Articulation Handbook
High School Instructors
2013 - 2014

Putting the pieces together for Wisconsin youth

The Center for College and Career Transitions
madisoncollege.edu/welcome-cct
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Welcome and Introduction

Madison College is proud to partner with area high schools in delivering dual (transcripted) credit and/or advanced standing opportunities for students. These courses enable high schools to offer students more academic options than are available in the regular high school curriculum. Furthermore, dual credit courses provide students with career options not available to them with high school preparation only. We are proud to be able to offer these options to our school districts. When your students move to Madison College, they will already have acquired the confidence they need to succeed in college. We look forward to working with you as partners in the preparation of Wisconsin youth to move forward in reaching their educational and career goals.

Juanita Comeau  
Director, Center for College & Career Transitions  
Madison College

We are delighted you are considering Madison College to help you meet your educational needs. Madison College offers chances for our young adults to get a jump-start on a college education by participating in our articulation partnerships. There are many ways high school students can participate in college courses while still in high school. This booklet discusses dual credit and advanced standing offerings which are available to high school juniors and seniors. We hope you choose to take advantage of one of these opportunities and allow us to serve you as you pursue your education.

Terrance Webb  
Provost  
Madison College
The Center for College & Career Transitions

The Center for College & Career Transitions has a departmental focus on serving the high school students residing in our district and assisting them in making successful transitions after high school. Whether their next steps are continued education or direct to the workforce, our goal is to help students prepare and plan for their future. To accomplish this they need to have tools to plan and opportunities to explore while in high school and the skills and knowledge to succeed after. A major goal for us is to provide a logical, unbroken sequence of study that begins in high school and continues in college through entry into the world of work.

Our office serves as the funnel through which activities with the high schools are coordinated. We can help you set up meetings, distribute communications, arrange tours, provide information regarding career development, and many other things; just ask! Our contact information is located on page 17.

What is Articulation?

Articulation is a method for colleges and high schools to work together as partners to provide students the opportunity to enroll in and complete college courses while fulfilling high school graduation requirements. It refers to aligning high school and postsecondary curricula to create a sequence of courses which provide for a seamless transition to postsecondary education. The high school and college must agree the course is suitable to be offered as an articulated course. Consideration is given to the content area, subjects to be covered and the maturity level of the anticipated high school students. Agreements do not automatically roll over from one year to the next and are not transferrable between instructors.

Articulation can be initiated by either the high school or the technical college instructor. Typically we articulate with high schools within the Madison College district; however, we can work with high schools outside our district if that high school’s local technical college does not offer the desired instructional content area. Requests are assessed on an individual basis.

There are two methods (or types) of articulation, these descriptions clarify the options:

1. **Dual (transcripted) Credit (curriculum sharing)**
   Dual credit allows students to receive technical college credit upon successful completion (C or better) of a college-level course taken in their high school and students will obtain an official technical college transcript with grade and credits recorded. The college course is delivered at the high school including competencies, assignments, grading policies, textbooks, and software (if applicable).
   a. **Delivered in the high school by the high school instructor**
      There is no cost to student or school district for this coursework; it is a cost-neutral agreement between Madison College and the local school district. No expenses will be passed on from the college to the student. Students participating must be admitted to and registered for the college course and will be expected to adhere to college student policies and procedures. Dual credit options focus on introductory-level courses or courses that can further prepare a student for college courses and increase their college readiness skills.
   b. **Delivered in the high school by the college instructor**
      This is a contracted class with the local school district or consortium. No fees will be passed on to the student by the college; however, the high school or consortium may choose to do so.
c. **Delivered in the college by the college instructor**
   This option is paid for by Youth Options funds or paid individually by the student. Fees for these classes will be passed on to either the school district or school consortium for their use of Youth Options funds (all Youth Options policies will apply) or to the individual student.

2. **Advanced Standing Agreements** (*curriculum matching*)
   Students enroll in and complete the advanced standing school course which is taught by a high school teacher at the high school. Advanced standing allows a student to receive credit at a Wisconsin technical college upon completion of a course according to specific conditions (i.e. grades, attendance requirements, etc.) **AND** enrollment in the technical college within 27 months of high school graduation and a valid articulation agreement. The class must have an advanced standing agreement in place with Madison College in order for the student to receive credit. The high school class competencies are aligned and adjusted to be comparable to the technical college course.

   Prior to granting college credit, the college faculty will evaluate the completed high school course work to determine the extent to which the work will apply to current program requirements, general education requirements, or other graduation requirements of the specific program. The student must present appropriate documentation of high school course completion which meets the conditions stated in the articulation agreement. The final decision to grant advanced standing credits lies with the technical college instructor upon the student’s enrollment at Madison College.

   Advanced standing courses involve a written agreement between the high school and Madison College and no fees are charged to either the student or the school district.

