

The text in this section is excerpted and adapted from Recommendations of the Committee for Statewide Articulation Guidelines submitted to the Texas Higher Education Coordinating Board and the Texas Education Agency, March 2000.

STATEWIDE ARTICULATION

The Advanced Technical Credit Program consists of:

1. **The ATC Standard Articulation Agreement**, which outlines criteria for the recognition of statewide-articulated courses and award of college credit;
2. **Technical Course Outcome Profiles**, which provide guidance to teachers by outlining areas of content enhancement required for college credit;
3. **The ATC Articulated Course Crosswalk**, which lists high school courses eligible for statewide articulation and the college workforce education course equivalent; and
4. **TEA-Required Teacher Professional Development Activities**, which provide teachers with instruction in articulation and opportunities to discuss course requirements with subject area college faculty.

General Recommendations for Statewide Articulation

(See also the ATC Standard Articulation Agreement, Section III)

A. Courses Eligible for Statewide Articulation

High school courses may be considered for inclusion in the ATC Course Crosswalk under the following conditions:

1. Individual Courses – An individual high school course may be considered for articulation with a single college course only if the high school course results in the award of one or more high school graduation credits.
2. Series of Courses – The content of a sequence of high school courses ($\frac{1}{2}$ credit or more) may equate to the content of one or more college-level courses.
3. Commonly Articulated - The courses are commonly articulated with WECEM courses and/or meet criteria determined by the TEKS/WECEM alignment committee (e.g., high skill/high demand or emerging occupations).

The text in this section is excerpted and adapted from Recommendations of the Committee for Statewide Articulation Guidelines submitted to the Texas Higher Education Coordinating Board and the Texas Education Agency, March 2000.

B. Location and Student Composition of Classes

1. Location - Courses eligible for articulated credit may be taught on the high school campus, by distance learning, or at any approved instructional site, by high school or college faculty, or may be taught on the college campus by high school or college faculty.
2. Class Composition - High school courses taught for immediate high school credit only and eligible for future award of college credit by articulation are typically composed only of high school students, but may be composed of both high school and college students, including students concurrently enrolled for dual credit.

C. Provision of Student Learning and Support Services

1. Resources - Resources comparable to those of their college-level counterparts, defined during regional subject area/articulation meetings, must be made available by participating school districts for high school students taking articulated courses.
2. Career Guidance and Counseling - High school and college students must routinely receive information on requirements for articulated course credit. This process shall be facilitated by the routine identification of articulated courses in the following publications:
 - a. State Agency-
 1. Secondary - Articulated courses (or course sequences) will be identified in TEA's Catalog of Career & Technology Courses (CCTC), or TEA's approved innovative course list, as articulated and the corresponding WECM course number(s), course title(s), and credit hours provided.

TEA's PEIMS data standards list statewide-articulated career and technology courses with unique PEIMS course numbers and abbreviations specifically for career and technology articulated courses.
 2. Postsecondary - Each course identified for articulated credit will be identified in the WECM as articulated and the corresponding TEKS course identification number(s), and title(s) provided.

The text in this section is excerpted and adapted from Recommendations of the Committee for Statewide Articulation Guidelines submitted to the Texas Higher Education Coordinating Board and the Texas Education Agency, March 2000.

b. Schools and Colleges - Articulated courses (or course sequences) will be identified in the following documents: high school course catalogs/bulletins, college catalogs/bulletins, Tech Prep six-year plans, local counseling and planning documents, and related student publications.

c. General Staff Development - Information on statewide articulation policies and the relationship of articulated courses to secondary and postsecondary programs of study, including Tech Prep programs, should be provided during periodic staff development for teachers of articulated courses, and to counselors and administrators.

D. The “A” code is used by public independent school districts under the following conditions:

1. Statewide Articulation -

a. Course eligibility - The course, or final course in a required sequence of courses, is listed in the ATC Course Crosswalk and thereby eligible for the “A” code; and

High school faculty - The course designated with an “A” code is taught by high school faculty who meet or exceed minimum faculty qualifications for community and technical college faculty teaching the college-equivalent course(s) and have participated in state-approved joint curriculum development, alignment and evaluation activities, including WECM course content and TEKS alignment.

b. Additional notations - There are no additional notations required on a high school transcript for the use of the “A” code for courses listed in the ATC Course Crosswalk.

