

Topic: Dual Credit

Definition: A course that provides students both high school and college credit. Such a course must meet both the specified course content standards for secondary offerings and the college course requirements.

Delivery: Dual credit courses may be delivered at the high school, on college campus, another site not located at the high school or college campus, in a virtual environment, or through a combination of these delivery methods.

Funding: Local Education Agencies may utilize STEP 7c funding for Advanced Placement®, International Baccalaureate®, and Dual Credit courses.

Policy: **ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS (2510)** – Appendix A - County boards of education shall adopt a policy that allows students to earn credit for completion of college courses and other advanced courses outside the school setting. If these courses, including dual credit courses, are used to meet graduation requirements, the county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE.

County Policy Development: County Policy must include the following:

- Provisions for students to recover a “traditional” credit if the dual credit is not earned
- How (when and where) the dual credit will be delivered
- How dual credit will be assessed and graded
- List of any courses utilized that will be used as a substitute for a required course for graduation
- Who pays tuition
- Who pays for cost of college text

Dual Credit Course Development: Engages secondary and postsecondary teachers of the content area and administrators to determine alignment of the standards for both the secondary and postsecondary course. The instructor of the dual credit course must provide adequate opportunities for the secondary course standards to be delivered in the dual credit course. The course syllabus must address both the secondary and postsecondary content.

Training: Requirements for Instructors of Dual Credit Courses is established by the partnering higher education institution. Currently Instructors who deliver must have a master’s degree in the area they are teaching.

Course Syllabus: Providing detailed information (i.e. syllabus) that shall include the nature of the course, expectations and requirements. Course requirement information must include course prerequisites, admission requirements, course content, grading policy, attendance requirements, course completion requirements, information on adding and dropping courses, tuition and other costs associated with the dual credit course, and other relevant course information.

Data:

Dual Credit Courses						
Year	Total Courses Taken	Number of Courses Passed	% Courses Passed	Total Students Enrolled	Total Students Passing	% Students Passing
2011-2012	8,088	7,768	96.04%	4,059	3,929	96.80%
2012-2013	7,350	7,129	96.99%	3,805	3,701	97.27%
2013-2014	7,618	7,343	96.39%	3,913	3,776	96.50%
2014-2015	8,788	8,444	96.09%	4,284	4,134	96.50%
2015-2016	10,598	10,080	95.11%	5,049	4,897	96.99%
2016-2017	13,017	12,351	94.88%	6,077	5,814	95.67%
2017-2018	15,170	14,415	95.02%	6,972	6,730	96.53%
2018-2019	15,346	14,914	97.18%	7,892	7,733	97.99%
2019-2020	18,377	17,874	97.26%	8,974	8,802	98.08%
2020-2021	16,046	15,233	94.93%	7,873	7,516	95.47%
2021-2022*	16,679	16,186	97.04%	7,643	7,477	97.83%
	Total Number of courses students were enrolled in. Many students take more than one course.	Total number of courses passed.		Total number of individual students who enrolled in a dual credit course(s)	Total number of individual students who passed a dual credit course(s).	

* In the 2021-2022 academic year, 7,643 individual students enrolled in 16,679 dual credit courses. Of those students enrolled in dual credit opportunities, 7,477 individual students passed 16,186 courses.

WV High Education Portal Reporting: <https://www.wvhepc.edu/resources/data-and-publication-center/pathways/>

[Student Education Pathways in West Virginia](#)

Highest Known Credential as of 2020-2021 for the 2012-2013 Sophomore Cohort (Graduating Class of 2015)

Currently enrolled in in a higher education program	4%
Bachelor's Degree or higher	23%
Certificate or Associate Degree	5%
WV Regular High School Diploma	54%
Did not earn a Diploma	14%

Topic: Advanced Placement® (AP)

Definition: Advanced Placement is a program governed by the College Board (the makers of the SAT) that allows students to take courses at their high schools, which may allow them to earn college credit and/or qualify for more advanced classes in college.

History: AP classes were created in the mid-1950s as a response to the widening gap between secondary school (high school) and college. A pilot program in 1952 had 11 subjects, but AP did not officially launch until the 1956 school year. At that time, the College Board took over the program and named it the College Board Advanced Placement Program. The program expanded rapidly over the years. **Today**, about 2.7 million students take AP exams every year in 38 subjects.

