



High School to College Initiatives: Dual Credit

The Complete College Tennessee Act of 2010 mandates that Tennessee's public higher education institutions implement actions to increase the number of Tennesseans with a post-secondary credential. P.C. 967 legislation was codified in 2012. P.C. 967 specifically requires the development and pilot implementation of statewide dual credit assessments that are recognized and accepted for credit by public postsecondary institutions statewide.

There are two types of dual credit courses in Tennessee:

- Local dual credit: High school course aligned to a postsecondary course and taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course and passing an assessment developed and/or recognized by the granting postsecondary institution.
- Statewide dual credit: High school course with accompanying challenge exam created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee.

TICUA member institutions have actively participated in the Statewide Dual Credit by providing faculty to sit on faculty work groups. In addition, Diane Berty, VP, TICUA is a member of the Consortium for Cooperative Innovative Education to represent TICUA member institution interests.

Status of Statewide Dual Credit Course Opportunities

Introduction to Agriculture Business; introduction to Plant Science; and Introduction to Sociology are fully implemented.

Courses remain in the pilot phase for three years. American History II; Criminal Justice II; Pre-Calculus; Psychology; Introduction to Probability & Statistics; and World History are at various levels within the Pilot designation.

During the 2017-18 academic year, the consortium voted to move forward with the development of the following courses: Fall 2017--Art Appreciation; Computer Science I; General Biology I; Microeconomics; Principles of Marketing; and Introduction to Teaching Profession / Spring 2018-- English Composition; Fundamentals of Speech; Introduction to Business; and Music Appreciation. The consortium recommended that additional data be gathered to determine postsecondary institution credit articulation policies to ensure a seamless pathway for students before course development begins. Development of five of the nine courses began in Fall 2017, with the remainder to be developed in Spring 2018.

Students who meet or exceed the established cut score on a SDC course's challenge exam earn credit that can be applied at any public (and some private) postsecondary institution in the state. State funds are provided to ensure these rigorous college-level courses, as well as the challenge exams, are free to all participating students.



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Statewide Dual Credit Challenge Exam

- All students enrolled in a statewide dual credit course are required to take a challenge exam to determine subject mastery. If a student meets or exceeds the established cut score, he/she will earn three credits which can be applied at any public postsecondary institution in the state.
- The challenge exams are administered online using the Tennessee Board of Regents learning platform. The chart below provides information on each of the exams:

During the 2016-17 school year 1,008 high school students received postsecondary credit through the statewide dual credit program. There was a 13% overall pass rate among all statewide dual credit courses in the spring 2017 semester.

For additional information please visit: <https://www.tn.gov/education/early-postsecondary/dual-credit.html>

Validation Process for Statewide Dual Credit Courses

As part of the statewide dual credit pilot development and implementation process, each SDC course is annually reviewed to ensure the learning objectives and challenge exam questions are aligned with postsecondary expectations and degree programs across the state. When misalignment is identified, the consortium can request that faculty work groups are convened to address any apparent misalignment.

Statewide Dual Credit Professional Development

The department trains high-quality facilitators composed of secondary and postsecondary educators, to lead professional development sessions for new and returning educators teaching statewide dual credit courses. The sessions cover the alignment of secondary to postsecondary learning objectives measured by the statewide dual credit challenge examination, as well as supplemental resources provided by the statewide dual credit faculty work group. All statewide dual credit teachers are required to (1) attend training specific to their course prior to the start of each school year, (2) meet all deadlines and requirements for the pilot, and (3) maintain ongoing communication with OPCA.

For additional information about TICUA' participation and to learn about opportunities to become involved in a dual credit faculty workgroup please contact Dr. Diane Berty, VP, TICUA, 615-242-6400 x203 or berty@ticua.org