2. Local Articulation -

a. Course eligibility - The high school course, final high school course in a required sequence of courses, or college course, is NOT listed in the ATC Course Crosswalk, but is eligible for the “A” code by virtue of a locally developed articulation agreement; and

High school faculty - The course, or course sequence, is taught by high school faculty who meet or exceed minimum faculty qualifications for community and technical college faculty teaching the college-equivalent course(s), and have met other requirements of the local agreement, if any.

The text in this section is excerpted and adapted from Recommendations of the Committee for Statewide Articulation Guidelines submitted to the Texas Higher Education Coordinating Board and the Texas Education Agency, March 2000.

b. Additional notations - The district must identify the college(s) agreeing to award the credit on the reverse side, or local use area, of the transcript and the college-equivalent courses.

3. Distinguished Achievement Program - A high school course identified for statewide articulation and noted on a student's transcript by the "A" code under the stipulations noted above, meets the college-level course requirement for an advanced measure under the Distinguished Achievement Program (DAP) high school graduation plan. To apply the course to the DAP award the student must meet minimum course completion standards for the award of college credit (e.g., minimum grade of 80/3.0 or higher).

4. Tech Prep High School Graduates - A student who has successfully completed a state-approved Tech Prep program of study should be identified on the transcript as a Tech-Prep program graduate. Articulated courses in a Tech Prep program are identified with the "A" code based on the guidelines outlined above.

E. High School Faculty Qualifications

In order for high school faculty to teach courses designated for statewide articulation they should meet or exceed minimum qualifications for faculty in associate degree programs outlined in the Criteria for Accreditation, Commission on Colleges, Southern Association of Colleges and Schools (SACS), Section 4.8.2.1, and by the Texas Higher Education Coordinating Board for community and technical college faculty teaching the college-equivalent course(s) (GIPWE, Chapter II).

Specific faculty requirements for each course eligible for statewide articulation will be outlined on the website (www.atctexas.org). The employer of record should verify that a faculty member meets minimum requirements and is eligible to teach courses for articulated college credit. Additional requirements of external accrediting agencies for specific courses will be noted on the website, as applicable.

Participants entering into local need articulation agreements will determine the faculty qualifications required for the course(s) in question and maintain appropriate records.

In specific instances, a college technical course may be taught specifically for transfer to a baccalaureate degree program. In this case, high school faculty teaching the equivalent high school course for articulated credit must have additional qualifications, usually a master's degree and 18 graduate semester hours in the teaching discipline.

The text in this section is excerpted and adapted from Recommendations of the Committee for Statewide Articulation Guidelines submitted to the Texas Higher Education Coordinating Board and the Texas Education Agency, March 2000.

F. Joint Curriculum Development, Alignment and Evaluation Activities

In order to facilitate consistent statewide instruction that meets, at a minimum, WECM course content and promote consistent methods to document WECM-equivalent student competencies, high school faculty teaching courses for "A" code transcript designation must participate in local, joint secondary and postsecondary curriculum development activities that include standard information on statewide articulation and subject-specific content alignment activities.

Annual joint secondary and postsecondary faculty curriculum review activities are currently offered and may be modified to include standard content developed for the statewide articulation process. Tech Prep consortia have Perkins Tech Prep funds designated for that purpose.

General articulation and subject-area specific activities for statewide articulation may be delivered by two-year postsecondary degree-granting institutions or regional education service centers, including through distance learning technology, and may be coordinated by regional Tech Prep consortia or state agencies.

The content and outcomes of such activities should include:

1. Content - Minimum standard content will be developed and disseminated through two-year colleges and Tech Prep consortia. These materials should be used during local curriculum development, alignment and evaluation activities, and include the following elements:
 - The articulation process and use of the "A" code;
 - Subject-specific instruction in TEKS/WECM alignment of articulated courses;
 - Subject-specific minimum WECM content requirements;
 - Relationship of the course(s) to articulated programs of study, including Tech-Prep programs, and program alignment;
 - Skills standards and evaluation of student competency;
 - An overview of appropriate instructional methodologies; and
 - Evaluating student performance for college-level equivalence.

Content may also include instruction in local WECM course content enhancement. A model agenda, an outline of required content, and a standard form documenting faculty completion of these activities will be developed for statewide use.

2. Outcomes - Each participant should receive documentation of participation in local curriculum development activities.

Participants entering into local articulation agreements for courses not listed in the crosswalk are encouraged to provide high school faculty affected with appropriate information during local curriculum development activities.