

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19, 2014

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III. P, STUDENTS - FIRST READING	Approval Item
2	BOARD POLICY III. Y, ADVANCED OPPORTUNITIES- SECOND READING	Approval Item

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SUBJECT

Board Policy III.P. Students, subsection 18. Student Complaints /Grievances –
First Reading

REFERENCE

June 2010 Board approved second reading of amendments to
Board Policy III.P.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section
III.E.

BACKGROUND/DISCUSSION

The Federal Government has promulgated rules regarding postsecondary program integrity, non-compliance with these rules may result in an institutions loss of eligibility for Title IV funds. One of the requirements of these rules is the access to a state level complaint process for students of the institution. In administrative rule (IDAPA 08.01.11) we have a state complaint process that applies to the private postsecondary institutions that are authorized by the Board, in Board Policy III.P. Students, subsection 18. Student Complaints/Grievances we have a student complaint process that applies to those institutions under the Board's direct governance. Board policy only applies to the community colleges when they are specifically mentioned in the policy, Board Policy III.P. does not currently specify that it applies to the community colleges. Proposed changes to Board Policy III.P. would add language specifying subsection 18. Student Complaints/Grievances applies to all public postsecondary institutions, including community colleges.

IMPACT

Approval of the proposed amendment would include community colleges students in the student complaint process currently outlined in Board policy, thereby assuring they are in compliance with the Federal Program Integrity Rules.

ATTACHMENTS

Attachment 1 – Board Policy III.P. Students – 1st Reading

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STAFF COMMENTS AND RECOMMENDATIONS

During a discussion on a separate mater with the US Department of Education, it was brought to the attention of Board staff that Idaho's community colleges may not be in compliance with the Federal Program Integrity Rules that will go into effect on July 1st. Board staff approached the three community college Presidents and offered to amend the Board Policy to specify that it included all Idaho public postsecondary institutions. All three presidents, after consultation with their staff, requested they be included in the Board's student complaint process.

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Due to the timing of the notification and the Program Integrity Rules effective date, there was not sufficient time to allow the Council on Academic Affairs and Programs to review the policy amendments as is customary with amendments in Board Policy Section III. The Instruction, Research and Academic Affairs Committee reviewed the policy at the June committee meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy III.P. Students, subsection 18. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. Students

~~June 2010~~[August 2014](#)

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

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- a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;
- b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or
- c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See *also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

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Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

a. Undergraduate Student

For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

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i. Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a “full-time” graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)

b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

a. Establishment

Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

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b. Refund of Fees

Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho

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classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance (Effective July 1, 2003)

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution shall provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost

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effective coverage possible. Health insurance offered through the institution shall provide benefits in accordance with state and federal law.

b. Mandatory Student Health Insurance

Every full-fee paying student (as defined by each institution) attending classes in Idaho shall be covered by health insurance. Students shall purchase health insurance offered through the institution, or may instead, at the discretion of each institution, present evidence of health insurance coverage that is at least substantially equivalent to the health insurance coverage offered through the institution. Students without evidence of health insurance coverage shall be ineligible to enroll at the institution.

i. Students presenting evidence of health insurance coverage not acquired through the institution shall provide at least the following information:

- 1) Name of health insurance carrier
- 2) Policy number
- 3) Location of an employer, insurance company or agent who can verify coverage

ii. Each institution shall monitor and enforce student compliance with this policy.

iii. Each institution shall develop procedures that provide for termination of a student's registration if he or she is found to be out of compliance with this policy while enrolled at the institution. Each institution, at its discretion, may provide a student found to be out of compliance the opportunity to come into compliance before that student's registration is terminated, and may provide that a student be allowed to re-enroll upon meeting the conditions set forth herein, and any others as may be set forth by the institution.

17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).

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- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

18. Student Complaints/Grievances.

~~This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho. The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of~~

~~institution decisions regarding student complaints/grievances shall be reviewed as follows:~~

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

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- d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.
- e. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
- f. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.

