Expanding Dual Credit Opportunities for Career and Technical Education (CTE) Completer Status

Pursuant to State Board of Education Regulation 43-234

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Contents

Expanding Dual Credit Opportunities for CTE Completer Status

Overview

The expansion of Dual Credit Opportunities for CTE Completer Status directly supports the South Carolina Department of Education's (SCDE) vision, the South Carolina Mission, and the Profile of the South Carolina Graduate. This initiative advances SCDE's commitment to ensuring every student is prepared for college, a career, or military service by providing expanded dual credit coursework opportunities.

The South Carolina Perkins V Mission focuses on developing a highly skilled workforce that meets business and industry needs—driving sustainable economic growth and global competitiveness. The Profile of the South Carolina Graduate emphasizes World-Class Knowledge, World-Class Skills, and Life and Career Characteristics, reinforcing the state's commitment to student success.

The Office of Career and Technical Education has partnered with the South Carolina Technical College System and the Department of Employment and Workforce to enhance student achievement, increase completion rates, and expand postsecondary enrollment. Through this collaboration, the state has created new, innovative pathways that go beyond existing dual credit offerings—allowing more students to earn college credit while completing CTE programs, strengthening their workforce readiness and postsecondary success.

Introduction

The need for clear guidelines on dual credit for CTE completer status was first identified during the 2015-2016 school year. In response, a focus group of twelve members—including representatives from school districts, career centers, the technical college system, and the South Carolina Department of Education (SCDE)—convened in 2016 to explore potential solutions.

As of Fall 2024, approximately forty schools and districts have received approval for over 120 dual credit CTE completer status courses in the SCDE Course Code Database, with approvals valid statewide.

To build on this progress, a major policy update will take effect in the 2025-2026 academic year: **the previous requirement for a high school-level course for dual credit CTE completer status will be removed**. This change allows school districts to use a combination of approved high school and equivalent dual enrollment courses to meet CTE completer status requirements.

All dual enrollment courses must align with state-approved high school CTE programs. These programs are designed to ensure students meet rigorous academic and technical standards while preparing for high-skill, high-wage, and in-demand careers in current and emerging industries.

Five Steps to Implementation

Note: The post-secondary course must be a minimum of a three-credit hour course to count as a one-unit Carnegie CTE course. Only one full high school credit course is counted toward completer status.

Step 1

      If the **high school level** of the course(s) for the dual credit completer program **is offered** and was approved in prior years, the approvals remain valid.

      OR

      If the **high school level** of the course(s) for the dual credit program is **not offered**, the districts/career centers **can offer** the completer program if the postsecondary alignment follows the structure and requirements of the state-approved program as outlined in the current Student Reporting Procedures Guide.

Step 2

      Check the SCDE Course Code Database to determine if the postsecondary course has a SCDE assigned four-digit code. If a four-digit course code is assigned, go to **Step 3.**

      OR

      If no code is assigned, complete the **Request for Addition Form**. After the four-digit code is assigned, go to Step 3.

Step 3

      Check to see if an alignment is shown in the **SCDE Course Code Database**. If an alignment **is shown**, the course can be used as a part of a dual credit for CTE completer status program. Go to **Step 4.**

OR

      If an alignment **is not shown** submit a postsecondary course syllabus for all courses not shown in the **SCDE Course Code Database**. Go to **Step 4.** The course syllabus is submitted as part of the Implementation Plan (See Appendix A).

Step 4

      The Dual Credit Completer program must follow the program structure shown in the current Student Reporting Procedure Guide including the concentrator courses, the Carnegie units, and any additional courses needed for CTE completer status (see example below).

Step 5

      Students must have opportunities to earn career ready industry-recognized credentials.

Example: Networking Systems Program

This example can be used for any school that plan to offer the Networking Systems Program for dual credit for CTE completer status. One, two, or three dual enrollment courses can be offered.

