

# Articulation Agreement

## Guide Sheet / Instructions

### Background

College Tech Prep programs are rigorous programs of study starting at the secondary school level and continuing through the associate degree and beyond. In accordance with Carl D. Perkins Vocational Technical Education Enhancement Act of 1998, Tech Prep programs are seamless, non-duplicative programs of study combining high-level academic and technical preparation in a variety of career fields.

Articulation is a term used to describe the various methods by which a student can receive credit for competencies mastered prior to or outside of the college classroom or can begin their college program in courses higher than entry level. Many different types of articulation make this process difficult to understand, let alone design or manage. However, the motivating force or guiding principles should be primarily focused upon this question: **“What’s best for students?”** With this preamble or orientation, this collaborative relationship-building process will be successfully initiated and completed.

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*Following is a step-by-step guide on the elements of a College Tech Prep articulation agreement and how to complete the form. This form is only a template and should be modified to fit the needs of each individual institution. Please complete four (4) copies of your agreement: one for the secondary school partner, one for the post-secondary school partner, one for the State of Ohio, and one for Tech Prep Consortium records.*

### 1. Entrance and transition requirements

To gain admission to the high school component of the Tech Prep pathway, students must meet or exceed the following criteria:

- 2.0 minimum GPA
- Completed Algebra I with a “C” or better
- 90% attendance rate through 9<sup>th</sup> and 10<sup>th</sup> grades
- No academic deficiencies
- Passed all 5 parts of the 9<sup>th</sup> grade proficiency (preferred)

Other requirements or preferences specific to each individual Tech Prep program should be added to Section 1, “Tech Prep High School Entrance Requirements.”

Draft Articulation Agreement in the Greater Cincinnati Tech Prep Consortium	
	CTPD/High School or Affiliate School District:
	Program:
	<b>1. Tech Prep High School Entrance Requirements</b> 2.0 minimum GPA No academic deficiencies Algebra I with “C” or better Passed all five parts of 9 <sup>th</sup> Grade Proficiency (preferred) 90% attendance, no unexcused absences
2/10/12-2/10/14	<b>Tech Prep College Transition Requirements</b> 2.0 minimum GPA No academic deficiencies Algebra II with “C” or better 90% attendance, no unexcused absences Successful completion college placement test Career Program Completed

The college transition requirements vary by the admission policies of the partnering post-secondary institution. Minimum requirements include:

- 2.0 minimum GPA
- Completed Algebra II with a “C” or better
- 90% attendance rate overall
- Successful completion of college placement testing
- Career Passport completed

Other requirements or preferences of this post-secondary institution should be added to Section 1, “Tech Prep College Transition Requirements.”

Draft Articulation Agreement in the Greater Cincinnati Tech Prep Consortium								
	CITPD/High School w/ Affiliate School District:							
	Program:							
	1. <u>Tech Prep/High School Advanced Placement:</u> 2.0 minimum GPA No academic deficiencies Algebra II with “C” or better Passed all the parts of 9 <sup>th</sup> Grade Placement (90%/90% attendance, no unexcused absences)							
Effective Academic Years: 2002-2004	<table border="1"> <thead> <tr> <th>Tech Prep College Transition Requirements</th> </tr> </thead> <tbody> <tr> <td>2.0 minimum GPA</td> </tr> <tr> <td>No academic deficiencies</td> </tr> <tr> <td>Algebra II with “C” or better</td> </tr> <tr> <td>90% attendance, no unexcused absences</td> </tr> <tr> <td>Successful completion, college placement tests</td> </tr> <tr> <td>Career Passport Completed</td> </tr> </tbody> </table>	Tech Prep College Transition Requirements	2.0 minimum GPA	No academic deficiencies	Algebra II with “C” or better	90% attendance, no unexcused absences	Successful completion, college placement tests	Career Passport Completed
Tech Prep College Transition Requirements								
2.0 minimum GPA								
No academic deficiencies								
Algebra II with “C” or better								
90% attendance, no unexcused absences								
Successful completion, college placement tests								
Career Passport Completed								

## 2. Type of Articulation

There are two ways to recognize Tech Prep students for the work completed and competencies mastered at the high school level: college credit and course bypass. The first option is a *time-shortened* philosophy – students are given advanced placement and earn college credit on their transcript so that they earn college credit for competencies mastered at the high school level. This shortens the number of credits taken at the college. The second option is referred to as an *advanced skills* philosophy. Students are given advanced placement and the ability to bypass college courses, but are not awarded college credit for competencies mastered at the high school level. The courses that were bypassed may be replaced by electives at the end of the program and students still must complete a minimum number of credit hours at the college.

Draft Articulation Agreement Partners in the Greater Cincinnati Tech Prep Consortium	
	College:
	Division:
	Program(s):
	Degree(s):
	Effective Academic Years: 2002-2004
2* (check one)	<input type="checkbox"/> <i>Time Shortened</i> – credits earned in high school will count toward completion of the degree and shorten the number of credits taken at the college. <input type="checkbox"/> <i>Advanced Skills</i> – credits earned in high school will count toward completion of the degree but not shorten the number of credit hours that must be taken at the college.