**What Classes are Available for Articulation?**

Madison College articulates a variety of introductory and occupational-related courses. To view a list of courses that are currently articulated and taught in high schools in the area, please see the Articulation Credit Arrangements List towards the end of this handbook. The Center for College and Career Transitions can work with you to decide whether a course would make a good articulation option and how to go about creating an action plan in order to smoothly create an articulated class.

*The chart on the next page, put together by the Wisconsin Technical College System, provides further information regarding articulation.*
<table>
<thead>
<tr>
<th>Definitions</th>
<th>Dual (transcripted) Credit</th>
<th>Advanced Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual credit may also be referred to as:</td>
<td>“transcripted credit courses” as high schools also give credit. “direct credit” because students are earning technical college credit directly from the technical college.</td>
<td>“credit in escrow” because the application of the credit is delayed until students enroll in a technical college program.</td>
</tr>
</tbody>
</table>

| Relationship between high school and technical college courses | Technical college curriculum is taught to high school students. A variety of delivery methods may be used. Students earn both high school credit and technical college credit simultaneously. Technical college grading policies and standards established in the agreement are followed. | High school course(s) or competencies are determined to be equivalent or comparable to a technical college course. Agreements require a minimum of a 3.0 grade point on a 4.0 scale for students to earn credit. High school grading policies and standards are followed. |

| Teacher | Course is taught by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related area and has been granted WTCS articulation certification under Wisconsin Administrative Code TCS 3.03(9)(b). | The student must meet all conditions of the articulation agreement in order to be eligible for advanced standing credit. Technical college credits are awarded; however, technical college grades are not given for these courses. |

| Awarding credit | Upon successful completion of course, grades are posted to an official technical college transcript and tabulated in the student’s technical college GPA. Students earn technical college credit and high school credit simultaneously. | The school district maintains the student’s transcript. Under DPI, PI 26 Education for Employment; The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned, and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating postsecondary institution, when appropriate. |

| Credit documentation | The technical college maintains the student’s transcript for technical college course work. The school district maintains the student’s transcript including high school and technical college course work. Under DPI, PI 26 Education for Employment; The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned, and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating postsecondary institution, when appropriate. | Technical colleges may opt to give a “certificate of eligibility” that specifies the course title, course number, and credits for which advanced standing may be granted upon enrollment at a technical college. |

| Agreement renewal and costs | Renewal for dual credit is on an annual basis. Contracts and Memos of Understanding must be submitted yearly. High school teachers must attend the training sessions and refresher meetings as required by Madison College. Involves a written contractual agreement and cost-neutral arrangement between a school district and a technical college. | Renewals are on a three-year basis provided the curriculum and teacher do not change. If there is any change in the curriculum or teacher, the agreement is void and needs to be resubmitted. Involves a written articulation agreement. No fees are charged to the student or school district. |

| Transfer to another WTCs technical college | All courses taken for technical college credit appear on a student's transcript and shall be transferrable to other technical colleges who have the same program. | According to the Credit for Prior Learning policy (Educational Services Manual 12.10.5), technical college credit awarded for high school coursework covered by an articulation agreement at the originating technical college shall be accepted as credit toward completion of a comparable course or courses by the receiving technical college. |
Myths Regarding Articulation Options

The articulation process can be a bit confusing; here are some common myths about articulated courses.

Myth 1: In order for my class to qualify for advanced standing, I only need to match 80% of Madison College competencies.

**False!** A high school course that is missing any of the college competencies is significantly different and will not be accepted. All of the competencies must be addressed; high school courses are often much more broad-based.

Myth 2: I can turn any class taught at Madison College into an articulated dual credit class.

**False!** Classes that make the best articulated courses are introductory-level classes or courses that can further prepare students for college courses (college readiness skills). For this reason, many classes taught at Madison College will not be able to become articulated courses with the high schools.

Myth 3: My school district is too small to include an articulated course.

**False!** Madison College works with any district size! We serve 40 school districts in our area; however, if your school is located outside the Madison College area but your local technical college is missing a program that Madison College offers, we can work with you to form an articulated course.

Related Costs of Articulation

For students, there is no cost associated with taking articulated courses.

**High Schools:**

*Dual Credit:*
Expenses related to the teacher’s time and labor required to establish and maintain the agreement, learn the course, attend required meetings, and district purchase of textbooks. Meeting attendance is required at various times throughout the life of the agreement.

*Advanced Standing:*
Expenses related to the teacher’s time and labor to submit and adjust the curriculum (if needed) and to maintain the agreement annually. Meeting attendance is required at various times throughout the life of the agreement.

**Madison College:**

*Dual Credit:*
Expenses related to the college instructor’s time and labor to train and certify the teacher, identify the course, and provide instructional support. Expenses related to the Center for College & Career Transition to coordinate the certification (Certification Officer as well) for each high school teacher. To establish, write and maintain the annual Memo of Understanding and contract. Enter the high school course in PeopleSoft; assist high school teacher and students with registration and grading.