Cluster: Information Technology
Assigned Name of Program: Networking Systems
Units Required for a Completer: 3
Assigned CIP Code: 110901

Secondary Course	Secondary Course Code	Dual Enrollment Course	Dual Enrollment SCDE Code
Networking Fundamentals *(Required Concentrator Course)*	5310	Cisco Internetworking Concepts (IST 201)	*6763*
Advanced Networking *(Required Concentrator Course*	5311	Cisco Router Configuration (IST 202)	*8775*
Computer Forensics	5374	Computer Forensics (IST 268)	*8770*
Cyber Security Fundamentals	5370	Fundamentals of Network Security 1 (IST 291)	*8772*

Career Ready Industry Recognized Credentials Examples

CIW Network Technology Associate	301
Cisco Certified Entry Networking Technician	60
Server Pro 2016: Networking Certification	A59

Checklist – Planning Tool

The checklist is a planning tool that will help to structure the implementation process. It does not have to be submitted.

SCDE Course Code Database

☐ The secondary program/course is state-approved and listed in the current Student Reporting Procedures Guide and Data Dictionary.
☐ The requested postsecondary course has an assigned SCDE four-digit code in the Data Dictionary
☐ If the postsecondary course does not have an assigned SCDE four-digit code, the Request for Addition Form must be completed before the application can be submitted.

SCDE Postsecondary Regulations

The three-credit hour postsecondary course will be recognized as one high school Carnegie unit of credit for completer status. (24 S. C. Code Ann. Regs. 43-234, 2018). To count for CTE Completer Status, the dual credit course must transfer to the high school transcript as at least one high school credit.

☐ The postsecondary courses are applicable to a baccalaureate degree, associate degree, or certification program that leads to an industry credential offered by accredited colleges and universities. (24 S. C. Code Ann. Regs. 43-234, 2018)
☐ Permission has been granted by the home school for students to earn both Carnegie units and college credits. (24 S. C. Code Ann. Regs. 43-234, 2018)
☐ The policy is established by the district/center board of trustees to approve college courses for units of credit. (24 S. C. Code Ann. Regs. 43- 234, 2018)
☐ Tuition costs and other fees are the responsibility of the student/parent(s)/legal guardian unless otherwise specified in local school district policy. (24 S. C. Code Ann. Regs. 43- 234, 2018)

Procedures

☐ High school students meet the postsecondary admission requirements.
☐ The postsecondary completer program aligns with the structure of the secondary completer program.
☐ Industry Recognized Certifications are offered.

Building Blocks for Best Practice Implementation of Expanding Dual Credit Opportunities for Career and Technical Education (CTE) Completer Status

1. *Use Data to Inform Decisions when Choosing Appropriate Dual Credit for Completer Status Pathways*

Districts and schools should focus data-gathering in four main areas: postsecondary enrollment, current dual credit for CTE completer status enrollment, local and regional workforce trends, and student interests, needs, and postsecondary aspirations.

- Review district/school overall postsecondary enrollment trends focusing on underrepresented student subgroups.
- Analyze the regional CLNA report to identify your region's top ten in-demand occupations.
- Conduct a student survey or focus group to identify student interests, needs, and postsecondary aspirations.

2. *Implement Effective Strategies to Ensure Student Success*

A successful CTE Dual Credit for Completer Status Program should have clearly defined learning pathways that consist of:

Active industry involvement in student learning, starting in the early grades.
   - School districts should encourage and support active industry involvement, which begins early in a student's learning pathway.
- Strong integration of student support, interventions, and course/pathway advisement.
   - School districts should establish a collective goal to ensure all students have access to rigorous standards and great instruction in all courses.
- Students' ability to earn credits and industry certification while in high school.
   - Students should demonstrate proficiency as they progress through their learning pathway by earning college credits and industry certifications in high school.
- Seamless transition from secondary to postsecondary.
   - School districts should ensure clear goals for students' entry into postsecondary education and careers.
- Qualified workforce with regional/state relevance.
   - School districts should create a robust, aligned learning experience that blends academics and relevant work experiences to meet economic demands.

Career and technical education programs of study, postsecondary articulation agreements, and national and international programmatic offerings also change each year. Annual evaluations are necessary for Dual Credit for CTE Completer Status programs to ensure continued alignment and program success. It is essential to build in student data collection, program review, and timeline for updates into normal high school master scheduling and student course selection process.