AP Program: The Advanced Placement® (AP) program provides West Virginia students with opportunities to receive college credit or advanced placement at colleges and universities around the nation. The AP program is provided by the College Board, and thirty-eight courses in seven subject areas are available to students. Each course is modeled on a comparable introductory college course in the subject. Students may take the AP exam at the end of each course.

Funding: Local Education Agencies may utilize STEP 7c funding for Advanced Placement®, International Baccalaureate®, and Dual Credit courses.

Training: Teachers of AP® courses must attend an *Advanced Placement Summer Institute (APSI)* once every three years after completing the initial APSI. Teachers of AP® courses may also meet the requirement for attendance at the APSI by holding the Advanced Placement® credentials outlined in W. Va. 126CSR136, Policy 5202, and Minimum Requirements for the Licensure of Professional/ Paraprofessional Personnel and Advanced Salary Classification. Teachers of AP® courses will be exempt from attending the APSI during their rotation year if one of the following apply:

- The teacher has a student passage rate (scores of 3 or higher) of at least 80 percent on the AP® exam in that course the year prior to attending training.
- The teacher holds a current AP® advanced credential.

Scoring: Exams are scored on a scale of 1 to 5. Many U.S. colleges offer credit for exam scores of 3 or higher.

Cost: The cost for an AP exam in 2023 is \$97 for a regular exam or \$145 for a Capstone exam. Low-income West Virginia students may qualify for exam fee waivers, which allows students to take exams at no cost. WVDE is providing support for approximately 2,500 exam fees for the 2023 exams. Fee waivers can be utilized by students at public schools and non-public schools. Homeschooled students may also qualify for fee waivers.

AP Exams:		AP Capstone Exams:	
\$97.00	Exam Cost	\$145.00	AP Capstone Exam Cost
Low-income West Virginia students may qualify for exam fee waivers, which allows students to take exams at no cost.			
\$35.00	College Board Low-income Waiver	\$ 35.00	College Board Low-income Waiver
\$ 9.00	Rebate (Waived by School)	\$ 9.00	Rebate (Waived by School)
\$53.00	WV Low-income Waiver from WVDE	\$101.00	WV Low-income Waiver from WVDE
\$ 0.00	Student Pays	\$ 0.00	Student Pays

AP Exam Support in Counties: A recent survey shows that 15 counties pay the entire cost or portion of AP exams for students.

Policy: ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS (2510) – This policy requires AP teachers to complete professional learning through a College Board endorsed AP Summer Institute once every three years or hold an AP® Advanced Credential. West Virginia continues to carry the College Board endorsement for its institutes where approximately 325 educators receive support each summer. For summer 2023, WVDE will provide 2 in-person institutes and 1 online institute.

Data:

