

Equivalency Credit with Career and Technical Education Courses

An Equivalency Credit Review Committee will be formed and will make recommendations to administration regarding course equivalencies between Career and Technical Education (CTE) and core academic courses. The Equivalency Credit Review Committee shall include the respective school administrator(s), the CTE administrator, an instructor from the core academic subject area, an instructor from the appropriate CTE course, a school counselor and a representative from the Teaching and Learning department.

The Approved Equivalency List

The Equivalency Credit Review Committee will annually review and publish a list of approved core academic and CTE equivalencies (according to district policies) that may be used to satisfy school district graduation requirements. This list will be published and made available to the high schools for inclusion in their course catalogs each school year, and will be developed in accordance with the following guidelines:

1. Updates to the Approved Equivalency list will be made in accordance with the Criteria and Procedures outlined below.
2. Deletions of course equivalencies from the equivalency list will apply only to the following year's freshman and sophomore students. Students who will be juniors and seniors the year following publication of the deletions will be allowed to finish high school under previously published equivalencies.
3. Additions of courses equivalencies from the equivalency list will apply to all students for the following school year.

Criteria for Evaluating and Determining Course Equivalencies

The following criteria will be used to evaluate and determine course equivalencies for core academic and CTE courses.

Arts (Visual and Performing) According to the State Board of Education, the following list of courses are considered Visual and Performing Arts. As such, all CTE courses that fall within these categories will be treated as equivalent to Visual and Performing Arts. Visual Arts include:

- sculpting
- ceramics
- glass
- painting
- calligraphy
- drawing/sketching
- photography

- film/video/television
- animation and holography
- graphic design
- printmaking

Performing Arts include:

- music
- opera
- dance
- theatre
- film
- mime
- comedy
- puppets
- performed poetry

CTE courses outside of these categories will be considered as Arts equivalencies when they meet the following criteria:

1. Include one of the state approved 10th grade Visual/Performing Arts Classroom Based Assessments (CBAs) as listed on the OSPI website.
2. Integrate Essential Academic Learning Requirements (EALR)/Grade Level Expectations (GLE) assessed by the selected Classroom Based Assessments (CBAs) throughout the scope of the course.
3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments.

English/Language Arts: CTE courses will be considered equivalent with a) English/Language Arts courses in grades 9 and 10 that prepare for students for the reading and writing state assessment, and b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in reading and/or writing on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those reading and writing strands and learning targets that are actually measured by the reading and writing state assessment.
2. State assessment -measured reading and writing strands and learning targets are integrated throughout the scope of the course.

3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.

In addition, CTE courses will be considered equivalent with upper-level English/Language Arts courses that are not designed to prepare students for the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to the College Readiness Standards for
2. English/Language Arts and/or locally determined curriculum.
3. English/Language Arts College Readiness Standards are integrated throughout the scope of the course.
4. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.

Health and Fitness: CTE courses will be considered Health and Fitness equivalencies when they meet the following criteria:

1. Include one of the state approved 10th grade Health and Fitness CBAs as listed on the OSPI website.
2. Integrate EALRs/GLEs assessed by the selected CBA throughout the scope of the course.
3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments.

Mathematics: CTE courses will be considered equivalent with a) Mathematics courses in grades 9 and 10 that prepare for students for the math state assessment, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in mathematics on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those mathematics strands and learning targets that are actually measured by the math state assessment and Collection of Evidence.
2. State assessment -measured mathematics strands and learning targets are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.

In addition, CTE courses will be considered equivalent with upper-level Mathematics courses that are not designed to prepare students for the state assessment or eventual End-of-Course Exams, when they meet the following criteria:

1. Standards within the CTE course are aligned to the College Readiness Standards for Mathematics or locally determined curriculum.
2. Mathematics College Readiness Standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map, and course assessments.

Occupational Education (a.k.a. CTE): As stated by WAC 180-51-061 and the State Board of Education, a course considered equivalent to Occupational Education must, at a minimum, be aligned with competencies specified within the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the superintendent of public instruction. Based on these standards, a non-CTE course may be considered equivalent to Occupational Education when the following criteria are met:

1. Standards within the non-CTE course are aligned to the following required elements of an exploratory course:
 - a. Students demonstrate the application of EALRs/GLEs in the context of preparing for work.
 - b. Students demonstrate occupational specific skills required to meet industry defined skill and content standards.
 - c. Students demonstrate knowledge of more than one career option within a chosen pathway.
 - d. Students demonstrate employability skills and leadership skill as defined by the OSPI CTE office.
2. Exploratory course standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

Science: CTE courses will be considered equivalent with a) Science courses in grades 9 and 10 that prepare for students for the Biology state assessment, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those science EALRs/GLEs that are actually measured by the state assessment.
2. State assessment -measured science EARLs/GLEs are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

In addition, CTE courses will be considered equivalent with upper-level Science courses that are not designed to prepare students for the state assessment, when they meet the following criteria:

1. Standards within the CTE course are aligned to the College-Readiness Standards for Science or locally determined curriculum.
2. Science College Readiness Standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.

Social Studies: CTE courses will be considered social studies equivalencies when they meet the following criteria:

1. Include one of the following state approved high school social studies CBAs as listed on the OSPI Website.
2. Integrate EARLs/GLEs assessed by the selected CBA throughout the scope of the course.
3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments.

Process for Evaluating and Determining Course Equivalencies

Step 1: Building Request for Equivalency Evaluation

1. There will be one submission opportunity. The deadline is December 15. Teachers are encouraged to submit early to allow ample opportunity to address any gaps.
2. Teacher(s) will submit request for equivalency documents, course curriculum framework/map, and other supporting documents to their department head and then to the building principal for signatures and comments.
3. The principal will submit the requests to the equivalency credit review committee by a specified deadline.

Step 2: The Evaluation and Screening of a Request

1. For all equivalency requests, the equivalency credit review committee will:
 - a. Identify the criteria required for equivalency as specified in the “Criteria for Evaluating and Determining Course Equivalencies” section of these procedures.
 - b. Review the course syllabus or curriculum framework/Map to determine if required EARLs/GLEs and other criteria are evident in these written materials.
2. The committee will determine whether the course meets equivalency criteria by January 31 of each year to ensure that changes to the course catalog(s) can be made. The

committee will make one of the following decisions during the initial evaluation regarding the equivalency request:

- a. Meets Standard for Equivalency—course will be listed as an equivalency in the course guide for the following school year.
- b. Does Not Meet Standard for Equivalency—feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again.

Step 3: Updating the District-Approved Equivalency List

1. After review by administration, the approved list will be published by the committee no later than **February** of the school year for inclusion in each school's course catalog and will apply to the following school year. Deletion of equivalencies will apply only to the following year's freshman students. Students who will be sophomores, juniors and seniors that following year will be allowed to use the previously published equivalencies.

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