3. *Dual Credit Agreement Best Practices*

School districts are encouraged to collaboratively develop Memorandums of Understanding (MOU) or Articulation Agreements with the local Institution of Higher Education (IHE). MOUs and Articulation Agreements should (at a minimum) include:
- Contract period
- Courses and programs of study
  - For each course:
    - Course name, credits, prerequisites, narrative description
    - Course syllabus, including outline, course competencies, instructional materials, and other resources
- Student eligibility/selection criteria
  - Quantitative measures used to identify students may include school or district-generated relevant data points
  - Established cut scores and how they inform recommendations for the prescribed pathway
  - Qualitative measures used to identify students for this course may include observed classroom performance, anecdotal record/notes, behavior, attendance, and/or work ethic, etc.
- Course location
  - Home high school, postsecondary campus, secondary career center, online, etc.
- Method of delivery and instruction
  - Face to face, hybrid, online
  - Direct Instruction, Cooperative Learning, Project-Based Learning, Problem-Based Learning, Experiential or Service Learning, Game-Based Learning, etc.
- Grading policy
  - How and when grades from the IHE will be reported to the high school
  - Acknowledgement that grades from IHE must follow the SC UGP
  - Acknowledgement that course withdrawal grade policy must follow the SC UGP
- Attendance
  - Continuous communication between secondary and postsecondary regarding student attendance to avoid truancy issues.
- Transportation
  - Responsibilities for providing and/or funding transportation
- Costs
  - Responsible parties and costs associated with dual credit enrollment
- Discipline/Rules
  - Students will follow the IHE discipline and rules when taking a dual credit course.
- Contact persons
  - Signatures from both parties: home high school and the partner institution of higher education

4. *Create Dual Credit Acknowledgement of Agreement Forms for Families and Students*

It is recommended that school districts create forms that outline dual credit expectations with families and students. These signed documents are to be kept on file according to the MOU or Articulation Agreement document. Parents and students should be made aware of the following:

- Students taking dual credit courses are building two unique transcripts: the institution of higher education (IHE) transcript and the high school transcript. Transcripts may differ in GPA quality points.

If a student earns a grade below a B in a college credit course, it may impact on the qualification for the South Carolina LIFE scholarship. To keep a LIFE scholarship after the college freshman year, students must maintain a 3.0 GPA; this includes any transfer courses that the student may have taken in high school.

Dual credit courses count towards subject-specific or elective credit high school diploma requirements. A three-semester-hour college course transfers to high school as one (1) unit of credit.

- Dual credit courses are offered through an adult learning environment. Students enrolled in the Dual Credit program will be treated as college students and will be expected to take responsibility for their learning in this adult environment. Progress reports throughout the semester may not be issued to parents or high schools.

NCAA eligibility can be impacted by poor performance, failure, or withdrawal from a dual credit course.

The school district calendar and the college academic calendar may not match. Students are expected to follow all applicable college attendance expectations. In some cases, this may result in a student missing a school-sponsored assembly, trip, etc.

Any students with accommodations such as a 504, Individual Learning Acquisition Plan (ILAP), or Individual Education Plan (IEP) need to go through the College/University Student Disability Services and its process if they wish to receive accommodations in their dual credit courses.

5. *Monitor and Evaluate Progress*

   Monitoring and evaluating progress consist of coordination and collaboration that supports state-approved CTE programs. Postsecondary and secondary CTE staff collaborate regularly on course alignments and requirements to ensure that students experience rigorous academic and career learning pathways that provide real options upon graduation. This ensures that all stakeholders are involved and informed to take an inventory of current postsecondary opportunities, identify and eliminate barriers, and promote partnerships with postsecondary and industry.

   Monitoring and evaluating progress can provide the information schools and districts need to make informed decisions that can meaningfully impact the career pathways of their students and help encourage their future development. Once an implementation plan is established, it is important to consistently review each plan to ensure continued alignment to post-secondary standards, workforce trends, student interest, and postsecondary aspirations.

6. *Funding Dual Credit for CTE Completer Status Course*

   The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides states some flexibility to increase their investment in dual and concurrent enrollment as an important part of a high-quality program of study. Specific language regarding the allowability of the funds can be found in the Perkins V legislation under the local use of funds Section 135(b)(5).