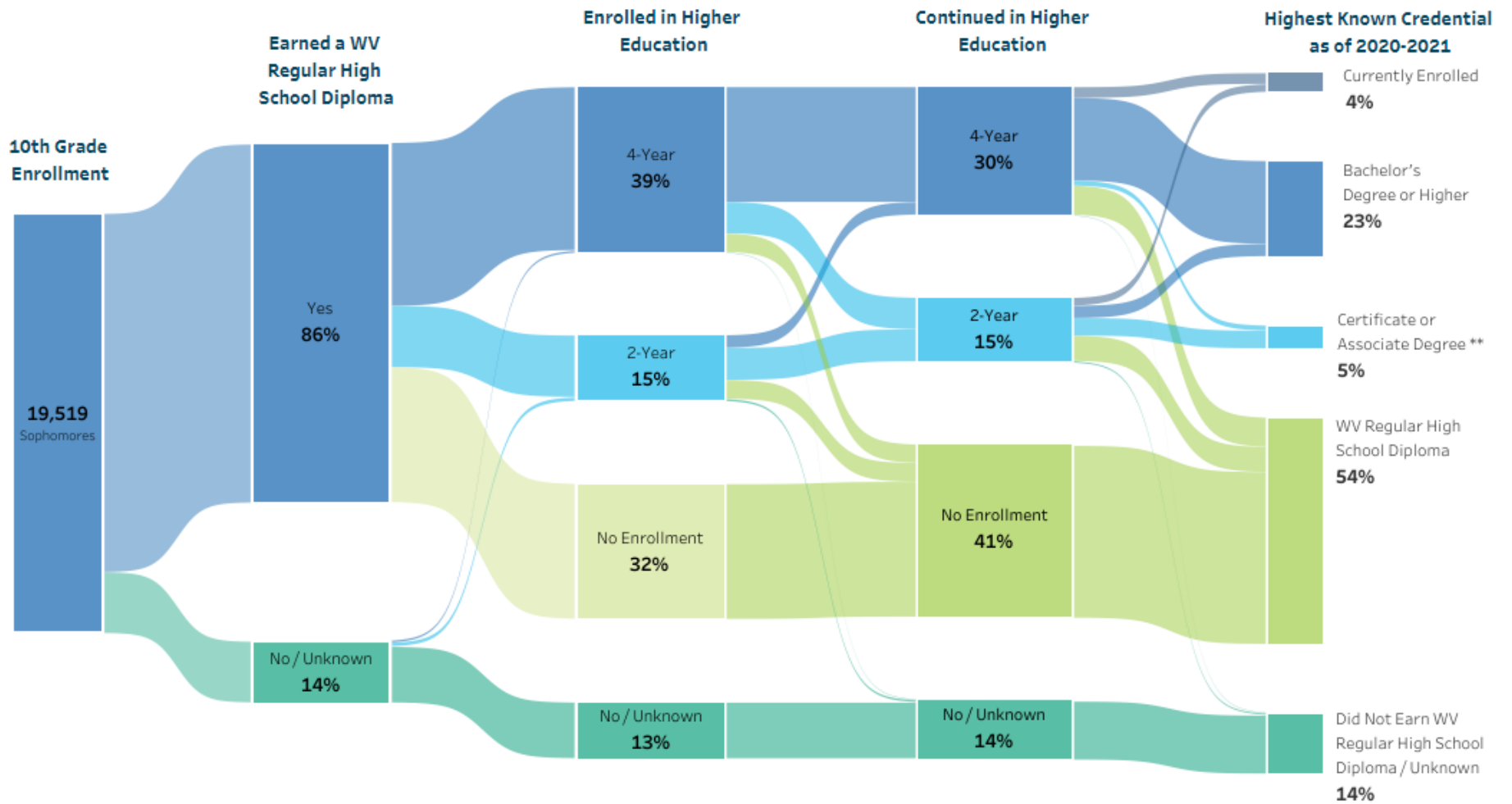
Year	Students Enrolled in AP Courses	Unique/Distinct Students (Public Schools)			Total/All Tests (Duplicated Students)		
		# Students Tested	# Students Passing at Least 1 AP Test	% Students Passing	Total # AP Tests Taken	Total # AP Tests Passed	% AP Tests Passed
2010-2011	8,023	5,734	2,586	45.1%	9,279	4,009	43.2%
2011-2012	8,415	6,202	2,668	43.0%	10,199	4,330	42.5%
2012-2013	8,986	6,348	2,662	41.9%	10,505	4,404	41.9%
2013-2014	9,278	6,800	2,935	43.2%	11,331	4,799	42.4%
2014-2015	10,032	7,382	3,149	42.7%	12,140	5,037	41.5%
2015-2016	10,562	7,580	3,240	42.7%	12,393	5,201	42.0%
2016-2017	10,653	7,458	3,365	45.1%	12,294	5,323	43.3%
2017-2018	11,026	7,970	3,750	47.1%	13,110	6,032	46.0%
2018-2019	10,815	8,054	3,675	45.6%	12,895	5,808	45.0%
2019-2020	10,452	6,913	3,649	52.7%	11,140	5,500	49.4%
2020-2021	9,398	6,324	2,703	42.7%	10,014	4,188	41.8%
2021-2022	8,081	5,552	2,758	49.7%	8,824	4,283	48.5%

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Student Education Pathways in West Virginia

