College Credit in High School

Developing Advanced Standing and Transcripted Credit Agreements
Two Options

• Advanced Standing
• Transcripted Credit
### Advanced Standing/Transcripted Credit

<table>
<thead>
<tr>
<th>Advanced Standing</th>
<th>Transcripted Credit</th>
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<tbody>
<tr>
<td>High school compares their curriculum to WITC. Courses must have an 80% match.</td>
<td>High school agrees to cover WITC course competencies 100% at same level of rigor with same level of assessment.</td>
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<td>Teachers must be employed by the school district.</td>
<td>Teachers must be employed by the school district, have DPI certification in the content area, and complete a WITC employment application.</td>
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<td>High school grading policies are followed.</td>
<td>WITC grading policies are followed.</td>
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<td>Students are granted credit for articulated coursework after enrolling at the college and providing documentation that articulation requirements were met.</td>
<td>Students receive a WITC transcript at their home address at the end of the school year.</td>
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Advanced Standing Agreement
Development Process

- Identify courses from the approved list.
  - Some courses require specific teacher credentialing requirements. They are noted in the handbook and on the website.
- Complete competency review forms and submit with curriculum and sample assessment.
- Agreements will be finalized and forwarded to school district administrators for signatures prior to the start of the school year.
Automatic Renewal

• Option for *developed* advanced standing agreements
  • If WITC curriculum did not change
  • If high school curriculum and instructor did not change
  • If the course is still on the approved list
Transcripted Credit Agreement
Development Process

- Identify courses from the approved list.
- Complete the Transcripted Credit Request Form.
- Attend meetings to review curriculum, assessment, and process
- High School teacher competes WITC application
- Memorandum of Understanding developed and signed
- Must be renewed annually
High School Instructor Responsibilities for Transcripted Credit

- Complete the WITC application
- Hold DPI certification in applicable area
- Oversee student registration and assure complete forms
- Review class roster and verify student information
- Teach 100% of the WITC course competencies
- Assess competencies at the same level of rigor as WITC courses
- Submit final grades using WITC grading standards
High School Administration
Responsibilities for Transcripted Credit

- Ensure that instructor(s) are scheduled to teach the course(s) they are identified to teach
- Provide the facilities and resources needed to teach the course
- Provide accommodations for students with special needs
- Provide counseling services for students
- Complete reciprocal ledger entries for tuition and material fees/instructional costs
- Give high school credit for successful completion of the transcripted credit course(s)
- Meet high school and WITC course prerequisites
Transcripted Credit Course Process

- Within the first half of each course
  - Students complete registration forms
  - Contracts are developed and signed
- Throughout the course WITC mentors and high school faculty meet at least three times – IP video, face-to-face, email, phone
- At the end of the course, High school teacher submits grades
- By July 15 – students receive a letter from the WITC registrar saying they have WITC credit and information to obtain a transcript
What’s in it for the Student?

- Start their postsecondary transcript while in high school
- Increased confidence in ability to succeed at post-secondary level – more likely to consider options
- Ability to earn college credit and grade that they can take anywhere (for transcripted credit)
- Seamless transition to post-secondary education – credits on a transcript are not forgotten in the registration process (for transcripted credit)
- May result in less time in post-secondary education or options for elective credits to enhance degree
- Cost savings for credits earned that apply to their program
What’s in it for the High School?

- Offering curriculum designed with input from WITC advisory committees
- Partnerships increase awareness of what is expected of students at post-secondary level
- No cost involved
- Research supports that the more post-secondary credits students earn in high school the more likely they are to
  - Graduate from high school
  - Attend post-secondary education
  - Graduate from post-secondary education
- Dual credit seen as a positive by parents and school boards
What’s in it for WITC?

• Develops a working relationships between WITC and high school instructors – increased awareness of the scope and sequence of each institution’s curriculum

• Mentor process assures students in the high school are taught and assessed at the same level of rigor as students on campus
  ▶ better prepared students

• Increase student confidence in being able to be successful college students  ▶ apply for college

• Letter from Registrar sent to homes encourages a dialogue between students and parents about WITC as a post-secondary option
Questions?

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