

Credit Flexibility, Integrated Coursework and Simultaneous Credit



March 2023

Office of Career-Technical Education
Ryan Curtis, Program Specialist

Topics

Definitions

Integrated Coursework &
Earning Simultaneous Credit

Using Credit Flexibility to Offer
Simultaneous Credit

Credit Flexibility & Work-
Based Learning

Case Studies



Definitions

Integrated Coursework

The blending of learning standards from two or more courses/subject areas into a single course.

Simultaneous Credit

A process by which students can earn credit in multiple subject areas while enrolled in a single course.

Credit Flexibility

Ohio's method for awarding credit based upon a demonstration of subject area competency or learning expectations.



What is Integrated Coursework?

A single course that uses learning standards from different subject areas organized around a common theme.

Connects learning expectations in one subject area to authentic, real-world applications in a different subject area.

Example: School can integrate Physics and Algebra 2 or Physical Science and a Career-Technical Education Engineering Course.



Why?

WHY IT'S GOOD FOR YOUR STUDENTS?



Meet multiple learning expectations through a single course

Experience real-world applications for authentic learning

WHY IT'S GOOD FOR YOUR DISTRICT?



More dynamic learning environments

Students can meet graduation requirements faster



Earning Simultaneous Credit through Integrated Course Work

- Simultaneous credit refers to full or partial credit students earn in more than one subject area while they are enrolled in a single course.
- Awarding credit by demonstrating mastery of learning standards.



Teacher Qualifications



Valid teaching
license for each
area



Standard teaching
license with
supplemental
license for additional
area



Standard
teaching license
and Credit Flex
additional areas
outside of
expertise



Co-teaching with
each educator
licensed in his/her
area of expertise



Using Credit Flexibility to Offer Simultaneous Credit

- No focus on how or from whom students learn.
- Customizes educational delivery to the learning styles and interests of individual students.
- Under a Credit Flexibility Plan, Ohio awards credits based upon the demonstration of the learning expectations, not on the time spent in learning.



Credit Flexibility & Work-Based Learning

- Through Credit Flexibility, students can earn credit towards graduation by participating in work-based learning experiences aligned to a course.
- The first step to awarding credit for work-based learning is **to determine the type of credit** the district is seeking to award; **there is no generic Work-Based Learning elective or course subject code.**
- Alternatively, CTE programs can look to Capstone courses and the Pre-Apprenticeship course as other ways to tie Work-Based Learning to credit.



Teacher of Record

In every delivery method, program, pathway, course, flexible or innovative learning experience...



A credentialed teacher of record must be “tied to” (i.e., reported) and evaluate the learning of the experience/course/program.



Eastland Fairfield Career Center

*Case Study 1
Integrating student
voice and choice in
creating new English
language arts
courses*

Step One:
Why?

- Student, parent and stakeholder survey:
- Academics very traditional
 - Courses were not engaging
 - Not rigorous, too adult-centered

Step Two:
Set Goal

Develop a transparent, engaging, enriching and student-centered curriculum.

- 21-22 Focused on ELA

Step
Three: Act

- Gather information from students
- Developed courses around student feedback and standards
- Write courses of study
- Develop common assessments



Case Study 1 Outcomes

- Created 2 semester long required ELA junior courses (to meet specific standards)
- Created 10 semester long courses for seniors (and possibly juniors who want to earn additional credits).
- At the end of the Junior year, rising seniors were able to select the top 3-4 courses that would be offered during their senior year (selected from the 10 that were developed with their input)
- Tentative schedules were completed for our ELA staff before they left for the summer
- The process forced our staff to talk, listen and respond



Case Study 1 Course Examples

- Literature as a Reflection of Society 11-12 (required for Juniors unless in CCP) (105)
- Humanities through Literature 11-12 (required for Juniors unless in CCP) (106)
- Writing for Real Life 11-12 (115)

This course will strengthen written communication skills through a focus on informational writing standards (to include technical). Students will compose documents with a business communication focus while maintaining good writing conventions. Emphasis will be placed on strengthening the writing process of composing, revising, and publishing in order to be successful.



Resource: Standards by Design Tool

Alignment Search Criteria

Keyword:

Update Search

Career Field:

Academic Subject:

Alignment Search Results

Found 17 Alignments for your search criteria

Toggle Alignments

CAREER FIELDS	ACADEMIC SUBJECT	ALIGNMENT
<input type="checkbox"/> Career Field Agricultural and Environmental Systems →	Social Studies	17
<input type="checkbox"/> Strand Environmental Science	Social Studies	17
<input type="checkbox"/> Outcome Soils	Social Studies	17
<input type="checkbox"/> Competency AGR.6.1.4: Identify factors (e.g., climate, vegetation, soil texture, drainage, management practices, landscape) affecting organic matter and its function in soil quality.	Social Studies	4



Fort Frye High School

Case Study 2
Simultaneous Credit
CTE, Environmental Science for Agriculture and Natural Resources (010720) and Advanced Science, Environmental Science (132350)

Step One:
Why?

Step Two:
Plan

Step
Three: Act

- 21st Century integrated and real-world skills
- Utilizing exceptional resources (Co-Teachers).
- Increased Credit Options

- Co-taught classroom
- Aligning course outcomes for co-evaluation
- 1 credit, seat time based
- 1 credit, competency mastery

- Board Resolution and Course Guide
- Flex credit
- Student Information Software (SIS) and reporting



Case Study 2 Reporting Example

How to capture this dual credit class in Infinite Campus

- **CTE Credit-Environmental Science** The course will be built as normal inside the school day with the CTE teacher as the teacher of record and the science teacher listed as the co-teacher. EMIS Course Code 010720 Environmental Science for Agriculture and Natural Resources
- **Flex Credit Science-Environmental Science** The course will be built outside the school day in Period "Other" similar to CCP classes and athletic/club participation. The teacher of record will be the science teacher. I suggest NOT placing CTE teacher on this course may be flagged for too many hours of instruction on the CTE report. EMIS Course Code 132350 Environmental Science.

Jessica Lauric, META, Infinite Campus Support Specialist



*High School
Redesign
Case Study 3*

*Integrated Course
Work and
Simultaneous Credit,
CTE, Business
Foundations(141000)
and Financial Literacy
(153001)*

Step One:
Why?

Step Two:
Goal

Step
Three: Act



Resource: Financial Literacy

- Two courses have been identified as meeting the Financial Literacy requirements for graduation [Financial Literacy](#) (153001), can be used for students taking the one-half credit financial literacy course or [Personal Financial Management](#) (091052) can be used for students taking the one-half credit financial literacy with an educator licensed to teach Family and Consumer Sciences.
- For schools looking to combine the financial literacy course with other coursework, it is possible to integrate content from multiple subject areas into a single course for which students can be awarded simultaneous credit. The study and instruction of financial literacy shall align with the [academic content standards for financial literacy](#) adopted by the State Board of Education in 2019. Districts can refer to the [Integrated Coursework and Awarding Simultaneous Credit](#) page for additional guidance. Additional information visit [Financial Literacy page](#).





@OHEducation

