Concurrent Enrollment
CTE Articulation Request Packet

Submit Dates and Deadlines

2026-2027

Applications received starting: February 2, 2026
Final day to submit: April 15, 2026

Welcome to the Spokane Colleges CTE Articulation Request Process. At Spokane Colleges we strive to provide dual credit opportunities for your students. This packet is a small, but important, part of the process. The college with which you would like to articulate needs to gather the required documentation to provide to our departmental faculty for review and approval.

The review process involves aligning high school learning outcomes to program objectives to ensure the validity of earned college credits.

Please note, submitting an incomplete packet will result in the request being delayed until all required documentation is received.

Required Documentation

- School District Request for CTE Articulation
- High School Course Verification Form
- Course Syllabus (see template)
- Standards and Competencies (see provided example)*
  *Spokane Colleges Course Catalog and Student Learning Outcomes Spokane Colleges Course Catalog

Submit Articulation Packet to the campus where the course will be articulated.

Spokane Community College	**Spokane Falls Community College**
1810 N Greene St, MS 2010 Spokane WA 99217-5399	3410 W Whistalks Way MS 3011 Spokane WA 99224
scc.cte@scc.spokane.edu 509-533-8062	sfcc.ctedualcredit@sfcc.spokane.edu 509-533-3134

SCHOOL DISTRICT REQUEST FOR CTE ARTICULATION

Completed EVERY ARTICULATION CYCLE by CTE Director

Campus ☐ SCC ☐ SFCC *(select only one)*

Status ☐ New ☐ Renew with revision ☐ Renew with no change

☐ Articulated with another college – please list _____

College Program / Course Name and Number (if known) _____

School District _____

High School CIP Code _____

High School _____

High School Teacher _____

High School Course Name (include High School Course #) _____

High School _____

High School Teacher _____

High School Course Name (include High School Course #) _____

High School _____

High School Teacher _____

High School Course Name _____

CTE Director Signature _____ Date _____

HIGH SCHOOL COURSE VERIFICATION

To be completed EVERY SCHOOL YEAR
by High School instructor teaching Dual Credit eligible classes

First Name: _____ Last Name: _____

High School: _____ District: _____

High School Address: _____

Phone: _____ Ext: _____ Email: _____

List high school classes or sequence of classes.

College Course Name & Course Number	HS Class Name & Class Number	Course Length
		☐ Sem 1 ☐ Sem 2 ☐ Yearlong
		☐ Sem 1 ☐ Sem 2 ☐ Yearlong
		☐ Sem 1 ☐ Sem 2 ☐ Yearlong
		☐ Sem 1 ☐ Sem 2 ☐ Yearlong
		☐ Sem 1 ☐ Sem 2 ☐ Yearlong
		☐ Sem 1 ☐ Sem 2 ☐ Yearlong

UNDERSTANDING AND RESPONSIBILITIES

By signing this form, I understand that I am responsible for the following:

- **Teaching 100% of competencies outlined in the articulation agreements with Spokane Colleges**
- **Informing students of the Dual Credit opportunity (see statement that must be included in syllabus)**
- **Schedule a day for Spokane Colleges to come out and assist with course registration (SERS, etc.)**
- **Submitting grades into the online registration system or other required process**

REQUIRED SIGNATURES

Career and Technical Education (CTE)

CTE Instructor Print	Signature	Date
CTE Director Print	Signature	Date

By signing this High School Request Form, the CTE director is verifying that the teacher(s) listed above are CTE certified with the proper V codes to teach in that particular discipline.

Syllabus Template

When configuring your syllabus, please include the following:

1. Course Name & Number

Provide your name, contact information (email & phone), room number, office hours, and semester(s)

2. Course Description

Include the length of the course, instructional hours, and a general course overview

3. Course Learning Outcomes

These MUST align with the SCC/SFCC course identified in the articulation request.

4. Methods of Instruction

Include the method of delivery (lecture, on-line, independent reading assignments, research projects, etc.) *How will you teach the course?*

5. Competencies and Skills

Include any competencies and skills the students should master by the end of the course. These can be outlined in the course learning outcomes section.

6. Course Prerequisites (Only include if applicable)

Include any prerequisites associated with SCC/SFCC courses. The students MUST meet college prerequisites to qualify for enrollment in a CTE Dual Credit course.
*If you are unsure of the prerequisites, please contact the appropriate college for information

7. Grading

Include your course grading scale with percentages and GPA

8. Assessment

Include any required assessment tools students will complete in the course. This can be such items as quizzes, exams, certifications, projects, internships, etc.

9. Important Course Policies

Include information such as attendance policies, participation, written formatting requirements, special accommodations, plagiarism, and other general classroom expectations

10. Course Outline

Include instructional topics with any associated assignments and due dates students need to know in advance

11. College CTE Dual Credit Program Statement

*This is **MANDATORY**. The following paragraph MUST be included somewhere on your syllabus.