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SUBJECT

Board Policy III.Y. Advanced Opportunities – Second Reading

REFERENCE

April 2012	Board approved the first reading of amendments to Board Policy III.Y.
June 2012	Board approved the second reading of amendments to Board Policy III.Y.
February 2014	Board approved the first reading of amendments to Board Policy III.Y which would allow secondary students two options for earning postsecondary credits through the technical college system.
April 2014	Board approved first reading of additional amendments to Board Policy III.Y.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.E.

BACKGROUND/DISCUSSION

Over the last year, the Division of Professional-Technical Education (PTE), in conjunction with a stakeholder group made up of representatives from the technical colleges and industry evaluated Idaho’s TechPrep Program and has proposed amendments to the program. The “traditional” TechPrep Program contained in Board policy allowed secondary professional-technical students the opportunity to participate in a TechPrep Program that allowed them to transcribe postsecondary credits within a defined period of time at the conclusion of the program. The TechPrep Programs must have an approved articulation agreement between the high school and the postsecondary institution. This agreement outlines how the credits will transfer at the conclusion of the program. The proposed amendments would rename the program Technical Competency Credit and clarify that students participating in a Technical Competency Credit program are not concurrently enrolled in a postsecondary institution and are not granted credit or assessed the Technical Competency Credit Fee until they matriculate to institution based on the program articulation agreement. Additional changes clarify that professional-technical courses may also be dual credit courses. Professional-technical dual credit courses and teachers of these courses at the high school must meet the same standards as the equivalent courses at the technical college.

Technical Competency Credit students would not be considered postsecondary students and would not earn credits until they matriculate to a postsecondary institution. The credits earned would be based on successfully mastering the program competencies. Technical Dual Credit students, similar to Academic Dual Credits students, would be awarded at the successful completion of each course, students would be concurrently enrolled as secondary students and postsecondary students and would continue to be charged the existing dual credit fee set at the Board’s annual fee setting meeting.

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IMPACT

Approval of the proposed amendment will clarify for the institutions that dual credit courses can be either academic courses or professional-technical courses and that students participating in technical competency credit (TechPrep) programs are not concurrently enrolled students.

ATTACHMENTS

Attachment 1 – Board Policy III.Y. Advanced Opportunities–2nd Reading Page 5
Attachment 2 – Tech Prep Task Force Final Report Page 15

STAFF COMMENTS AND RECOMMENDATIONS

At the April 2014 Board meeting the Board considered the second reading of Board Policy III.Y. At that time it was determined that the changes proposed between the first and second reading had been significant enough that the policy should be approved as a first reading, incorporating the additional changes, and come back to the Board as a second reading at the June Board meeting.

Additionally, Lewis-Clark State College (LCSC) expressed concerns regarding the policy itself. The language in the technical competency credit standards specifying that these students are not postsecondary students and do not receive the postsecondary credits until they matriculate would impact LCSC's current TechPrep practices. LCSC concurrently enrolls these students as postsecondary students. The Technical Dual Credit model would allow LCSC to concurrently enroll secondary students, however, these courses would be subject to the dual credit fee. Once a student is concurrently enrolled for a specific course, the course falls under the definition of a dual credit course. In consideration of LCSC's concerns the Board asked the Council on Academic Affairs and Programs (CAAP) to discuss the option of a variable dual credit fee and the clarifying language that Technical Competency Credit program students are not concurrently enrolled or granted postsecondary credit or assessed the Technical Competency Credit fee until they matriculate (based on the programs articulation agreement) and to bring a recommendation to the Board's Instruction, Research, and Student Affairs (IRSA) Committee.

CAAP discussed the proposed policy amendments at their June meeting, and while they did not come to consensus on the issue of the variable dual credit fee, the majority of CAAP voted to forward the recommendation to IRSA that the Dual Credit Fee remain a single set fee as is current Board policy for dual credit courses. IRSA discussed the recommendation from CAAP and the pros and cons of a variable dual credit fee at their June committee meeting and choose to forward the second reading as outlined in Attachment 1 to the Board. The proposed second reading maintains the dual credit fee set at the Board's April fee setting meeting and the clarification that Technical Competency Credit students are not concurrently enrolled at the postsecondary institution.

