

CTE Embedded Credit

Scope of Policy – to establish procedures for the awarding of embedded credits at the secondary level in Hardy County, as authorized by WVBE Policy 2510: Assuring the Quality of Education: Regulations for Education Programs.

5.4.f.1.B County boards of education are encouraged to establish a policy which permits a student who masters the approved content standards for a credit-bearing high school course that is embedded within a second course to receive credit for both courses.

By implementing embedded credit courses, students in Hardy County will have continued opportunities to complete both rigorous academic and career technical education courses/concentrations and be prepared for college and career by improving their achievement.

The intent of embedded credit is not to create a time-shortened high school experience but rather to provide opportunities for students to participate in advanced academic and/or career/technical education courses without having to choose one over the other.

Definitions:

Embedded Credit Course – incorporates content standards and objectives for an embedded credit from one credit-bearing high school course into another (host) course(s) and allows students to earn credit for both. Embedded credit does not allow for two courses in the same content area (e.g., Math III-RT and Math IVTR) to be embedded into one course. The approved content standards and objectives for a credit-bearing high school course that are embedded within a second course or courses to receive credit for both courses.

Currently, SBCTC will be offering Transition English Language Arts for Seniors as an embedded credit course in the Therapeutic Service program.

We are also offering the Transition Math for Seniors as an embedded credit course in Electrical Technology, Automotive Technology, Welding, and Carpentry.

Students in the above listed courses will receive instruction in accordance with the standards of the embedded course and will be given a letter grade at the end of the school year.

More information about embedded credit courses can be found in Policy 2510.

Content Alignment: The teachers of both content areas shall collaboratively determine the alignment of the content standards and objectives from both content areas when developing embedded credits/courses. In the case of alignment where the host is a CTE course and the CTE center has a language arts-in-CTE instructor or a math-in-CTE instructor, that instructor shall be deemed the high school credit bearing course instructor and shall be part of the collaborative alignment team. The content alignment shall include the following:

- ✓ Alignment document showing a minimum of 80% alignment of the standards to warrant the utilization of an embedded credit course(s).
 - It is possible to use a sequence of two or more courses to encompass sufficient standards and objectives.
- ✓ List all academic standards that are missing but are needed to warrant the awarding of a full credit or a partial credit if utilizing more than two identified courses, along with documentation of how those gaps will be filled (e.g., develop online modules; pullout class time, etc.).

Delivery – Content standards or career/technical content skill sets may be integrated into class time, while some may need to be addressed through the additional time allotted for pullout instruction, homework, extended projects, etc. All students engaged in the embedded credit process will be given the opportunity to master 100% of standards aligned with the Transition English Language Arts for Seniors, the Transition Mathematics for Seniors, or the Technical Transition Mathematics course. To the greatest extent possible, content standards and objectives for career/technical content skill sets should be integrated into class time or workshop/lab time. Those content standards and objectives or career/technical content skill sets that cannot be integrated into class time or workshop/lab time must be addressed through additional time. This additional time allotted includes alternative methods of delivering instruction, such as pull-out instruction, homework, extended projects, online modules, and other similar methods of delivery. However, no alternative method of delivery for the content standards and objectives or career/technical content skill sets shall infringe upon the integrity of any such academic course or career/technical course. It is the purpose of this policy not to alter standards and objectives or career/technical content skill sets for any particular academic or career/technical course, but to enhance only those content standards and objectives or career/technical content skill sets that are already inherently present in any such academic course or career/technical course. Students will receive high quality instruction that will allow them to reach mastery on 100% of the content standards and objectives for all embedded credit courses approved by the county and submitted to the WVDE.

Assessment – Validation can be accomplished by an end-of-course assessment, portfolio, project-based performance assessment, or other methods for the student to demonstrate mastery of the embedded credit.

Awarding credit – Credit will be awarded at the end of a particular course or multiple courses where the credit is embedded. There shall be no embedded credit awarded to any student in a CTE program of study who does not complete the program.

Limitations on the number of embedded credits – A student may not earn more than two (2) units of required graduation credits through the embedded credit policy, provided, however, that under extenuating circumstances, as each individual case may dictate, a student may petition the principal at the credit bearing high school course, or his/her designee, for a waiver of this cap of two (2) units of embedded credit; provided, further, that in no circumstance shall a student earn more than four (4) units of required graduation credits through embedded credit.

Academic Progress and Credit Recovery – A review of student progress must be made at least once each semester in order to properly document that the student is making adequate progress toward completing an embedded credit. In the event any review of student progress discloses inadequate progress toward completing an embedded credit, the student shall be timely enrolled in the respective credit bearing high school course, or alternatively, the student must participate in a credit recovery program of that course credit.

Other Guidance Regarding Embedded Credit:

What is not embedded credit – two courses in the same content area are not eligible for embedded credit. For example, Math I Lab cannot be embedded into Math I because it is the same content; the purpose of Math I Lab is to allow students two class periods per day to master the concepts of Math I. These two courses allow students extended time to master the content without losing a credit.

Participation in Statewide Assessment.

Students in grade 11 who participate in an embedded credit course that contains content that is assessed by the statewide assessment shall participate in the state assessment.

Implication for Educator Evaluation.

When the embedded credit is an English or mathematics course, the results of the statewide assessment become part of the teacher evaluation for the teachers of the embedded credit course.

Issue of Multi-County CTE Centers.

Students who attend CTE centers will have the opportunity to earn embedded credits in participating counties based upon the Memorandum of Understanding between the multi-county center and the participating counties.

Will Highly Qualified Teacher be an issue for schools awarding embedded credit? Who is the teacher of record for the embedded credit?

Approach this situation in the same manner as collaborative teaching.

CTE and Approved Embedded Programs of Study

CTE Completers in WVDE approved embedded programs of study may receive embedded credit for Transition English Language Arts or Transition Math in grade 12.

There are three scenarios that allow students the opportunity to earn embedded ELA/Math Transition credit:

1. Students enrolled and successfully complete an embedded credit program of study (concentration) during senior year will be awarded the credit for transition ELA and/or Math.
2. If the student completes the four required courses for approved CTE embedded program of study during the 11th grade and does not achieve a level 3 or 4 on the WV Summative Assessment, the ELA and/or math CTE teacher will implement a plan to address the deficiencies with specific strategies, (i.e.: pull out tutoring, online resources, applied CTE skills and academic gap hands-on projects in senior year CTE elective) and the embedded ELA or math credit will be awarded at the end of grade 12. (Comprehensive high schools would have to assign an ELA/Math teacher to address the deficiencies within approved embedded credit CTE program offerings at their school.)
3. If the student completes the four required courses for the approved CTE embedded program during the 11th grade and achieves a level 3 or 4 on the WV Summative Assessment, the embedded ELA/Math credit will be awarded at the end of grade 12.

WVEIS Course Codes for Scheduling

If two teachers are collaborating to deliver the embedded credit, it is very important that courses be properly entered into WVEIS to ensure the course is properly documented on transcripts in such a way that it will be recognized by a two or four-year college/university. For example, if the course Health High School 9-12 (WVEIS course code 6909) is being embedded in CTE Health Sciences by both the Health and the Health Sciences Instructors, utilize the High School Health course code 6909 and the fifth (5th) digit "C" to indicate a collaborative embedded credit environment is occurring and the WVEIS code for the appropriate CTE health science course(s).

Source: Board of Education Minutes

Date: February 7, 2022 – December 4, 2023