   CTE participants at the postsecondary level in achieving academic skills; (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include— (A-T)

7. *Tuition Costs for Students*

   Perkins V provides funding for Post Secondary Dual Credit for CTE Completer Status Courses. Allowable and non-allowable tuition costs under Perkins funds are outlined as follows:
   ☑ **May** be an allowable cost for Dual Enrollment at a Post-Secondary Institution if aligned with CTE secondary courses (Requires federal grants liaison approval).
   ☒ **May not** be used for Academic Post-Secondary courses that are not directly related to the CTE Program of Study.

8. *Transportation of Students*

   Allowable and non-allowable transportation costs are as follows:

   ☑ **May** be used to transport students enrolled in career technical education programs including college/registered apprenticeship program visits.
   ☒ **May not** be used to directly pay an individual student enrolled in a career technical education program to take a bus, plane, etc. to a cooperative education site, internship site, college, and career technical education student organization event, etc.

9. *Family Education Rights and Privacy Act (FERPA) Considerations*

   The Family Educational Rights and Privacy Act (FERPA), passed by Congress in 1974, grants students the right to access and control their educational records. When a student turns 18 or enrolls in a postsecondary institution—including dual enrollment programs—FERPA rights transfer from the parent to the student. As a result, institutions may not disclose a student's educational records without the student's written consent. Schools should ensure parents are informed about these guidelines, especially when their child participates in dual enrollment.

   FERPA applies to any student enrolled in a school that receives funding from an applicable U.S. Department of Education program. This includes both K-12 and postsecondary institutions, meaning students in dual enrollment programs are covered under FERPA regulations.

10. *Refer to the South Carolina Uniform Grading Policy*

    According to the South Carolina Uniform Grading Policy (UGP):

    To award dual credit, districts must develop detailed articulation agreements with partner Institutions of Higher Education (IHEs), whether two-year or four-year colleges or technical colleges, that clearly outline the courses allowed for dual credit. Students may not take college courses on their own time at an institution of higher education with the expectation that the course would be transcribed back to the high school transcript without first consulting the district to determine if the course is a part of the articulated agreement between the high school and IHE.

    Dual credit articulation agreements between the home high school and the partner institution of higher education shall provide a transcript to document a final grade. When possible, a numerical average of zero to 100 should be provided to the high school to record a final grade for the high school transcript. If the numeric grade is not possible, the UGP conversion rule for other grades will be applied.

11. *Uniform Grading Policy Considerations*

Dual credit courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements (see SBE Regulation 43-234, Defined Program, Grades 9–12, and Regulation 43-259, Graduation Requirements).

Permission must be granted by the student's home high school prior to the student's taking the dual credit course to earn both a unit for high school credit and college credit. Students taking dual credit courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual credit course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ.

12. *Withdrawing from Dual Credit courses*

The Articulation Agreement should clearly state the high school is following the UGP and final grades reported by the IHE should be grades recognized by the SC UGP. Schools must follow the SC UGP withdrawal windows for all dual credit courses.

SC UGP: Students who withdraw from a course after the specified time of three days for a 45-day course, five days in a 90-day course, or ten days in a 180-day course without administrative approval, shall be assigned a WF/50. The WF/50 will be calculated in the student's overall grade point average.

If a student withdraws within the 5-day withdrawal window (5 live class sessions) they will receive a WP on their high school transcript. If the student withdraws outside the withdrawal window without administrative approval (with a compelling reason or extenuating circumstance), they will receive a WF on their high school transcript.

College rules, policies, and procedures are very different from the SC UGP. Students participating in Dual Credit have two sets of requirements simultaneously. It is possible for a student withdrawing from a dual credit course to receive a final grade from a college that is not recognized by the SC UGP (ex. W). However, a final grade of W is not recognized by the SC UGP and therefore cannot appear on the student's high school transcript.

13. *Dual Credit Courses in PowerSchool*

Dual credit courses will be assigned high school course codes to help facilitate course scheduling and accurate reporting. Per SBE Regulation 43-234 VII-D2, "The name and code number of every course that each student takes must be entered into the student data collection system active master scheduler at the time the student takes the course. Courses may not be added to the student's course history (transcript) without first being entered into the scheduler." The exception is entering summer school courses and grades into historical grades.

