
Statewide Dual Credit Course Approval

The Background:

Statewide dual credit (SDC) classes are college-level courses taught at the high-school level by trained high-school teachers. T.C.A. § 49-15-104 creates a consortium on cooperative, innovative high school programs and requires the group create statewide early postsecondary opportunities through dual credit and dual enrollment. The chancellor of the Tennessee Board of Regents (TBR) and the president of the University of Tennessee (UT), or their designees, are responsible for convening postsecondary faculty to develop statewide early postsecondary opportunities. The State Board of Education (SBE), TBR, and the Board of Trustees of UT have final approval for conferring credit to students within their respective institutions. Moreover, T.C.A. § 49-15-109 creates a process to develop dual credit courses, assess their effectiveness, and make changes through a validation process. This process is led by the TBR and the University of Tennessee.

Between July 2020 and January 2021, the TBR convened college faculty to review and update 5 of the 11 statewide dual credit (SDC) courses. The review included an item analysis of student performance on the challenge exams and feedback from a group of high school faculty. Faculty were given the responsibility to use this data to update learning objectives to ensure tighter alignment to the postsecondary course equivalent and alignment with a newly selected open educational resource (OER) text. Once the faculty had selected an OER text and audited the learning objectives there was another cycle of feedback from high school educators. College faculty then were tasked with reviewing and/or revising the challenge exam structure, updating the item test bank, and creating a new teacher training.

This item presents revisions to the learning objectives for the following courses:

- Introduction to Business
- Precalculus
- Introduction to Plant Science

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

The Recommendation:

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.