Digital Literacy Course

Guidance Document

LEGISLATIVE OVERVIEW

The legislature accepted proposed changes to Idaho graduation requirements in IDAPA 08.02.03.105 during the 2025 legislative session. A new digital literacy credit requirement is found in IDAPA 08.02.03.105.01.j. This requirement pertains to all students in grades 9 through 12.

COURSE DESCRIPTION

The new digital literacy requirement is a one-credit, stand-alone course aligned to the digital literacy essential standards chosen specifically for this course. These are a combination of standards from the 9-12 Information & Communication Technology Standards and 9-12 Computer Science Standards. LEAs and public charter schools have the discretion to offer this course at any time during a student's high school career and is required for any student graduating after January 1, 2028. The requirement is to be provided by the LEA and not to be delivered over a series of courses or pathways to meet the requirement.

There are six stand-alone course options that could be utilized individually to fulfill the Digital Literacy course graduation requirements. LEAs could choose one of the following based on student needs:

- ISEE Code 10011: *Digital Literacy* (Standard Instructional Certificate)
- ISEE Code 100050: *Business Computer Applications I* (CTE-Certified Educators)
- ISEE Code 100030: *Fundamentals of Information Systems Technology* (CTE-Certified Educators)
- ISEE Code 103020: *Introduction to Cybersecurity and Digital Citizenship* (CTE-Certified Educators)
- ISEE Code 111510: *Media Technologies Fundamentals* (CTE-Certified Educators)
- ISEE Code 210030: *Fundamentals of Engineering Technology* (CTE-Certified Educators)

Only the above CTE courses are approved as meeting the Digital Literacy requirements. LEAs may want to create a transcript notation designating the CTE course as satisfying the Digital Literacy graduation requirement. The specific standards that must be taught in this course can be found in the Essential Standards for Digital Literacy guidance document but are outlined below as well. These standards leverage technology, digital citizenship, and computational thinking while also leveraging the impacts of computing, algorithms, and programming.

Essential Standards *Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.*
9-12.CS.1.4 Create or modify a program that uses different forms of input and output.
9-12.CS.1.6 Create a model of how embedded systems sense, process, and interact in a given environment.
9-12.CS.2.6 Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government.
9-12.CS.3.4 Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture.
9-12.CS.3.5 Debate how the issues of equity, data access, and distribution of computing resources create a digital divide in a global society.
9-12.CS.3.8 Research and explain the social, moral, ethical, and legal impacts of artificial intelligence systems and respective usage.
9-12.CS.5.2 Design algorithms using sequence, selection, iteration and recursion. *Recursion will be addressed in an upper computer science course.
9-12.ICT.2.1 Develop and manage their digital identity and understand the permanence of their digital actions including the effect on current and future reputation.
9-12.ICT.2.3 Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.
ODC.9-12.6. Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source.
Supporting Standards *Standards that support the Essential Standards.* *These standards will be taught but may or may not be formally assessed.*
9-12 CS.5.1 Diagram the flow and execution and output of a given program.
9-12.CS.3.2 Explain the social and economic implications associated with unethical computing practices.
9-12.CS.3.3 Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large-scale analysis of personal information.
9-12.CS.3.7 Understand and define artificial intelligence.
9-12.CS.5.23 Critically examine algorithms and design an original algorithm (adapt, remix, improve).
9-12.ICT.2.4 Maintain their digital security and understand data collection technology used to track their online activity.
9-12.CS.3.1 Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.
9-12.ICT.2.2 Engage in positive, safe, legal and ethical behavior when using technology.
ODC.9-10.5. Manage personal data to maintain digital privacy and security and be conscious and aware of data-collection technology used to track and exploit navigation online.
ODC.11-12.5. Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision.
ODC.9-12.8. Make strategic use of digital media presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

COURSE RESOURCES

If LEAs do not currently have a digital literacy course, do not have the ability to offer the CTE course options, or a student is missing the digital literacy content/core competencies, LEAs could allow students to complete one of these three online digital literacy courses. The Idaho Department of Education and Idaho STEM Action Center have worked together to offer these courses that have been developed and made available and are aligned to the digital literacy essential standards.

- **FREE!** Code.org: https://studio.code.org/courses/idaho-digital-literacy-2025
- **FREE!** CodeHS: https://codehs.com/course/26342/overview
- IDLA course: https://idla.org/courses/course-schedule/digital-literacy/
    - There are two options that schools have for the IDLA Digital Literacy course.
        - LEAs may sign students up for the IDLA Digital Literacy Class. Students must be registered for the official IDLA class. IDLA provides the LMS platform, teacher, and administrator for the student's involvement in the course. An IDLA teacher grades all assignments, provides feedback, etc. IDLA will send a final percentage grade at the end of the semester and the school transcribes it according to local school district policy. **The cost is $40 per student.**
        - LEAs may utilize the Open Content Catalog to teach blended learning lessons. Locally hired teachers in a district access these lessons, but no assessments, assignments, or LMS are provided by IDLA. The local teacher develops these along with creating grade book items and records them in local tools provided by the school. The local teacher grades all assignments and monitors students face-to-face in the school building. Schools transcribe the grade reported by the teacher according to whatever procedures the district sets. **This option is free for LEAs to utilize.**

An additional guidance document will be provided by the Idaho Division of Career and Technical Education with further information for LEAs on the crosswalks that allow the five CTE courses outlined here to be used to fulfill the Digital Literacy requirements.

TEMPORARY WAIVER

LEAs and public charter schools that are unable to meet the requirement for the class of 2028 may request a waiver. Waiver requests must be submitted to the IDE no later than October 31, 2025, at 6:00 pm (MST). A waiver is not required for students eligible for special education services under the

Individuals with Disabilities Education Improvement Act (IDEA), who may, with the assistance of the student's Individualized Education Program (IEP) team, meet the Digital Literacy course requirements through the current Idaho Special Education Manual specifications. The waiver can be accessed here.

SUMMARY

1. The digital literacy credit must be fulfilled through a **single course** that **addresses all essential standards** from the Digital Literacy Essential Standards Extended Guide.
    a. The digital literacy standards **cannot be divided across multiple courses** (i.e. one course cannot teach some standards while another teaches the rest).
2. There should be **no prerequisite courses** to take the digital literacy course.
3. The course must be **taken for high school credit**.
4. A teacher must have a **Standard Instructional Certificate** or **Public Charter School-Specific Teacher Certificate** with the appropriate ability to provide high school credit required for teaching the course.
    a. For **teachers certified on a Degree Based Career Technical or Occupational Specialist Certificate**, the teacher **must hold the appropriate CTE endorsement** to teach the CTE course being used to meet the Digital Literacy graduation requirement.
5. The course **must be assigned the appropriate ISEE digital literacy code**.
    a. When the teacher of record for the Digital Literacy course holds a Standard Instructional Certificate or Public Charter School-Specific Teacher Certificate, the course must be assigned the ISEE digital literacy code (10011).
    b. When the teacher of record for the Digital Literacy course holds a Degree-Based Career Technical or Occupational Specialist Certificate, the course must be assigned the CTE ISEE assignment code as reflected on the first page of this guidance document.
6. Multiple course designs may satisfy the requirement (e.g., Computer Science Digital Literacy, Website Design Digital Literacy, Digital Photography Digital Literacy, Building Gaming Apps Digital Literacy), so long as:
    a. Each course fully teaches the Idaho State Content Standards for Digital Literacy
    b. Each course has the appropriate ISEE code referenced in this guidance document.
7. LEAs and public charter schools that are **unable to meet the requirement for the class of 2028 may apply for a waiver**.

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