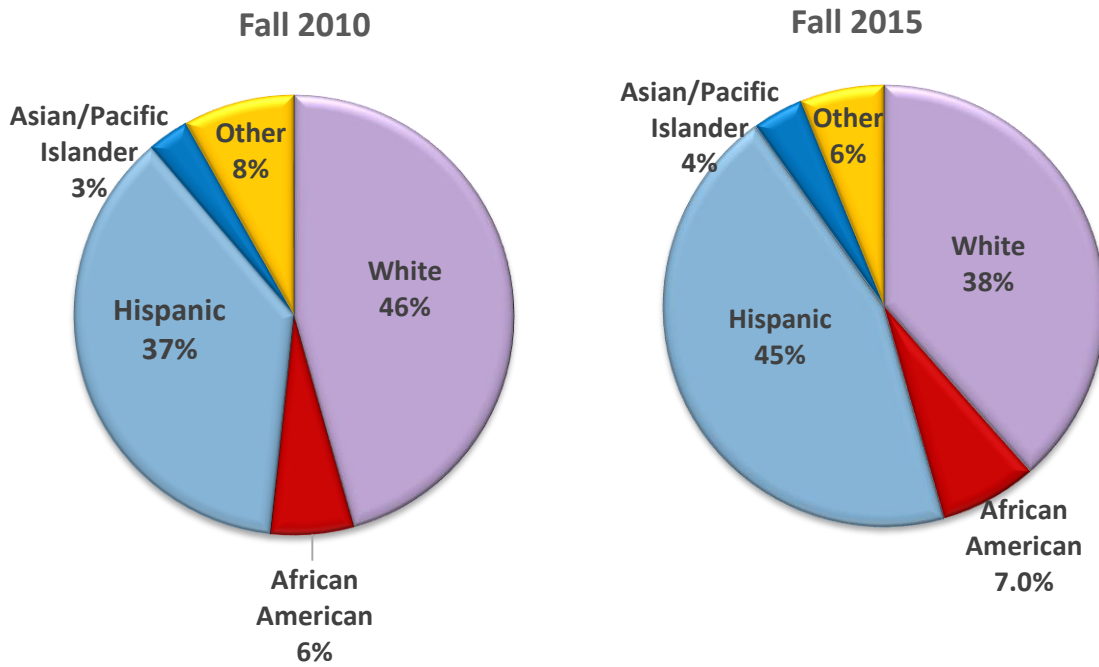
A high school student is eligible to enroll in dual credit courses if the student meets all of the college's regular prerequisite requirements designated for that course and if:

- The student demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as outlined in Texas Education Code Sec. 51.3062;
- The student achieves 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;
- The student achieves a score of 4000 on the English II STAAR EOC and/or a score of 4000 on the Algebra I STAAR EOC in conjunctions a passing grade in the Algebra II course relevant to the courses to be attempted;
- On a PSAT/NMSQT exam administered prior to October 15, 2015, the student achieves a combined score of 107 with a minimum of 50 on the critical reading and/or mathematics test relevant to the courses to be attempted;

- On a PSAT/NMSQT exam administered on or after October 15, 2015, the student achieves a score of 460 on evidence-based reading and writing test and/or a score of 510 on the mathematics test relevant to the courses to be attempted; or
- The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and/or English, or a mathematics score of 431 and/or an English score of 435 on the ACT-Aspire relevant to the course to be attempted.

What is the ethnic breakdown of students participating in dual credit courses?

The charts below show the total number of students who participated in dual credit courses in fall 2010 and fall 2015 broken down by ethnicity. The charts show Hispanic and African American students are increasingly participating in dual credit which is consistent with student enrollment of Texas public high schools.



How do different types of dual credit transfer?

Academic dual credit can be applied towards the core curriculum or to other specific degree program requirements of an academic associate degree or baccalaureate degree. Workforce dual credit can only be applied towards the requirements for a Workforce Certificate or Applied Associate Degree, and will probably not be applicable to an academic associate or baccalaureate degree program. Students who want more information about how their dual credit courses might transfer should seek specific transfer guidance from an advisor at the institution offering the dual credit.

What legislation did the most recent Texas Legislature (84th Texas Legislature, 2015) approve relating to dual credit?

- **House Bill 18** prohibits any limitation of the number of dual credit courses or semester credit hours in which a high school student may enroll each semester or academic year.

Further, HB 18 requires a dual credit course be taught by a qualified instructor approved by the public junior college. An instructor is considered qualified if the instructor:

- Holds a doctoral or master’s degree in the discipline that is the subject of the course;

- Holds a master's degree in another discipline with a concentration that required completion of a minimum of 18 graduate semester hours in the discipline that is the subject of the course; or
- For a course that is offered in an associate degree program that is not designed for transfer to a baccalaureate degree program, holds a doctoral, master's or baccalaureate degree in the discipline that is the subject of the course or an associate degree and demonstrated competencies in the discipline of the subject of the course, as determined by the
- Coordinating Board.

A public community college has 60 days to approve or reject an application for approval to teach a dual credit course at a high school.

- **House Bill 505** prohibits the Coordinating Board from adopting a rule that would limit the number of dual credit courses or hours in which a high school student may enroll each semester or academic year beginning with the 2015-2016 school year. The bill also repeals statutory language that limited the number of dual credit courses in which a student could enroll at a college outside the student's high school service area.
- **House Bill 2812** removes the restriction for a high school student to enroll in no more than three dual credit courses at a junior college, whether or not the student's high school district was in the junior college's service area. The bill also permits the commissioner of education to approve instructional programs provided off campus by an entity other than a school district or open enrollment charter school as a program in which participation by a student of a district or charter school may be counted for purposes of determining average daily attendance. The commissioner is required to adopt rules to verify and report time spent by students participating in approved off-campus instructional programs. Time students spend participating in an approved off-campus instruction program shall be counted as part of the minimum number of instructional hours required for a student to be considered a full-time student in average daily attendance.

For more information:
Office of External Relations
512-427-6111
er@theccb.state.tx.us