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There are minor changes proposed to the working in the Technical Competency Credit section. These changes were proposed by PTE, and have been reviewed by CAAP and IRSA. These changes specify that the student guide will contain information for students specifying the difference between technical and academic credit and how a professional-technical course is part of an established professional-technical program.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.Y. Advanced Opportunities as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

June 2012 June 2014

1. Coverage

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. 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 postsecondary institutions to provide educational programs and training to their respective service regions, to 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 postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and postsecondary programs to the students and institutions.

The ~~primary intent of the Board is to develop a~~ purpose of this policy is to provide program standards for advanced opportunities ~~programs~~ for secondary students which ~~would~~:

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

3. Definitions

There are various advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, ~~Tech-Prep~~ technical competency credit, and International Baccalaureate programs. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, ~~Tech-Prep~~ technical competency credit, and the International Baccalaureate program.

- a. Advanced Placement® (AP)

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The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national AP exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. Dual credit may be earned for both academic courses and professional-technical courses. Academic dual credit refers to credits earned on a student's secondary transcript and postsecondary transcript for a single academic dual credit course. Technical dual credit refers to credits earned on a student's high school transcript and postsecondary transcript for the same professional-technical course.

c. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

d. Tech Prep-Technical Competency Credit

Professional-technical education programs are delivered through comprehensive high schools, professional-technical schools, and technical colleges. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree. Technical Competency Credit provides an avenue for secondary students to document proficiency in the skills and abilities they develop in high school professional-technical programs to be evaluated for postsecondary transcription when they matriculate to a postsecondary institution. Technical Competency Credits are awarded for courses and competencies identified as eligible Technical Competency Credit through a Technical Competency Credit Agreement with at least one Idaho postsecondary institution. Eligible courses are professional-technical courses provided at the high school and approved by the postsecondary institution in advance. Students participating in a technical competency credit program are not considered postsecondary students until they matriculate to a postsecondary institution.

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4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate._

- a. [Academic](#) Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in at a postsecondary institution or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

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Students 1 (S1)	High school students enrolled in courses administered through dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed <u>and awarded credit</u> using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin &	A data collection system has been established based on criteria

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Evaluation 4 (AE4)	established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting. The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses.
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Technical Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

<u>Curriculum 1 (C1)</u>	<u>Courses are catalogued postsecondary technical courses approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits as traditional postsecondary institution courses. These courses adhere to the same course description and course content as the postsecondary institution course.</u>
<u>Curriculum 2 (C2)</u>	<u>Courses are recorded on a student's official academic record of the postsecondary institution.</u>
<u>Curriculum 3 (C3)</u>	<u>Courses reflect the pedagogical, theoretical and philosophical orientation of the sponsoring department at the postsecondary institution.</u>

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Faculty

<u>Faculty 1 (F1)</u>	<u>Instructors teaching courses must meet the professional-technical certification requirements for postsecondary faculty and instructors of the postsecondary institution awarding credits. Instructors meet the professional-technical certification requirements for postsecondary faculty and instructors, or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.</u>
<u>Faculty 2 (F2)</u>	<u>The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and postsecondary institution administrative requirements before approving instructors to teach the postsecondary institution's courses.</u>
<u>Faculty 3 (F3)</u>	<u>Instructors are part of continuing professional development, such as seminars, site visits, and ongoing communication with the college faculty, and Division of Professional-Technical Education Program Manager. This interaction addresses issues, including but not limited to: course content, course delivery, assessment, evaluation, and professional development in the field of study.</u>
<u>Faculty 4 (F4)</u>	<u>Instructors teaching Technical Dual Credit courses are evaluated according to processes agreed upon by the postsecondary institution and school district.</u>

Students

<u>Students 1 (S1)</u>	<u>High school students enrolled in Technical Dual Credit courses are considered both high school and postsecondary institution students.</u>
<u>Students 2 (S2)</u>	<u>High school students are provided with a student guide that outlines their responsibilities, guidelines for credit transfer and information regarding how the credit will apply to postsecondary certificate and degree requirements. The student guide will include an explanation of the difference between technical and academic credit, how a professional-technical course is a part of a professional technical program sequence, and how the courses may impact their academic standing when they fully matriculate after high school.</u>
<u>Students 3 (S3)</u>	<u>Technical Dual Credit student admission requirements are outlined in Board Policy Section III.Q.11 Professional-Technical Early Admission.</u>
<u>Students 4 (S4)</u>	<u>To enroll the student must enroll as a postsecondary institution student to receive the post-secondary credit.</u>

