

DUAL/COLLEGE CREDIT POLICY

The purpose of this policy is to establish equitable and understandable guidelines which are conducive to student success in permitting students to receive dual credit for approved college classes taken in high school. However, only high school courses and dual credit courses will be a part of the student's transcript and grade point average (GPA). **These classes are upper level classes taught at the college level.**

Definition:

Dual Credit means that a student is enrolled in a course which satisfies a high school course requirement or elective and also allows the student to earn college credit hours simultaneously. Dual credit will be given for courses offered during the regular school calendar year and during the time of the regular school day. Dual credit courses will be recorded on the student's transcript, and the grade awarded will be based on a 10-point scale. All costs of the dual credit classes are the responsibility of the student. In the event a student fails a dual credit course, the student can recover that high school credit by taking a credit recovery option approved by the school system or by taking an equivalent high school course that meets the core requirement. An administrative memo listing dual credit courses will be annually updated. **All dual credit courses are high school transcribed.**

College Credit means all other college courses that are available to the student. College credit courses will not be a part of the student's high school transcript. During a student's junior or senior year in high school, a student may take classes that count as college credit only. College classes cannot conflict with the dual credit course offerings.

Eligibility Requirements and Application Process for Dual Credit Courses

- 1) A student must have a cumulative GPA of at least a 2.5 and be a junior or senior by credits.
- 2) Must have a minimum of four high school classes each year to meet full-time student requirements for Hardy County Schools.
- 3) Students must apply for dual credit courses with the college.
- 4) Upon approval, the students will complete the paperwork leading to college approval for entrance to the course.

SOURCE: Hardy County Board of Education Minutes

DATE: May 24, 2004 – July 30, 2012 – June 16, 2014 – November 2, 2015 – May 16, 2016 – June 17, 2019 – June 15, 2020 – May 31, 2022 – November 13, 2023

PROMOTION, RETENTION, AND GRADUATION REQUIREMENTS

1.0 PURPOSE

Wirt County Schools is committed to increasing student achievement and accountability by assuring the academic placement of students meet the progression of skills at their respective grade level. Furthermore, a content standards-focused curriculum is used to ensure teaching methods and instructional design assist students in achieving high levels of performance. The main purpose of this policy is to ensure access to equitable educational opportunities for all our students.

2.0 ELEMENTARY SCHOOL PROMOTION AND RETENTION

Early and elementary programs shall support student's development of approaches to learning focused on knowledge and skill building as well as development of positive dispositions to learning and based on developmentally appropriate practice.

Students that demonstrate mastery of the West Virginia College and Career Ready Content Standards and Objectives at their grade level will be promoted. Students in grades K-2, working below grade level in reading or mathematics, may be considered for retention. Students in grades 3-5, may be considered for retention if they fail to demonstrate mastery in any two of the four core classes (Math, English, Science, Social Studies). A student must receive a grade of "D" or above for the year to be considered as passing. In addition, a student in grades K-3 shall be required to attend an extended year early literacy and numeracy instructional support program as a condition for promotion as per WV Code §18-2E-10.

Exceptions in grades K-5 would be if a student does not meet passing criteria, that student may still be considered for promotion based upon a review of student data and a recommendation by the school's Student Assistance Team (SAT) or Individualized Education Program (IEP) Team. Notice of the decision must be provided to the Superintendent or designee prior to finalization. A student may not be retained more than once at any programmatic level.

Students may be considered for acceleration based upon Student Assistance Team data driven recommendations.

3.0 SECONDARY SCHOOL PROMOTION AND RETENTION

In order to attain full benefits from the program of instruction, it is essential that all students be scheduled for the full instructional day. Any exception to this practice must be approved in accordance with the provisions of WV Code §18-8-1 Compulsory School Attendance; Exemptions.

Middle school programs build on the results of early and elementary programs and transition students into high school. Successful middle school programs are characterized by a culture that is inviting, inclusive, and supportive.

Middle School Promotion – To be promoted, a student in grades 6, 7, 8 must pass at least one year (both semesters) of two core courses (Math, English, Science, Social Studies). As a general rule and practice, students should not be retained more than once in 6th, 7th, and 8th grade. A student must receive a grade of "D" or above for the year to be considered as passing.

