

# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

### SECTION: III. POSTSECONDARY AFFAIRS

#### SUBSECTION: Y. Advanced Opportunities

February 2024

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

#### 1. Purpose

The State Board of Education is committed to improving the educational opportunities available to Idaho citizens by creating a seamless system of public education. The purpose of this policy is to provide program standards for advanced opportunities for secondary students. To this end, the intent of Advanced Opportunities is:

- a. For postsecondary institutions to provide educational programs and training to their respective service regions;
- b. Support and enhance regional and statewide economic development;
- c. Facilitate collaboration between all school levels, including public elementary and secondary schools;
- d. Prepare secondary graduates for postsecondary programs;
- e. Enhance postsecondary goals;
- f. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
- g. Reduce the overall cost of educational services and training to the student.

#### 2. Definitions

The State Board of Education recognizes four advanced opportunities programs. They are: Advanced Placement®, dual credit, technical competency credit (formerly known as Tech Prep), and the International Baccalaureate program.

##### a. Advanced Placement® (AP)

The Advanced Placement® Program, administered by the College Board, is a series of 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. Individual postsecondary institutions have the discretion to accept the scores from the AP exams to award college credit or advanced standing.

##### b. Dual Credit Courses

- i. Dual credit courses are courses allowing high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Dual credit is awarded to a student on his or her

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- postsecondary and high school transcript for the successful completion of a single course. 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 courses taught at the high school or on the college campus.
- ii. Two types of postsecondary credit may be earned: *Academic* and *Technical*. Academic credits apply to postsecondary academic programs and some postsecondary technical programs. Technical credits generally only apply to postsecondary technical programs and are not applicable toward academic postsecondary programs. Students must work closely with their advisor(s) to ensure the credit earned in their dual credit course will apply to their intended postsecondary degree program.
  - c. **Microcredentials**  
Microcredentials as defined in Board Policy III.E. Microcredentials replace technical competency credits (TCC). Students who have completed a secondary program previously approved for technical competency credits shall be awarded credit when they matriculate to the participating postsecondary institution in accordance with the TCC articulation agreement that was in place at the time they entered the TCC program.
  - d. **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.

**3. 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. Students must work closely with their advisor(s) to ensure the credit earned in their Advanced Opportunities course will apply to their intended postsecondary degree program.

- a. **Dual credit Standards for Students Enrolled in Courses Taught at the High School**

**Curriculum**

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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 a dual credit program must meet the academic requirements for faculty and instructors teaching 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 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 program 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**

Students 1 (S1)	High school students enrolled in dual credit courses are officially admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary 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.

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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 of Education Governing Policies and Procedures.
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). To earn college credit, the student must be enrolled at the postsecondary institution.

**Assessment**

Assessment 1 (A1)	Students enrolled in dual credit courses are held to the same course content standards and standards of achievement as those expected of students in postsecondary credit only 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)	Students enrolled in dual credit courses are assessed and awarded credit 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 the State Board of Education to include at least the following: course evaluations by students, follow-up of the 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)	Students enrolled in dual credit courses are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board of Education to track students enrolled in dual credit courses to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school to 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 (AE5)	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

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	annually at the Board’s fee setting meeting and defined in Board Policy V.R. Fees. .
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. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-degree seeking 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.	As part of the enrollment process, institutions must ensure the student and the student's parent/guardian receive counseling that outlines 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.
F.	Students under the age of 16 who are enrolled in a secondary school may seek admission to enroll in courses provided on the postsecondary campus by submitting a petition to the high school principal’s office and to the admissions office of the postsecondary institution.

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These courses are academically rigorous and conclude with the optional comprehensive Advanced Placement exam in May. Students taking Advanced Placement 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 Advanced Placement exam. The Advanced Placement examination is a national assessment based on the Advanced Placement curriculum, given in each subject area on a specified day at a specified time, as

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outlined by the College Board. Students and parents are responsible for researching the Advanced Placement policy of the postsecondary institution the student may wish to attend. Each institution shall publish their credit award policy, including course credit awarded, on their institutional webpage and report the policy annually to the Board office.

College/university credit is based on the successful completion of the Advanced Placement exam, and dependent upon institutional Advanced Placement credit acceptance policy. Each institution shall award academic credit for scores of 3, 4, and 5 on the AP exam. Institutions may choose to award more credit for scores of 4 or 5. Institutions shall strive to align Advanced Placement credit awards to courses that fulfill general education or program credit. Elective credit shall only be awarded when a general education or program credit is not available. The Board office shall review, no less than every three years, the validity of such credits awarded to assess student performance based on this policy.

Institutions may seek an exception to the score requirement in the policy if the institution has evidence that students are not performing adequately in the subsequent course or are in some way disadvantaged academically based on their placement within the Advanced Placement policy. Each institution's chief academic officer or designee shall present the evidence to the Board office. The Board office will convene a committee comprised of faculty, staff, and others to review the findings and render determination as to whether the minimum Advanced Placement score threshold should be increased.

**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. Microcredential Standards

Career technical education programs in Idaho are delivered through comprehensive high schools, career technical centers, and the technical college system. Pursuant to Board Policy III.E. all microcredentials are tracked as digital badges through a platform approved and maintained by the Division of Career Technical Education. Idaho's educators may validate skills their students demonstrate proficiency in through the awarding of badges in the platform. Industry-relevant badges are awarded based on the validated skills. Program standards are developed for each badge through a collaborative process that engages industry, college/university faculty, secondary faculty, applicable agency staff and other stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. Once all skills are validated for a particular badge, the information is entered into the platform and badges are issued. Microcredentials may be stacked and used toward credit for prior learning or the awarding of a certificate or degree.