*Advanced Standing:*
Expenses related to the instructor’s time and labor required to review the curriculum and to the Center for College & Career Transitions to establish, write, and maintain the agreement.
Which Way to Go: Dual Credit or Advanced Standing?

Are you wondering whether to participate in an advanced standing or a dual credit course? Unsure which way your school should go? Here are a few things to consider:

- Dual credit is much more beneficial for students than advanced standing agreements. Frequently advanced standing courses will not be accepted in transfer to a four-year institution. Dual credit courses have a better chance of being accepted in transfer to a four-year school as they appear on an official college transcript.
- Dual credit does not get lost or forgotten in the registration process.
- Technical colleges involved in dual credit show it to be a significantly better investment of time and effort than advanced standing – more high school students continue their education directly after high school.
- Dual credit has the advantage over advanced standing in that it assures students in the high school are taught and assessed at the same level of rigor as students on Madison College campuses.

Student Eligibility

The student must be in good academic standing with no record of significant disciplinary problems in order to take part in any early college credit option. Generally dual credit classes are open to junior and senior students; however, more introductory-level courses may be available to lower grade levels. For dual credit agreements, the college faculty mentor will decide which grade levels at the high school may apply for the class.

Advanced standing is available for any high school student.

Further Options for High School Students (ECAP)

Dual credit and advanced standing courses that are part of an articulation agreement are one avenue through which high school students may enroll in technical college courses. Together, all the early college opportunities for high school students available through Madison College are known as the Early College Achievement Program (ECAP). Other options that allow high school students to earn early college credit include:

- **Youth Options** – High school juniors and seniors are able to enroll in courses at a technical college for both high school and technical college credit.
- **Two-Year Youth Apprenticeship Programs** – Some Youth Apprenticeship programs may include dual credit courses. (Others may include advanced standing courses.)
- **118.15 Compulsory Education** – Pupils who meet certain criteria are allowed to attend technical college in lieu of high school or on a part-time basis through contractual agreement between the high school and technical college.
How Articulation is Developed: Dual Credit

**Process**
The dual credit process could take two years from inception to implementation. It is broken into three stages: *pre-planning, discovery, and implementation*. The pre-planning stage is really focused at the college level and involves mostly in-house meetings and coordination of activities. However, at any given time, all three stages could be occurring. You will have the same college faculty mentor through all stages of implementation.

Dual Credit courses are *renewed on an annual basis*.

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### PRE-PLANNING

<table>
<thead>
<tr>
<th>Timeline &amp; Task:</th>
<th>Staff Involved:</th>
<th>Goals &amp; Actions:</th>
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</table>
| **Fall:** Initial dual credit meeting with center deans and lead instructors/program directors | College & Career Transitions staff, Madison College dean and lead instructors/program directors | 1. CCT explains the dual credit process, including advantages, expectations, timeline, and role of Madison College dual credit faculty mentor.  
2. CCT explains the minimum requirements for beginning the dual credit process (complete Outline of Instruction and course portfolio).  
3. After this meeting, department should discuss feasibility of offering dual credit. |
| **Spring:** Department commitment to dual credit process | Madison College dean and lead instructors/program directors, *Optional:* CCT for questions about dual credit process, *Optional:* CETL for help with Outline of Instruction, *Optional:* CETL for help in preparing course portfolio | 1. Department decides to pursue dual credit offerings.  
2. Department discusses and decides on service load for dual credit faculty mentor.  
3. Department identifies who will serve as the dual credit faculty mentor.  
4. Dual credit mentor reviews Outline of Instruction and course portfolio. |

*CCT = Center for College and Career Transitions*  
*CETL = Center for Excellence in Teaching and Learning*
## DISCOVERY

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<tr>
<th>Timeline &amp; Task:</th>
<th>Staff Involved:</th>
<th>Goals &amp; Actions:</th>
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</thead>
</table>
| **Fall: Orientation meeting** | • CCT staff  
 *required for all faculty interested in either dual credit or advanced standing  
 • Dual credit faculty mentors  
 • High school instructors | 1. This meeting is focused on high school instructors who need more information regarding the articulation process.  
 2. CCT presents advanced standing and dual credit processes and presents information with step-by-step guidelines for high school instructors. This information will include the advantages, timeline, paperwork, etc.  
 3. Madison College mentors lead breakout groups to discuss curriculum (focusing on Outline of Instruction) and provide general relevant resources to the high school staff.  
 4. High school instructors should leave with enough information about the dual credit process and specific course information to make decision about participating in the rest of the two-year cycle. |
| **April: Summer training planning** | • CCT staff  
 • Dual credit faculty mentors | 1. Plan summer training for high school instructors.  
 2. Registration for summer training begins. |
| **June: Summer Institute training** | • CCT staff  
 • Dual credit faculty mentors  
 • High school instructors  
 • CETL staff | 1. Train high school instructors to teach the Madison College curriculum.  
 2. Explain support and communication process for upcoming school year.  
 3. Address individual concerns with delivery/logistics of dual credit course.  
 4. Letter of Intent is turned in at the end of the training as well as the certification materials. |

