



DUAL CREDIT ARTICULATED PROGRAMS OF STUDY (DCAPS)



AGREEMENTS GUIDELINES AND PROCEDURES

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Created by Hawai'i Revised Statute, the Career and Technical Education Coordinating Advisory Council is the primary mechanism for State Board for Career and Technical Education (aka the University of Hawai'i Board of Regents) coordination and consultation at the policy level.

"Dual Credit Articulated Programs of Study (DCAPS) Agreements Guidelines and Procedures" was originally approved by the Career and Technical Education Coordinating Advisory Council on January 27, 2009. This revision, approved January 25, 2012, reflects refinements to the original document; no major changes were made.

HAWAI‘I STATE DEPARTMENT OF EDUCATION AND UNIVERSITY OF HAWAI‘I COMMUNITY COLLEGES SYSTEM CAREER AND TECHNICAL EDUCATION (CTE)

DUAL CREDIT ARTICULATED PROGRAMS OF STUDY (DCAPS) AGREEMENTS GUIDELINES AND PROCEDURES

I. INTRODUCTION

A Career and Technical Education (CTE) Dual Credit Articulated Program of Study (DCAPS) enables students in high school CTE programs taught by high school teachers to receive free credits for college courses if they successfully master the specific standards/student learning outcomes common to both secondary- and postsecondary-level CTE programs of study.

Consistent with the Perkins Act of 2006, [Sec.122(c)(1)(A)], Dual Credit Articulated Programs of Study

- 1. incorporate secondary education and postsecondary education elements;*
- 2. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education to adequately prepare students to succeed in postsecondary education;*
- 3. ...include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
- 4. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

A Dual Credit Articulated Program of Study (DCAPS) Agreement formalizes the arrangement between the secondary and postsecondary educational systems to grant college credit to high school students who successfully complete high school CTE courses taught by high school teachers where specified standards/student learning outcomes common to both secondary- and postsecondary-level CTE programs of study are met by the student. The Agreement indicates that a particular state approved secondary-level CTE program of study is connected to a particular CTE certificate and/or associate degree program offered by one or more community college and describes the dual credit options available. College credits are granted free of charge to students who successfully complete a DCAPS and all requisite requirements where a formal agreement has been reviewed by the State Director for CTE and signed by the Hawai‘i State Department of Education Superintendent and the University of Hawai‘i Vice President for Community Colleges.

II. PURPOSE

The purpose of this document is to describe the components of Dual Credit Articulated Programs of Study (DCAPS) and the process for preparing formal DCAPS Agreements. Dual Credit Articulated Programs of Study Agreements are the culminating goal of Hawai‘i’s Career Pathway System.

III. HAWAI‘I’S CAREER PATHWAY SYSTEM FRAMEWORK

Hawai‘i’s Career Pathway System spans Hawai‘i’s secondary (grades 9 – 12) and postsecondary educational systems and begins with a framework consisting of six pathways. The six pathways are Arts and Communication, Business, Health Services, Industrial and Engineering Technology, Public and Human Services, and Natural Resources. All occupations fit into one of these six pathways.

Each Pathway has three levels of occupationally appropriate academic and technical preparation: core, cluster, and concentration.

1. Core—a broad grouping of the occupations within a pathway that share common skills and knowledge.
2. Cluster—a focused group of the occupations within a pathway core that share common skills and knowledge.
3. Concentration—an occupation within a pathway cluster with specific skills and knowledge.

The fundamental skills and knowledge in the core and cluster courses taught at the secondary level are those generally taught at the beginning of a postsecondary certificate or degree program. The application of these skills and knowledge creates an important foundation for the more advanced skills and knowledge taught at the concentration level. The skills and knowledge from the core, cluster, and/or concentration levels of a particular Career Pathway that are common to both secondary- and postsecondary-level career and technical education courses are the focus of Dual Credit Articulated Programs of Study (DCAPS). The Hawai‘i Career Pathway System framework is the basis for the development of both secondary- and postsecondary-level CTE programs of study.

IV. SECONDARY-LEVEL CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS OF STUDY

At the secondary level (grades 9 – 12), a Hawai‘i Career Pathway System CTE program of study **minimally** consists of a:

1. CTE Pathway Core course,
2. CTE Pathway Cluster course that builds on the Core course within the same pathway, and
3. CTE Pathway designated academic course to ensure the integration and application of technical and academic skills and knowledge.

Beyond these minimum requirements, a secondary-level CTE program of study may also include a third year concentration course. A Hawai'i Career Pathway CTE concentration course builds on the cluster course.

The Hawai'i State Department of Education (HSDOE) Perkins Program Administrator determines the viability of offering a particular secondary-level CTE program of study. Based on this viability as well as workforce needs and career opportunities, the HSDOE Perkins Program Administrator approves the development of new secondary-level CTE programs of study, the sequencing of courses within programs of study, and revisions to existing programs of study.

