



GUIDELINES FOR ARTICULATION USING THE DIRECT TRANSCRIPTION METHOD

Preamble

The implementation of state and federal education reform initiatives over the past decade has advanced the development of joint high school-college programs including CTE Dual Credit, Running Start and College in the High School. These programs have among their goals the articulation of secondary and post-secondary education programs, increasing the availability of college-level courses and programs to secondary students, and recognizing the achievements of secondary school students who have successfully completed college-equivalent courses and programs. The benefits of these articulation agreements for students, parents, high schools and colleges have been widely recognized.

CTE Dual Credit education was among the first of federal programs to promote the use of competencies for instructional programs and secondary-postsecondary articulations. The state's CTE Dual Credit consortia developed competency-based articulation agreements between high schools and colleges that help students transition from high school into post-secondary professional-technical programs. Articulations are used by colleges to award credit to students who complete college-equivalent courses and programs while still in high school. Articulation agreements between the individual college and school define the criteria for equivalency and the granting of credit. [RCW 28B.50.530](#) authorizes community and technical college boards of trustees to establish such agreements in cooperation with local high school district boards.

Maximizing the benefits of articulations for students requires a reliable, systematic approach for granting and tracking college credits for equivalent high school courses. The Direct Transcription model provides a method for achieving statewide articulation by ensuring the quality and transferability of articulated credits from high schools to community and technical colleges and between two-year colleges statewide.

The following policy guidelines (modeled after those developed for the College in a High School program, endorsed by the Instruction Commission) provide a policy framework and operational structure for colleges and high schools to facilitate the implementation of a statewide articulation model through Direct Transcription. The guidelines consider requirements for transferability of course credits to the public community and technical colleges of the state and the requirements of the Northwest Association of Schools and Colleges.

Policies and Guidelines

- Articulated programs provide college-equivalent courses in high school locations to serve qualified secondary students enrolled at the high school.
- All courses and credits awarded to high schools students through articulations using the

Direct Transcription model must be based upon an established written articulation agreement in which relevant college and high school faculty jointly agree on course equivalency, common letter grading standards and a standardized transcription process. Individual colleges retain authority over the granting of college credits for articulated programs.

- All articulated courses taken by high school students for college credit shall be competency based. Where available, articulated courses should be based on state recognized industry-defined skill standards. The college partner shall be responsible for determining what competencies will be required to meet the college's course requirements. Competencies need to describe the assessment method(s) used to verify student accomplishments.
- The college has ultimate responsibility for determining acceptable grade standards. In general, students should be required to earn a grade of 'B' or better to be granted college credit for articulated courses.
The college may assess participating students a fee to offset the costs associated with direct transcription.
- All articulated courses taken by high school students for college credit should be taught by vocationally-certified and endorsed instructors. [WAC 131-16-095 \(2\)](#) states that secondary vocational certification will be accepted by the community colleges.
- The college awarding the credit must be regionally accredited.
- Direct transcription of college credit should be initiated at the time of course completion.
- Participating schools and colleges should inform students participating in articulated programs, in written publications, that vocational credits, including those awarded through direct transcription, may not transfer to four-year institutions or other colleges outside of the state's community and technical college system. Students should be notified that it is their responsibility to consult with those institutions concerning specific credit transfer and admissions requirements.
- Participating schools and colleges should record students and articulated credits using available local and state data and information systems (i.e., P210, SMS, SERS) to provide a record of student achievement, program accountability and evaluation.
- Participating schools and colleges must assure compliance with all applicable state regulations and the federal requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the American Disabilities Act of 1991, Section 504 of the Vocational Rehabilitation Act of 1973; and the Age Discrimination Act of 1975.

Revision and Amendment History

Description	Revision Date
Amendment: "Tech Prep courses shall not be designated through the use of a unique identifier on individual student transcripts." Endorsed by Washington Association of Community and Technical Colleges (Education Committee)	05/24/2000