*CCT = Center for College and Career Transitions  
*CETL = Center for Excellence in Teaching and Learning*
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<thead>
<tr>
<th>Timeline &amp; Task:</th>
<th>Staff Involved:</th>
<th>Goals &amp; Actions:</th>
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</table>
| **August:** Submit high school curriculum to college faculty mentor for approval by **August 1** | • Madison College faculty mentor  
• High school instructors | 1. High school instructors must submit curriculum to Madison College mentor by August 1 for review.  
2. Madison College mentor will approve/make recommendations to curriculum prior to September 30. This will allow time for the high school to make changes and resubmit curriculum for approval. |

*This is an annual requirement, whether a new or repeat class.*

| **Fall:** Mentor meeting | • Madison College faculty mentor  
• High school instructors | 1. Support high school instructors as they teach the dual credit course.  
2. Address specific questions from high school instructors.  
3. Address questions regarding the curriculum, assignments, texts, assessments, etc.  
4. Identify any potential logistical and curricular problems with delivery of the dual credit. |

*required meeting for high school instructors teaching dual credit courses*

| **April:** Assessment review meeting | • Madison College faculty mentor  
• High school instructors | 1. Discuss final exam/assessment.  
2. High school instructors bring their final exam/assessment for approval.  
3. Discuss any questions or concerns regarding final assessments.  
4. High school instructors provide feedback to dual credit process and summer training. |

*required meeting for high school instructors teaching dual credit courses for the first time*

| **April to June:** Ongoing approval of final exams/assessment | • Madison College faculty mentor | 1. High school instructor submits final exam/assessment for approval, allowing 2 weeks lead time.  
2. If high school instructor needs approval after Madison College school year has finished, Madison College faculty mentor receives appropriate compensation |

*required meeting for high school instructors teaching dual credit courses for the first time*

| **May:** Annual mentor meeting | • Madison College faculty mentor  
• High school instructors  
• CCT staff | 1. Wrap up any end-of-year problems  
2. Continuation forms for following year |

Revised 6/20/2013
If you are an experienced dual credit instructor (having taught it for one or more years), your required meeting attendance is limited to one meeting in the fall to check in with your college faculty mentor and once in May at the end-of-the-year meeting required for all instructors. Communication lines are always open to college faculty during any step of the process and are not limited to meeting days.

Dual credit grades must be submitted through the Faculty Center as required by Madison College. Madison College grading policies are followed in order to receive college credit – students may receive one grade for Madison College credit and a different grade for high school credit.

Certification & Credentials
In order to be able to teach a dual credit course you have to go through the Wisconsin Technical College System Articulation Certification process. This means you must be employed as an instructor in a secondary school and have a DPI license in a related field. You will have to go through the certification process only once; unless you seek certification in a totally different area (i.e. currently in health and want to teach computer software courses). The one exception to this rule is for the College Success class; you need to have a master’s degree and a DPI license, there is not a related field license needed. The materials for certification will be provided to you prior to the Summer Institute. The certification forms and a copy of your DPI license must be turned in prior to the summer training sessions.

Forms & Necessary Paperwork
The dual credit paperwork must be processed on an annual basis. The first piece of the paperwork trail is the Letter of Intent. You will get this document at the Summer Institute training and it confirms you understand the details, criteria and commitment of a dual credit class. On the Letter of Intent you let us, the college, know when you plan to implement this course. You will be provided the necessary materials and samples to complete this at the summer training.

Following the Summer Institute training, you must submit your curriculum to the college faculty mentor for their review and approval. Your curriculum must be submitted by August 1; college faculty will review it and will communicate with you by September 30. You will need to submit a course description, syllabus, outline and competencies, and sample tests. Due to the fact that the final assessment is so important in determining whether the depth and rigor has been met, your final assessment will be submitted and approved by our staff at the April assessment review meeting.

The Course Contract is the next step. This, however, is not sent to you as the dual credit instructor but is routed through the administration of the college and high school district. This document does not require your signature as the class instructor, so you may not come into contact with the Course Contract.

The next step in the process is the completion of the Memo of Understanding (MOU) that is sent to you and your school’s administration confirming your district’s intention to offer this course as a dual credit class. After it is signed by you and the administration, this form needs to be returned to College & Career Transitions staff.

At the end of every academic year if you are planning on continuing this class next year for dual credit, you must submit the Course Continuation form to our office. This document is used for college record-keeping and will trigger a course to be set-up for your school. If this form is not returned at the end of the current year, a college course will not be set-up in the coming year.
**Dual Credit Instructor Expectations**

Dual Credit instructors are motivated high school teachers who are dedicated to their students and staying informed in their content area and pedagogy through research and on-going professional development. It is expected that the high school instructors meet the same standards applied to any instructor teaching on a Madison College campus.