PROMOTION, RETENTION, AND GRADUATION REQUIREMENTS

A student, who will reach the age of 16 during their middle school years, will be given an individual review at the end of the school year to determine appropriate placement for the next school term. Each student would be considered for placement at the high school or in the Alternative Program after an individual conference with the principal, counselor, parent, and student at the middle school, with the principal making the final decision.

The county shall provide a curriculum that is rigorous, career-focused and brings awareness of postsecondary education and employment to all students in grades 9 through 12. The requirements for high school graduation are those that are set by West Virginia Board of Education Policy 2510. In grades 9-12, students earn credits toward high school graduation. Students will be classified as follows for a full academic year:

Freshman, Grade 9	First Year High School Entry
Sophomore, Grade 10	6 Credits Completed
Junior, Grade 11	13 Credits Completed
Senior, Grade 12	18 Credits Completed

Students that do not earn the number of credits/courses necessary to attain Senior status at the conclusion of their 11th grade year shall be considered Juniors. This status shall remain in effect until such time that the student attains the necessary credits/courses to permit graduation.

All students completing the requirements for graduation shall be awarded a diploma indicating their completion of the high school program of study. A student who has been determined by his/her IEP Team to be unable to complete the requirements may be awarded a modified diploma.

Students must attend four years of high school. When compelling circumstances exist, a student may apply for permission to graduate early. The superintendent will develop administrative guidelines to address these compelling circumstances and for the application process.

4.0 RETENTION TIMELINES

Retention Timelines for Grades K-8

These steps are to be followed when considering retention:

1. Students performing below grade level may be referred to the Student Assistance Team at any time. Students demonstrating academic difficulty or are at-risk of failing, should be referred to the Student Assistance Team no later than the end of the first semester. At that time, the Student Assistance Team’s records must include the interventions and goals to be implemented. Transfer students may be reviewed after the completion of one full grading cycle.
2. The Student Assistance Team shall review said student progress during the subsequent grading period. Documentation includes, but not limited to: improvement plan progress, assessment data (both formative and summative), Retention Scale results, and relevant parent/teacher communications. Parents not attending the Student Assistance Team review shall be sent a registered letter requesting a conference to discuss the review and retention.

PROMOTION, RETENTION, AND GRADUATION REQUIREMENTS

3. The final Student Assistance Team Review will be conducted prior to the end of the school year with a final recommendation of retention made at that time. Parents not attending the final review will be sent a registered letter notifying them of their child’s retention status and reasons for the recommendation.

5.0 Grading

Grades PK-2:

The Early Learning Reporting System will be used to assess and document student achievement and progress for students in PK – 2. A report from the system will be provided to parents in lieu of report cards every nine weeks. A standards-based report card will be used to report progress toward mastery of the standards for students in grade 2. This report card will be disseminated to parents every nine weeks.

Grades 3 – 12:

At the end of each nine weeks period, a grade card will be given to each student indicating the letter grade, from Table A below, the student has earned. At the end of the term/semester, the grade shall be computed from each nine weeks letter grade. The letter grade will appear on the student’s transcript as the final grade for the semester. Each semester/nine week grading period will determine quality points and will also be used for computation for athletic eligibility. The quality point will be used for ranking (at the high school level) and grade point average at the end of each semester.

Grades shall be reported on a nine-week basis in all schools. Electronic reporting on the county adopted electronic grade-reporting platform must occur regularly. Whenever a student repeats a course, both grades will be used when computing GPA and rank in class. Courses may be repeated only when students have failed a course. Students cannot receive credit for the same course twice.

Effective for the school year beginning July 1, 2026, and thereafter, schools will follow retention guidance as per WV Code §18-2E-10 for students at the end of the third grade.

TABLE A:

Grade	AP and Dual Credit Courses GPA	General Course GPA
90 – 100 A	5.0	4.0
80 – 89 B	4.0	3.0
70 – 79 C	3.0	2.0
60 – 69 D	2.0	1.0
0 – 59 F	No Credit	No Credit
Incomplete I	No Credit	No Credit

(Grade Point Average – GPA)

PROMOTION, RETENTION, AND GRADUATION REQUIREMENTS

6.0 Dual Credit

A Dual Credit Course is a course that provides students both high school and college credit. Such a course must meet both the content standards for a secondary course offering and the college course requirements.

