

BOARD OF REGENTS
BRIEFING PAPER
***Handbook* Revision, Early Admissions and Enrollment Policy for Secondary Students –
CTE Program Completers**

BACKGROUND & POLICY CONTEXT OF ISSUE:

Under current Board policy (*Title 4, Chapter 16, Section 8*), high school juniors and seniors identified as Vocational Program Completers may be admitted and enroll in three or more credits per semester, based on written, articulated 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.

Tech prep originated over twenty years ago as a means to bridge the Career and Technical Education (CTE) coursework across secondary and postsecondary education. The first model proposed was known as the 2+2 model, where students would take aligned CTE coursework during the 11th and 12th grades in high school and two years in a community college, all leading to an associate degree. One original name was Technical Preparation Associate Degree Program. A key component of the Tech Prep program is the articulated credit; articulated credit is college credit earned for coursework taught at the high school level.

In 2014, the Board of Regents and the State Board of Education approved a new joint policy statement/agreement for the CTE articulated credit that replaces earlier agreements and was developed by a statewide steering committee that included representatives of the Nevada Department of Education, school districts, high schools, CSN, GBC, TMCC, and WNC. Under this approved agreement, colleges develop articulation agreements for the CTE program (at the state level) and then designate the total number of credits a student may earn for completion of the program, regardless of where the student attends school. As stated in the agreement, high school students may earn the State Certificate of Skill Attainment and college credit by maintaining at least a 3.0 GPA for all units of credit applicable to the course of student for CTE, passing the state end-of-program technical assessment, and passing the state assessment for employability skills.

Current Board policy (*Title 4, Chapter 16, Section 8*) does not reflect the new State Certificate of Skill Attainment now earned by CTE program completers, and the Academic Affairs Council recommends the attached policy proposal to align Board policy with the procedures under the new CTE articulated credit agreement.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend *Title 4, Chapter 16, Section 8* to provide that high school graduates identified as Career and Technical Education (CTE) Program Completers who have earned a State Certificate of Skill Attainment may be given college credits for high school work based on written, articulated program agreements with the Department of Education. (See the attached policy proposal.)

IMPETUS (WHY NOW?):

This change is recommended to align Board policy with the new CTE Articulated Credit statement/agreement approved by the Board of Regents and the State Board of Education in 2014.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- The proposed revision brings Board policy into alignment with the new procedures for the CTE program approved under the 2014 CTE Articulated Credit statement/agreement.
- Revising Board policy to reference the State Certificate of Skill Attainment earned by high school graduates who are CTE program completers will provide clear direction to students and NSHE institutions with regard to awarding college credit for high school work based on the written, articulated program agreements.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been presented.

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

Retain the existing language.

COMPLIANCE WITH BOARD POLICY:

Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____

<input checked="" type="checkbox"/> Amends Current Board Policy: Title # 4 Chapter # 16 Section # 8
<input type="checkbox"/> Amends Current Procedures & Guidelines Manual: Chapter # _____ Section # _____
<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fiscal Impact: Yes _____ No <u>X</u>
Explain: _____

POLICY PROPOSAL
TITLE 4, CHAPTER 16, SECTION 8
Early Admissions and Enrollment Policy for Secondary Students - CTE
Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 8. 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~~] *graduates* identified as [~~Vocational~~] *Career and Technical Education (CTE) Program Completers who have earned a State Certificate of Skill Attainment* may be *given college credits* [~~admitted and enroll in three or more credits per semester,~~] *for high school work* based on written, articulated program agreements with *the Department of Education* [~~designated school districts~~]. *This does not preclude local agreements between a community college with a school or school district for granting college credit for 1) expanded credit programs or 2) basic CTE credits if:*
 - a) *The CTE program is approved by the State Board of Education; and*
 - b) *A state end-of-program assessment is not available.*

[~~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.~~] *Grades for all CTE articulated credit shall be S/U.*

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 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.