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Appendix A: History Timeline for Dual Credit for CTE Completer Status

Prior to 2015-2016	Need for Guidelines identified
2016-2017	Collaboration between CTE, the Technical College System, Local Education Agency (LEA) Administrators; Draft Guidelines for ART (internal routing system) State Board of Education
2018-2019	Pilot year
2019-2020	Implementation with the high school level course requirements.
January 31, 2019	Due date for applications for 2019-20 school year
2022-2023	All approved applications for dual credit courses are available statewide and listed in **the SCDE Course Code Database.**
2023-2024	Expanding Dual Credit Opportunities for Career and Technical Education (CTE) Completer Status
	Six pilot sites identified to use aligned postsecondary courses to count for Dual Credit for CTE Completer Status without offering the high school level of the course.
	Program team members responsible for requested programs, reviewed submissions, recommended revisions, and granted approval for implementation
2024-2025	Six pilot sites implemented the identified/approved dual credit for CTE Completer Status courses.
2025-2026	All school districts can offer dual credit for CTE completer status without the requirement of offering the high school credit.
End of January	For new dual credit program implementation, please complete **Dual Credit for CTE Completer Status Implementation Form** (formerly "Application form") for review and feedback **before the end of January in preparation for fall implementation.** One form must be completed for each requested program.
	Schools seeking support or assistance to ensure their plans are accurate are also encouraged to complete the **Dual Credit for CTE Completer Status Implementation Plan** form for feedback and assistance.

Appendix B: Career Ready Qualifiers

The 2024-2025 Accountability Manual identifies a student as "career-ready" if the student meets one or more of the following criteria. The student:

- Is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community (see guidelines and additional information posted at https://ed.sc.gov/instruction/career-and-technical education/programs-and-courses/cate-programs/).

- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the ACT WorkKeys exam or earns a Level 3 Credential or above on the WIN SC Career Ready Test (SCRT).

  Note: The WIN SCRT is the current career readiness test provided by WIN in South Carolina. This test is not the same as the WIN Ready to Work (R2W) test, which is no longer offered and on which a student needed to earn a Level 4 Credential or above to be deemed career ready.

- Earns a scale score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB).

  Note: A student can be deemed career-ready with proper documentation of a qualifying ASVAB score obtained at any time in the past. Although reprinted ASVAB score reports may only be requested up to two years from the date of testing (see https://www.asvabprogram.com/faq), scores do not expire for the purposes of demonstrating career readiness.

- Successfully completes a state-approved work-based learning exit evaluation from an employer. The work-based learning program must:
  - Include a training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
  - Include a WBL placement aligned to the student's IGP career goal; Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate; and
  - The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential according to their Individualized Education Plan (IEP).

Note: Although a student in the graduation cohort contributes the same way toward the school's rating for this indicator regardless of whether that student satisfies only one or several of the above criteria, it is important to keep accurate data for all students on each of these criteria since each criterion will be reported separately on report cards under CCR Details" (South Carolina Accountability Manual, 2024-2025, pp. 72-73)

Appendix C: Questions and Answers

Question 1: Is there a difference between dual credit and dual enrollment?

Response: (By Nicole Ivery, SCDE Office of Research and Data Analysis) *Dual enrollment refers to overarching theme of high school students taking college courses and receiving credit on both the high school and college transcripts. Dual credit refers to the high school academic weighting. Not all dual enrollment courses carry dual credit weighting. The Uniform Grading Policy does not allow dual credit weighting when college courses are remedial, orientation, or does not lead to a degree or industry credential.*

If a student earns college credit, but not high school credit, then it is not dual enrollment and does not belong in the guidelines. Labs do not receive separate credit at the high school level because the student earns the credit from the substantive course. If a student does not receive approval for a college course, then it is not dual enrollment and cannot be transcribed onto the high school transcript.

The SCDE Course Code Database references dual enrollment because it lists every college course - those receiving dual credit academic weighting and those receiving only college preparatory academic weighting. CTE vets college courses so that only those courses eligible for dual credit can be used for CTE completer status.