Dual Credit courses may be delivered at the high school, on a college campus, another site, in a virtual environment, or through a combination of these delivery methods. Students who, meet requirements for enrollment in the course administered by the institution of higher education, have a cumulative GPA of 3.0, and meet ACT or SAT score requirements, can enroll in dual credit courses. Schools are to submit requests for dual credit courses to the appropriate central office personnel with the necessary documentation for approval. The county must annually update dual credit course offerings and submit them to the West Virginia Department of Education.

A college course must be a county approved dual credit course for the student to be issued a grade on his/her high school transcript. The grade issued by the institution of higher education will be the grade issued on the high school transcript and according to Table A above. Dual credit cannot be granted for a course the student has already been awarded credit. The county will assume the cost of the tuition and textbook/e-book for the dual credit courses delivered at the high school. Additional costs and costs for other delivery methods will be the responsibility of the student/parent.

Instructors will provide students with a course syllabus that shall include the nature of the course, expectations and requirements. Course requirement information must include course prerequisites, admission requirements, course content, grading policy, attendance requirements, course completion requirements, information on adding and dropping courses, and other relevant course information. The syllabus shall cover the course content requirements for the WVDE, county and institution. The alignment of the content for dual credit courses will be developed by the cooperative effort between the appropriate county personnel and the college/university instructor.

7.0 Severability

If any provision of this policy or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this policy.

Authority: WVBE Policy 2510; WV Code §18-2E-10; WV Code §18-8-1

Replaces and Updates: I-06 Promotion, Retention, and Graduation Requirements **Repeals and Replaces:** I-10 Dual and College Credit Policy

Logan County Schools Embedded Credit Policy

Developed August 1, 2023

2272 - Embedded Credit

Embedded Credit refers to credit that can be earned for selected core courses by students who successfully complete the requirements indicated below. Students are awarded credit for the coursework and also for another course that correlates with the program. Embedded Credit will allow those students the flexibility of pursuing their academic interests while earning a required graduation credit.

- A. Research has shown that learning is increased and retained at a higher level if the content is taught through a relevant and applied experience (Munda and Euler, 2002)
- B. Students will be required to demonstrate proficiency in the core course prior to awarding embedded credit.
- C. Embedded credit courses are recommended to the Secondary Director and CTE Director by the school administrator.
- D. The Secondary Director and CTE Director meets with teachers from both content areas, curriculum staff, and school administrators to determine the conditions under which Embedded Credit may be offered, if at all.
- E. If a student completes an embedded credit course, the course is entered into their student transcript in the same manner as if the student had taken the course as typically offered.
- F. If a student fails a course in which an embedded course credit has been approved as part of the course, the student may recover credit for the embedded credit course through the school level credit recovery program, summer school credit recovery, or take the regular course during another school year.
- G. Logan County Schools retains the prerogative to withdraw embedded credit approval based upon assessment results or other exigent circumstances.

H. Students will 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 WVBE.

Embedded Credit Courses will be as follows:

Take this course:	Get this credit:
Automotive Technology	Transition Math for Seniors
Carpentry	Transition Math for Seniors
Collision Repair	Technical Transition Math
Electrical Technician	Transition Math for Seniors
HVAC Technician	Transition Math for Seniors
Industrial Equipment Maint.	Transition Math for Seniors
Law and Public Safety	Transition ELA for Seniors
Machine Tool Technology	Transition Math for Seniors
Pro Start Rest. Mgmt.	Transition ELA for Seniors
Therapeutic Services	Transition ELA for Seniors
Welding	Transition Math for Seniors

CTE EMBEDDED CREDIT

I. Scope of Policy.

To establish procedures for the awarding of embedded credits at the secondary level in Raleigh County, as authorized by WVBE Policy 2510: Assuring the Quality of Education: Regulations for Education Programs, Appendix A. *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.*

By implementing embedded credit courses, students in Raleigh County will (1) have continued opportunities to complete both 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.