- **Course Planning:** There should be at least one face-to-face course planning session between the high school faculty and the college faculty mentor prior to the start of every dual credit course. This session should focus on: course content, pedagogy, course syllabus, assessment and grading, and textbooks if necessary.
- **Student Registration:** Review class lists to ensure your students are registered for the college course.
- **Updating Personal/Professional Information:** Update Madison College with professional information (as it related to your academic credentials) as well as personal information (such as an address or email change) as needed.

**Dual Credit Site Visits**

The Madison College faculty mentor will visit the high school classroom once during the first year of implementation and at least once every three years after. From this visit the faculty mentor will be expected to complete a “Site Visit Report” in order to maintain alignment of the Madison College course taught in the high school. The report is **NOT** intended as an instructor evaluation.

<table>
<thead>
<tr>
<th>DUAL CREDIT CHECKLIST</th>
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<tbody>
<tr>
<td><strong>High School Responsibilities</strong></td>
</tr>
<tr>
<td>(annual, fall)</td>
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<tr>
<td>Attend Orientation meeting if not familiar with articulation options.</td>
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<tr>
<td>(ongoing as needed)</td>
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<tr>
<td>Attend Discovery Meeting. At this meeting receive textbook information, curriculum, etc. Take these materials back to high school and proceed with internal processes.</td>
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<td>High School Responsibilities</td>
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<td>------------------------------------------------------------------</td>
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<tr>
<td>(one-time, June)</td>
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<tr>
<td>Attend Summer Institute training session.</td>
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<tr>
<td>May require additional training if college undergoes curriculum or other significant instructional change.</td>
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<tr>
<td>Submit certification materials.</td>
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<tr>
<td>(annual, by July 15)</td>
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<tr>
<td>Submit initial Letter of Intent for course implementation.</td>
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<tr>
<td>(annual, by August 1)</td>
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<tr>
<td>Submit curriculum and course outline information for approval to faculty mentor.</td>
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<tr>
<td>(annual)</td>
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<tr>
<td>Sign Memo of Understanding when received following curriculum approval.</td>
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<tr>
<td>(one-time)</td>
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<tr>
<td>Activate faculty account using employee ID number. This includes the completion of FERPA training on Blackboard (Bb).</td>
</tr>
<tr>
<td>(annual)</td>
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<tr>
<td>Request through Blackboard Course Maintenance the course number for classes. Even if not using Bb use this process to locate course number.</td>
</tr>
<tr>
<td>(annual, class beginning)</td>
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<tr>
<td>Student application and class registration.</td>
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<tr>
<td>(annual, class completion)</td>
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<tr>
<td>Submit grades through Faculty Center online.</td>
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<tr>
<td>(annual, May/June)</td>
</tr>
<tr>
<td>Continuation Forms must be submitted by June 1 for course set-up for following year.</td>
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<tr>
<td>Drop students who do not earn a C or higher.</td>
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How Articulation is Developed: Advanced Standing

Process
The general process for Advanced standing articulation goes as follows:

1. Attend the fall Articulation Orientation meeting to get the general information and curriculum worksheet.
2. Submit Coversheet and Course Outline documenting curriculum matching by March 1 for implementation for the following year. College staff will review the competency outlines and verify match. The required documentation for submission:
   a. textbook title/edition/publication date/author
   b. methods of evaluation or how mastery is determined
   c. course outline, syllabus and class schedule
   d. specific competencies and general objectives taught
   e. grading formula (test = X%, assignments = Y%)
   f. grading scale
3. College faculty completes a review of the curriculum and submitted documents and replies by April 15 to Center for College & Career Transitions staff. An email notification is sent to the high school teacher and his/her high school principal by CCT staff stating:
   a. The high school curriculum submitted is approved and the articulation will be included in the next year’s formal agreement, or…
   b. The high school curriculum submitted is similar but is missing some items. With minor changes and/or additions, it could be approved. The high school teacher is asked if he/she is able to make the recommended changes/additions. If yes,
      i. The high school teacher makes the revisions and resubmits by April 15 with college faculty reviewing and replying by May 15, or…
      ii. The high school decides not to modify and the articulation interest ends.
   c. The high school curriculum is vastly different and the request is denied.

The instructor is expected to attend required advanced standing meetings as scheduled, there are usually only one or two a year. At these meetings the curriculum will be discussed and competencies aligned. In order for your course to qualify for advanced standing and the student to be considered for the credit, the following must happen:
- The course must match all of the Madison College curriculum competencies.
- Student must pass the class with a B or better.
- Advanced Standing Coversheet with signature and the completed curriculum worksheet must be on file with Madison College by May a year prior to implementation.
- If there is any change in staff or curriculum, the agreement becomes void and must be resubmitted for consideration.
- At the end of the academic year, you need to submit to the college the number of students qualifying for advanced standing.

