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## **EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES**

### **District Procedures for Determining Course Equivalency the Equivalency Committee**

The Equivalency Committee will be responsible for decisions regarding course equivalencies for Career and Technical Education and core academic courses, and will be comprised of:

- Director of Career and Technical Education / Curriculum / Assistant Superintendent
- Principal or Assistant Principal
- High School Counselor
- Content Specialist(s) (will vary)

### **Approved Equivalency List**

The Equivalency Committee will annually review and publish a list of approved core academic and Career and Technical Education 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. Student who will be juniors and seniors the year following publishing 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 Career and Technical Education 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 includes sculpting, ceramics, glass, painting, calligraphy, drawing/sketching, photography, film, video, TV, animation, holography, graphic design, printmaking. Performing Arts includes music, opera, dance, theatre, film, mime, comedy, puppets and 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 10<sup>th</sup> grade Visual/Performing Arts Classroom Based Assessments (CBA's) as listed on the OSPI website, or a district-approved equivalent CBA.
2. Integrate EALRs/GLE's 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.

### **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 WASL, 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 WASL, 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 WASL and Collection of Evidence.

2. WASL-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 English/Language Arts and/or locally determined curriculum.

2. English/Language Arts 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.

### **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 10<sup>th</sup> grade Health and Fitness Classroom Based Assessments (CBA's) as listed on the OSPI website, or a district-approved equivalent CBA.

2. Integrate EALRs/GLE's 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 WASL, 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 WASL, 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 WASL and Collection of Evidence.

2. WASL-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 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**

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 Essential Academic Learning Requirements and Grade Level Expectations 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 Career and Technical Education 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 Science WASL, 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 WASL, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Science EALRs/GLE's

that are actually measured by the state assessment.

2. WASL-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 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 Classroom Based Assessments (CBA's) as listed on the OSPI Website, or a district-approved equivalent CBA.

2. Integrate EARLs/GLE's 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 two submission opportunities. The spring deadline is June 15. The fall deadline is October 31. Teachers are encouraged to submit in the spring to allow ample opportunity to address any gaps and resubmit in the fall.

2. Teacher(s) will submit request for equivalency documents, course curriculum framework/map, sample assessments, and other supporting documents to their department head and then to the building principal for their signatures and comments.

3. The principal will submit the requests to the Equivalency Committee by a specified deadline.

#### *Step 2: Initial Evaluation: Screening of Request*

1. For all equivalency requests, the equivalency 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 and curriculum framework to determine if required EARLs/GLEs and other criteria are evident in these written materials.

c. Review course assessments to determine if students are demonstrating the required EALRs/GLE's for equivalency.

1. The committee will determine whether the course meets equivalency criteria for spring requests by June 30 or November 9 for the fall requests. 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: Secondary Evaluation (For courses that did not meet standard in the June or November Initial Evaluations)*

If the course did not meet standard for equivalency, the teacher(s) will have an opportunity to address the gaps and request another evaluation. Due dates for a secondary evaluation of the spring requests will be by November 9 and for the fall requests it will be November 15.

*Step 4: Updating the District-Approved Equivalency List*

The approved list will be published by the committee no later than **November 15** 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.