Guide to the Advanced Technical Credit Program:
A Resource for College Registrars and Student Advisors
Introduction

This resource was developed to help college registrars, admissions staff, and student advisors interpret the various methods students may earn college credit while enrolled in high school and how to effectively integrate these courses into college programs of study.

Section I explains the Advanced Technical Credit (ATC) Program (Statewide Articulation) in detail, including criteria for award of articulated college credit and steps to evaluate a high school transcript.

Section II includes the ATC Standard Articulation Agreement.

Section III provides an overview and comparison of five methods to earn college credit, including well-known programs such as the College Board Advanced Placement Program and the Advanced Technical Credit Program.

The loose-leaf format allows pages and sections to be updated periodically and allows colleges to adapt materials for local use.

For more information and to access this document, refer to www.atctexas.org.
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Section I

What Is the Advanced Technical Credit Program?

The Advanced Technical Credit Program (ATC), also known as statewide articulation, is a method for students in Career and Technology courses to obtain college credit in high school.

The program facilitates the use of articulated credit in colleges across the state and streamlines and standardizes the articulation process for students, schools, and colleges. The program consists of four parts.

1. The ATC Standard Articulation Agreement sets common statewide standards for the award of college credit for selected, content-enhanced high school courses. Students who successfully complete statewide articulated secondary courses, enroll in participating public two-year colleges, and meet the requirements for award of college credit outlined in the Standard Articulation Agreement, are eligible to receive advanced technical credit from a college that offers the corresponding college course(s).

2. The ATC Statewide Articulated Course Crosswalk is a resource for schools and colleges, which identifies high school courses included in the Advanced Technical Credit Program and the college equivalent course(s). Required enhancements are also specified in the course crosswalk.

3. TEA-Required Professional Development provides information to teachers on articulated courses on the articulation process, content of college-equivalent courses, and expected levels of student performance.

4. ATC Program conducts a credential review for each teacher seeking ATC eligibility. The qualifications of the secondary teachers are reviewed to make sure they match college faculty qualifications under Southern Association of Colleges and Schools (SACS). Only teachers who meet these requirements are eligible to teach ATC-approved courses.

Advantages of ATC/Statewide Articulation

- Provides a statewide standard for awarding college credit
- Provides a common core of articulated courses
- Provides a common method to identify articulated courses on high school transcripts
- Provides a careful review of teacher qualifications to match SACS
- Saves valuable resources: time and money
1. The ATC Standard Articulation Agreement is designed for use with high school courses listed in the ATC Statewide Articulated Course Crosswalk.

2. Local articulation agreements are not required for courses listed in the ATC Statewide Articulated Course Crosswalk for participating colleges that offer the corresponding college courses. Local course articulation agreements are required in any other formal articulation process.

3. Any student may request statewide articulated credit, not just students participating in a formal articulated program.

4. A college may designate an articulated course as "credit only" or may include articulated courses in a student’s cumulative grade point average. Articulated courses may be noted by a letter grade, "credit" or "credit by articulation" on the college transcript.

5. A college may not charge tuition or fees for the award of articulated credit hours, although a college may charge a nominal administrative fee to transcript articulated credit.

6. A college may charge a nominal fee for challenge exams used to award academic credit for courses listed in the Academic Course Guide Manual (ACGM) to students eligible for articulated credit for a ACGM-equivalent WECM course.
Criteria for Award of College Credit

1. The student completes the ATC statewide articulated course with a grade of 80 (3.0) or better. If multiple courses and/or prerequisite courses are required in the ATC Articulated Course Crosswalk, a student must also complete each of these courses with a grade of 80 (3.0) or better.

2. The student enrolls in a participating college within 15 months of high school graduation. A college may extend this deadline.

3. Articulated credit is awarded by the college on enrollment; however, a college may require a student successfully to earn six (6) hours of non-developmental college credit in any subject area.

4. These hours may be satisfied before high school graduation by dual credit or by qualifying scores on College Board Advanced Placement (AP) and/or CLEP examinations.

5. The college-equivalent course or courses should apply to the student’s declared major and degree plan and the course is offered by the college.

Which high school courses are ATC statewide articulated?

- Statewide articulated high school courses are listed in the ATC Statewide Articulated Course Crosswalk.

- Most statewide articulated courses are equal to one or more high school credits. In some instances, two half credit high school courses are required for college equivalence. These are noted in the ATC Statewide Articulated Course Crosswalk.

How are articulated high school courses recognized?

- ATC statewide articulated courses (which are content-enhanced) should show the notation “A” which should appear after the course abbreviation, identifying a course as articulated, either statewide or local.
Evaluating ATC Statewide Articulated Courses for College Credit

STEP 1: Identify Articulated Courses - Statewide (ATC) or Local?

Check the student’s high school transcript. There are two types of articulated courses that may be on a high school transcript, ATC statewide articulated courses and locally articulated courses. A student's transcript may have both.

The college determines eligibility for college credit award based on the terms of the applicable articulation agreement, either the ATC Standard Articulation Agreement or the local agreement.

1. **ATC Statewide Articulated Courses** are listed in the ATC Statewide Articulated Course Crosswalk and terms for award of college credit are outlined in the ATC Standard Articulation Agreement (see Section II).

2. **Locally Articulated Courses** are not listed in the ATC Statewide Articulated Course Crosswalk and terms for award of college credit are covered by individual articulation agreements. The course should be noted with an “A” code on the high school transcript and high schools should also list the participating college and college course equivalent on the back of the transcript.

Example - School years covered by the local agreement

<table>
<thead>
<tr>
<th>HS Course name</th>
<th>Animation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course number</td>
<td>ANIMAT</td>
</tr>
<tr>
<td>College equivalent</td>
<td>See back of HS transcript</td>
</tr>
<tr>
<td>Terms for award</td>
<td>Local Articulation Agreement</td>
</tr>
</tbody>
</table>

*Both types of articulated courses should be noted on the high school transcript with the “A” special explanation code, but schools may fail to use this code making it more difficult to identify locally articulated courses. If the status of the courses is in doubt, contact the high school’s registrar.
STEP 2: Evaluate Student Eligibility for Award of College Credit

1. **Verify the student’s grade.**

   To receive college credit for an ATC statewide articulated course, the student must earn a minimum grade of 80 (3.0 or higher) in the course.

2. **Determine student standing.**

   To receive college credit for an ATC statewide articulated course, the student should complete the course as a junior (grade 11) or senior (grade 12).

   If the course is part of an ATC-designated course sequence, to receive college credit the final course in the sequence should be taken as a high school junior or senior. A college may elect to award credit for a course taken in grades 9 and 10.

3. **Verify completion of course sequences and prerequisites, if any, required for statewide articulation.**

   In some cases, a student must complete more than one high school course to receive college credit under statewide articulation. These situations are identified in the ATC Statewide Articulated Course Crosswalk. To receive college credit, the student must earn a minimum grade of 80 (3.0 or higher) in all courses in the ATC-defined sequence.

4. **Ensure that the student has enrolled within required time limitations.**

   The student should enroll in a public two-year institution within 15 months of high school graduation. A college may extend this time line at its discretion.