Assessment

<u>Assessment 1 (A1)</u>	<u>Technical Dual Credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary institution courses.</u>
<u>Assessment 2 (A2)</u>	<u>Every Technical Dual Credit course offered is annually reviewed by postsecondary institution faculty and high school program instructors to assure that postsecondary institution standards are being met.</u>

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<u>Assessment 3 (A3)</u>	<u>Students enrolled for Technical Dual Credit are assessed and awarded credit at the same level of proficiency using the same methods as postsecondary institution students and by a process approved by the postsecondary institution.</u>
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Program Administration and Evaluation

<u>Admin & Evaluation 1 (AE1)</u>	<u>Agreements are established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications, course content, student assessment, and faculty assessment are reviewed and agreed upon by the postsecondary institution.</u>
<u>Admin & Evaluation 2 (AE 2)</u>	<u>Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting. The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses.</u>

c. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus (Academic and Technical Dual Credit)

A.	The student is admitted by the postsecondary institution as a non- <u>matriculating degree seeking</u> student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	<u>In compliance with Idaho Code 33-5104, An institution may require</u> prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form provided by the school district <u>or the institution</u> that outlines <u>the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor. the risks and possible consequences of enrolling in postsecondary courses, including but not limited to the impacts on future financial aid, and the consequences of failing or not completing a course in which the student enrolls. It is the responsibility of the postsecondary institution to provide advising for all students taking courses on the postsecondary campus.</u>
F.	<u>Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met:</u> <u>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.</u> <u>Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate</u>

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	<p>application.</p> <p>If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.</p> <p>Those high school students meeting the above requirements will be permitted to enroll on a part-time basis or full-time basis as defined in Board policy.</p>
G.	<p>Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration.</p> <p>Students <u>under the age of 16</u> enrolled in a <u>public secondary</u> school may seek admission to enroll <u>in courses provided on the postsecondary campus</u> by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.</p>

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

Curriculum

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

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Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
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Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

d. ~~Tech Prep~~ Technical Competency Credit Standards

~~Professional-Technical Education programs in Idaho are delivered through comprehensive high schools, professional-technical schools, and the technical college system. Tech allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a postsecondary institution. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate, an associate of applied science degree, or towards a baccalaureate degree.~~

Curriculum

Curriculum 1 (C1)	A Tech Prep course must have an approved articulation agreement with a postsecondary institution. <u>The High school professional-technical courses and course content program must have competencies comparable with postsecondary institution courses, technical program and be identified as eligible for Technical Competency Credit consideration through a Technical Competency Credit Agreement (e.g. articulation agreement) with a least one Idaho postsecondary institution.</u>
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies, and agree to <u>the student learning outcomes, and</u> level of proficiency to be demonstrated by the student.

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate <u>professional-technical</u> certification in the program area for which <u>articulated</u> credit is to be awarded.
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Students/Parents

Students 1 (S1)	Tech Prep <u>Technical Competency Credit</u> students <u>participating in this advanced opportunity</u> are high school students, <u>and are not enrolled in the postsecondary institution. These students are not counted as dual credit students. Postsecondary credits are not awarded until the student matriculates to the postsecondary institution.</u>
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<p>Students 2 (S2)</p>	<p><u>High school students are provided with a student guide that outlines their responsibilities, guidelines for the process of transcribing, postsecondary credit credit transfer and information regarding how the technical credit will apply to postsecondary certificates and degree requirements. The student guide will include an explanation of the difference between technical and academic credit, how a professional-technical course is a part of a professional technical program sequence, and how the courses may impact their academic standing when they fully matriculate after high school.</u></p>
<p><u>Students 3</u> <u>(S3)</u></p>	<p>At the completion of the TechPrep course <u>Technical Competency Credit program</u>. The instructor will recommend <u>identify</u> students <u>eligible for college credit based on their performance.</u> To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the competencies in the course, who have met program competencies.</p>