Madison College staff will provide information related to textbooks, syllabi requirements, assessments, and grade reports. They will also:
- Review the competency outlines (if more information is needed, the high school instructor will be contacted). This comparison will be submitted on a Curriculum Worksheet.
- If there is a match of all competencies, college staff will sign the agreement. If there is not an acceptable match, a letter will be sent to the high school teacher notifying them of our decision.
**Certification & Credentials**
Advanced standing courses can be taught by a high school teacher who holds a current DPI license in the related area of instruction.

**Forms & Necessary Paperwork**
There are only three pieces of paperwork that is required for advanced standing. The first is the Advanced Standing Coversheet you and your high school administration must sign stating interest and desire for advanced standing. On this form the college faculty will document how many credits may be extended to your students. This coversheet is due by March 1.

The second document is the Advanced Standing Curriculum Worksheet. This is the critical piece where you submit your curriculum to our faculty for their review. On this worksheet, you must document your curriculum matching. You are not required to submit your text but our faculty may request a sample chapter or to see part of the textbook; that is the only way we can verify if the information is covered to the depth needed. The Curriculum Worksheet is due by March 1 as well.

At the end of the year you must submit to our office the number of students who qualified for advanced standing. These are the numbers our office needs to send to the state board for reporting purposes. Please submit your student numbers by July 1.

**Awarding of Advanced Standing Credits**
If a course is offered at a high school for advanced standing, awarding of credit(s) is always at the discretion of the Madison College instructor. If an agreement has been signed but the college instructor feels the student is not prepared for the rigor and challenges of a college course, the credits may not be granted. Advanced standing credits are often not accepted in transfer to a four-year institution. Dual credit courses have a better chance of being accepted as they are technical college courses and appear on an official college transcript.

The student must present appropriate documentation showing course completion which meets the conditions stated in the articulation agreement. The advanced standing course agreements are good for three years providing there are no curriculum or instructor changes. Technical college credits are awarded; however, grades are not given for these courses and therefore do not affect the student’s GPA.

**Partner Responsibilities**
The Early College Achievement Program (ECAP) at Madison College require the hard work and dedication of a multitude of partners, including high school instructors, administrators and counselors, as well as college academic faculty, staff and administrators. The partners involved rarely get to see each other face-to-face, so it is important that all partners involved understand and fulfill their roles and responsibilities. Here is a quick breakdown of the responsibilities of each partner in the process.

**High School Instructor Responsibilities**
**New Instructors:**
1. **Dual Credit:** Attend the Summer Institute professional development training before teaching.
   All new instructors will also work with the faculty mentors for their discipline to prepare content, assessment, pedagogy and syllabus for the college course they will be teaching.
   
   **Dual Credit & Advanced Standing:** Attend Fall Orientation
2. Submit necessary paperwork
3. Attend all meetings as required or deemed necessary
4. **Dual Credit:** Submit completed course profile (syllabus and calendar) by August 1
   Madison College requires certain information be included on all college course syllabi. Specific departments may have additional requirements.

5. **Dual Credit:** Use Faculty Center for grade submission
   **Advanced Standing:** Submit number qualified students

**All Instructors:**
1. **Attend all meetings as required or deemed necessary**
   ECAP requires all instructors to attend all meetings/workshops associated the Madison College course(s) they are approved to teach. Instructors must attend workshops, **whether or not** they are teaching during the term in which the workshop occurs.
2. **Dual Credit:** Submit completed course profile (syllabus and calendar) by August 1
3. **Dual Credit:** Use Faculty Center for grade submission
   **Advanced Standing:** Submit number qualified students
4. **Dual Credit:** Participate in site visits
5. **Attend continuing professional development meetings and workshops**

**School District Responsibilities**
All school district responsibilities are listed within the Dual Credit Course Contract signed between Madison College and the high school district. These responsibilities include:

a. Designate an administrator to serve as the liaison to Madison College. Provide the services of teachers (as needed) and a Coordinator of Career & Technical Education or Local Vocational Education Coordinator, Curriculum Director, or Department Chair of Academic Department to serve as the program coordinator and liaison with Madison College administration.

b. Negotiate all course-specific agreements (and modifications/renewals of course agreements) and direct all concerns regarding any course specific agreements through the school district liaison/coordinator. The Coordinator shall be Madison College’s main point of contact at the school district for the Early College Achievement Program.

c. Provide adequate school classrooms and other facilities for the courses.

d. Develop and implement procedures for screening and approving students for enrollment into courses.

e. Facilitate on-campus student experiences at Madison College.

f. Establish high school credit value granted to students completing Madison College dual credit courses. The school district reserves the right to apply your school’s grading criteria for purposes of determining high school credit and to give students the grade they earn in high school on the high school transcript (which may or may not be the same grade earned for Madison College credits).

g. Assure school district instructor teaching the Madison College dual credit course has or obtains WTCS K-12 certification and has submitted a VE-CE 112 Certification Application to Madison College. Madison College is not responsible for the cost of certification for the school district instructor. Unless otherwise bargained between the school district and its teachers’ union, the school district will pay the cost of certification, and Madison College will bill the school district separately.