   Articulated credit should be awarded by the college on enrollment; however, a college may require a student successfully to earn six (6) hours of non-developmental college credit in any subject area. The student may satisfy this requirement after high school graduation, or may satisfy this requirement before graduation by dual credit, or by qualifying AP or CLEP examination scores.

5. **Determine college course equivalency from the list of courses in the ATC Statewide Articulated Course Crosswalk.**

   Refer to the ATC Statewide Articulated Course Crosswalk to determine college course equivalency. Select a college equivalent course that may be applied to the degree plan declared by the student (courses may be transcripted as electives). Make sure the course is on the college inventory.

   In most instances, ATC statewide articulated high school courses are equivalent to courses listed in the Workforce Education Course Manual (WECM).

   At its discretion, a college may award academic credit from the Academic Course Guide Manual (ACGM) for content equivalent courses. To meet SACS requirements, it is recommended that a student pass a challenge exam prior to award of academic credit for statewide articulated courses.
ATC Issues

1. Must all two-year colleges participate in the ATC program?

No. Participation in the ATC Program is voluntary. Some colleges may accept courses which are in their program offerings on a case-by-case basis.

2. Who is responsible for verifying that a student has met requirements for award of college credit by articulation?

It is the responsibility of the college to verify that a student has met terms of the ATC Standard Articulation Agreement for award of college credit.

It is the responsibility of the school district to ensure that course content presented to students meets college-level requirements and that teachers have appropriate credentials and have met professional development requirements.

3. Can a student get credit for locally articulated courses at colleges other than the one listed in the local articulation agreement?

Maybe. Some colleges honor local articulation agreements executed by other two-year colleges. Colleges evaluate student requests for award of credit based on individual merit.
Student Eligibility for Award of ATC Statewide Articulated College Credit

Example 1

A student earns an 80 (3.0) or above in the following ATC statewide articulated courses:

- Grade 9 or 10 – Business Information Management I (BUSIM1)
- No other career and technology or ATC statewide articulated courses are taken.

*The student is *not* eligible for college credit because the course was taken in grades 9 or 10.*

Example 2

A student earns an 80 (3.0) or above in the following ATC statewide articulated courses:

- Grade 11 or 12 – Business Information Management I (BUSIM1)
- No other career and technology or ATC statewide articulated courses are taken.

*The student is eligible for college credit for Business Information Management I (BUSIM1) because the student successfully completed college-level BUSIM1 in grades 11 or 12.*

*The student should enroll in a participating college within 15 months of graduation and declare a major that includes Computer Applications I or Introduction to Computers.*

Example 3

A student earns an 80 (3.0) or above in the following ATC statewide articulated courses:

- Grade 9 or 10 – Business Information Management I (BUSIM1)
- Grade 11 or 12 – Business Information Management II (BUSIM2)

*The student is eligible for college credit for Business Information Management I (BUSIM1) because the student took the last course in an ATC-required sequence in grades 11 or 12. The student is also eligible for college credit for one of the two possible college courses listed in the ATC crosswalk that are equivalent to BUSIM2.*

*The student must enroll in a participating college within 15 months of graduation and may need to earn six additional college-level credit hours. Credit will be awarded for courses depending on what courses may be applied to the student’s declared college certificate or degree plan.*
Petition for Award of Advanced Technical Credit

Instructions for Students

Steps for Award of College Credit through the Advanced Technical Credit Program

1. Complete ATC articulated course or last course in an ATC-required sequence in grade 11 or 12. Complete all ATC-required prerequisites.

2. Successfully complete ATC articulated courses and required prerequisites with a grade of 80 (3.0) or higher.

3. Enroll in a participating two-year college within 15 months after high school graduation. Your college may extend this deadline.

4. Declare a college major that includes the equivalent college course(s) in the degree plan.

5. Visit your college advisor or program coordinator and enroll in the next level of courses.

6. If required by your college, complete six (6) additional, non-developmental college hours in any subject (includes credit awarded by dual credit and/or qualifying scores on AP or CLEP exams).

7. Petition for award of Advanced Technical Credit. (Your college may award academic transfer credit for eligible courses if you meet additional requirements, such as a passing grade on a challenge exam).

8. Verify that articulated courses have been posted to your college transcript.

Note to Students

Contact the college of your choice to verify that they will award Advanced Technical Credit for the courses you plan to take, or have taken, in high school.

Not all public two-year colleges in Texas participate in the Advanced Technical Credit Program and not all participating colleges offer all courses covered by the ATC Program.
Petition for Award of Advanced Technical Credit

Students: Complete and submit this form with an official high school transcript to a participating public two-year college in Texas within 15 months of graduation.

Student Name ____________________________________________________________
Address __________________________________________________________________
City __________ State __________ Zip Code ________________________________
Phone ____ - _____ - _______ Social Security Number _____ - ____ - ____________
High School/District ______________________________________________________
E-mail Address __________________________________________________________________

Graduation Plan
Date of Graduation ____________________ ☐ Regular ☐ Recommended ☐ Distinguished

Student Signature ____________________________ Date ________________

Record of HS ATC-Articulated Courses. This section to be completed by the college.

<table>
<thead>
<tr>
<th>Course Name and Abbreviation</th>
<th>Grade Taken</th>
<th>Course Grade</th>
<th>College Course Equivalent</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Declared College Major ______________________________________________________

Date of college enrollment ___________ ☐ ☐ Date is within 15 months of HS graduation

☐ Optional - Student has completed six (6) additional non-developmental college hours in any area. (Indicate if satisfied by Advanced Placement or CLEP examination scores, dual credit or after graduation.)

Advanced Placement or CLEP College Courses (dual credit or after graduation)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Signature of college official ____________________________ Title ____________________ Date ____________
Examples of ATC Statewide Articulated Courses that Appear in Two-Year College Programs

These examples were taken from certificate and degree plans from participating two-year colleges and are not necessarily representative of options available at all participating colleges.

<table>
<thead>
<tr>
<th>College AAS Degree Program: Applied Engineering Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Course</td>
<td>WECM Equivalent College Course</td>
</tr>
<tr>
<td>Electronics (1 credit) (ELECTRO)</td>
<td>Electricity Principles CETT 1402</td>
</tr>
<tr>
<td>Computer Programming (1 credit) (COMPPROG) 13027600</td>
<td>Computer Programming ITSE 1302</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College AAS Degree Program: Welding Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Course</td>
<td>WECM Equivalent College Course</td>
</tr>
<tr>
<td>Advanced Welding (2 credits) (ADVWELD) 13032400</td>
<td>Introduction to Welding Fundamentals WLDG 1421</td>
</tr>
<tr>
<td>Principles of Information Technology (1 credit) (PRINIT) 13027200</td>
<td>Introduction to Computers ITSC 1301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College AAS Degree Program: Office Administration Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Course</td>
<td>WECM Equivalent College Course</td>
</tr>
<tr>
<td>Accounting I (1 credit) (ACCOUNT1) 13016600</td>
<td>Introduction to Accounting I ACNT 1303</td>
</tr>
<tr>
<td>Business English (1 credit) (BUSENGL) 13011600</td>
<td>Business English POFT 1301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College AAS Degree Program: Business Administration and Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Course</td>
<td>WECM Equivalent College Course</td>
</tr>
<tr>
<td>Human Resource Management (1 Credit) (HRMGT) 13011900</td>
<td>Human Resources Management HRP0 2301</td>
</tr>
<tr>
<td>Marketing Dynamics (2 credits) (MKTGDYN) 13034700</td>
<td>Principles of Marketing MRKG 1311</td>
</tr>
</tbody>
</table>
## College AAS Degree Program: Graphic Design

