

## **Procedures - Equivalency Credit for Career and Technical Education Courses**

### **I. THE EQUIVALENCY COMMITTEE**

1. The Equivalency Committee will consist of the Manager of Secondary Education, Director of Career and Technical Education (CTE), Assistant Superintendent for Secondary Education, a building administrator, a lead school counselor, a core academic teacher, and a CTE teacher. Curriculum coordinators from the Student Learning department will also participate on an as needed basis.
2. The Equivalency Committee shall be responsible for evaluating and determining equivalencies for CTE and core academic courses, and annually publishing a district list of approved equivalencies.

### **II. THE DISTRICT APPROVED EQUIVALENCY LIST**

1. The Equivalency Committee will annually review and publish a district list of approved core academic and CTE equivalencies which may be used to satisfy Edmonds School District graduation requirements. This list will be published and made available to the high schools for inclusion in their course catalogs no later than January 15th of each school year.
2. Updates to the District Approved Equivalency list will be made in accordance with the Criteria and Procedures outlined below.
3. Unless determined by the Equivalency Committee, deleted course equivalencies from the equivalency list will apply only to the following year's incoming freshman students and beyond.
4. Additions of new courses equivalencies to the equivalency list will apply to all students for the following school year.

### **III. 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:

#### **A. Equivalency Within a Core Academic Course**

1. Core academic courses include Art (Visual and Performing), English 9, English 10, English 11, English 12, Health, Algebra 1, Geometry, Algebra 2, Third Year Mathematics (Non-Algebra 2), Physical Education, Personal Finance, Science, World History 9, World History 10, US History and Senior History.
2. A course seeking equivalency with a core academic course listed above must demonstrate alignment with the academic standards taught and assessed within the core academic course for which the equivalency is sought.
3. Alignment must be demonstrated through the Curriculum Framework and Assessments of the course seeking the equivalency.

## **B. Equivalency Within Career and Technical Education (CTE):**

1. A course seeking equivalency with an approved CTE course must demonstrate alignment with the following required standards:
  1. Contextual application of Essential Academic Learning Requirements, Grade Level Expectations, Common Core standards, and/or Next Generation Science Standards.
  2. Occupational industry standards and competencies defined for the CTE course for which the equivalency is being sought.
  3. 21st Century Skills.
  4. Career Exploration and Exposure.
  5. Involvement with an approved Career and Technical Student Organization (CTSO) or locally developed leadership equivalent.
2. An approved CTE course is one for which there is an existing CIP Code and Curriculum Framework registered and approved with the Office of Superintendent for Public Instruction Career and Technical Education office. Alignment must be demonstrated through the Curriculum Framework and Assessments of the course seeking the equivalency.
3. Alignment must be demonstrated through the Curriculum Framework and Assessments of the course seeking the equivalency.

## **IV. PROCESS FOR REQUESTING, EVALUATING AND DETERMINING COURSE EQUIVALENCIES**

The following process will be used to request, evaluate and determine course equivalencies for core academic and CTE courses:

### **A. Initiating an Equivalency Request**

1. A teacher, department head or program manager may initiate a course equivalency request for evaluation by the district by submitting a Course Equivalency Request Form and related documentation to the CTE Office.
2. The Equivalency Committee may initiate a review of an existing course equivalency by requesting a copy of the curriculum framework for the course in question.

### **B. Equivalency Evaluation and Determination**

1. Equivalency requests will be evaluated by the Equivalency Committee and the relevant district Content Area Lead based on the content of the Curriculum Framework and other supporting documents provided for the course seeking an equivalency.
2. Curriculum Frameworks and other supporting documents will be reviewed according to the criteria for evaluating and determining an equivalency for a core academic or CTE course.
3. The evaluation of an Equivalency Request by the Equivalency Committee will yield one of two outcomes:
  1. Based on the Curriculum Framework and supporting documents, the course is determined to meet standard for equivalency. The equivalency will be added to the district approved equivalency list.
  2. Based on the Curriculum Framework and supporting documents, the course is determined to not meet standard for equivalency. If this is a new equivalency request, no equivalency for the course will be granted. If the decision is based on

review of an existing district equivalency, a notation will be made on the district Equivalency List indicating that the equivalency will no longer apply after a designated period of time.

4. If needed, the Equivalency Committee may request additional information or evidence in order to make a final decision on an Equivalency Request.
5. A denied Equivalency Request may be modified and resubmitted at a future date if desired.

### **[Course Equivalency Request Forms](#)**

Edmonds School District

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