Assessment

<p>Assessment 1 (A1)</p>	<p>The students are assessed for high school and postsecondary <u>technical credit</u> according to the requirements of the <u>articulation Technical Competency Credit</u> agreement.</p>
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Program Administration and Evaluation

<p>Admin & Evaluation 1 (AE1)</p>	<p>The technical college in each region administers the Advanced Learning Partnership (ALP). The school districts in each region are members of the ALP. The Tech Prep program is administered through the six Advanced Learning Partnerships and each of the technical colleges serves as the fiscal agent. The ALP Advisory Committee meets at least twice per school year.</p>
<p>Admin & Evaluation 21 (AE21)</p>	<p><u>Each articulation Any Technical Competency Credit agreement between a secondary professional-technical program and a postsecondary institution must be reviewed annually.</u></p>
<p><u>Admin & Evaluation 2</u> <u>(AE 2)</u></p>	<p><u>At the time of regular admission to the postsecondary institution program, the student will be assessed a transcription fee consistent with the current Workforce Training Fee (Board Policy Section IV.R.3.a.ix.) for qualifying Technical Competency credits earned in high school.</u></p>



IDAHO

**Division of
Professional-Technical Education**

PTE Advanced Learning Task Force Final Report-June 2013

HISTORY

In 1990, Tech Prep was included in Carl Perkins II legislation. It was intended to help more students transition from high school into postsecondary technical programs and was originally implemented as a “two plus two” articulation framework. The enactment of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) required the development and implementation of programs of study and gave states the option of consolidating Tech Prep into their Basic State Grant. Consolidation of Title I and Title II made the funds subject to the allowable use criteria of Title I and eliminated the very prescriptive Tech Prep requirements of Title II. In 2011, Congress defunded Tech Prep completely.

Idaho was one of the states that chose to consolidate Title I and Title II. Reserve funds were designated for the creation and support of six regional Advanced Learning Partnerships that serve as advisory committees to the state’s professional-technical education (PTE) advanced opportunity. Tech Prep continues in Idaho as one of the advanced opportunities recognized by the State Board of Education, and is intended to provide students a head start on a technical certificate or associate of applied science degree. Articulation agreements document the alignment of competencies between secondary and postsecondary programs. To be eligible for college credit students must successfully complete 80% of the agreed upon competencies and receive recommendation from the high school instructor. Upon receiving this recommendation, students have a period of time to apply to a postsecondary institution and transcript the college credit.

It is important to note that unlike dual credit, Tech Prep students are not concurrently enrolled in the secondary and postsecondary institution, content is taught at the high school by the high school teachers, not adjunct college faculty, and as noted above, after successfully completing a secondary PTE program, students must request transcription of the credit. There are many advantages to this system. First, high school teachers do not have to meet the postsecondary requirements of adjunct faculty status which increases the number of advanced opportunities that can be offered; particularly in schools districts that may not have the masters’ degreed teachers usually required for dual credit. Second, students who may not meet the requirements for dual credit courses, have the opportunity to enroll and succeed in Tech Prep high school

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programs. Lastly, students do not have to make the decision to transcript the postsecondary credits until after they have received their grades in the program and have determined whether the credits will apply to their intended postsecondary credential. This is important in that students can make decisions that do not jeopardize their financial aid future.

Data collected on the state secondary placement report showed that 66% of PTE high school PTE concentrator enrolled in college as compared to 49% of the general student population (number from National Center for Higher Education Management Systems). Unfortunately, based on data provided by the Tech Prep coordinators, less than 8% of high school PTE students transcript the technical credits they've earned. Students who do transcript the credits have discovered the credits do not always apply to the postsecondary credential they are seeking. For these reasons, it was decided that it was time to review the system.

Task Force

In August, 2012, Dr. Todd Schwarz, State Administrator for the Idaho Division of Professional-Technical Education (DPTE), announced the formation of a task force to analyze the current state of Idaho's Tech Prep system.