<table>
<thead>
<tr>
<th>High School Course</th>
<th>WECM Equivalent College Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Information Management I (1 credit) (BUSIM1) 13011400</td>
<td>Introduction to Computers ITSC 1301</td>
<td>3</td>
</tr>
<tr>
<td>Web Technologies (1 credit) (WEBTECH) 13027900</td>
<td>Web Design I IMED 1316</td>
<td>3</td>
</tr>
<tr>
<td>Digital and Interactive Media (1 credit) (DIMEDIA) 13027800</td>
<td>Introduction to Digital Media IMED 1301</td>
<td>3</td>
</tr>
</tbody>
</table>

## College AAS Degree Program: Engineering Design Graphics

<table>
<thead>
<tr>
<th>High School Course</th>
<th>WECM Equivalent College Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Design and Presentation (1 credit) 13036500 (ENGDSPR)</td>
<td>Technical Drafting DFTG 1405</td>
<td>4</td>
</tr>
<tr>
<td>Architectural Design (1 credit) (ARCHDSN) 13004600</td>
<td>Architectural Drafting – Residential DFTG 1417</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Architectural Design (1 credit) (ADVARCH) 13004700</td>
<td>Architectural Drafting – Commercial DFTG 2428</td>
<td>4</td>
</tr>
</tbody>
</table>

## College Certificate Program: Construction Technology

<table>
<thead>
<tr>
<th>High School Course</th>
<th>WECM Equivalent College Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Technology (1 credit) (CONSTECH) 13005100</td>
<td>Architectural Blueprint Reading DFTG 1315</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Construction Technology (1 credit) (ADVCONST) 13005200</td>
<td>Construction Technology I CNBT 1316</td>
<td>3</td>
</tr>
</tbody>
</table>
Two-Year Colleges Indicating Interest in Participating in the ATC Program

The following colleges have indicated an interest in participating in the Advanced Technical Credit Program.

Contact individual colleges to verify their participation.
Not all colleges offer all courses or programs.

| Alamo Community College District | McLennan Community College |
| Alvin Community College          | Navarro College            |
| Angelina College Blinn          | Northeast Texas Community College |
| College Brazosport College      | Odessa College Panola      |
| Central Texas College           | College                    |
| Cisco Junior College            | Paris Junior College       |
| College of the Mainland         | Ranger College             |
| El Paso Community College       | San Jacinto College District |
| Frank Phillips College Galveston| Central                   |
| College                        | North                     |
| Grayson County College          | South                     |
| Hill College                    |                           |
| Houston Community College System|                           |
| Howard College                  |                           |
| Kilgore College                 |                           |
| Lamar Institute of Technology   |                           |
| Lamar State College - Orange    |                           |
| Lamar State College - Pt. Arthur|                           |
| Laredo Community College        |                           |
| Lee College                     |                           |
| Lone Star College System        |                           |
| Lone Star College-Cy Fair       |                           |
| Lone Star College-Kingwood      |                           |
| Lone Star College-Montgomery    |                           |
| Lone Star College-North Harris  |                           |
| Lone Star College-Tomball       |                           |
| Lone Star College-University Park|                          |

If your local two-year college is not on the above list, contact the college Dean of Technical or Workforce Education for information about their college’s participation in the Advanced Technical Credit Program.
Participation in the Advanced Technical Credit Program

1. **Must all public schools and/or two-year colleges participate in the Advanced Technical Credit Program (Statewide Articulation)?**

No. Participation in the Advanced Technical Credit Program is voluntary. It does provide an opportunity for school districts to offer college-level courses.

2. **Must all colleges participating in the ATC Program award credit for any ATC statewide articulated course a student takes?**

No. A participating college awards credit based on the following criteria:
- Student grade of 80 (3.0) or higher) on the high school course, completion of all courses in a required sequence, and any required prerequisites;
- Articulated course, or final course in a required sequence, taken with junior or senior standing;
- Enrollment within 15 months of high school graduation; and
- The course(s) may be applied to the college certificate or degree plan.

In addition, the course must for offered by the community college.

NOTE: Colleges may elect to waive one or more of these requirements. Colleges may require completion of six (6) additional non-developmental college credits (credit awarded by dual credit, or qualifying scores on College Board Advanced Placement or CLEP examinations count toward this requirement).

3. **When do schools and colleges develop local articulation agreements?**

Local articulation agreements are developed for three reasons.
- First, they are developed to provide local articulation options for courses not listed in the ATC Statewide Articulated Course Crosswalk.
- Second, they are used to award college credit for statewide articulated high school courses when the college does not offer the college-equivalent course(s) listed in the ATC Statewide Articulated Course Crosswalk.
- Third, they are developed to provide local articulation options for colleges not participating in the Advanced Technical Credit Program.
Articulated Courses

1. How are ATC statewide articulated courses different than other high school courses with the same course name?

ATC statewide articulated courses provide advanced instruction beyond, or in greater depth, than required in the secondary curriculum defined by the Texas Essential Knowledge and Skills (TEKS). College-equivalent outcomes are outlined for each course and the required enhancements are indicated on the ATC Statewide Articulated Course Crosswalk and are stressed in teacher training. In addition, ATC courses are taught by teachers who meet college faculty qualifications.

2. How does a college recognize ATC statewide articulated courses?

ATC statewide articulated high school courses should also be identified with the high school transcript special explanation course code “A” that denotes an articulated course, but schools do not always include this notation.

3. How are ATC statewide articulated and locally articulated courses differentiated on the high school transcript?

Both statewide and locally articulated courses should use the “A” Code.

4. Do ATC statewide articulated courses apply only to two-year technical degrees?

Advanced Technical Credit (statewide articulation) is a form of advanced placement that prepares students for college and for technical careers. Technical credit is awarded from the postsecondary Workforce Education Course Manual (WECM) for statewide articulated courses.

Under specific circumstances a college may at its discretion award academic credit from the postsecondary Academic Course Guide Manual (ACGM). To satisfy SACS requirements, a student may be required to demonstrate course proficiency by taking an examination.

5. Will additional courses be approved for Advanced Technical Credit?

Yes. Additional courses may be added over the next several years. The ATC Articulated Course Crosswalk is reviewed regularly to reflect WECM changes as well as Texas Essential Knowledge and Skills changes.

6. Who is responsible for verifying that a student has met requirements for award of college credit by articulation?

It is the responsibility of the college to verify that a student has met terms of the ATC Standard Articulation Agreement for award of college credit.

It is the responsibility of the school district to ensure that course content presented to students meets college-level requirements and that teachers have appropriate credentials and have met professional development requirements.

7. Can a student get credit for locally articulated courses at colleges other than the one listed in the local articulation agreement?
Maybe. Some colleges honor local articulation agreements executed by other community and technical colleges. Colleges evaluate student requests for award of credit based on individual merit.

