

BOARD OF REGENTS
BRIEFING PAPER

1. AGENDA ITEM TITLE: Handbook Revision: Career and Technical Education (CTE) Program – Grades for Articulated Credit

MEETING DATE: ARSA, June 8, 2017

2. BACKGROUND & POLICY CONTEXT OF ISSUE:

Existing Board policy provides 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 (*Title 4, Chapter 16, Section 2*). Nevada high school students participate in this program under written, articulated program agreements with the Department of Education and NSHE institutions pursuant to a statewide CTE joint policy statement approved by the Board of Regents and the State Board of Education in 2014.

S/U Grading Policy for CTE Articulated Credit

Under current Board policy, CTE Program Completers may be given college credit, and grades for all CTE articulated credit at an NSHE institution shall be Satisfactory/Unsatisfactory (S/U). The purpose of this policy is to ensure students who participate in these programs receive the appropriate credit upon enrollment in an NSHE institution. In most cases, recording CTE grades as S/U does not impact a student and addresses many concerns, including different grading practices and scales between high schools throughout the State and NSHE institutions. Another concern addressed by providing S/U for the articulated credit is – in many cases – multiple high school courses may translate to a different number of college credits.

However, for students seeking transfer to another postsecondary institution (within or outside NSHE), the S/U grades may be problematic if the receiving institution will not accept credit without letter grades. The System Office recommends revising Board policy to provide that an institution may assign a grade point value on a case-by-case basis for these students when seeking transfer to another post-secondary institution.

3. SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend *Title 4, Chapter 16, Section 2* of the *Handbook* to provide that upon the request of a CTE Program Completer seeking transfer to another postsecondary institution, an NSHE institution may assign a grade point value for CTE articulated credit on a case-by-case basis.

4. IMPETUS (WHY NOW?):

The System Office and the NSHE Academic Affairs Council recommend the policy change based on recent unintended consequences for CTE Program Completers students seeking transfer who have not been able to transfer the CTE credit with S/U.

5. BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- The policy revision is consistent with Board policy and the goals of the State of Nevada to encourage students to participate in CTE programs.
- The policy revision provides the option to (does not require) the institution to assign a grade point value (a letter grade) on a case-by-case basis in the limited situation of CTE Program Completers who are seeking transfer to another postsecondary institution.

6. POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been presented.

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

None have been presented.

8. COMPLIANCE WITH BOARD POLICY:

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

<input checked="" type="checkbox"/> Amends Current Board Policy: <i>Title 4, Chapter 16, Section 2</i>
<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 2
High School CTE Program Completers – Grades for Articulated Credit

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

Section 2. Dual and Early Enrollment for High School Students

Nevada’s adoption of the Nevada Academic Content Standards will substantially increase the rigor and quality of education in Kindergarten through 12th grade in Nevada – a benefit to the State as a whole, but particularly to Nevada’s students, higher education, and the business community. NSHE is committed to working with the secondary education community to help prepare students for post-secondary education and the workforce, including providing opportunities for earning college-level credit while in high school.

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4. 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. 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.

Except as otherwise provided herein, grades [Grades] for all CTE articulated credit shall be S/U. Upon the request of a student seeking transfer to another postsecondary institution, an institution may assign a grade point value on a case-by-case basis.