Articulation Process

Instruction Manual

*Submission Instructions: High schools should submit the complete evaluation packet to the college's designated dual credit coordinator by the deadline.

Contact Wenatchee Valley College Career and Technical Education department at ctedualcredit@wvc.edu or call 509.682.6920 for assistance.*

Contents

[Instructions for Submitting a High School Course for College Articulation Review 2](#_Toc198725234)

[Step 1: Prepare Your Submission Packet 2](#_Toc198725235)

[Step 2: Label and Organize All Materials 2](#_Toc198725236)

[Step 3: Submit for Review 2](#_Toc198725237)

[Step 4: Review and Resubmission Process 2](#_Toc198725238)

[Future Dual Credit Application Timeline 3](#_Toc198725239)

[2025-2026 Condensed Timeline 3](#_Toc198725240)

[Course Evaluation Packet Instructions 4](#_Toc198725241)

[1. Completed Course Assessment Rubric 4](#_Toc198725242)

[2. Course Syllabus 4](#_Toc198725243)

[3. Instructor Credentials 4](#_Toc198725244)

[4. Sample Assignments and Assessments 5](#_Toc198725245)

[5. Textbook and Resource List 5](#_Toc198725246)

[6. Course Schedule and Contact Hours 5](#_Toc198725247)

[7. Optional Add-Ons that demonstrate articulation 6](#_Toc198725248)

[Articulation Course Assessment Rubric 6](#_Toc198725249)

[Final Scoring Guide (Total Possible: 60 points) 8](#_Toc198725250)

[Resubmission Procedure 9](#_Toc198725251)

# Instructions for Submitting a High School Course for College Articulation Review

To submit a course for articulation consideration, please follow the steps below. Incomplete submissions will not be reviewed.

## Step 1: Prepare Your Submission Packet

Gather and organize all required materials referenced in the rubric, including your syllabus, sample assignments and assessments, student work samples, instructional materials, instructor credentials, class schedule/contact hours, and an overview of student support and expectations. Be sure your documentation clearly demonstrates alignment with college-level outcomes, rigor, and structure.

## Step 2: Label and Organize All Materials

* Label each document with your school name, course title, and teacher name.
* Use clear file names
	+ (e.g., *[SchoolName]\_Syllabus.pdf*, *[SchoolName]\_StudentWork.pdf*).
* For student work samples, include a note indicating which learning outcomes each sample supports.

## Step 3: Submit for Review

* Submit your complete packet by email (ctedualcredit@wvc.edu) by the stated deadline.
* You will receive confirmation once your materials have been received and scheduled for review.

## Step 4: Review and Resubmission Process

* Courses scoring 36–53 points may revise and resubmit within 2 weeks of receiving feedback.
* Courses scoring below 18 points must wait until the next review session in May to resubmit.

## Future Dual Credit Application Timeline

To ensure timely approval and student enrollment, high schools should follow this application submission timeline each academic year: The following is the desired timeline. We realize that for the 2025-26 year a condensed timeline is needed see below.

* March 1 – High schools submit intent to offer dual credit courses for the upcoming academic year.
* April 15 – Deadline for submitting the Dual Credit Course Evaluation Packet, including syllabus, instructor credentials, and sample assessments.
* May 15 – College review and feedback provided to high schools; revisions may be requested.
* June 1 – Final approval for dual credit courses; instructors notified of acceptance.
* September – Courses begin according to the high school and college schedule.

## 2025-2026 Condensed Timeline

* June 2 – High schools submit intent to offer dual credit courses for the upcoming academic year.
* September 12th – Deadline for submitting the Dual Credit Course Evaluation Packet, including syllabus, instructor credentials, and sample assessments.
* September 15th -October 15th College review and feedback provided to high schools; revisions may be requested.
* October 31st – Final approval for dual credit courses; instructors notified of acceptance.

Following this timeline ensures courses are evaluated and approved in time for student enrollment and academic success.

# Course Evaluation Packet Instructions

To ensure an accurate assessment, high school teachers should compile the following documents into a single evaluation packet.

### 1. Completed Course Assessment Rubric

* Submit a fully filled-out packet that lists the following information.
	+ High School Name:
	+ Course Title:
	+ College Course Equivalent:
	+ Instructor Name:

### 2. 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.

### 3. Instructor Credentials

* Please provide a copy of the instructor’s CTE certification from OSPI.

### 4. 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.

### 5. Textbook and Resource List

* 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.

### 6. 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.*

### 7. Optional Add-Ons that demonstrate articulation

* Alignment Map: Side-by-side comparison of HS and college course outcomes and content.
* Professional Development: Relevant training or workshops attended by the instructor.
* Submit a current resume or CV.
	+ Include copies of degrees, certifications, endorsements, or licenses, special training that relates to material looking to articulate.

Articulation Course Assessment Rubric
*Purpose: This rubric is designed to assess whether a high school dual credit course meets the rigor and learning outcomes equivalent to the college-level course. High Schools are welcome to score themselves and submit along with their submission package.*

Course Information:

* High School Name:
* Course Title:
* College Course Equivalent:
* Instructor Name:
* Date of Evaluation:

**High School to College Articulation Rubric (10-5-0 Scale)**

1. Course Learning Outcomes (CLOs) Alignment – 10 points

* 10 pts (Exceeds):
	+ All CLOs align with the college course in depth and complexity.
* 5 pts (Meets):
	+ Most CLOs align with some minor or moderate variation.
* 0 pts (Does Not Meet):
	+ Few or no CLOs align; major gaps exist.

2. Rigor of Assignments and Assessments – 10 points

* 10 pts (Exceeds):
	+ Assignments and assessments match college-level rigor, format, and grading.
* 5 pts (Meets):
	+ Generally rigorous but adapted slightly for high school.
* 0 pts (Does Not Meet):
	+ Assignments are simplified and not college level.

3. Instructor Qualifications – 10 points

* 10 pts (Exceeds):
	+ Instructor meets full college credentialing standards.
* 5 pts (Meets):
	+ The instructor has State CTE credentials that qualifies them to teach course.
* 0 pts (Does Not Meet):
	+ Instructor lacks required qualifications.

4. Instructional Materials and Resources – 10 points

* 10 pts (Exceeds):
	+ Uses college-equivalent or identical materials.
* 5 pts (Meets):
	+ Materials are mostly aligned, with minor simplification.
* 0 pts (Does Not Meet):
	+ Materials are not aligned with college-level rigor.

5. Class Time and Contact Hours – 10 points

* 10 pts (Exceeds):
	+ Class meets or exceeds college contact hours.
* 5 pts (Meets):
	+ Slightly under required hours, with compensatory assignments.
* 0 pts (Does Not Meet):
	+ Does not meet required hours and lacks compensatory work.

6. Student Support and Expectations – 10 points

* 10 pts (Exceeds):
	+ Students receive equivalent college-level support and are held to similar expectations.
* 5 pts (Meets):
	+ Support and expectations mostly align, with small differences.
* 0 pts (Does Not Meet):
	+ Support and expectations fall short of college standards.

Final Scoring Guide (Total Possible: 60 points)

* 54–60: Exceeds college standards
* 36–53: Meets standards with minor adjustments
* 18–35: Needs improvement – resubmission allowed
* Below 18: Does not meet college standards – wait to resubmit during next open review session in May

Evaluator Comments:

Evaluator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Evaluator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Resubmission Procedure

* If your total score falls within 18–35 points, you may resubmit revised materials within 2 weeks for a second review.
* If your total score is below 18, you must wait until the next scheduled review session in May to submit for a new evaluation.