

What Is the Advanced Technical Credit Program?

The Advanced Technical Credit Program (ATC), also known as statewide articulation, is an advanced placement program for students interested in preparing for college and a technical career that requires postsecondary education.

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.

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).

The ATC 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).

Teacher Eligibility Requirements. Teachers must go through an approval process to make sure they match the SACS requirements for college faculty.

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

Advantages of ATC/Statewide Articulation

- Provides a common core of articulated courses
- Provides a statewide standard for awarding college credit
- Provides a common method to identify articulated courses on high school transcripts
- Saves valuable resources: *time and money*

How to Participate in the Advanced Technical Credit Program



Select Courses and Teachers

1. **Public schools select a course, or series of courses, from the list of statewide-articulated courses in the ATC Articulated Course Crosswalk (see Section III).**

High school course content must be enhanced to meet college-level standards and must include all competencies outlined in the Workforce Education Course Manual (WECM). Content must either exceed the high school TEKS or address TEKS with greater depth.

2. **Use the correct CTE PEIMS course number and abbreviation as it is listed on the ATC Crosswalk and use the special explanation course code “A” on the high school transcript (AAR).**

The “A” code indicates only that a course is eligible for local or statewide articulation and is used to denote college-equivalent course content for statewide-articulated career and technology courses. The code must be used for every student enrolled in the articulated course even if the student does not successfully complete the course.

3. **Assign a teacher with appropriate credentials and who has participated in TEA-required staff development specific to the course to the Advanced Technical Credit articulated course section.**

High schools must document that teachers (1) meet the minimum qualifications for faculty teaching the equivalent college course and (2) have successfully completed state-approved staff development for statewide articulation. Teachers will receive a notice of approval from the ATC office when all requirements are met

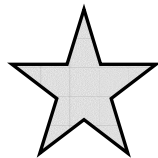
Inform, Recruit, and Enroll Students

4. Advise students of options available for ATC articulated credit.

Provide information on courses eligible for statewide articulation and requirements for award of ATC articulated course credit to students and parents through processes established by participating high schools. Include information about how these courses can be used in college degree programs.

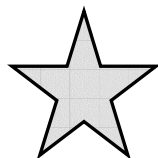
How can students benefit by enrolling in courses eligible for college credit under the Advanced Technical Credit Program?

- First, any student can take these college content-equivalent courses to satisfy high school graduation requirements.
- Second, students with a grade of 3.0 or higher can use these courses as performance measures and students with a grade of 80 (3.0) or higher may be able to apply these courses toward a certificate or associate of applied science (AAS) degree.



Successful completion of a high school course eligible for articulated college credit does not guarantee that a student will receive college credit for the course.

Not all colleges offer these courses in their degree programs. *Students who want to apply these articulated courses toward a college degree are strongly encouraged to determine if the college of their choice offers programs that include these courses.*



A student does not need to be participating in a coherent sequence of courses to take statewide-articulated courses.

However, it is important to point out to students that articulated courses are more beneficial if they are relevant to a student's anticipated college major and are part of a coherent sequence of career and technology courses.

Criteria for Award of College Credit – ATC Program

Student HS Course Grade

The student must earn a minimum grade of 80 (3.0 or higher) and achieve mastery of the content-enhanced high school course, or each course in a required sequence, and high school prerequisite courses listed in the ATC crosswalk.

Student Standing

For advanced technical credit, the student must have completed the course, or final course in an ATC sequence, with junior (grade 11) or senior (grade 12) standing. *At its discretion, a college may award credit for a course or final course in a sequence taken in grades 9 and 10.*

Optional - Additional College Credit

Articulated credit should be awarded by the college on enrollment; however, a college may require a student to successfully 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.

Declared College Major

The articulated course appears in the college catalog or bulletin and may be included in the technical certificate or degree plan declared by the student.