8. **Our college does not participate in the ATC program. Although we have several local articulation agreements with local school districts, some of our schools want to offer ATC statewide articulated courses to their students. How can we do both?**

Yes. This provides the greatest flexibility for colleges and opportunity for students. The local college can give credit under the terms of the local agreement and colleges participating in the ATC Program can give credit for the ATC listed courses under the terms of the ATC Statewide Articulation Agreement.

9. **Can a high school mix students enrolled in different course numbers in the same classroom?**

Yes, but only under special circumstances. Dual Credit and ATC Articulated Courses - A class may be composed of students enrolled in an ATC statewide articulated course and students concurrently enrolled in college for purposes of earning dual credit because all students in the class are receiving college-level instruction.

**Teacher Qualifications**

1. **What qualifications must high school teachers possess to teach ATC statewide articulated courses?**

Courses articulated in the Advanced Technical Credit Program are designed for award of technical credit for courses in the postsecondary Workforce Education Course Manual (WECM). Consequently, a high school teacher must meet requirements outlined by the Southern Association of Colleges and Schools, Commission on Colleges and by the Texas Higher Education Coordinating Board in the Guidelines for Instructional Programs in Workforce Education (GIPWE).

For award of academic transfer credit for courses in the postsecondary Academic Course Guide Manual (ACGM), these qualifications include a master’s degree and 18 semester credit hours in the subject area. A student enrolled in a course where the teacher does not possess these qualifications may take a challenge exam for award of college credit in lieu of this requirement. These are not ATC courses.

2. **What professional development is required by TEA before a teacher may teach ATC statewide articulated courses?**

A high school teacher who meets the faculty qualifications listed on page 18 of this Guide must also complete a training program every three years. The training program consists of:

- Part I Training: General overview of the ATC Program
- Part II Training: Course-specific professional development training

3. **If a teacher has completed Part I Training and Part II Training, what courses can he/she teach?**

A teacher may teach only the courses listed on their Certificate of Eligibility provided by the Advanced Technical Credit Program. Lists of trained teachers and the courses they are eligible to teach are posted on the ATC Report page of the ATC website.
ATC Teacher Eligibility Requirements

Teachers must meet the one of the two following requirements to be eligible to teach a course for Advanced Technical Credit:

Requirement 1: The teacher must have a baccalaureate degree or higher in the teaching discipline.

OR

Requirement 2: The teacher must have a minimum of an associate degree and 3 years verifiable non-teaching work experience directly related to the teaching discipline.

NOTE:

Teachers must provide the ATC Program with proof that they meet the above requirements. For proof of their degree, they must have official transcripts sent directly to the ATC Program from the college or university. For proof of work experience, they will be asked to submit full work history information to the ATC Program.

Teachers of courses eligible for inclusion in a postsecondary workforce education program that is subject to accreditation by external agencies and/or that prepare students for licensure or certification must meet the qualifications required by the external agency (i.e. ASE or Medical Association).

Sample Situations

Situation 1
Our college has elected to participate in the ATC Program, but our college’s Marketing and Management Program doesn’t offer any of the related courses that are listed in the ATC Statewide Articulated Course Crosswalk.

How do we address this situation?
Because the college doesn’t offer the courses listed in the ATC Statewide Articulated Course Crosswalk, the college may elect to award credit through a local articulation agreement for college courses that they do offer with comparable content.

Situation 2
Our college has elected not to participate in the ATC Program; however, we have several local articulation agreements with regional school districts. For example, one of our agreements is for the high school courses Business Information Management I (BUSIM1) and Business Information Management II (BUSIM2)

A student has requested award of credit under this local agreement for the ATC articulated courses Business Information Management I and Business Information Management II (BUSIM2)

How do we address this situation?
If your college does not participate in ATC, they may award the locally articulated credit using the terms specified in their local agreement.
**Situation 3**
Occasionally we have students who are eligible to receive ATC statewide articulated credit, but want to repeat the course at the college to improve their grade point average (GPA).

**How do we address this situation?**
Students may elect to repeat courses for any reason that conforms to college policy.

**Situation 4**
Our college is participating in the Advanced Technical Credit Program, but has a local articulation agreement that articulates Introduction to Computers (COSC 1400) for Business Information Management I (BUSIM1) because we don’t offer Computer Applications I (POFI 1301).

**Can this college course be added to the ATC Articulated Course Crosswalk?**
No. Introduction to Computers (COSC 1401) cannot be added to the ATC Crosswalk because it is a course found in the Academic Course Guide Manual (ACGM) rather than the Workforce Education Course Manual (WECM). A college may elect to offer credit for an academic transfer course and to decide if a student should pass a challenge exam before credit is awarded.

**Situation 5**
Our local school district does not have a high school teacher in Automotive Technology with the credentials required to teach ATC statewide articulated courses, but our faculty are confident that that teacher is competent to teach the course to college standards even though he does not have an associate degree in automotive technology.

**Is it possible to articulate locally with the district?**
A college may elect to enter a local articulation agreement with a school district that does not have a teacher with the credentials required to teach ATC statewide articulated courses; however, because the teacher is not eligible to teach an ATC-approved course, the course CANNOT be noted as ATC.

**Additional Information**
The Advanced Technical Credit Program was developed as a joint initiative of the Texas Higher Education Coordinating Board and the Texas Education Agency and is designed to increase collegiate options and opportunities for students while maximizing resources and minimizing duplication of effort. The program addresses the Texas Higher Education Plan, Closing the Gaps, goals for participation and success, including development of coordinated P-16 programs of study and processes for seamless student transitions.

The ATC Program is an advanced placement process for students enrolling in postsecondary workforce education programs. The program provides high school students with a method to “start a college technical major in high school.” Public high schools in Texas have the option to offer content-enhanced courses that provide instruction equivalent to courses listed in the Workforce Education Course Manual (WECM). Students meeting criteria outlined in the ATC standard articulation agreement are eligible to receive credit for the corresponding college course(s) listed in the course crosswalk from any college offering the corresponding WECM course(s) and participating in the program.

ATC is specifically designed to address issues related to quality control of instruction, including documentation of high school faculty qualifications and methods for continuous review and evaluation of the articulation process. Key components of the program that address issues related to institutional effectiveness and accreditation criteria are outlined below.
Course content and identification – Secondary courses approved for statewide articulation are identified with unique course numbers and abbreviations assigned by TEA. Course abbreviations are readily identified on the high school transcript (Academic Achievement Record or AAR), indicating course content that is enhanced to meet postsecondary requirements. The unique course rubrics provide a method to track enrollment in statewide articulated courses and to evaluate the effectiveness of the statewide articulation process. College course outcome profiles are available for each ATC course. Required enhancements are specified on the ATC Statewide Articulated Course Crosswalk.

Standard Articulation Agreement – Criteria for award of college credit outlined in the standard agreement include:
1. Minimum grade of 80 on all courses in a ATC-required course sequence;
2. Junior/senior status for the course(s), or last course in a ATC-required sequence;
3. Enrollment in a participating college within 15 months of high school graduation and declaration of a related technical major; and
4. Articulated course(s) apply to the degree plan.