V. POSTSECONDARY-LEVEL CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS OF STUDY

Hawai'i Career Pathway System Core, Cluster and Concentration standards are linked to postsecondary CTE programs of study student learning outcomes (SLOs). In addition, secondary level courses must be articulated to community college courses that are required for a certificate and or degree program. At the postsecondary level, Hawai'i Career Pathway System CTE programs of study include:

1. Associate in Science (AS) degree programs,
2. Associate in Applied Science (AAS) degree programs,
3. Associate in Arts in Teaching (AAT) degree program,
4. Associate in Science Natural Science (ASNS)
5. Associate in Technical Studies (ATS) degree programs; and
6. Career and Technical Education credit-bearing certificate programs.
 - a. Certificate of Achievement (CA)
 - b. Certificate of Completion (CC)
 - c. Certificate of Competence (CoC)
 - d. Advanced Professional Certificate (APC)

Proposals for new or revisions to existing postsecondary-level CTE programs of study are initiated by faculty in accordance with the requirements of national academic and professional accrediting organizations and/or in consultation with local business and industry. All CTE program of study proposals undergo a series of reviews by various groups/levels within the University of Hawai'i Community Colleges System. The reviewers at each level must support the proposal before it is approved. *(See UH Executive Policy, E5.201 "Approval of New Academic Programs and Review of Provisional Academic Programs.")*

VI. CAREER AND TECHNICAL EDUCATION (CTE) DUAL CREDIT ARTICULATED PROGRAMS OF STUDY

A Hawai'i Career Pathway System DCAPS provides secondary-level students the opportunity to earn dual credit and continue their education at the postsecondary level in a non-duplicative sequence of courses consistent with the Perkins Act of 2006, [Sec. 122(c)(1)(A)]. When the secondary- and postsecondary-level agencies determine that the standards required in an approved secondary-level program of study are also found in the student learning outcomes in a course(s) required in a postsecondary-level program of study, a DCAPS Agreement may be developed. The development and processing of all DCAPS Agreements is coordinated by the HSDOE Perkins Administrator and the UHCC Academic Affairs Offices personnel.

VII. DUAL CREDIT ARTICULATED PROGRAM OF STUDY AGREEMENTS

A Dual Credit Articulated Program of Study (DCAPS) Agreement is a formal contract between the secondary- and postsecondary-level agencies that indicates a State-approved secondary-level CTE program of study is connected to a particular CTE certificate and/or associate degree program offered by one or more community colleges, consistent with the Perkins Act of 2006, [Sec.122(c)(1)(A)]. When a DCAPS Agreement has been executed, students who successfully complete all requirements in the agreement are eligible for free DCAPS credit. The UHCCS will award dual credit to students within two years of high school graduation and after a student has completed any one course at the community college where the dual credit application has been filed. Where standards are provided by a nationally-recognized certification process, the certification standards are adopted and do not require PAC approval.

A. Industry-Validated Standards and Assessments

1. Industry-Validated Standards:

Dual Credit Articulated Program of Study (DCAPS) agreements ensure that the skills and knowledge required by business and industry are used to establish the Pathway Advisory Council-approved standards.

Each of the six pathways in Hawai'i's Career Pathway System is guided by a Pathway Advisory Council (PAC). The PACs are comprised of a majority of business and industry members representing a variety of occupations within a particular Career Pathway and a minority membership of secondary and postsecondary educators. Two of the responsibilities of the PAC are to:

- a. identify the essential skills and knowledge required by business and industry, and
- b. approve the standards that are derived from the identified skills and knowledge.

Where standards are provided by a nationally-recognized certification process, the certification standards are adopted and do not require PAC approval.

The standards approved by the Pathway Advisory Councils provide the common language and content by which secondary and postsecondary programs of study may be linked. Because postsecondary-level CTE programs of study are structured around student learning outcomes (SLOs), the SLOs and PAC-approved standards must be crosswalked to each other before a DCAPS Agreement can be developed.

PACs may appoint sub-committees of industry content experts (who make up the majority membership) and secondary and postsecondary education representatives to facilitate the identification of essential skills and knowledge required by business and industry. Sub-committees may also be formed to address other pathway issues and initiatives that support standards development and implementation.

2. Assessments:

Dual Credit Articulated Program of Study (DCAPS) agreements ensure that the assessment plans have been approved by the Pathway Advisory Council. Determination of student mastery of the PAC-approved standards is essential for successful transition of students from secondary- to postsecondary-level CTE programs of study. Both the secondary and postsecondary systems as well as the business/industry community must have confidence in successful student mastery of the specific Career Pathway standards. Likewise, students must also have confidence in their mastery of the standards.

PAC-approved standards must be crosswalked to the assessment(s) to determine student mastery of these standards. The crosswalk and a description of the form of assessment(s) that will be used to measure the attainment of the standards must be presented to the appropriate Pathway Advisory Council (PAC) for approval.

Summary of assessment plan(s) and associated specific assessment tools such as rubrics or checklists will be available online. Exemplars will be posted online where possible and applicable.

Secondary-level CTE program of study related assessments will be administered within the secondary-level setting and within official hours of operation. Secondary-

level staff will administer the assessments. All assessments are scheduled by the State and are offered once in the fall semester and once in the spring semester.