Time Limitations

The student must enroll in a public two-year associate degree-granting institution within 15 months of high school graduation. *At its discretion, a college may extend this time line.*

Colleges evaluate eligibility for award of college credit for ATC statewide-articulated courses based on:

- Course abbreviation and “A” code on high school transcript;
- Course grade(s) of 80 (3.0) or higher; and
- Declaration of related major.

If a college determines the articulated course is equivalent to a course in an academic degree plan, a college may award academic credit. The college may require the student to pass a challenge exam or may validate that the high school teacher met SACS requirements for academic transfer courses.

Examples of 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 Computer Applications I or Introduction to Computers because the student successfully completed college-level BUSIM1 in grades 11 or 12.

The student must also enroll in a participating college within 15 months of graduation and declare a major that includes Computer Applications I or Introduction to Computers. A student may need to earn six additional college-level credit hours.

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 Computer Applications I or Introduction to Computers for BUSIM1 because the student took the last course in an ATC-required sequence (BUSIM2) in grades 11 or 12.

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.

Students are encouraged to verify participation in the Advanced Technical Credit Program by a two-year college and to identify ATC articulated courses that apply to the selected certificate or degree plan.

Example of ATC Statewide-Articulated Courses That Appear in Community and Technical College Programs*

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

College Certificate Program: Applied Engineering Technology Certificate II		
High School Course	WECM Equivalent College Course	Credit Hours
Electronics 13036800 (ELECTRO)	Electricity Principles CETT 1402	4
Computer Programming 13027600 (COMPPROG)	Computer Programming ITSE 1402	4

College AAS Degree Program: Computer-Aided Drafting and Design		
High School Course	WECM Equivalent College Course	Credit Hours
Principles of Information Technology 13027200 (PRINIT)	Introduction to Computers ITSC 1301	3
Computer Programming 13027600 (COMPPROG)	Computer Programming ITSE 1302	3

College AAS Degree Program: Business Technology		
High School Course	WECM Equivalent College Course	Credit Hours
Accounting I 13016600 (ACCOUNT1)	Introduction to Accounting I ACNT 1303	3
Business Information Management I 13011400 (BUSIM1)	Computer Applications I POFI 1301	3

College AAS Degree Program: Business Administration		
High School Course	WECM Equivalent College Course	Credit Hours
Principles of Business, Marketing, and Finance 13011200 (PRINBMF)	Introduction to Business BUSG 1301	3
Business Management 13012100 (BUSMGT)	Principles of Management BMGT 1327	3
Business Information Management I 13011400 (BUSIM1)	Computer Applications I POFI 1301	3

College AAS Degree Program: J]gi U`7 ca a i b]WU]cbg'5 b]a U]cb		
High School Course	WECM Equivalent College Course	Credit Hours
Advanced Animation (ADVANIM) 13008400	Basic Animation ARTV 1403	4
Advanced Audio Video Production 13008600 (ADVAVPRO)	Digital Video ARTV 1451	4

College AAS Degree Program: 7 ca di hYf'5]XYX'Drafting and Design Technology		
High School Course	WECM Equivalent College Course	Credit Hours
Engineering Design and Presentation 13036500 (ENGDSPR)	Technical Drafting DFTG 1405	4
Architectural Design 13004600 A	Architectural Drafting - Residential DFTG 1417.	4
Engineering Computer-Aided Drafting II (ECAD2-TP)	Intermediate Computer-Aided Drafting DFTG 2419	4

College Certificate Program: Computer Information Systems Networking		
High School Course	WECM Equivalent College Course	Credit Hours
Telecommunications and Networking 13027400 (TELECOMN)	Fundamentals of Networking Technologies ITNW 1425	
Computer Maintenance 13027300 (COMPMTN)	Personal Computer Hardware ITSC 1425	3



Advanced Technical Credit Program **Petition for Award of Advanced Technical Credit**

Instructions for Students

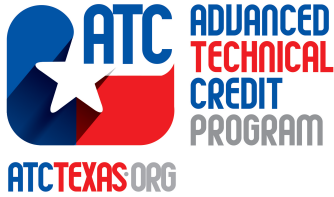
Steps for Award of College Credit – Advanced Technical Credit Program

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 high school 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.