Faculty qualifications – High school teachers of statewide articulated courses must meet minimum criteria required for college faculty teaching WECM courses in AAS degree programs. Although a minimum of an associate degree in a field directly related to the teaching area is required, most career and technology certified teachers hold a minimum of a baccalaureate degree in a related field with related work experience.

Professional development – High school teachers of statewide articulated courses must complete a TEA-required professional development program that includes instruction on collegiate course content delivered by subject-specific college faculty. Educational credentials and work history are recorded and entered on a statewide database. Qualified teachers receive a certificate of eligibility allowing them to teach specific statewide articulated courses. Course-specific training must be repeated every three years.

Continuous review – Courses designated for statewide articulation are subject to periodic review by state-level alignment committees. A statewide leadership committee, in coordination with the WECM leadership and maintenance project, provides oversight, guidance, and a mechanism for continuous review and improvement of the statewide articulation process.
Section III

Advanced Technical Credit Program Standard Articulation Agreement

This standard agreement applies to all courses listed in the ATC Statewide Articulated Course Crosswalk and described in the subject area Technical Course Outcome Profile.

A. Requirement to Award College Credit for Articulated Courses

A college voluntarily participating in the Advanced Technical Credit Program must award articulated credit to a student enrolled in the college for courses in the ATC Statewide Articulated Course Crosswalk if minimum requirements outlined in this Agreement and the college course outcome profiles are met, and the courses are listed in the college’s catalog/bulletin and are part of a relevant degree plan selected by the student.

A college must not impose additional institutional requirements, other than requirements applicable to all students for application and admission, for award of articulated credit for courses in the ATC Statewide Articulated Course Crosswalk, nor deny the award of articulated credit based on additional institutional requirements. A participating college should institute an appeals process for students denied credit for statewide articulated courses.

B. High School Student Eligibility for Articulated Credit

1. General Course Enrollment Eligibility - Students enrolled in public high schools are eligible to enroll in, and receive high school credit for, courses designated eligible for articulated credit, under applicable state law.

2. Course Enrollment Age Limitation - There is no minimum age requirement for enrollment in articulated high school courses or course sequences. Any applicable minimum age specified by an outside agency for certification or licensure will be noted in the ATC Statewide Articulated Course Crosswalk and course outcome profile.

3. Documenting Successful Course Completion

   a. Course Grades - To be eligible for the award of college credit for statewide articulated courses taken in high school, a student must meet the following minimum course grade requirements:

      1. Prerequisites and co-requisites - A student must successfully complete with a minimum grade of 80, all courses designated as required prerequisites and/or co-requisites for statewide articulation.

      b. Individual articulated courses - A student must complete successfully the articulated high school course, meet minimum content outcome requirements for the course as outlined, and receive a minimum grade of 80.
c. Articulated course sequences - A student must complete successfully each course in the high school course articulation sequence required for award of college credit, meet minimum content outcome requirements for the course sequence as outlined in the ATC Statewide Articulated Course Crosswalk, and receive a minimum grade of 80 in each course in the sequence.

4. Course Competencies - Documents, such as course outcome profiles, end-of-course exams, or external certification, that verify that a student has met minimum course competencies for articulated courses outlined in the ATC Statewide Articulated Course Crosswalk should be maintained by the independent school district as part of a student's record.

5. Baccalaureate Academic Transfer Programs - Optional end-of-course exams may be offered by a high school or college to document college-level competence for award of academic credit for content-equivalent technical courses that a student wishes to use for transfer toward a baccalaureate degree in areas such as Criminal Justice, Computer Science, Family and Consumer Science.

   A student with intent to request alternate academic credit from the Academic Course Guide Manual (ACGM) credit for WECM-equivalent courses to apply toward a baccalaureate degree should contact appropriate college personnel for specific institutional requirements.

C. The "A" Code and High School Academic Achievement Records (AAR)

   The "A" code is a special explanation course code that denotes high school courses are eligible for articulated credit award at a public postsecondary 2-year degree-granting institution (college).

   1. Unique PEIMS Course Codes for ATC Statewide Articulated Career and Technology Courses - Each statewide articulated high school career and technology course is identified with a unique PEIMS course number and abbreviation and the "A" transcript code.

   2. "A" Code to Designate Articulated Courses - Courses identified for statewide articulation and those identified for local articulation are identified by the "A" code on the high school transcript. This code signals college registrars that a student may be eligible for the award of articulated credit.
A district inserts the code after a colon following the TEA-approved course abbreviation. Sample “A” code use on high school transcripts:

<table>
<thead>
<tr>
<th>Generic Course Name</th>
<th>Abbr. Course Title</th>
<th>1st Sem.</th>
<th>2nd Sem.</th>
<th>Average</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>ENG 3:H</td>
<td>89</td>
<td>93</td>
<td>91</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>TRIG</td>
<td>86</td>
<td>86</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANL GEOM</td>
<td></td>
<td>87</td>
<td>87</td>
<td>0.5</td>
</tr>
<tr>
<td>Career/Tech Ed</td>
<td>ENGDSPR:A</td>
<td>85</td>
<td>75</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>BUSIM2:A</td>
<td>71</td>
<td>75</td>
<td>73</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: In the sample transcript above, although both career and technology courses are noted with the “A” code, the student is eligible for college credit for Engineering Design and Presentation (ENGDSPR:A), course grade of 80), but not for Business Information Management I (BUSIM2:A), course grade of 73).

D. High School Faculty Qualifications

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

Any special faculty requirements for each course eligible for statewide articulation will be outlined in course outcome profile. 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 in course outcome profile, as applicable.

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.

E. Posting Articulated Credit to College Transcripts

1. Student Requirements - Credit for courses identified on the high school transcript with the “A” code, and for which the student has met all the specified requirements, must be transcribed by the participating college if:

   a. General Requirements

      1. The student enrolls in the college after completion of high school;
      2. A high school transcript is presented with one or more courses noted with the “A” code;
      3. The student completed the course, or final course in an
articulated course sequence, with junior (grade 11) or senior (grade 12) standing;
4. The student completed any prerequisite courses and the articulated course, or courses in an articulated course sequence, with a minimum grade of 80;
5. The college-equivalent course or courses should apply to the student's declared major and degree plan; and
6. The courses may be transcripted as electives.
7. At the discretion of the receiving college, credit may be awarded for courses, or final course in a sequence, taken in grades 9 and 10. A college at its discretion may also award academic credit for articulated courses that are part of a baccalaureate transfer degree.

b. Effective January 5, 2004, articulated credit should be awarded by the college on enrollment. Colleges may elect to delay award of credit until a student has successfully completed 6 hours of non-developmental college credit from a college, either after high school graduation, or by concurrent enrollment.

Advanced Placement, and/or CLEP examinations may also apply toward the 6 college credit hours subject to the receiving college's policy for transcripting such credit.

c. Time Limitations on Award of Articulated Credit – Due to rapid changes in technology and related instruction, it is recommended that a student enroll in a public two-year associate degree-granting institution, and complete requirements for award of articulated credit, within 15 months of high school graduation.

At the discretion of the receiving institution, this time limit may be extended with appropriate student assessment.

2. Calculating Grade Point Average - A college may include articulated courses in a student’s cumulative grade point average or may designate the course as “credit only.”

3. Course Identification - Articulated courses may be noted by a letter grade, “credit” or “credit by articulation” on the college transcript.

