

**BOARD OF REGENTS  
BRIEFING PAPER  
HANDBOOK Revision: Tech Prep Credit**

**BACKGROUND & POLICY CONTEXT OF ISSUE:**

Under current Board policy (*Title 4, Chapter 16, Section 7*), all high school juniors and seniors may be admitted and enroll in a NSHE college or university, subject to institutional approval. Additionally, high school juniors and seniors identified as Vocational Program Completers may be admitted to a NSHE community college and enroll in more than six credits per semester, based on written, articulated occupational program agreements with school districts. At the request of the Tech Prep Steering Committee, the current policy was reviewed by the NSHE Academic Affairs Council (AAC) to determine if high school students in their freshman and sophomore year should also be granted credit for career and technical education courses. The AAC recommends that Board policy be clarified to allow credit for these courses completed by high school pupils in their freshman and sophomore year, but only when those students have successfully completed advanced courses in their junior or senior year in the same sequence.

The recommended policy change addresses the Tech Prep Steering Committee's concern that credit is being denied to certain high school pupils based solely on the time in which a course was completed and allows for such credit to be granted if the student continues successfully in the course sequence established by an agreement between the community college and the school district.

**SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:**

Amend Title 4, Chapter 16, Section 7, to revise the Tech Prep courses counted toward college credit as described above, effective Fall 2010. (See attached Policy Proposal.)

**IMPETUS (WHY NOW?):**

The development of this policy was initiated by a proposal from the Tech Prep Steering Committee to the Academic Affairs Council that would have allowed for the immediate transcription of tech prep credits for all eligible high school pupils regardless of the grade level in which the course was completed. The present policy was formulated so as not to deny credit at NSHE institutions based on the year in which the high school course was taken, but also to ensure that the student receiving credit is ready for college participation and that the knowledge and skills in these technical courses are not lost prior to entering college. The granting of this credit is based on the assumption of a continual course of study that builds knowledge and skills leading to the AAS degree. The policy is brought forward at this time as general agreement has been reached regarding the proper balance of interests.

**BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:**

- The recommendation expands Board policy on credit for high school occupational courses for a high school pupil entering a program of study at a college.
- The recommendation preserves the attainment of the junior and senior year of high school as a standard for admission to or enrollment in an NSHE institution.
- The recommendation permits successful vocational program completers to receive college credit applicable to Associate of Applied Science programs for all identified courses completed in high school.
- This policy change increases the total number of college credits that a high school student may earn through the articulation process.

**POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:**

None have been brought forward.

**ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:**

To continue to deny credit for courses completed prior to the junior or senior year.

**COMPLIANCE WITH BOARD POLICY:**

- Consistent With Current Board Policy: Title #\_\_\_\_ Chapter #\_\_\_\_ Section #\_\_\_\_
- Amends Current Board Policy: Title # 4 Chapter # 16 Section # 7
- Amends Current Procedures & Guidelines Manual: Chapter #\_\_\_\_ Section #\_\_\_\_
- Other: \_\_\_\_\_
- Fiscal Impact: Yes \_\_\_\_\_ No \_\_\_\_\_  
Explain: \_\_\_\_\_

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 16, SECTION 7**  
Tech Prep Policy

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 7. Early Admissions and Enrollment Policy for Secondary Students

1. High school juniors and seniors may be admitted and may enroll in a NSHE college or university, subject to the approval of appropriate institution officials.
2. High school juniors and seniors identified as Vocational Program Completers may be admitted and enroll in [~~more than six (6)~~] ***three or more*** credits per semester, based on written, articulated [~~occupational~~] program agreements with designated school districts. ***For these juniors and seniors only, college credit may also be given for career and technical courses previously completed in the freshman or sophomore year of high school.***
3. Students below the high school equivalent of junior level who are identified as academically gifted or talented by the school district and recommended by the high school principal will be reviewed on a case-by-case basis for enrollment status in credit courses. Otherwise, high school students below the junior level may enroll for zero [~~(0)~~] credits in Community Services courses only.
4. High school students who have been officially excused from compulsory school attendance on the condition of equivalent instruction outside the school (e.g., home school) may be admitted and may enroll if, on a case-by-case basis, it is determined that the student is:
  - a.) Equivalent to a high school junior or senior and receives approval from the appropriate institution official; or
  - b.) Equivalent to a level below a high school junior and is identified by the institution as academically gifted or talented.
5. Each college or university may establish performance or testing standards to determine readiness for enrollment or admission when other criteria for admission or enrollment are not met.
6. An NSHE institution may, on a limited basis, admit students who have been identified as possessing the abilities and skills necessary for advanced academic work in an alternative program of education for profoundly gifted and talented students that may include degree or non-degree options without reference to the credit limitations established elsewhere in Chapter 16.