h. The school district agrees that Madison College retains the intellectual property rights to any curriculum materials that are developed by Madison College, and/or by any Madison College employee(s), and that are provided by Madison College for use in any course covered by the contract. The school district retains the intellectual property rights to any additional course materials developed and used by any school district employee(s).

i. Assure that the Madison College curriculum taught in the high school will use the same Course Outcome Summary (competencies, criteria, conditions, learning objectives, and performances assessment tasks, if applicable) and grading policies as are used for the course as taught at Madison College.
**Madison College Responsibilities**

Madison College responsibilities include:

a. Provide student the same rights and privileges and assume the same responsibilities as other Madison College students, as related to the services provided within the Early College Achievement Program.

b. Process school district instructor certifications to the Wisconsin Technical College System Board for approval.

c. Provide official notification of the school district, upon completion of the course, the names of students enrolled and the final Technical College academic grade awarded.

d. Provide WTCS certified teacher(s) to teach the Madison College course, for courses taught by Madison College faculty.

e. Madison College shall inform the school district’s Coordinator no later than October 31 of each school year whether there may be any substantial changes to the course(s) covered by their contract (e.g., substantial changes to the Course Outcome Summary, textbooks, etc.) in the following year, that may prevent the school district from being able to advertise the course in the school district’s course catalogue for the following school year as a likely dual credit course with Madison College.

f. Negotiating all course-specific agreements (and modifications/renewals of course agreements) and direct all concerns regarding the course contract and any course specific agreements through the school district’s Coordinator. The Coordinator shall be Madison College’s main point of contact at the school district for ECAP.

**Madison College Faculty Mentor Responsibilities**

The Madison College faculty mentor’s responsibilities include:

a. Review Outline of Instruction and Course Portfolio for dual credit courses.

b. Requests for guides, textbooks, resource support and instructional materials in a timely fashion.

c. Review final assessments given in dual credit courses in a timely fashion.

d. Conduct site visits. At the completion of a site visit, the faculty mentor will complete a “Faculty Mentor Site Visit Report” to maintain the alignment of Madison College courses taught in the high schools. **This report is NOT intended as an instructor evaluation.**

e. Hold individual or departmental meetings as need with high school instructors.

f. Assist in designing and delivering orientation workshops for new high school instructors.

g. Assist in designing professional development workshops for content or methodology for on-going high instructors.

h. Attend fall Orientation Meeting annually, lead breakout groups to discuss curriculum and provide information to high school instructors.

i. Meet with high school instructors once in the fall and once in April to address any questions or issues

If you would like to know who the Madison College faculty mentor for your course(s) is, please contact D’Ann Zickert at (608) 243-4650 or by email at dzickert@madisoncollege.edu.

**Noncompliance of Responsibilities & Expectations**

Madison College reserves the right to revoke articulated credit offerings from a school or school district that does not comply with responsibilities and expectations required for our ECAP courses. All high school instructors are expected to attend annual professional development to stay informed of college expectations as they relate to course content. Instructors are also expected to adhere to the course outline content, academic rigor, and assessment components. Non-compliance occurs when any of the outlined course content expectations are not adhered to.

If an instructor has been approved to offer dual credit courses in more than one discipline, meeting attendance is tracked for each discipline. Cancellation of one dual credit course due to non-compliance does not automatically cancel other dual credit courses.
Madison College Policies and Procedures

Faculty Certification
High school staff are expected to complete the certification process with the Wisconsin Technical College System. This may include, but not be limited to, completion of the certification job application including past occupational experience, submission of required DPI licenses, and other materials as requested. Instructors are expected to be certified for every discipline they will be teaching in; one certification does not necessarily roll over to another area.

Class Registration and Withdrawal Procedures

Registration
ECAP students are expected to follow the college policies and procedures regarding application and registration for classes. Students will be expected to provide complete and accurate information (i.e. correct spelling, date of birth, Social Security Number, etc.) The registration process is well-documented in a step-by-step registration tutorial is available for students and instructors, and thoroughly goes through the steps involved in registering for their class. There is a student and instructor version available. A link to the tutorial is listed on page 19 under the Resource Guide.

Late Registration
ECAP is designed to help high school students become responsible college students. The responsibilities we expect from the high school student are the responsibilities we expect from our college students. This includes enrolling into class, dropping if necessary, and being aware of deadline dates. If the student is not enrolled into their class by the deadline date, they will not be allowed into the dual credit class. It is up to the high school to allow the student to continue in the course, but they would only earn the high school course grade, not the dual credit grade or credits.

Withdrawal
The instructor will withdraw the student from the college class if that student will not be achieving the C or better. This action will occur when all other grades are assigned. This action will show on the student transcript as a “W” for withdraw.