Question 2: Is the plan to move away from the high school courses and just offer dual credit for each pathway?

Response: No, the plan is not to move away from offering the high school courses. Districts and schools should continue using high school courses. The expansion allows districts and schools to offer opportunities for students to take dual credit for CTE completer status courses even though the courses are not offered at the high school level.

Question 3: To be eligible for D.E. programs with partners, students must have at least a 3.0 GPA. May students enroll in CTE D.E. courses who do not have at least a 3.0?

Response: (By J. Black, Technical College System) *Students can enroll in CTE dual enrollment courses with the technical colleges without having to have a 3.0 GPA, unless otherwise specified in the college and school district memorandum of understanding.*

The South Carolina Commission on Higher Education's Dual Enrollment Policy specifies a 3.0 GPA requirement for dual enrollment eligibility at four-year institutions and the two-year regional campuses of USC

As a Technical College system, our own Dual Enrollment policy and procedure does not include a GPA eligibility requirement for dual enrollment. However, our individual

colleges and their partner high schools or school districts may establish specific eligibility criteria in their written agreements.

For more information, visit: <u>CHE Dual Enrollment Policy, Section II: Student Eligibility</u>

Question 4: Is there an efficient way of working with a state level coordinator to identify the DE equivalent of each of the CTE courses for concentrator and completer status vs. individual districts submitting applications for the same DE pathway request?

> *Response: One person in the OCTE has been designated to receive all dual credit for CTE completer status requests. When that person receives the requests, the documents are reviewed and sent to the responsible program team member to ensure all guidelines are followed. To make sure we have a consistent method of collecting accurate data and to make sure the dual credit for CTE completer status courses are implemented following the guidelines, it is important for each district/school to submit an application/implementation plan.*

Question 5: Why does a certificate granted by the college not count as the industry-recognized credential?

> *Response: The requirements for the certificate at the technical college and the high school industry-recognized credential are different.*
>
> *The 16 technical colleges have different requirements for certificate programs. For example, the Cybersecurity certificate at York Technical College requires 37 credit hours, and Horry Georgetown Technical College requires 33 credit hours, and most of the courses for each certificate are different.*
>
> *Students can earn industry-recognized credentials for CTE by completing three or four courses, which will prepare them to complete the assessment successfully. Within the amount of time for a technical college certificate, a high school student can sometimes be a dual completer with more than one industry-recognized credential.*

Question 6: If a student earns a general studies certificate for the Introduction to Teaching Pathway, will it count as an industry-recognized credential? If not, why?

> *Response: No, a general studies certificate satisfies the technical college requirements and will not count as the industry recognized credential for Introduction to Teaching. In addition, students will be required to take postsecondary courses that do not count for CTE completer status because there is no alignment between the General Studies courses and the Introduction to Teaching state approved concentrator nor completer courses.*

Question 7: How do we get credentials added to the CTE Certifications-Career Ready Status 2023-2024 list with Career Ready status? How can we get credentials re-evaluated? For example, the NY Stock Exchange uses the W!SE-Financial Literacy Certification.

> ***Response:*** *The first step is for districts to submit a written request for specific industry recognized certifications to be added to the career ready listing via* <u>*Industry Credentials and Certification Application*</u> *to Murline Ingram. Our office prepares a listing of credentials to submit to the Education Oversight Committee (EOC) based on district/school requests. When EOC requests the list from CTE, EOC conducts the final vetting process and either disapproves or approves the submitted requests. We can add the WISE-Financial Literacy Certification for consideration, by following the steps listed above with EOC making the final decision.*

Question 8: Can high school students and college students be in the same classroom at the same time?

> ***Response:*** *If the class is on a high school campus, the answer is no. If the class is at the college, the answer is yes.*

Appendix D: Terminology, Definitions, and Hyperlinks

Career and Technical Education (CTE)

Career and Technical Education provides an important pathway to success for high school students. It offers each student opportunities to personalize his or her education based on career interests and unique learning needs that lead to the military, postsecondary, or the workforce.

Career Cluster

The National Career Clusters Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction.

Career Interest Inventory

A career interest inventory is a psychometric assessment used to measure a person's interests in different occupational areas. Most often interest inventories are used in career analysis to assist in finding areas where an individual has strong interests and therefore is more likely to enjoy the work.