4. Maximum Number of Articulated Hours - There is no state determined maximum number of semester credit hours that can be awarded by articulation.

Because the number of courses that will be included in the Advanced Technical Credit Program in a single subject area is limited, the number of semester credit hours awarded by participation in the program is self-limiting, usually less than 12-15 hours.
F. Tuition and Fees

A college must not charge tuition or fees for the award of articulated credit hours, although a college may charge a nominal administrative fee, as determined by a college’s Board of Trustees, to transcript articulated credit.

A college should not charge a fee for challenge exams used to award academic credit to students eligible for articulated credit for WECM courses that are equivalent to the academic (ACGM) course in question.

Section III

Methods of Earning College Credit

- The College Board Advanced Placement Program (AP)
- College credit by articulation:
  - Advanced Technical Credit Program (ATC)
  - Local articulation options
- Dual credit by concurrent college enrollment
- Credit by examination or for experience

High school students may earn college credit by all five methods listed above.

High school students may include courses in their graduation plans that may apply toward academic and/or technical degrees at colleges and universities statewide.

Students may earn college credit immediately, earn banked credit (credit in escrow) through articulation, or prepare to test-out of a college degree requirement.

High school courses taken for this purpose should help advance a student’s career goal and/or count toward a two- or four-year college degree in the student’s area of interest.
The College Board Advanced Placement Program (AP)

The College Board Advanced Placement Program (AP) is a nationally recognized program for introducing students to college-level work while they are still in high school. Students who enroll in higher-level academic courses identified for Advanced Placement may be eligible to receive college credit based on high school course grades and performance on national AP examinations. Colleges and universities publish policies for award of AP credit or AP advanced placement in their bulletins.

Advantages

- Exposure to college-level coursework
- Student AP exam score of 3 or above counts as an advanced measure for the Distinguished Achievement Program
- Recognized at colleges and universities nationwide
- Large selection of academic courses included in the AP program
- State-sponsored incentive program for participating school districts

Possible Limitations

- Applies to AP-designated academic courses only
- College Board AP examination fee required
- Students must score a 3 or above on AP exam to count as an advanced measure, potentially delaying award of the Distinguished Achievement Program seal
- Award of credit or advanced placement at colleges and universities varies depending on examination scores
- Secondary schools may be limited in AP course offerings and course scheduling options
# College Board Advanced Placement Program

<table>
<thead>
<tr>
<th>How to participate</th>
<th>In the fall, schools indicate intent to participate by completing a College Board participation form and selecting an AP coordinator. Students enroll in AP high school courses offered by a school participating in the College Board Advanced Placement Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of courses involved</td>
<td>Academic. Selected from over 30 state-approved AP courses.</td>
</tr>
<tr>
<td>High school transcript (AAR) course code</td>
<td>“P”</td>
</tr>
<tr>
<td>High school course numbers and abbreviations</td>
<td>Course numbers in the Advanced Placement section of PEIMS Code Table C022 that begin with the letter “A.” These course codes may be used by school districts that offer The College Board Advanced Placement courses in accordance with 19 TAC 74.29 and 74.30.</td>
</tr>
<tr>
<td>Student selection</td>
<td>Schools may allow open enrollment in AP courses or may be very restrictive in admitting students to AP courses. According to the College Board, the program is not designed only for elite or gifted and talented students. Participation by minority and economically disadvantaged students is encouraged. Schools are encouraged by The College Board to develop written guidelines for admitting students into AP courses.</td>
</tr>
<tr>
<td>Faculty requirements</td>
<td>High school faculty with formal College Board staff development. AP workshops and institutes are state-funded and may be offered by regional education service centers (ESCs).</td>
</tr>
<tr>
<td>Terms for award of high school credit</td>
<td>Passing grade as established by the participating school district.</td>
</tr>
<tr>
<td>Terms for award of college credit</td>
<td>Qualifying exams are offered by participating schools in May. Students must meet minimum or qualifying scores on College Board AP exams that are determined by the college or university awarding credit. Credit is awarded after enrollment in a college or university.</td>
</tr>
<tr>
<td>Student GPA and Graduation Plan</td>
<td>The school may establish a weighted GPA for AP courses. Scores of 3 or above on AP examinations count as advanced measures for the Distinguished Achievement Program.</td>
</tr>
<tr>
<td>Student enrollment status</td>
<td>Enrolled in high school only.</td>
</tr>
<tr>
<td>Texas Success Initiative</td>
<td>A student is not required to be assessed for basic skills using one of the four approved Texas higher education instruments before enrolling in AP courses.</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>AP exam fees are $82 and fee reduction credits are available. The State of Texas funds a fee subsidy for low-income students. Although colleges may charge a fee to transcript credit, no college tuition is required.</td>
</tr>
<tr>
<td>Benefits to students</td>
<td>High school students may receive weighted points toward their GPA. Students who qualify can receive college credit for general academic core requirements for two- and four-year college degrees.</td>
</tr>
</tbody>
</table>
The Advanced Technical Credit Program (ATC)

The Advanced Technical Credit Program (Statewide Articulation) is an advanced placement program initiated in the 1999-2000 school year to provide a method for high school students who continue technical programs of study in college to receive credit for knowledge and skills without duplication of coursework. Students successfully demonstrating college-level competence in content-enhanced high school courses are eligible to receive banked (in escrow) credit for courses that are part of an associate of applied science (AAS) degree or certificate plan offered by public two-year colleges. Some universities may also honor these courses, particularly those that offer BAAS, BAT, BS Interdisciplinary Studies, or similar baccalaureate degrees.

Advantages

• Exposure to college-level coursework
• Course grade of 3.0 or above counts as an advanced measure for the Distinguished Achievement Program
• Recognized at many public two-year colleges across the state
• Large selection of career and technology courses
• Students begin a college technical major in high school

Possible Limitations

• Applies primarily to the associate of applied science (AAS) degree
• Credit applies only if a student can use the course in a related college degree plan
• Credit banked until a student completes six semester hours of additional non-developmental college-level coursework, which may include AP, CLEP, and/or dual credit
• Transfer of credit to universities may be limited
• Secondary schools may be limited in articulated career and technology or academic course offerings and course scheduling options
# The Advanced Technical Credit Program (ATC)