Advanced Technical Credit 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 _____

Date of Graduation _____

Graduation Plan Regular
 Recommended Distinguished

Student Signature _____ Date _____

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

Course Name and Abbreviation	Grade Taken 9, 10, 11 or 12	Course Grade	College Course Equivalent <input type="checkbox"/> WECM <input type="checkbox"/> ACGM	Date Transcribed

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)	
Course	Grade	Course	Grade
_____	_____	_____	_____
_____	_____	_____	_____

Signature of college official _____ Title _____ Date _____

**Advanced Technical Credit Program
ELIGIBILITY REQUIREMENTS
FOR HIGH SCHOOL FACULTY TEACHING ATC STATEWIDE-
ARTICULATED COURSES**

Teachers must meet the one of the two following requirements to be approved 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:

For proof of their degree all secondary teachers must have official transcripts sent directly to the ATC Office from the college or university. For proof of work experience, they will be asked to submit full work history information to the ATC Office.

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.

Non-degreed individuals will not be eligible for ATC approval.

ATC Program Homepage

For more information, refer to: www.atcTexas.org



ANSWERS TO COMMON QUESTIONS

The Advanced Technical Credit Program

PARTICIPATION

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.

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, 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.

NOTE: Not all colleges offer these courses in their degree programs. 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. **Must a student participate in a coherent sequence of career and technology courses to be eligible for college credit for ATC statewide-articulated courses?**

No. Although students are encouraged to participate in a coherent sequence of courses comprised of two or more career and technology courses for three or more credits, a student may take an ATC articulated course as a single elective and may count towards a performance measure on the student's diploma or transcript.

ARTICULATED COURSES

4. How are ATC statewide-articulated courses different from other career and technology courses with the same name?

ATC articulated courses are content-enhanced, providing instruction beyond, or in greater depth, than the Texas Essential Knowledge and Skills (TEKS), and are equivalent to specific, college technical courses. This college-level content is outlined in the on-line Part II training modules.

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

Both statewide and locally articulated courses are noted on the high school transcript (Academic Achievement Record, AAR) with the “A” special explanation course code.

Locally articulated courses also include on the reverse side of the transcript (local use area) a notation of the participating college(s) and the equivalent college course(s).

6. Do ATC statewide-articulated courses apply only to two-year technical certificates and/or degrees?

The Advanced Technical Credit Program, or statewide articulation, is a form of advanced placement that prepares students for college and for technical careers. In most cases, technical credit is awarded for ATC statewide-articulated courses from the postsecondary Workforce Education Course Manual (WECM).

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

7. Will additional courses be approved for the ATC Program?

Yes. Additional courses are added every year. The ATC crosswalk is organized around the 16 Career Clusters as developed by the National Association of State Directors of Career and Technical Education Consortium and the U. S. Department of Education, Office of Vocational and Adult Education. Career clusters provide a way for schools to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. PEIMS Code Table C022 and the ATC Articulated Course Crosswalk is updated annually.

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

It is the responsibility of the school district to ensure that course content presented to students meets college-level requirements, and that teachers have the ATC-required credentials and have met TEA-required staff development requirements.

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.

9. How does a college recognize ATC statewide-articulated courses?

Career and technology courses included in the Advanced Technical Credit Program are noted on the high school transcript with the “A” special explanation course code.

10. Our local college does not participate in the ATC program and we have several local articulation agreements with them, but we want to offer ATC statewide-articulated courses to our students, as well. How can we do both?

In courses covered under a local articulation agreement where you have ATC qualified and trained teachers, simply have your teachers complete the ATC Part I and II training, submit a transcript and undergo the credential review. Once the teacher is approved they will be added to the state approval database. Colleges have access to the listing of ATC approved teachers to verify for awarding ATC credit. That way your students may also receive credit at any other participating college in Texas.