Career Ready

Career ready refers to educational programs coupled with industry recognized credentials that help prepare students for the workforce.

Certificate

A certificate is an educational credential signifying completion of a course or series of courses at an educational institution.

Certification

A professional designation earned by demonstrating mastery in a specific skill set, usually through an exam.

Classification of Instructional Programs (CIP) Codes

The Classification of Instructional Programs (CIP) code provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. Every student identified as a concentrator must be assigned a CIP code.

Completer

A completer is a secondary student with an assigned Classification of Instructional Programs (CIP) code who has earned all required units in a state-recognized CTE program. South Carolina programs have different unit requirements in the Student Reporting Procedures Guide.

Concentrator

A CTE Concentrator is a secondary student with an assigned CIP code who has completed at least two identified courses in a state-recognized CTE program or

program of study. South Carolina has identified specific concentrator courses for each CIP Coded program.

Concurrent enrollment
Concurrent enrollment occurs when a high school student enrolls in a post-secondary institution to earn postsecondary credit. Concurrent enrollment credits do not transfer to the high school transcript.

Data Dictionary Course Activity Code
The Data Dictionary Course Activity Code Microsoft Excel table replaces the annual Activity Coding System Manual and lists all South Carolina Department of Education's active courses, codes, and identifiers such as gran span, academic weighting, units, subject-matter graduation credit, and more.

Dual Credit
Dual credit refers to high school academic weighting. Not all dual enrollment courses carry dual credit weighting.

Dual enrollment
Dual enrollment refers to the overarching theme of high school students taking college courses and receiving credit on both the high school and college transcripts.

Family Educational Rights Protection Act (FERPA)
The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a United States federal law designed to protect the privacy of student education information and records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Individual Graduation Plan (IGP)
An individual graduation plan is a student-specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education.

Institution of Higher Education/Institution of Higher Learning (IHE/IHL)
An institution of higher education/institution of higher learning provides a program of education beyond secondary education. Higher education institutions include universities, colleges, professional schools, and institutes of technology.

Local Education Agency (LEA)
A local education agency refers to the public school authority in a given area of a state, such as a school district or a board of education. It also includes charter schools and other education service agencies.

SBE Regulation No. R. <u>43-234, Defined Program</u>
   Grades 9-12 and Graduation Requirements

South Carolina Department of Education (SCDE)
   <u>The South Carolina Department of Education</u> is a state agency that provides leadership and support so that all public education students graduate prepared for success.

<u>South Carolina Education Oversight Committee (EOC) Accountability Manual</u>
   The expressed goal of the accountability system is to improve teaching and learning so that all students are equipped with a strong academic foundation and to ensure that all students graduate with the world-class knowledge, skills, and characteristics as defined by the Profile of the South Carolina Graduate. The accountability system is designed to promote high levels of student achievement through strong and effective schools.

South Carolina Occupational Information System (SCOIS)
   <u>South Carolina Occupational Information System</u> (SCOIS) resources are used in grades K - 12, providing students and their parents with career information, and helping them develop their career and educational goals.

Special Populations (Perkins V)
   <u>Special populations, as defined by Perkins V</u> are:
   - Individuals with disabilities
   - Individuals from economically disadvantaged families, including low-income youth and adults
   - Individuals preparing for nontraditional fields
   - Single parents, including single pregnant women
   - Out-of-workforce individuals
   - Homeless individuals
   - Youth who are in, or have aged out of, the foster care system
   - Youth with a parent who is a member of the armed forces and is on active duty
   - Individuals with other barriers to educational achievement, including individuals with limited English proficiency

State Board of Education (SBE)
   <u>The South Carolina State Board of Education</u> sets policy and general procedures for public school systems across the state.

Student Reporting Procedures Guide (SRPG)
   <u>The Student Reporting Procedures Guide</u> is the official guide for PowerSchool data entry and reporting for the Office of Career and Technical Education (OCTE). Data from schools are collected annually to meet state and federal requirements

Uniform Grading Policy (UGP)

The Uniform Grading Policy includes but is not limited to consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to use in the calculation of class rank.