Students may re-take the core course assessment once, but only after enrolling in the cluster level course within the same program of study. For programs of study terminating at the cluster course level, students may re-take the cluster course assessment once within the same academic year. For programs of study terminating at the concentration course level, students may re-take the cluster course assessment once, but only after enrolling in the concentration

level course within the same program of study. Students may re-take the concentration course assessment once within the same academic year. The State will designate a specific window of time for re-taking assessments in both the fall and spring semesters. Students must retake assessments in the same year they complete their CTE Program of Study.

The HSDOE will document on the official student transcript the completion of a secondary-level CTE Program of study, including course grades and scores on specific assessments, to determine eligibility for dual credit.

B. Dual Credits

Dual Credit Articulated Program of Study (DCAPS) agreements stipulate the procedures for colleges to award credit(s) to students who have mastered the industry-validated standards and have successfully completed all requirements of the Agreement. The Agreement identifies the DCAPS options available for high school students who successfully complete a secondary-level CTE program of study and requisite assessments. The particular course(s) and number of credits the student will earn must be delineated in the DCAPS Agreement for each participating community college.

VIII. CONTENTS OF DUAL CREDIT ARTICULATED PROGRAM OF STUDY AGREEMENTS

The DCAPS Agreement is jointly developed by instructional and system representatives from the Hawai'i State Department of Education and the University of Hawai'i Community Colleges System. All high schools offering the State-approved secondary-level program of study included in the Agreement are part of the Agreement. The community college(s) participating in the Agreement and the course(s) for which a student may be awarded dual credit(s) are specified in the DCAPS agreement. Contents of agreements will include:

1. Purpose of the Agreement
2. Agreement and Procedures
 - A. Scope of Agreement
 - B. Term of Agreement
 - C. Number of Credits to be Awarded
 - D. College Dual Credit Articulated Program of Study (DCAPS) Procedures
 - E. Transferability of Credits
 - F. Additional Credits (optional)
3. Student Application Guidelines for Articulated Credits
 - A. Student Eligibility
 - B. Timeline for Application
 - C. Application Process
4. Table 1— HSDOE and UHCCS DCAPS Course Alignment: (Name of Program of Study)
 - sequence of courses a high school student must complete in the specific State-approved secondary-level program of study

- minimum course grade(s) required for each secondary-level program of study course
 - minimum assessment(s) score(s), and
 - the UHCC System program of study courses by campus for which credit will be awarded
5. Signature Page
 - Superintendent, State of Hawai‘i Department of Education
 - Vice President, University of Hawai‘i Community Colleges
 6. Appendices
 - Appendix A—Contact Information
 - Appendix B—Crosswalk of Standards and Student Learning Outcomes (Crosswalk not required for programs with national certification)
 - Appendix C—Assessment Plan
 7. DCAPS Transition Plan
 - course requirements from high school through community college to complete a CTE degree or certificate for each individual community college included in the agreement

IX. APPROVAL PROCESS FOR DUAL CREDIT ARTICULATED PROGRAM OF STUDY AGREEMENTS

When a DCAPS Agreement has been developed between the Hawai‘i State Department of Education and the University of Hawai‘i Community Colleges System, the secondary- and postsecondary-level Perkins administrators jointly provide assurance to the State Director for Career and Technical Education that the DCAPS complies with the requirements of the Perkins Act of 2006, [Sec.122(c)(1)(A)] as well as the procedures and guidelines described in this document.

To provide such assurance, the HSDOE and UHCC Perkins Program Administrators must submit to the State Director a memo declaring the DCAPS Agreement meets the requirements of the Perkins Act of 2006 with the following attachments:

1. Pathway Advisory Council minutes documenting approval of the standards
2. Pathway Advisory Council minutes documenting approval of the form of assessment to determine student mastery of the standards (This approval is not necessary for DCAPS requiring only nationally-recognized certification such as CISCO and A+.)
3. Hawai‘i Career Pathway System DCAPS Agreement including all requirements described in this document under “Contents of DCAPS Agreements”

When the State Director determines that the DCAPS Agreement meets the requirements of the Perkins Act and satisfies the requirements described in this document, the State Director will forward the Agreement to the Hawai‘i State Department of Education Superintendent and the University of Hawai‘i Community Colleges System Vice President for signature. The Office of the State Director for Career and Technical Education will notify the HSDOE and UHCCS when the agreement has been signed by the designated representatives from both agencies. The original agreement shall be maintained by the State Director for Career and Technical Education. All Agreements will be posted on the CTE website: <http://www.hawaii.edu/cte> and copies of all relevant documents will be on file with the agencies.

X. ANNUAL COMMITMENT

The Hawai'i State Department of Education Superintendent and the University of Hawai'i Community Colleges System Vice President must annually commit to:

1. Articulating programs of study between secondary and postsecondary institutions that are designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree;
2. Developing and maintaining a system to facilitate the recording of students' earned eligibility for dual credit based on DCAPS Agreements, and
3. Promoting and supporting DCAPS Agreements within each respective agency and with current and prospective students.

The State Director shall request an annual commitment from the Hawai'i State Department of Education Superintendent and the University of Hawai'i Community Colleges System Vice President via a prepared memo for their signature for submission to the Office of the State Director for Career and Technical Education.



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