This course is CTE Dual Credit approved and articulated with Spokane Colleges. Students who demonstrate proficiency of the college course competencies by receiving the appropriate grade for EACH semester enrolled in the articulated high school class, may earn college credit through the College CTE Dual Credit program. Only students who meet deadlines, eligibility requirements, and successfully complete the course with a grade of 2.0 or higher will be awarded college credit. Participation in the CTE Dual Credit program is voluntary. High school students registered in the Statewide Enrollment Reporting System (SERS) for CTE Dual Credit will follow Spokane Colleges student policies for transcription of credit as the high school grading system may not exactly align with the College's. Credit and/or grades will not be removed once they have been transcribed.

†If your class requires a practical exam from Faculty before credit is awarded, please state here.

Students may earn college credit for the successful completion following college courses: (Course Prefix and Number) (Course Name) – (Number of Credits) (Course Prefix and Number) (Course Name) – (Number of Credits).

EXAMPLE - Course Standards and Competencies: Child Development & Early Childhood

HS Course Title	College Course Title	Credits	Course Length (Yearlong or Semester)
Child Development 1 (90 hours) (Childcare Basics 30 hours)	ECED& 100 Child Care Basics	3	Semester 1
Child Development 2 (90 hrs)	ECED& 132 Infants and Toddlers ECED& 120 Practicum – Nurturing Relationships (22)	3 2	Semester 2
Early Childhood Education 1 & 2 (90 hrs)	ECED 191 Practicum: Observation and Assessment (66) ECED& 170 Learning Environments for Young Children ECED& 190 Observation and Assessment	3 2 3	Yearlong

Note: ECED& 100 Child Care Basics is articulated according to student attainment of MERIT competencies, attainment of DEL certification and “C” or better

SPS framework and practices are based on the National Standards for Family and Consumer Sciences Education and the Washington State Standards and Competencies for Early Care and Education Professionals

EXAMPLE - Course Standards and Competencies: Child Development & Early Childhood

This example includes only page 1 of 6. It is not a complete document.

High School Standards/Outcomes **Child Development 1 & 2**	**College Standards/Outcomes** **ECED& 132 Infants and Toddlers** **ECED& 120 Nurturing Relationships** **ECED& 190 Observation and Assessments**
CD 1; Part 1 Competencies 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. 4.2.3 Analyze cultural and environmental influences when assessing children's development. 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development. 4.3.2 Implement learning activities in all curriculum areas that meet the development needs of children. 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values. 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children. 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development. 4.3.6 Establish activities, routines, and transitions. 4.4.1 Manage physical space to maintain a learning environment. 4.4.2 Apply safe and healthy practices that comply with state regulations. 4.4.3 Implement strategies to teach children health, safety, and sanitation habits. 4.4.4 Plan safe and healthy meals and snacks. 4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities. 4.4.6 Implement basic health practices and prevention procedures for works and children regarding childhood illness and communicable diseases. 4.4.7 Demonstrate security and emergency procedures. 4.5.1 Apply developmentally appropriate guidelines for behavior. 4.5.2 Demonstrate problem-solving skills with children 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children. 4.5.4 Implement strategies for constructive and supportive interaction between children and families. 4.5 5 Analyze children's developmental progress and summarize development issues and concerns. 4.6.2 Apply professional ethical standards an accepted by the recognized professional organizations. 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.	**ECED& 120** 1. **Demonstrate appropriate practices that ensure and maintain the health, safety, and nutrition of children.** *Met by: 12.3.1; 12.1.1; 4.4.1; 4.4.2; 4.4.3; 4.4.5; 4.4.6; 4.4.7* 2. **Establish supportive relationships with children; guide them as individuals and as part of a group.** *Met by: 4.3.1; 4.3.2; 4.3.3; 4.3.4; 4.3.5; 4.3.6* 3. **Serve children and families in a professional manner.** *Met by: 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5* 4. **Demonstrates cultural competence and responsiveness within and across cultures; creating an inclusive, welcoming, and respectful environment where all children, youth, and families can take pride in their cultural identities, beliefs, and practices.** *Met by: 4.6.1; 4.6.2; 4.6.3; 4.6.4; 4.6.5; 4.6.6* 5. **22 hour practicum; students complete DEL requirements for state-approved placements.** *Met by: 4.3; 4.4; 4.5; 4.6* **ECED& 132** 1. Describe developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms. *Met by: 12.1; 12.2* 2. Develop a plan to create reciprocal, culturally sensitive partnerships with families. *Met by: 12.3* 3. Describe state infant/toddler child care regulations and procedures related to group size, health, nutrition, and safety. *Met by: 4.6.3; 4.4.2; 4.4.3; 4.4.4* 4. Describe guidance techniques that are appropriate and effective with infants and toddlers. *Met by: 4.2* 5. Create and critique infant and toddler early learning environments. *Met by: 4.3*

Course Standards and Competencies: _____

HS Course Title	College Course Title	Credits	Course Length (Yearlong or Semester)

Course Standards and Competencies

High School Standards/Outcomes	College Standards/Outcomes