2012-2013 High School Sophomore Cohort

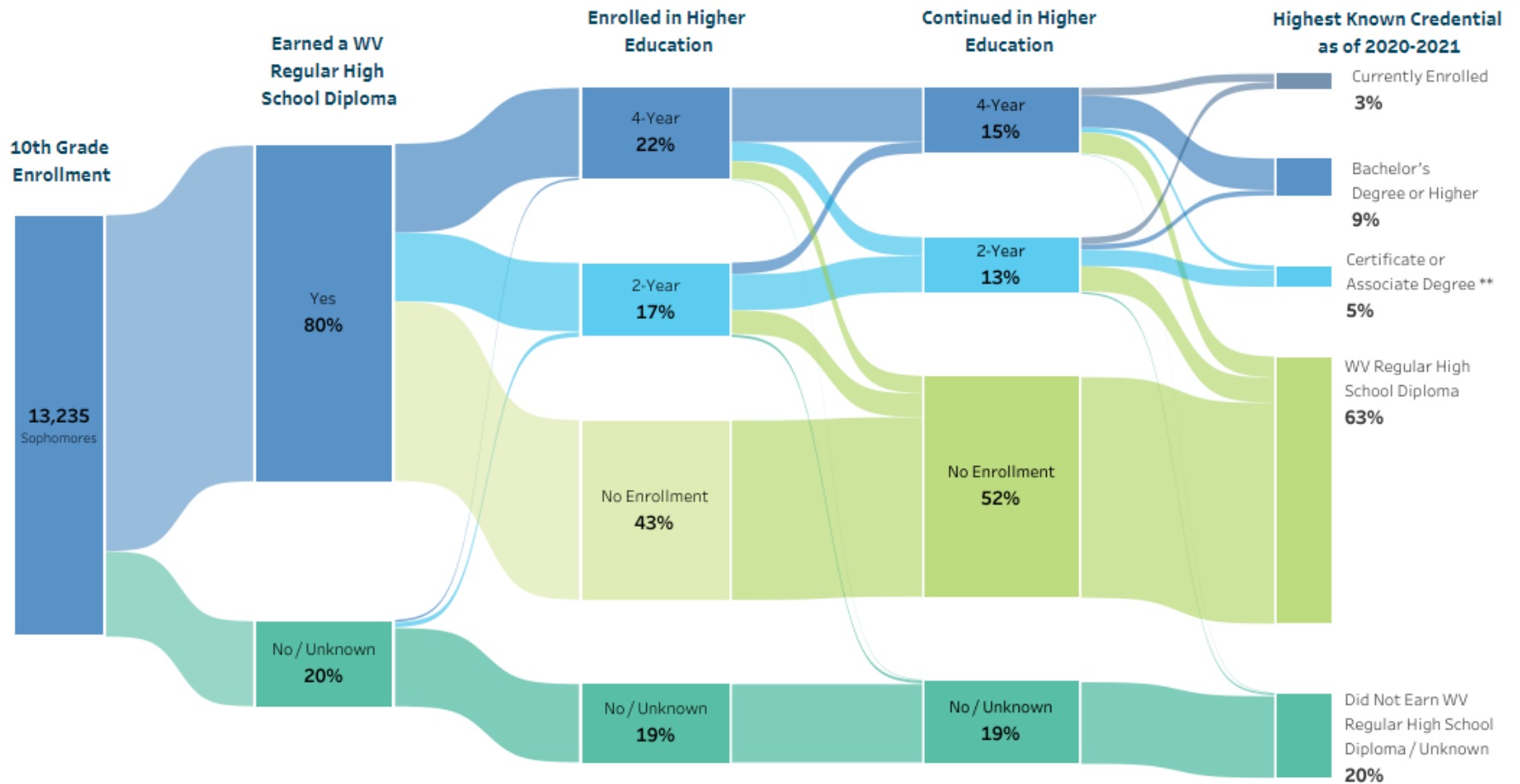
Cohort: 2012-2013 |
 Race/Ethnicity: (All) |
 Gender: (All) |
 Special Education: (All) |
 11th Grade Proficiency: (All) |
 Low SES: (All) |
 Advanced HS Courses (AP, Dual, IB): (All) |
 [Reset Filters](#)



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