II. Definitions.

- (a) **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.
- (b) **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 RT and Math IVTR) to be embedded into one course.

III. Process for Providing and Awarding Embedded Credit.

- (a) **Embedded Credit Courses will be offered for the following:**
 - (1) Technical Transition Mathematics
 - (2) Transition English Language Arts for Seniors
 - (3) Transition Mathematics for Seniors
 - (4) Advanced Mathematical Modeling

(5) Computer Science and Mathematics

(b) 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-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:

- (1) Alignment document showing a minimum of 80% alignment of the standards and objectives to warrant the utilization of an embedded credit course(s).
- (2) List all academic standards and objectives 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, pull-out class time, etc.).

(c) Delivery. 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, Technical Transition Mathematics, Advanced Mathematical Modeling, or Computer Science and 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, 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. It being 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.

(d) Assessment. Validation shall be accomplished by an end-of-course assessment, portfolio, project-based performance assessment, or other method for the student to demonstrate mastery of the embedded credit.

(e) Awarding credit.

- (1) Beginning with the 2016-2017 school year and beyond, embedded credit may only be transcribed for Transition English Language Arts for Seniors, Transition Mathematics for Seniors, ~~or~~ Technical Transition Mathematics, Advanced Mathematics, or Computer Science and Mathematics when a student has successfully completed the appropriate career/technical program and meets one of the following:
 - (i) The student is enrolled in and successfully completes an embedded credit program of study (concentration) during senior year, or
 - (ii) If a 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, or
 - (iii) 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.
- (2) There shall be no embedded credit awarded to any student in a career/technical program of study who does not complete the program.
 - (f) **Limitations on 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, the 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, however, that in no circumstance shall a student earn more than four (4) units of *required* graduation credits through embedded credit.
 - (g) **Academic progress and credit recovery.** A review of student progress must be made at least once each semester in order to properly document 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.

(h) Embedded Credit Courses will be delivered via the following programs at ACT:

- (1) CTE-ELA Embedded Credit Opportunity
 - (i) HE0715 Allied Health Sciences
 - (ii) HE0723 Therapeutic Services
 - (iii) ~~HU1000 Early Childhood Education~~
 - (iv) LA1020 Law and Public Safety
 - (v) ~~MK0420 Marketing Management~~
 - (vi) ~~ED1300 Careers in Education~~
 - (vii) HO1010 ProStart Restaurant Management

- (2) CTE-Mathematics Embedded Credit Opportunity
 - (i) AR1600 HVAC Technician
 - (ii) AR1760 Electrical Technician
 - (iii) AR1720 Drafting
 - (iv) AR1800 Building Maintenance and Operations
 - (v) AR1820 Carpentry
 - (vi) AR2140 Plumbing
 - (vii) IT1442 Coding, App and Game Design
 - (viii) LA2200 Emergency and Firefighting Management Services
 - (ix) MA1980 Welding

- (x) TR1620 Automotive Technology
- (xi) TR1670 Collision Repair
- (xii) ST2460 Pre-Engineering, Project Lead the Way

IV. Severability.

If any provision of this policy or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this policy.

APPROVED: March 24, 2015
REVISED: March 22, 2016
REVISED: September 27, 2016
REVISED: June 11, 2019
REVISED: July 28, 2020
REVISED: October 26, 2021
REVISED: July 26, 2022
REVISED: September 26, 2023
REVISED: November 13, 2023

Policy 2020 – Embedded Credit

1. Scope

- 1.1. To establish procedures for the rewarding of embedded credits at the secondary level in Upshur County Schools, 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.
- 1.2. The intent is by implementing embedded credit courses, students in Upshur County Schools 1) will have 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.
- 1.3. 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.
- 1.4. Students will 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 WVBE.

2. Definitions

- 2.1. 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.
- 2.2. 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 RT and Math IV TR) to be embedded into one course.

