

Embedded Credit Policy

Scope of Policy – to establish procedures for the awarding of embedded credits at the secondary level in Barbour County, as authorized by WVBE Policy 2510: Assuring the Quality of Education: Regulations for Education Programs, Section 5.4.f.1.B. *County boards of education are encouraged to establish policy which permits a student who masters the approved content standards for a credit bearing high school course that are embedded within a second course to receive credit for both courses.*

The intent of this policy is that by implementing embedded credit courses, students in Barbour County will (1) have continued opportunities to complete both a rigorous academic and career technical education courses/concentrations, and (2) 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 – 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. Embedded credit does not allow for two courses in the same content area (e.g., Math III TR and Math IV TR) to be embedded into one course.

Embedded Credit Courses will be:

- Transitional Math for Completers/Electrical Technician
- Transition Math for Completers/Carpentry
- Transition Math for Completers/Welding Technology
- Transition Math for Completers/Automotive Technology

Proposed depending on employment of an English teacher:

- Transitional English Language Arts (ELA) for Completers/Therapeutic Services

Content Alignment – The teachers of both content areas shall collaboratively determine 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 career/technical course and the career/technical center has a language arts-in-career technical education (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 alignment document must clearly identify (1) which embedded course standards and objectives align strongly with the host course standards and objectives; and (2) which embedded course standards and objectives do not align strongly with the host course standards and objectives. Furthermore, the content alignment shall include the following:

Embedded Credit Policy

- An alignment document showing a minimum of 80% alignment of the embedded credit course standards and objectives with the host course standards and objectives
- A list all academic standards and objectives that are missing but are needed to warrant the awarding of an embedded credit.
- Explanation of how those weak or missing academic standards will be addressed for credit.

Notwithstanding there may be embedded course standards and objectives that do not align strongly with the host course standards and objectives, students will nevertheless receive high quality instruction that will allow them to work toward mastery on 100% of the content standards and objectives for all embedded credit courses approved by the county and submitted for approval to the West Virginia Department of Education.

Delivery - To the greatest extent possible, content standards and objectives or career/technical content skill sets shall 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 will be addressed through additional time allotted for alternative methods of delivering instruction such as minimal pull-out instruction, homework, extended projects, on-line 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. The purpose of this policy is not to alter content standards and objectives or career/technical content skill sets for any particular academic course 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.

Assessment – Validation shall be accomplished by an end-of-course assessment, portfolio, project-based performance assessment, or other methods (e.g. KeyTrain or WIN post-testing) for the student to demonstrate mastery of the embedded credit.

Awarding credit – Credit shall be awarded at the end of the concentration where the credit is embedded. Embedded math or English credit will be awarded only to students who complete the designated career/technical programs. No embedded credit shall be awarded to any student in a career/technical program of study who does not complete the program. The CTE/academic teacher (English or math) will be the teacher of record for the academic credit. The CTE/academic teacher, in collaboration with the host CTE course teacher(s), will maintain a record of all assignments and grades relevant to awarding embedded academic credit completed during each CTE course in the designated CTE program concentrations. Students enrolled in the final course for CTE program completion will also be enrolled in the related senior Transition course (Transition Math or Transition English) with the CTE/academic teacher being the teacher of record. Upon a student’s successful completion of the CTE program (i.e. a “completer”), the CTE/academic teacher will assign a final grade for the embedded course based on the average of grades compiled for academic assignments/assessments throughout the four courses of the CTE host program.

Embedded Credit Policy

Limitations on number of embedded credits - A student may not earn more than two (2) units of *required* graduation credits through embedded credit.

Academic Progress and Credit Recovery – A review of student progress must be made at least once every twenty (20) school days 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 transferred from the host course and enrolled in the respective credit bearing high school course, or alternatively, the student must participate in a credit recovery program of that course 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 were created to allow students extended time to master the content without losing a credit. By the same reasoning, Math III TR and Math IV TR are not eligible for embedded credit.

Participation in Statewide Assessment – Students in grades 9, 10, and 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 shall become part of the teacher evaluation for the teachers of the embedded credit course.

Teacher of Record and Course Coding – The credit bearing high school course teacher and the host teacher shall collaborate when determining which credits can be embedded. Embedded credits/courses shall be developed by the teachers of both content areas and the respective teachers must work collaboratively to determine alignment of the content standards and objectives from both content areas. The teacher of record for the embedded credit shall be the credit bearing high school course teacher. Where the host is a career/technical course and the career/technical 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.

Careful consideration shall be given to coding the embedded credit course for WVEIS purposes. For example, if only one teacher is involved in the delivery of the embedded credit course, the course must be carefully coded using the code “B” in the fifth (5th) digit of the WVEIS course code to indicate the teacher is not considered Highly Qualified (HQ) without being properly credentialed in both content areas; however, 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 identified with a HQT and is documented on transcripts in such a way that it will be recognized by a two or four year college/university. In this situation, each teacher would be assigned the fifth (5th) digit “C” to indicate a collaborative embedded credit environment is

Embedded Credit Policy

occurring.

Communication with students and parents – Any student, as well as the student’s parents and/or guardian, who desires to avail himself/herself of the opportunity to be awarded embedded credit shall be counseled regarding the provisions of this policy and shall execute a written statement that the provisions of this policy have been fully explained to them; that they understand the provisions of this policy; and that they agree to abide by the provisions of this policy. The student and his/her parents/guardian shall especially be counseled regarding the student’s opportunity to recover credit if embedded credit is not awarded.

A Written parental consent form shall be maintained in the student’s permanent record and shall contain:

- (1) A statement to be signed and dated by the parents to consent to their child's substitution of another course for a required major course and the course titles of the required major course and the substitute course;
- (2) A statement to be signed and dated by the parents to consent to their child's substitution of another course for a recommended elective course and the course titles of the recommended elective course and the substitute course; and
- (3) A statement to be signed and dated by the school advisor certifying that the school advisor advised the parents of the impact of the substitute course on the student's preparation for college, other post-secondary education or employment in the student's major field of study and the student's certificate of proficiency will not indicate that the student completed a program of major study unless such substitute courses are related to the major field of study selected by the student.

Severability – The terms of this policy are independent of each other and if any term or provision of this policy or the application thereof or circumstance shall be found to be invalid or unenforceable, the remaining terms, provisions or applications of this policy shall not be affected but shall remain in full force and effect. Any term or provision of this policy or the application thereof or circumstance that is found to be invalid or unenforceable shall be deemed to be replaced by a term or provision that is valid and enforceable and that comes nearest to expressing the intention of the invalid or unenforceable term or provision.

Adopted: 03/23/15

Revised: 03/27/17