The task force was co-chaired by Darrell Buffaloe, former Vice President at Idaho State University and Department Chair at the College of Southern Idaho, and Susan Johnson, Program Standards Coordinator for DPTE. The task force members included a cross-section of PTE stakeholders from across the state. The members of the task force were:

- Mr. Darrell Buffaloe, former Idaho State University Vice President and College of Southern Idaho Department Chair
- Mr. Jay Hummel, Superintendent, Kuna Joint District #3
- Mr. Wayne Rush, Superintendent, Emmett School District, #221
- Dr. Rob Lohrmeyer, Dean, Lewis-State College
- Mr. Doug Anderson, Department Chair, North Idaho College
- Mr. Steve Rayburn, Program Head, College of Western Idaho
- Ms. Karrie Hornbacher, Tech Prep Coordinator, College of Southern Idaho
- Ms. Suzanne Felt, Registrar, Eastern Idaho Technical College
- Ms. Laurel Grant, Certified Career Development Facilitator, Pocatello/Chubbuck School District #25
- Ms. Selena Grace, Chief Academic Officer, Office of the State Board of Education
- Ms. Angela Robinson, Vice President, Human Relations, Western States Caterpillar

DPTE staff ex officio members were:

- Dr. Todd Schwarz, State Administrator
- Dr. Vera McCrink, Associate Administrator
- Susan Johnson, Program Standards Coordinator

The task force met for the first time in September 2012. The meeting began with a review of State Board mandated benefits of all advanced opportunities which are to save students time and money in obtaining a postsecondary credential, and then the task force went to work identifying the positives and negatives aspects of the current system. By the end of the meeting everything was grouped into the following themes:

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- Goals of PTE advanced opportunity
- Credit transcription
- Authentication of student learning
- Program standards and competencies
- Transferability
- Role of secondary programs
- Collaboration
- College and career advising
- Considerations

At the end of the day, the task force adjourned with the assignment to share this information with their constituents and to gather more information.

These discussions lead DPTE to take a fresh look at the entire Idaho PTE system and to reconsider the delivery of technical education in the state. After months of planning, in Spring 2013, DPTE introduced the new Idaho PTE system framework. During the spring, the framework was vetted through most of the PTE postsecondary system and many school district superintendent meetings. At the April 2013 State Board meeting, the framework was presented as the blueprint for the Idaho PTE system in the future (see Appendix A). In May 2013, the framework was presented to the task force and DPTE requested the task force make their recommendations.

RECOMMENDATIONS

RECOMMENDATION 1—Advanced Opportunity purpose and underlying principles.

Recognize that one of the purposes of professional-technical secondary education programs is to move students on to postsecondary and be better-prepared for any postsecondary program. The PTE advanced opportunity should serve that purpose with the following considerations:

1. Keep it simple.
2. Do no harm to the student (e.g., FAFSA credits towards graduation).

RECOMMENDATION 2--Alignment.

Improve alignment between secondary and postsecondary professional-technical credit.

1. Develop clearly defined, industry-validated student learning outcomes.
2. Embed industry-validated workplace readiness skills in all PTE programs and include in all articulation agreements.

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RECOMMENDATION 3--Statewide System.

Create a consistent and well-defined statewide system that serves the students.

1. Refine articulation agreement development process.
2. Whenever possible, provide for credit transferability by developing statewide articulation agreements.
3. Develop a statewide database of student learning outcomes that are the basis of articulation agreements.
4. Develop agreement on the cost and timing of transcription of postsecondary technical credits earned in high school, and the shelf life of credits (expiration date).
5. Change the name of the PTE advanced opportunity.
6. Provide secondary-postsecondary transitional advising for students and their parents.
7. Insure the relevant data fields are built into ICEE and SLDS to document student technical skill attainment.

RECOMMENDATION 4—Communication

Improve communication and promotion of the PTE advanced opportunity.

1. Develop an environment that builds trust between industry and postsecondary and secondary education.
2. Explore multiple means of communication regarding advanced learning opportunities.
3. Provide professional development for high school teachers and counselors, postsecondary faculty and student services staff.

Appendix A

Idaho Program of Study Framework

http://www.pte.idaho.gov/pdf/About_Us/StackableFramework.052113.pdf

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