3. Embedded Credit Courses

- 3.1. The embedded credit will be received through the following courses:
 - 3.1.1. Electrical Technician: Transition Mathematics for Seniors
 - 3.1.2. Therapeutic Services: Transition English/Language Arts for Seniors
 - 3.1.3. Carpentry: Transition Mathematics for Seniors
 - 3.1.4. Automotive Technology: Transition Mathematics for Seniors
 - 3.1.5. Welding: Transition Mathematics for Seniors
- 3.2. There are three scenarios that allow students the opportunity to earn embedded ELA/Math Transition credit:
 - 3.2.1. Students enrolled and successfully completes an embedded credit program of study (concentration) during senior year will be awarded the credit for transition ELA and/or Math.

- 3.2.2. If the student completes the four required courses for the 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)
- 3.2.3. 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.

4. Delivery

- 4.1. Content Standards and Objectives and/or career/technical skill sets may be integrated into class time, while some may need to be addressed through additional time allotted for pull-out instruction, homework, extended projects, etc. These determinations will be made annually prior to the beginning of each instruction term for each Embedded Credit Course.

5. Assessment

- 5.1. Credit validation will be confirmed by an end of course assessment, portfolio, project-based performance assessment, or other methods for the student(s) to demonstrate mastery of the embedded credit.

6. Awarding Credit

- 6.1. Credit will be awarded at the end of a particular course or multiple courses where the credit is embedded. The Teacher of Record for each course will follow Upshur County Schools' grading policy in maintaining, reporting, and entering grades into the grading system.
 - 6.1.1. The transcribed grade is the same grade as the course with which the embedded credit is awarded.
 - 6.1.2. If a student completes an embedded credit course, the course is entered into their student transcript in the same manner as if the student had taken the course as typically offered.
 - 6.1.3. If a student fails a course in which an embedded course credit has been approved as part of the course, the student may recover credit by the embedded credit course through the school level credit recovery program, summer school credit recovery, or take the regular course during another school year.
 - 6.1.4. Upshur County Schools retains prerogative to withdraw embedded credit approval based upon assessment results or other exigent circumstances.

7. Authority: WVBE Policy 2510

8. Adopted: 03/24/15

9. Revised: 09/13/16, 5/11/16

.



Book	Policy Manual
Section	2000 Program
Title	EMBEDDED CREDIT
Code	p02370.02
Status	Active
Adopted	October 29, 2018
Last Revised	June 5, 2023
2370.02 - EMBEDDED CREDIT	

Definition:

An Embedded Credit Course incorporates content standards and objectives for an embedded credit from one (1) 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 (2) courses in the same content area (e.g., Math III RT and Math IVTR) to be embedded into one (1) course.

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.

The Board shall permit, as per West Virginia Board of Education policy 2510, 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. If these embedded credit courses are used to meet graduation requirements, the Board policy and alignment documentation must be reviewed by the West Virginia State Department of Education and approved by the West Virginia State Board of Education.

Academic Progress and Credit Recovery — a review of student progress must be held within a sufficient time period to allow the student to enroll in the actual course (if applicable) or a plan should be in place for possible recovery of that course credit.

Embedded Courses will be:

- A. Transition English Language Arts for CTE-Therapeutic Services
- B. Transition English Language Arts for CTE-Hair Stylist
- C. Transition Mathematics for CTE - Automotive Technology
- D. Transition Mathematics for CTE - Carpentry
- E. Transition Mathematics for CTE - Drafting
- F. Transition Mathematics for CTE - Electrical Technician
- G. Transition Mathematics for CTE - Welding
- H. Transition English Language Arts for CTE- Prostart
- I. Transition English Language Arts for CTE- Law and Public Safety

The development of embedded courses requires that the teachers of both content areas determine alignment of the content standards for both courses. For the content area that will issue the embedded credit, the alignment review will adequately determine how gaps in standards and objectives will be addressed to ensure students have opportunities to demonstrate competency in both content areas.

Content standards or career/technical content skill sets may be integrated into class time, while some may need to be addressed through additional time allotted for pullout instruction, homework, extended projects, etc.

The embedded credit will be assessed through end-of-course assessment, portfolio, project-based performance assessment, or other methods for the student to demonstrate mastery of the embedded credit.

A review of student progress must be held within a sufficient time period to allow the student to enroll in the actual course (if applicable) or a plan should be in place for possible recovery of that course credit.

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.

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

Revised 4/15/21

@ Neola 2018