



Ways in Which High School Students Can Earn Technical College Credit through Articulation/Dual Credit

Articulation/Dual Credit refers to aligning high school and postsecondary curricula to create sequences of courses offering skill attainment with unnecessary duplication. Articulation focuses on providing opportunities for high school students to take college level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements. If your school district is interested in articulation, check first with the Career Prep Coordinator at your local technical college. If your local technical college does not offer a particular program, then you can explore an “out of district” agreement with a different technical college.

There are two types of articulation/Dual Credit – advanced standing and transcribed credit. The table below outlines the similarities and differences between the two types. Articulation agreements are formal agreements created between public school districts and postsecondary institutions. Students benefit from both types of articulation. However, it is important to note the specific differences in benefit between advanced standing and transcribed credit.

Terminology	Advanced Standing	Transcribed Credit
DEFINITIONS	Advanced Standing may also be referred to as <ul style="list-style-type: none"> • “credit in escrow” because the application of the credit is delayed until students enroll in a technical college or other post-secondary options. 	Transcribed Credit may also be referred to as: <ul style="list-style-type: none"> • “dual credit courses” as high schools also give credit. • “direct credit” because students are earning technical college credit directly from the technical college.
RELATIONSHIP BETWEEN HIGH SCHOOL AND TECHNICAL COLLEGE COURSES	High school course(s) or competencies are determined to be equivalent or comparable to a technical college course. Agreements require a minimum of a 3.0 grade point on a 4.0 scale for students to earn credit. High school grading policies and standards are followed.	Genuine technical college curriculum is taught to high school students. A variety of delivery methods may be used. Students earn both high school credit and technical college credit simultaneously. Technical college grading policies and standards established in the agreement are followed.
TEACHER	Course is taught by a high school teacher who holds a current DPI license in the related area of instruction.	Course is taught by a certified technical college instructor or a high school instructor who holds a current DPI license in the related area and has had their credentials reviewed and accepted by connected technical college.
AWARDING CREDIT	The student must meet all conditions of the articulation agreement in order to be eligible for advanced standing credit. Equivalency credits are awarded; however, technical college grades are not given for these courses.	Upon successful completion of course, grades are posted to an official technical college transcript and tabulated in the student’s technical college GPA. Students earn technical college credit and high school credit simultaneously.

DOCUMENTATION	<p>The school district maintains the student’s transcript. Under DPI, PI 26 Education for Employment; <i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.</i></p> <p>Technical colleges may opt to give a “certificate of eligibility” that specifies the course title, course number and credits for which advanced standing may be granted upon enrollment at a post-secondary option.</p>	<p>The technical college maintains the student’s transcript for technical college course work. The school district maintains the student’s transcript including high school and technical college course work.</p> <p>Under DPI, PI 26 Education for Employment; <i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.</i></p>
DATA REPORTING	School districts receiving Perkins funds are required to report current articulation in the Career and Technical Education Enrollment Reporting System (CTEERS).	The technical college reports the course in the WTCS Client Reporting System.
AGREEMENT/COSTS	Involves a written articulation agreement. No fees are charged to the student or school district.	Involves a written contractual agreement and <i>cost-neutral</i> arrangement between a school district and a technical college.
TRANSFER TO ANOTHER WTCS TECHNICAL COLLEGE	According to the Credit for Prior Learning policy (Educational Services Manual 12.10.5), technical college credit awarded for high school coursework covered by an articulation agreement at the originating technical college shall be accepted as credit toward completion of a comparable course or courses by the receiving technical college.	All courses taken for technical college credit appear on a student's transcript and shall be transferrable to other technical colleges who have the same program.

*General College Courses are designed to prepare learners for the rigors of general education courses associated with WTCS Applied Associate Degrees. General College Courses are offered at the 10 level, are tuition bearing and appear on a student’s transcript. General College Courses are not part of an Applied Associate Degree, Associate of Arts or Science Degree, a Technical Diploma or a WTCS Pathway Certificate. The primary purpose of a General College Course is to transition students from pre-college into collegiate level general education. When building articulation agreements these courses should use **Advanced Standing as the mechanism** to acknowledge the students’ attainment of course competencies in General College Courses delivered. Another option might be to offer elective credit for the competencies attained. When articulating course work using a purchased curriculum like “Project Lead the Way” or “STEM Essential” the method in which to articulate should be Advanced Standing.*

Note: “Articulation Guiding Principles” have been established to assist in the development of agreements;
<http://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=65534397-b228-4520-99b6-c83f134ce372>

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