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

Yes, but only under special circumstances.

- Dual Credit and ATC (statewide articulation) - 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.
- High School Credit and ATC (statewide articulation) - A class may be composed of students enrolled in an ATC statewide-articulated course (course

noted with “A” code and students enrolled in the non-ATC articulated course with the same name (no “A” code). In this instance, the students enrolled in the ATC articulated course MUST receive more in-depth instruction and the teacher must have participated in TEA-required ATC staff development activities and been approved in the credential review.

TEACHER QUALIFICATIONS

12. What qualifications must high school teachers possess in order 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 complete TEA-required staff development and 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).

Teachers must meet the one of the two following requirements to be approved 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:

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

Non-degreed individuals will not be eligible for ATC approval.

13. What staff development is required by TEA before a teacher can teach ATC statewide-articulated courses?

A high school teacher that meets the faculty qualifications listed above must also complete a training program every three school years. The training program consists of:

- Part I – general information on articulation and Tech Prep programs; and
- Part II – specific instruction provided by college faculty on course content enhancement that is required to meet college-level competence usually provided on-line.

14. If a teacher has completed Part I and Part II of state-approved ATC teacher training, what courses can he/she teach?

A teacher can teach only the courses listed on the official Certificate of Eligibility provided by the Advanced Technical Credit Program office. Lists of trained teachers and the courses they are approved to teach are provided to school districts each school year. A data base of all teachers is maintained by the ATC state office located at Lone Star College. For more information, contact atcstaff@lonestar.edu.

15. Is there a deadline for when a teacher must receive training before they can teach ATC statewide-articulated courses in a school year?

Yes: The rule is that a teacher must have completed training no later than October 1 of the school year they want to teach a statewide-articulated course.

PERFORMANCE ACKNOWLEDGEMENTS

16. 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.

The text in this section 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

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 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 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 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.

The text in this section 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

2. Individual articulated courses - A student must successfully complete the articulated high school course, meet minimum content outcome requirements for the course as outlined, and receive a minimum grade of 80.

3. Articulated course sequences - A student must successfully complete 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 course crosswalk, and receive a minimum grade of 80 in each course in the sequence.

b. 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 course crosswalk should be maintained by the independent school district as part of a student's record.

c. 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 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 (Transcripts)

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

"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.

The text in this section 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

A district inserts the code after a colon following the TEA-approved course abbreviation. *Sample "A" code use on high school transcripts:*

Generic Course Name	GRADE <u>11</u>		2013 - 2014		
	Abbreviated Course Name	1 st Sem Grade	2 nd Sem Grade	Average	Credit
Language Arts	ENG 3:H	89	93	91	1.0
Mathematics	TRIG	86		86	0.5
	ANL GEOM		87	87	0.5
Career/Tech Ed	ENGDSPR:A	85	75	80	2.0
	BUSIM2:A	71	75	73	1.0

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

In order 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 crosswalk. 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. These courses would be local agreements and are not a part of ATC.

noted with “A” code and students enrolled in the non-ATC articulated course with the same name (no “A” code). In this instance, the students enrolled in the ATC articulated course MUST receive more in-depth instruction and the teacher must have participated in TEA-required ATC staff development activities and been approved in the credential review.

TEACHER QUALIFICATIONS

12. What qualifications must high school teachers possess in order 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 complete TEA-required staff development and 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).

Teachers must meet the one of the two following requirements to be approved 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:

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

Non-degreed individuals will not be eligible for ATC approval.

13. What staff development is required by TEA before a teacher can teach ATC statewide-articulated courses?

A high school teacher that meets the faculty qualifications listed above must also complete a training program every three school years. The training program consists of:

- Part I – general information on articulation and Tech Prep programs; and
- Part II – specific instruction provided by college faculty on course content enhancement that is required to meet college-level competence usually provided on-line.

