

Item B.3

Subject

Accelerated Learning Policy

Background and Discussion

The past several months have witnessed much discussion regarding the Board's Accelerated Learning Policy, with special focus upon dual/concurrent enrollment. During the March IRSA meeting, this issue was framed around the Idaho Code, current Board policy, accreditation standards, and executive summaries on what the seven public institutions are currently doing. The CAAP has spent time and effort to modify the Board's Policy on Accelerated Learning and adopt both short- and - long term strategic plans.

The CAAP strongly endorses choice for students, including the opportunity for qualified secondary students to enroll in college level courses.

Impact

Dual/concurrent enrollment programs are one component of a student's choice in the opportunity to earn college credits while in a secondary environment. Caution is advisable, with a focus on preserving and enhancing Advance Placement (AP) offerings, "best practice" models, funding options, and communication/marketing strategies. Students and parents also have a right to know that certain risks are involved with dual/concurrent enrollment programs (e.g., decreased GPA, transferability, and acceptance of credits by regional or national colleges and universities).

Fiscal Impact

Current Board policy on fees limits an institutions charging of fees associated with these accelerated learning programs, except for AP, tech-prep and CLEP.

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Y. Accelerated Learning Program

1. Coverage.

Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose.

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its post-secondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for post-secondary programs, the Board also is interested in accelerated learning programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for accelerated learning programs for secondary students which would:

- a. Enhance their post-secondary goals;
- b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
- c. Reduce the overall cost of educational services and training.

3. Definitions

There are many different accelerated learning programs which students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples of academic credit bearing programs include dual enrollment/concurrent enrollment courses, Advanced Placement (AP), and College Level Examination Program (CLEP). Tech Prep is considered to be an accelerated learning program and may result in college credit; however, by definition (see below) it is not a concurrent enrollment program, etc. For the purpose of this policy the State Board of Education considers three different types of accelerated learning programs depending upon the delivery site and faculty. They are:

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- a. A regular college course delivered by the ~~post-secondary institution~~ college/university on its own campus. A high school student who selects this option would be admitted as a non-matriculating college student.

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The student is charged the standard part-time credit hour fee or tuition, including activity fees.

- b. A course is delivered in the high school by one of three ways (see below) and the educational costs are borne by the post-secondary institution college/university. ~~The Ceourse delivery could be delivered a number of different~~ may be by one of three following ways such as:

- ~~through technology into the high school;~~
- ~~a course taught in the high school by post-secondary institution faculty; or~~
- ~~a post-secondary institution employs high school faculty to teach the course(s).~~
- 1) By distance/learning technology from the college /university to the high school;
- 2) A college/university full-time faculty member teaches the course at the high school; and
- 3) The college/university employs an adjunct faculty member to teach the course in the high school.

A student who selects this option would be admitted by the post-secondary institution as a non-matriculating student.

- c. A course is delivered at the high school by secondary faculty, and the costs are borne either by the high school or the student. Examples include AP and, CLEP ~~or Tech Prep~~ courses. Students may request an institutional evaluation of such course for acceptance as college credit.

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The post-secondary institutions may charge an administrative fee for transcribing the credit or assuring equivalency.

- d. Four (4) semester college credits are equivalent to at least one (1) full year (2 semesters) of high school credit in that subject.

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- e. **Tech Prep:** Tech Prep is defined by the federal Carl D. Perkins Vocational and Technical Education Act of 1998. The articulated tech prep course must be part of a recognized professional-technical non-duplicative sequential program of study that consists, at a minimum, of two years of secondary and two years of postsecondary study, is carried out under a written articulation agreement, provides opportunity for students to earn postsecondary credit, and leads to a specific postsecondary professional-technical two-year certificate or degree.

For purposes of this policy, Tech Prep is not exclusively considered concurrent enrollment (e.g., AP or CLEP), but rather an accelerated learning offering that may result in college credit. Conditions for awarding of college credit are determined by each postsecondary professional-technical institution and are described in the articulation agreement.

4. Eligibility and Admission Requirements

In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign a counseling form, provided by the school district, that outlines the provisions of ~~the~~this section of ~~this~~ Code. Additionally, institutions offering accelerated learning programs must inform parent(s) and student(s) of the following:

- a. Credits earned may not be transferable to other colleges and universities in the region or nationally.
- b. The college credits earned may impact the secondary GPA.
- c. Scholarship opportunities will be impacted by the earning of concurrent enrolled credits.

Further, any high school student may make application to one of the public postsecondary institutions provided the following requirements are met:

- a. In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.
- b. Submission of the counseling form which includes written permission from the student's parent/guardian, and principal or counselor.
- c. Submission of the appropriate institutional application material for admission.
- d. If required by institutional policy, a student must obtain approval of the instructor to enroll in a course.
- e. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application.

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- f. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.
- ~~g.c.~~ Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration.

5. Adjunct Faculty Qualifications

The following criteria are to be used in determining the adjunct faculty qualifications for those dual enrollment/concurrent enrollment courses that are college credit bearing. These qualifications do not apply to AP, CLEP, or Tech Prep course offerings.

- a. All adjunct faculty are expected to have earned a Masters Degree in the subject area.
- b. The appropriate college/university department must approve adjunct faculty. Selection criteria for adjunct faculty teaching dual enrollment courses shall be the same criteria applied to other adjunct faculty appointments within the department.
- c. Faculty who hold college/university adjunct faculty status will be included as fully as possible in the academic life of the appropriate department.
- d. Faculty appointed as college/university adjunct faculty will agree to the following:
 - Use of course syllabus provided by the department;
 - Use of the same department textbooks;
 - Participate in the outcome assessment process of the department;
 - A contractual relationship or memorandum of understanding between the college/university and the secondary faculty must be in effect; and
 - The college course grade earned will be the same grade posted on the high school transcript of the student.