

Credit Equivalency for Career and Technical Education Courses

To ensure that students enrolled in rigorous career and technical education programs have sufficient opportunity to earn a certificate of academic achievement, the district establishes an academic course equivalency process for Career and Technical Education courses with this credit equivalency policy. In addition, students enrolled in rigorous academic or elective courses have sufficient opportunity to earn an occupational credit in non-CTE courses, the district likewise establishes the same process to validate the alignment of those courses with the state standards for exploratory level CTE programs.

District Equivalency Credit Committee

The superintendent names a chair and appoints as needed a committee consisting of a high school administrator, the career and technical education administrator, and school counselor. Joining this committee for each course presented will be the career and technical education instructor seeking equivalency credit and a department chair or designee from the academic subject area from which equivalency is sought.

Criteria for Determining Equivalency

Criteria are established by Washington Administrative Code, the State Board of Education, OSPI and Port Angeles School District defining Grade Level Expectations, Exploratory Level CTE Program Standards, the Essential Academic Learning Requirements through benchmark 3 as follows:

Subject:	Criteria
English (Reading, Writing Communications)	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content. (Source: WAC 180-51-061)
Mathematics	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content. (Source: WAC 180-51-061)
Science	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content. (Source: WAC 180-51-061)
Social Studies	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content. (Source: WAC 180-51-061)
Health and Fitness	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content. (Source: WAC 180-51-061)
Arts (Visual or Performing)	The Essential Academic Learning Requirements through benchmark three. (Source: WAC 180-51-061) Visual Arts includes but are not limited to sculpting, ceramics, glass, painting, calligraphy, drawing, photography, film, video, TV, animation, holography, graphic design, printmaking, drafting, computer aided design, etc. Performing Arts include but are not limited to music, opera, dance, theatre, recording arts, film, mime, comedy, puppets, and performed poetry. (Source: State Board of Education)

Equivalency Determination Process

Step 1: Request for Equivalency Evaluation

A written request by November 1 by a teacher to the building principal and the career and technical education administrator is required to begin the process for evaluation of a course for equivalency credit. Equivalency credit will include appropriate documentation such as EALR's or GLE's taught and assessed in the class, plus other documentation as appropriate such as OSPI-approved CTE curriculum frameworks for approved courses. The committee will use the Equivalency Credit Rubric and follow a majority based decision model to evaluate each request.

Step 2: Initial Evaluation

The committee will conduct a screening of the equivalency request within 30 calendar days using the criteria outline below:

If the request is for an academic equivalency, the following criteria will be used:

- The breadth (number) of appropriate EALR's/GLE's at Benchmark 3 covered throughout the course.
- The overall percentage of total hours within the course where appropriate EALR's/GLE's at Benchmark 3 are covered, or taught and assessed on a competency basis.

If the request is for a CTE equivalency, the following criteria will be used:

- The overall percentage of total hours within the course where EALR's/GLE's at Benchmark 3 are covered within the context of preparing for living, learning, and working.
- The overall percentage of total hours within the course where appropriate foundational and occupational specific skills required to meet current industry standards are covered.
- The overall percentage of total hours within the course where Employability and Leadership skills as defined in the CTE Core Leadership Skills and Employability Skills documents are covered.
- The degree to which students explore and have exposure to multiple career options within a career pathway related to the course.

Using the Equivalency Credit Evaluation Rubric, the committee will make a determination of the course equivalency. The committee will provide one of the following types of feedback to interested parties, and may include pre/post WASL designations:

- The course clearly **Meets Standards for Equivalency** in whole or in part (i.e. 1:1, 1:.5).
- The course is determined to be **Approaching Standard for Equivalency**, and feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again at a later date, OR
- The course is determined to be **Far Below Standard for Equivalency** and feedback is given regarding gaps and areas of deficit. If this course is

currently on the district approved equivalency credit list, it will be recommended for removal by the committee prior to registration for the following school year.

Step 3: Second and Subsequent Evaluations

Given the feedback regarding gaps and areas that need to be addressed, the equivalency credit applicant will have a second opportunity to demonstrate the equivalency being requested prior to registration for the following school year. The request should be resubmitted by January 15. At that time, the committee will provide one of the following types of feedback to interested parties:

- The course clearly **Meets Standards for Equivalency** in whole or in part (i.e. 1:1, 1:5).
- The course is determined to be **Approaching Standard for Equivalency**, and feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again at a later date, and the equivalency credit will be recommended for removal from the district approved equivalency credit list for the following year, OR
- The course is determined to be **Far Below Standard for Equivalency** and feedback is given regarding gaps and areas of deficit. If this course is currently on the district approved equivalency credit list, it will be recommended for removal by the committee for the following school year.

Step 4: Send to superintendent for approval.

Step 5: Updating the District Approved Equivalency List

- Updates to a district’s approved equivalency credit list will be made in accordance with the standards and criteria outlined above.
- An updated list will be published by the committee in time for inclusion in each school’s course catalog, and will apply to the following school year.
- Deletions of equivalencies prior to registration will apply only to the following year’s freshman and sophomore students. Students who will be juniors and seniors that following year will be allowed to finish high school under previously published equivalencies.
- Additions of equivalencies prior to registration will apply to all students for the following school year.
- Exceptions to the timing of these determinations may be made at the determination of the District Curriculum and Assessment Administrator.