

MACTE-CCD Statement on Introduction of Dual-Credit AAT Courses*
October 2008

MACTE-CCD strongly supports the integration of introductory education courses into the curriculum of secondary schools.

- We believe that high schools can effectively offer courses that introduce students to aspects of the teaching profession and provide opportunities for students to explore the possibility of teaching as a career.
- We pledge to collaborate in every way necessary to help high schools create effective teacher education courses for high school credit.

MACTE-CCD also fully supports the integration of high quality and appropriate dual credit programs of quality in secondary schools for the benefit of capable students.

- We believe that capable secondary students should complete as many courses as possible that fulfill college-level general education requirements when these courses are offered by quality dual credit programs.

However, MACTE-CCD does not support the introduction of dual credit courses for secondary school students in teacher education for a number of reasons, including the following.

- We believe that taking additional dual credit courses in general education disciplines would provide high school students with a much greater benefit in terms of preparation than taking dual credit teacher education courses.
- We believe that a number of concepts that current college-level teacher education courses address, e.g, writing a philosophy of education, are too complex for the secondary school level.
- We require that students successfully complete college-level English Composition I prior to enrolling in our courses so they may develop the skills they need in our writing intensive courses.
- We require that students successfully complete college-level General Psychology prior to enrolling in our Educational Psychology course.
- One suggestion was made to bypass the prerequisite of English Composition I by not awarding credit for the dual credit course (that a student would take in high school) until *after* a student completed the prerequisite course in college. We believe this practice would be highly unethical.
- We believe that all teacher education instructors who teach college-level courses must have earned at least a Master's degree and received approval of the teacher education program coordinator.

* **Note:** This statement was endorsed by representatives from the Missouri Association of Colleges for Teacher Education at the MACTE Business Meeting on October 3, 2008.

- We require students to complete a criminal background check prior to completing field experiences. We could not require students under the age of 18 to complete a background check.
- We require students to complete field experiences in a variety of schools, which may not be possible and/or practical for secondary school students.
- We believe that current secondary school students would encounter difficulty adjusting their perspectives in order to observe their peers in high school classrooms as part of required field experiences for our courses.
- We strive to maintain a consistent level of quality in our courses that is equivalent to the level of the courses that the four-year programs offer. We do not believe we can guarantee that same level of high quality for dual credit teacher education courses.
- Since the creation of the A.A.T. was a collaborative effort by MACTE institutions, we believe that introducing dual credit courses would compromise our agreement.
- We developed the A.A.T. education courses as sophomore-level (i.e., 200-level) courses. Our expectation when doing so was that all students taking these courses would be at least second semester freshmen if not in their third semester of college.
- We believe that the A.A.T. differentiates teacher education courses from career and technical education courses, since the A.A.T. degree is a transferable degree, and the A.A.S. degree is not.
- We believe that the extremely limited number of preparation courses in professional fields that are currently offered for dual credit outside of A.A.S. programs supports our position.