<table>
<thead>
<tr>
<th>How to participate</th>
<th>Schools elect to participate by offering courses identified for statewide articulation and by faculty participation in state-required professional development. Students enroll in specific high school courses offered by a school participating in the ATC Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of courses involved</td>
<td>Career and technology courses selected from over 100 state-approved courses.</td>
</tr>
<tr>
<td>High school transcript (AAR) course code</td>
<td>“A”</td>
</tr>
<tr>
<td>High school course numbers and abbreviations</td>
<td>School districts use CT course numbers in PEIMS Code Table C022.</td>
</tr>
<tr>
<td>Student selection</td>
<td>Students are selected based on interest in technical careers that require a minimum of a one-year certificate and their ability to do college-level work. For award of college credit, most statewide- articulated courses must be taken at the junior or senior levels.</td>
</tr>
<tr>
<td>Faculty requirements</td>
<td>High school faculty with qualifications equal to or greater than the minimum required for college faculty teaching the college- equivalent course and who have successfully completed state-required professional development, which may be offered by colleges, Tech Prep consortia, and/or education service centers (ESCs).</td>
</tr>
<tr>
<td>Terms for award of high school credit</td>
<td>Passing grade as established by the participating school district.</td>
</tr>
<tr>
<td>Terms for award of college credit</td>
<td>Course grade of 80 or above in all courses or course sequences. The student must enroll in a participating two-year college within 15 months of high school graduation, and declare a degree plan that includes the college-equivalent course. A college may require a student to complete 6 additional college hours.</td>
</tr>
<tr>
<td>Student GPA and Graduation Plan</td>
<td>The school district may establish a weighted GPA for these courses. Completion of these courses with a grade of 3.0 or higher counts as advanced measures for the Distinguished Achievement Program.</td>
</tr>
<tr>
<td>Student enrollment status</td>
<td>Enrolled in high school only.</td>
</tr>
<tr>
<td>Texas Success Initiative</td>
<td>A student is not required to be assessed for basic skills using one of the four approved Texas higher education instruments before enrolling in statewide articulated courses.</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>Although colleges may charge a fee to transcript credit, there is no college tuition required.</td>
</tr>
<tr>
<td>Benefits to students</td>
<td>High school students may receive weighted points toward their GPA. Students who qualify can receive credit for technical course requirements for a two-year associate of applied science degree or shorter certificate program.</td>
</tr>
</tbody>
</table>
Local Articulation Options

Local articulation options provide high school students options for award of articulated college credit for high school or college courses not covered by the Advanced Technical Credit Program (Statewide Articulation) and a method to articulate courses and programs with colleges not participating fully in the ATC Program. Conditions for award of credit for courses that are part of an associate of applied science (AAS) degree plan are described in locally developed articulation agreements. Some universities also may honor these courses.

Advantages

- Exposure to college-level coursework
- Course grade of 3.0 or above counts as an advanced measure for the Distinguished Achievement Program
- Designed to meet regional college program requirements
- Based on courses offered by the high school and local college
- Students begin a college technical major in high school

Possible Limitations

- Applies primarily to the Associate of Applied Science (AAS) degree
- Award of credit depends on terms of each local agreement
- Transfer of credit to other colleges or universities may be limited
- Individual agreements with multiple colleges may be required
- Competency examinations may be required for award of college credit
Local Articulation Options

<table>
<thead>
<tr>
<th>How to participate</th>
<th>Schools elect to enter into articulation agreements for specific courses or programs with two-year colleges.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of courses involved</td>
<td>Career and technology courses.</td>
</tr>
<tr>
<td>High school transcript (AAR) course code</td>
<td>“A” and identification of the college courses and the participating college and course articulations in the local use area on the reverse side of the transcript (AAR).</td>
</tr>
<tr>
<td>High school course numbers and abbreviations</td>
<td>School districts use CT course numbers in PEIMS Code Table C022.</td>
</tr>
<tr>
<td>Student selection</td>
<td>Students are selected based on interest in technical careers that require a minimum of an associate degree, their ability to do college-level work, and any additional terms outlined in the local articulation agreement.</td>
</tr>
<tr>
<td>Faculty requirements</td>
<td>High school faculty with qualifications equal to or greater than the minimum required for college faculty teaching the college equivalent course, and any additional requirements outlined in the local articulation agreement.</td>
</tr>
<tr>
<td>Terms for award of high school credit</td>
<td>Passing grade as established by the participating school district.</td>
</tr>
<tr>
<td>Terms for award of college credit</td>
<td>Conditions outlined in the local articulation agreement.</td>
</tr>
<tr>
<td>Student GPA and Graduation Plan</td>
<td>The school district may establish a weighted GPA for these courses. Completion of these courses with a grade of 3.0 or higher counts as advanced measures for the Distinguished Achievement Program.</td>
</tr>
<tr>
<td>Student enrollment status</td>
<td>Enrolled in high school only.</td>
</tr>
<tr>
<td>Texas Success Initiative</td>
<td>A student is not required to be assessed for basic skills using one of the four approved Texas higher education instruments before enrolling in locally articulated courses.</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>Although colleges may charge a fee to transcript credit, there is no college tuition required.</td>
</tr>
<tr>
<td>Benefits to students</td>
<td>High school students may receive weighted points toward their GPA. Students who qualify can receive credit for technical course requirements for a two-year associate of applied science degree or one-year certificate.</td>
</tr>
</tbody>
</table>
Dual Credit by Concurrent College Enrollment

Dual credit by concurrent college enrollment is a process through which students gain early admission to a college or university and enroll in academic and/or technical courses for college credit before they graduate from high school (concurrent enrollment). Students may also receive high school credit on successful completion of these courses (dual credit). Tuition for the college course is paid either by the student or by the student’s school, or may be waived by a participating two- or four-year college.

Advantages

- Exposure to college courses often taught on a college campus
- Course grade of 3.0 or above counts as an advanced measure for the Distinguished Achievement Program
- College credit is awarded on successful completion of course requirements
- Early college admission
- Enhanced course transferability

Possible Limitations

- Students must meet college admission requirements
- Students must meet college basic skills assessment requirements
- Students are generally limited to taking two concurrent college courses each semester
- Students may be subject to college tuition and fees
- Students may need to travel to a college campus
## Dual Credit by Concurrent College Enrollment

<table>
<thead>
<tr>
<th>How to participate</th>
<th>High school students enroll as an early admission student in a participating institution of higher education to earn college credit. Courses may be taken on the college or university campus, or a college may offer the course at the high school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of courses involved</td>
<td>Academic or technical.</td>
</tr>
<tr>
<td>High school transcript (AAR) course code</td>
<td>“D”</td>
</tr>
<tr>
<td>High school course numbers and abbreviations</td>
<td>High schools awarding credit toward graduation for college courses determine course equivalents for dual credit.</td>
</tr>
<tr>
<td>Student selection</td>
<td>Students are selected based on their interest in early admission to college and their ability to do college-level work. Students must pass all sections of the TAAS or TAKS and obtain approval from their designated school official, and may be subject to terms of the Texas Success Initiative (see below).</td>
</tr>
<tr>
<td>Faculty requirements</td>
<td>Either college faculty or high school faculty that meet the minimum requirements as specified by the Commission on Colleges of the Southern Association of Colleges and Schools, and who are selected, supervised, and evaluated by the college.</td>
</tr>
<tr>
<td>Terms for award of high school credit</td>
<td>Determined by policies adopted by the local school district's board of trustees.</td>
</tr>
<tr>
<td>Terms for award of college credit</td>
<td>High school, as well as college credit, is transcripted immediately upon successful completion of the course. Grading criteria should be devised to allow faculty the opportunity to award high school only or high school and college credit depending on student performance.</td>
</tr>
<tr>
<td>Student GPA and Graduation Plan</td>
<td>The school may establish a weighted GPA for these courses. Completion of college courses with a grade of 3.0 or higher counts as advanced measures for the Distinguished Achievement Program.</td>
</tr>
<tr>
<td>Student enrollment status</td>
<td>Enrolled in high school and college concurrently.</td>
</tr>
<tr>
<td>Texas Success Initiative</td>
<td>A student is required to be assessed for basic skills using one of the four approved Texas higher education instruments before enrolling in dual credit courses, unless exempt because of TAAS, TAKS, ACT, and/or SAT scores, or intent to enroll in a college certificate program of less than 42 semester credit hours.</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>Student is subject to all applicable college tuition and fees. The student’s school may pay tuition or institutions of higher education may waive tuition.</td>
</tr>
<tr>
<td>Benefits to students</td>
<td>High school students may receive weighted points toward their GPA. Students who qualify can receive immediate credit for general academic core requirements and/or technical requirements for two- or four-year college degrees.</td>
</tr>
</tbody>
</table>
Credit by Examination or for Experience

Credit by examination or for experience offers students an opportunity to demonstrate college-level knowledge and earn college credit or advanced placement by examination, or by petitioning a college or university for credit after documentation of appropriate experience. Students demonstrate knowledge by taking College Board CLEP exams (academic courses) or college or university departmental exams (academic and technical courses).