Grading System
Grades for ECAP classes will be assigned using the same methods and grading rubrics as on-campus classes. Instructors may find they need to assign two different grades: one for the high school on their scale and a separate grade for the college course on the Madison College grading scale. Grades are due five days after the final class day. Grades may only be submitted online through the Madison College Faculty Center.

Academic Integrity
Madison College values the learning experience. To be successful, the learning experience requires trust between faculty and students, and adherence to standards of academic honesty and integrity. To avoid academic misconduct it is important that students understand how it is defined and what is expected of them. Instructors should report cases of suspected academic misconduct to CCT staff. Instructors may need to implement two different policies related to academic dishonesty: one for the high school course and one for the college course.

Student Handbook
Students may download a copy of the Student Articulation Handbook from the Madison College web site under the Center for College and Career Transitions Student Resources section. The link is provided under the Resource Guide on page 19. During the first week of class, review the handbook with students to make sure they are aware of college expectations.
**Federal Educational Rights and Privacy Act (FERPA)**

Once a student is enrolled in a college credit course, the rules of the Family Educational Rights and Privacy Act (FERPA) of 1974 apply. FERPA is a federal law designed to protect the confidentiality of a student’s education record. The law governs the release of student records and the access to those records. Postsecondary institutions may not disclose information from student education records without a student’s written consent. What this means is that once a student registers for a college credit class, information cannot be provided to his/her parents or guardians. This is a very difficult concept for the parents to understand, but information cannot be shared with them. This information is reinforced on the Enrollment Form, as well as the student contract the parent/guardian signs. Prior to the start of your ECAP course, you will be asked to complete a short FERPA quiz through Blackboard.

**Contacting the Center for College and Career Transitions**

The Center for College and Career Transitions is here to work with area high schools to coordinate activities, new classes and to answer your questions. We are located in downtown Madison at the Madison College Downtown Education Center and we are always available by phone or email.

Our general phone line for any questions, comments or concerns is (608) 243-4894. The Madison College help desk for staff members is (608) 246-6666.

If you are interested in articulating college classes for your high school contact D’Ann Zickert, College Connections Coordinator, at (608) 243-4650 or by email at dzickert@madisoncollege.edu.

**Resource Guide**

- Center for College & Career Transitions (CCT) [http://madisoncollege.edu/welcome-cct](http://madisoncollege.edu/welcome-cct)
- CCT: Resources for Educators [http://madisoncollege.edu/tech-prep/resources-educators](http://madisoncollege.edu/tech-prep/resources-educators)
- Instructor Tutorial: Register for Dual Credit Class [http://madisoncollege.edu/files/users/Kubala/Instructor_DualCredit_Tutorial.pdf](http://madisoncollege.edu/files/users/Kubala/Instructor_DualCredit_Tutorial.pdf)
- Coordinator Tutorial: Register for Youth Options Class [http://madisoncollege.edu/files/users/Kubala/Coordinator_YouthOptions_Tutorial.pdf](http://madisoncollege.edu/files/users/Kubala/Coordinator_YouthOptions_Tutorial.pdf)
- Madison College Libraries [http://library.madisoncollege.edu/](http://library.madisoncollege.edu/)
- Madison College OneCard [http://madisoncollege.edu/madison-college-onecard](http://madisoncollege.edu/madison-college-onecard)
- Center for Excellence in Teaching and Learning (CETL) [http://madisoncollege.edu/in/cetl](http://madisoncollege.edu/in/cetl)

**Resources for Students:**

- Student Tutorial: Register for Dual Credit Class [http://madisoncollege.edu/files/users/Kubala/Student_DualCredit_Tutorial.pdf](http://madisoncollege.edu/files/users/Kubala/Student_DualCredit_Tutorial.pdf)
- Student Tutorial: Register for Youth Options Class [http://madisoncollege.edu/files/users/Kubala/Student_YouthOptions_Tutorial.pdf](http://madisoncollege.edu/files/users/Kubala/Student_YouthOptions_Tutorial.pdf)
- CCT: Resources for Students [http://madisoncollege.edu/resources-students-parents](http://madisoncollege.edu/resources-students-parents)
- Madison College Writing Center [http://madisoncollege.edu/plus/madison-college/writing-center](http://madisoncollege.edu/plus/madison-college/writing-center)
Sample Forms & Paperwork

All of our paperwork, including an electronic copy of this handbook is also available on our website resource page: http://madisoncollege.edu/tech-prep/resources-educators.

i. Dual Credit: Letter of Intent
ii. Dual Credit: Certification
iii. Dual Credit: Memo of Understanding
iv. Dual Credit: Contract
v. Dual Credit: Student Contract
vi. Dual Credit: Student Enrollment Form
vii. Dual Credit Transcripted Credit Arrangements
viii. Dual Credit Course Continuation
ix. Advanced Standing: Articulation Agreement (Coversheet)

Advanced Standing: Curriculum Worksheet
xi. Advanced Standing: Report Form