## **TECH PREP/ASSOCIATE DEGREE PROGRAM**

### **JOINT POLICY STATEMENT**

for

The Nevada State Board of Education/State Board for Career and Technical Education  
and

The Board of Regents of the Nevada System of Higher Education

The Nevada State Board of Education and the Board of Regents of the Nevada System of Higher Education (NSHE) support the Tech Prep/Associate Degree program in Nevada and commit to the continued implementation of the program to all school districts and community colleges in the state.

The Tech Prep/Associate Degree program was developed in accordance with the goals of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. According to the goals of the Carl D. Perkins Act, the Tech-Prep/Associate Degree program means a combined secondary and postsecondary program that:

1. Leads to an associate degree or certificate of achievement, or completion of a sequence of courses leading to technical preparation;
2. Provides preparation in technical fields such as engineering technology, applied science, mechanical, industrial, practical arts or trades, agriculture, health or business;
3. Builds student competence through a rigorous competency-based course of study that rests on a solid foundation of applied academics and is validated by business and industry;
4. Provides the opportunity for high school students to earn up to twenty-one college credits through the articulation process;
5. Provides for the immediate transcription of credit to high school students in grades eleven and twelve upon the students earning a grade of A or B in the articulated course/course sequence. Students who earn a grade of A or B in the articulated course/course sequence prior to the eleventh grade and who complete an advanced course in the same sequence in the eleventh or twelfth grade, may receive college credit retroactively for such credit earned before the eleventh grade.

Example: High school courses Accounting I and II are articulated for college credit. A student who earns a grade of A or B in Accounting I in the ninth grade and a grade of A or B in Accounting II in the tenth grade may earn six college credits upon completing Accounting III with a grade of A or B in the eleventh grade.

6. Provides a highly trained, technically competent workforce for business and industry; and
7. Leads to placement in employment, further education, or military service.

A primary educational goal in Nevada is to prepare high school students through a Tech Prep/Associate Degree, a sequence of technical courses leading to employment or a course of study designed for college preparation. These students will be equipped to enter postsecondary education and the workforce with technological skills appropriate to the majority of new and existing jobs.

The Department of Education and the Nevada System of Higher Education agree to work together to maintain an active statewide committee, herein referred to as the Statewide Tech Prep Steering Committee to maintain, further develop, and promote Tech Prep as a viable option for students who may or may not seek a four-year degree.

In addition, the two state boards agree that:

1. The framework for the Tech Prep/Associate Degree course of study at the secondary level shall include:
  - (a) All core courses and requirements for a high school diploma;
  - (b) Competencies outlined in the state standard course of study in which the student shall achieve mastery;
  - (c) Requisite math, science, and communications competencies within the Tech Prep/Associate Degree career cluster;
  - (d) Appropriate technical course sequences using, where appropriate, computer-aided learning, scientific principles and concepts, integration of basic skills involving higher order thinking and problem-solving skills, and state-of-the-art equipment; and
  
2. The community college curricula shall include:
  - (a) Articulation with high school programs to ensure that competency repetition is minimized;
  - (b) Employer input to identify current technology requirements of the job market;
  - (c) State, regional, and national standards and/or accreditation requirements for the curriculum;
  - (d) Accreditation/certification by the appropriate agency when required as a condition of curriculum offering or employability of the graduate; and
  
3. The school district and community college shall establish and maintain articulation agreements according to the following standards:
  - (a) Annual approval by the lead administrators of the secondary and postsecondary institutions;
  - (b) Design that ensures a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree;
  - (c) Linked through credit transfer agreements between the secondary and postsecondary institutions and between postsecondary institutions offering the same coursework.

The *Nevada Career and Occupational Guidance and Counseling Course of Study* (NAC 389.672) will assist every student in grades 7-12 to identify aptitudes, interests, and career options, and to select the appropriate academic or technical course of study.

A *Memorandum of Understanding (MOU)* signed by the president of the community college and the superintendent of each school district within the service area of that community college is the document that permits coordination of courses and programs to occur. The MOU shall be developed and maintained by each tech prep consortium to authorize the implementation policies and procedures and to support the provisions of this agreement.

The Nevada State Board of Education and the Board of Regents of the Nevada System of Higher Education are jointly responsible for carrying out a successful Tech Prep/Associate Degree program in Nevada.