

High School Name

High School  
Course TitleWVC Equivalent  
courseHigh School  
TeacherTeacher  
EmailCTE  
Director

CIP Code

Attached to this coversheet please provide the following:

For ASL articulation requests, please refer to the [ASL checklist](#).

### Course Syllabus

- Provide a complete course syllabus.
- Must include Course title, description, learning outcomes aligned to college course, grading scale, weekly/unit schedule, materials, and course policies.

### Instructor Credentials

- Please provide a copy of the instructor's CTE certification from OSPI.

### Sample Assignments and Assessments

- Student Work Samples: Anonymized examples showing college-level achievement.
  - Examples of this can be quizzes, tests, completed student projects, and writing assignments.
- Provide rubric(s) or answer keys when available.
  - Tip: Label each student's work sample with the specific learning outcome it supports. Think of it like a teaching portfolio—what tangible products are A and B students producing by the end of the course that demonstrate their competence? Instead of only listing topics in a syllabus, provide actual documentation of final projects or classroom work. This helps to provide observable skills that demonstrate the level of articulation to college credit.

### Textbook and Resource List (Page 2)

- Provide titles, authors, editions, publishers, and ISBNs of all textbooks used.
  - Include any supplemental materials (videos, software, articles), used to support learning outcome.
  - Include special equipment, software etc. that you have access to that support learning outcomes.

### Course Schedule and Contact Hours

- Submit a calendar or pacing guide showing days per week, minutes per class, and total instructional hours and/or summarize how high school hours will equal the college credit hours.
- Provide information around your lecture, lab, and project work.
  - Tip: Include homework expectations if part of total learning time.