14. If a teacher has completed Part I and Part II of state-approved ATC teacher training, what courses can he/she teach?

A teacher can teach only the courses listed on the official Certificate of Eligibility provided by the Advanced Technical Credit Program office. Lists of trained teachers and the courses they are approved to teach are provided to school districts each school year. A data base of all teachers is maintained by the ATC state office located at Lone Star College. For more information, contact atcstaff@lonestar.edu.

15. Is there a deadline for when a teacher must receive training before they can teach ATC statewide-articulated courses in a school year?

Yes: The rule is that a teacher must have completed training no later than October 1 of the school year they want to teach a statewide-articulated course.

PERFORMANCE ACKNOWLEDGEMENTS

16. 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.

The text in this section 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

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

- The student enrolls in the college after completion of high school;
- A high school transcript is presented with one or more courses noted with the "A" code;
- The student completed the course, or final course in an articulated course sequence, with junior (grade 11) or senior (grade 12) standing;
- The student completed any pre- or co-requisite courses and the articulated course, or courses in an articulated course sequence, with a minimum grade of 80;
- The college-equivalent course or courses should apply to the student's declared major and degree plan; and
- The courses may be transcribed as electives.

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. 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 transcribing such credit.

The text in this section 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

- d. 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.

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. **Teacher Requirements** All secondary teachers must meet SACS requirements for college faculty in technical programs..
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 WECM courses and/or meet criteria determined by the TEKS/WECM 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 ATC training, 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 - TEA provides a link on their Career and Technology homepage to information on Advanced Technical Credit. All course names and course information for secondary courses listed on the ATC crosswalk is provided by TEA and updated as changes are made.
 2. Postsecondary - Each course listed in the ATC crosswalk is listed in the WECM on the THECB website. As courses or course information is changed, appropriate changes are made in the ATC course crosswalk.

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, 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, should be provided during training 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 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. Performance Acknowledgement - 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 to be included in the 12 hour requirement for a performance measure. Under the 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).

Under 19 TAC Chapter 74, Subchapter B, §71.14 Performance Acknowledgements: By successfully completing at least 12 hours of dual credit, advanced technical credit courses and locally articulated courses with a 3.0 out of 4, a student may earn a performance acknowledgement on their diploma or transcript.

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).

Faculty requirements to be 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. This would be a local agreement and not a part of ATC.

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 on-line or local, joint secondary and postsecondary curriculum development activities that include standard information on statewide articulation and subject-specific content alignment activities.

Local 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 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. These materials should be used during local or on-line 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, , 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 WECM course content enhancement.

2. Outcomes - Upon completion of ATC training and submission of an official transcript, participants will be notified of their approval status by the ATC office.

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.

References and Resources

High School Transcript (Academic Achievement Record, AAR)

Revised Minimum Standards for the AAR, Texas Education Agency, May 2004. www.tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=5968

House Bill 5: Foundation High School Program, Performance Acknowledgements

19 TAC Chapter 74, Subchapter B §74.14 Performance Acknowledgements

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

Advanced Technical Credit (Statewide Articulation)

Advanced Technical Credit Program, Standard Articulation Agreement and periodic updates www.atcTexas.org

Course Numbers and Abbreviations

Texas Education Agency, PEIMS Data Standards, 2009-2015
http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/

Faculty Qualifications

Public Community and Technical Colleges

Texas Higher Education Coordinating Board, Guidelines for Instructional Programs in Workforce Education (GIPWE), <http://www.thecb.state.tx.us/index.cfm?objectid=8C5EA43A-EECC-C9F8-C7250D5DD5C9DD27>

Southern Association of Colleges and Schools. Commission on Colleges

<http://sacscoc.org/pdf/081705/faculty%20credentials.pdf>

Related Web Sites

Texas Education Agency (TEA)	www.tea.texas.gov
TEA - Career/Technology	http://tea.texas.gov/index2.aspx?id=25769812523
Texas Higher Education Coordinating Board	www.thecb.state.tx.us
Advanced Technical Credit (ATC)	www.atcTexas.org