### 3. Credit Offerings

Section 3a refers to **Dual Enrollment Credit**. Dual enrollment credit is a process whereby high school students complete a college course while still in high school. The competencies both in the high school and college level are determined as equal prior to the offering of the course. The student will receive BOTH high school and college credit upon satisfactory completion of this course. The location of this course may occur at the high school, college, or a neutral site for delivery. Occasionally, this term may be called a post-secondary educational option (PSEO). Some colleges require a set number of credit hours that must be completed at the college before the student receives the credit, and/or a minimum GPA.

<small>Completion of the degree and above the number of credits taken at the college.  <input type="checkbox"/> Advanced Skills – credits earned in high school will count toward completion of the degree but not toward the number of credits that must be taken at the college.</small>		<small>Must be a B, C, or better          With attendance and successful outcomes          Successful completion of college placement test          Career Plan of Enrollment</small>
<b>3a.</b> After evaluation of course competencies, the following college course(s) will be articulated. Students will be given advanced placement credit. (Optional) College credit for these courses will be awarded after the successful completion of _____ credit units in the program at a GPA of _____ or higher.		
<b>Course Number</b>	<b>Course Name</b>	<b>Credit Units</b>

Section 3b refers to **Credit by Exam**. Students can earn college credit for completed competencies through two different types of exams or test-outs. First, students who pass a college departmental test or exam can earn credit. This credit is usually posted to the student transcript. Second, national tests or licensures can be earned from agencies or associations like the College Level Examination Program (CLEP), Advanced Placement (AP), or American College Testing Proficiency Exam Program (ACT/PEP).

<b>3b.</b> The following course(s) will be given advanced placement credit following successful Proficiency Challenge exam test-out.		
<b>Course Number</b>	<b>Course Name</b>	<b>Credit Units</b>
<b>3c.</b> The following course may be waived or bypassed, but college credit will not be awarded.		
<b>Course Number</b>	<b>Course Name</b>	<b>Credit Units</b>
<b>4.</b> Students must matriculate at the college within <u>one</u> year(s) or _____ month(s) of graduation from high school. This <u>one</u> -year agreement is subject to the general conditions and admission requirements of the college and Tech Prep program. During this period, both partners will		

Section 3c refers to **Accelerated Placement/Waived Courses/Course Bypass**. This type of placement program, named three different ways, allows the student to enroll in more advanced courses (higher than college entry level) by equating test results, previous grades, articulated credits, or dual enrollment classes earned in high school. This advanced standing may result from a career portfolio and/or interview assessment by appropriate academic or technical departments. This type of credit is not necessarily indicated on the student's transcript and credit might not be awarded for the waived course work. Students are allowed simply to bypass introductory or entry level courses to move to more advanced courses commensurate with their knowledge and skill levels.

<b>3c.</b> The following course may be waived or bypassed, but college credit will not be awarded.		
<b>Course Number</b>	<b>Course Name</b>	<b>Credit Units</b>
<b>4.</b> Students must matriculate at the college within <u>one</u> year(s) or _____ month(s) of graduation from high school. This <u>one</u> -year agreement is subject to the general conditions and admission requirements of the college and Tech Prep program. During this period, both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing.		

Other types of credit are:


**Credit by Certification/Licensure**

Business, professional, or private organizations may offer special certifications or licensures especially for technical competence. These certificates or credentials may earn the student/holder a certain amount of articulated credit in a program or college course. Microsoft and Cisco Systems or the National Institute of Metalworking are examples of the industry standards model applied to education.

**Credit for Experience or Portfolio**

Since capstone courses and experiences are becoming more common in secondary technical programs, students develop their career passport or professional portfolio to document and highlight their educational journey. As part of this portfolio, certifications and competencies can be listed and documented. This experience is then assessed at the college or employer level to determine the candidate or applicant’s preparedness. In the college setting, credit may be awarded for competencies earned or achieved in different ways.

**4. Matriculation requirements and length of agreement**

4. Students must matriculate at the college within <u>one</u> year(s) or <u>12</u> months of graduation from high school. This <u>two</u> year agreement is subject to the general conditions and admission requirements of the college and Tech Prep program. During this period, both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing.	
A. College Representative: Title: Date:	C. C/PD or High School Representative: Title: Date:
Attachment A: High School Tech Prep Pathway; Attachment B: College Tech Prep Pathway	
	

Matriculation requirements and length of agreement will vary by institution.

**5. Appendix A: High School Pathway Documentation**

The attached high school Tech Prep curriculum pathway details the academic and technical courses that are required and recommended in the 11<sup>th</sup> and 12<sup>th</sup> grade. It also states any special requirements for completion of the secondary portion of the program.

**6. Appendix B: College Pathway Documentation**

The attached college Tech Prep curriculum pathway details the academic and technical courses that are required and recommended in the college portion of the program. *It also includes a list of the official articulation agreements with other colleges and programs to the Baccalaureate level.*