Advantages

- No specific course enrollment required
- Students may opt to take an examination for credit at any time
- CLEP examination scores accepted at colleges and universities nationwide
- Large selection of CLEP examinations for academic courses
- High school students can bank CLEP examination scores pending college enrollment

Possible Limitations

- CLEP examinations are offered for academic courses only
- CLEP examination fees are required. Colleges may also charge tuition or fees for credit by departmental examination or for experience
- Colleges and universities may have different policies regarding award of credit for CLEP examinations
- Not all college or university departments offer credit by departmental examination or for experience
## Credit by Examination or for Experience

<table>
<thead>
<tr>
<th>How to participate</th>
<th>A student may elect to take College Board CLEP examinations in high school or college and departmental examinations after college enrollment by contacting the appropriate college or university department or testing center.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of courses involved</td>
<td>CLEP exams are academic. Select from over 30 CLEP exams and any number of departmental opportunities to demonstrate proficiency in academic and technical subjects.</td>
</tr>
<tr>
<td>High school transcript (AAR) course code</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>High school course numbers and abbreviations</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Student selection</td>
<td>Any student desiring to document attainment of college-level knowledge in academic or technical areas.</td>
</tr>
<tr>
<td>Faculty requirements</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Terms for award of high school credit</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Terms for award of college credit</td>
<td>Depends on college policies for award of credit or advanced placement for CLEP exams and policies for departmental award of credit-by-examination and/or for experience.</td>
</tr>
<tr>
<td>Student GPA and Graduation Plan</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Student enrollment status</td>
<td>Usually enrolled in college. May be enrolled in high school and bank CLEP credit for future credit award.</td>
</tr>
<tr>
<td>Texas Success Initiative</td>
<td>Not required for CLEP exams taken in high school. Departmental exams or credit for experience may be subject to a postsecondary institution's basic skills assessment policy.</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>CLEP exam fees are $80 and local colleges may charge an additional service fee. Colleges and universities may charge for local examinations and may charge a fee to transcript credit.</td>
</tr>
<tr>
<td>Benefits to students</td>
<td>No specific courses need to be taken and there is no specific timeline for examinations.</td>
</tr>
</tbody>
</table>
Answers to Common Questions: Earning College Credit in High School

1. **Are College Board Advanced Placement (AP) courses designed only for Gifted and Talented students?**

   No. The College Board states that the program is “not designed for elite or gifted and talented students,” and The College Board encourages participation by minority and economically disadvantaged students.

2. **Are College Board Advanced Placement (AP) courses valuable only to students entering a four-year college or university after graduation?**

   No. College Board Advanced Placement courses are valuable to students planning to attend both two-year and four-year institutions of higher education. In addition to providing exposure to higher-level academic skills, AP courses apply to both academic and technical certificates and degrees at these institutions.

3. **Are courses designated for the Advanced Technical Credit (ATC) Program (statewide articulation) valuable only to career and technology students taking a coherent sequence of career and technology courses?**

   No. Courses for advanced placement by statewide articulation are potentially useful to many students.
   - First, they provide an alternative avenue to satisfy advanced measures for the Distinguished Achievement Program for all students.
   - Second, they can be used as higher-level career and technology electives in a student’s high school graduation plan.
   - Third, students who complete all requirements may apply these credits toward relevant two-year college certificates and associate degrees, whether they used these courses in high school as electives or as part of a career and technology coherent sequence. Some universities also honor these courses.

4. **Can a student get credit for locally articulated courses at colleges other than the one listed in the local articulation agreement?**

   Maybe. Some colleges honor local articulation agreements executed by other community and technical colleges. Colleges evaluate student requests for award of credit based on individual merit.

5. **When do schools and colleges develop local articulation agreements?**

   Local articulation agreements are developed for three reasons:
   - First, they are developed to provide local articulation options for courses not listed in the ATC Statewide Articulated Course Crosswalk.
   - Second, they are used to award college credit for statewide articulated high school courses when the college does not offer the college-equivalent course(s) listed in the ATC Statewide Articulated Course Crosswalk.
• Third, they are developed to provide local articulation options for colleges not participating in the Advanced Technical Credit Program.

6. Can colleges or schools offer mixed classes of concurrently enrolled students and students seeking credit by statewide or local articulation?

Yes, if all students in the class are receiving the same content-enhanced, college-equivalent instruction.

7. Are all ATC statewide articulated courses eligible for performance acknowledgements?

Yes. According to the Texas Administrative Code, a student may earn a performance acknowledgement on the student’s diploma and transcript for outstanding performance in a dual credit course by successfully completing at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including local articulated course, with a grand of the equivalent of 3.0 or higher on a scale of 4.0.

8. Can a student use a combination of methods to earn college credit in high school graduation plans?

Yes. A student may use as many methods as practical to earn college credit, but should consider how they can use these courses in college degree plans that are of interest to them.
References and Resources

High School Transcript (Academic Achievement Record, AAR)


House Bill 5: Foundation High School Program, Performance Acknowledgements

19 TAC Chapter 74, Subchapter B §74.14 Performance Acknowledgements

College Board Advanced Placement and CLEP Programs
www.collegeboard.org

Concurrent Course or Dual Credit Requirements

Public Schools
Texas Administrative Code, Title 19, Part II, Chapter 74, Subchapter C, §74.25

Public Community and Technical Colleges
Texas Administrative Code, Title 19, Part I, Chapter 9, Subchapter H, §9.145
See also HB 1621, 78th regular session, Texas Legislature

Public Universities
Texas Administrative Code, Title 19, Part I, Chapter 5, Subchapter M, §5.262
See also SB 258, 78th regular session, Texas Legislature

TSI Exemptions

19 TAC Chapter 4, Rule § 4.54 Texas Success Initiative
19 TAC Chapter 4, Rule § 4.85 Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges

Related Web Sites

Texas Education Agency www.tea.texas.gov
Texas Higher Education Coordinating Board www.thecb.state.tx.us
Resource Site – Preparing for College www.CollegeForTexans.com
Advanced Technical Credit (ATC) Program www.atctexas.org
Achieve Texas www.AchieveTexas.org
Direct questions or comments about teacher eligibility to the Advanced Technical Credit Program at support@atctexas.org.

www.atctexas.org