

Request for High School Course Articulation

In order to initiate a new articulation agreement or update an existing articulation agreement, and to determine alignment (equivalency) between the college course and the high school course, we need to collect the following information. Please be complete in your responses and attached backup documentation as necessary.

Is Articulation Request: New Course/Program? Renew with Course Revision?

Is your school a partner in our local consortium? Yes No Not Sure

High School Name: _____ Date: _____

School District Name: _____

HS Course Name: _____

HS CIP Code # (if known): _____

Name of College: _____

Name of College Course (if known): _____

High School Teacher: _____

Email: _____ Phone: _____

CTE Director's Name: _____

Email: _____ Phone: _____

Is this course articulated with another CTE Dual Credit Consortium? Which ones? _____

Please provide short answers to the following and attach supporting documentation:

High School Course Overview

- Course description and course goals
- Length of course (# of semesters or # of total instructional hours)
- Prerequisites required if any
- List of texts, workbooks & supplemental material, including software used (title, author, edition)
- Expectations of student involvement/assignments (i.e. job shadowing, internships or projects)

List of Specific Competencies

- Learning outcomes - competencies written as measurable outcomes (SWBAT)*
 - Industry certifications covered (if applicable)
- *Note:** you can review the college course competencies list and indicate which competencies are taught in your class (highlight those that apply)

Assessment Criteria

- Expectations for student performance
- Description of testing / how is student learning assessed?
- Specifications for culminating project or group project, if required part of course

CTE Dual Credit Notice to Students

If you are requesting an articulation update or renewal, *the high school syllabus MUST include a notice to students* indicating the course is CTE Dual Credit approved and articulated with one or more colleges. **The following statement is an *example*. Feel free to use or modify the statement below to include in your syllabus:**

SAMPLE NOTICE:

Pacific Northwest College Credit:

This course is *CTE Dual Credit* approved and articulated with (Name of college and program area). Students who demonstrate proficiency of the college course competencies with a 'B' (3.0) or better grade, *maybe eligible* to earn college credit through the *CTE Dual Credit* program. The college competencies are attached to this syllabus. During the (semester/year) all of the college competencies will be covered in class (...some may require additional independent work by the student). Students must register online using the statewide enrollment and reporting system <https://www.ctesers.org> and are required to pay a non-refundable \$46 annual consortium fee to earn college credit through the Pacific Northwest College Credit program. Payments can be made through online payment site: <http://PNWCollegeCredit.org/pay>

Students may earn credit for the following college courses:

(insert course number, course name and credit value)

Example: BTS 161 Business Software Essentials 5 college credits

Please note: an out of consortia agreement may incur a regional fee to establish an articulation or may require the instructor to attend in-service workshops on the college campus. Talk with the CTE Dual Credit Director about possible fees prior to initiating an articulation request.

To submit your request:

Email this form, along with all required items and supporting documentation to:

Pacific NW College Credit

info@pnwcollegecredit.org

If you have questions contact the Pacific NW College Credit Office:

Pacific NW College Credit

c/o Bellevue College M/S N-215E

3000 Landerholm Circle SE

Bellevue, WA 98007

Phone: 425-564-6158

Fax: 425-564-4121

www.pnwcollegecredit.org

CTE DUAL CREDIT ARTICULATION AGREEMENT

COLLEGE PROGRAM: _____ **CAREER PATHWAY:** _____ **CAREER CLUSTER:** _____

The purpose of this agreement is to grant college credit to high school students who have achieved the level of knowledge and skill required for the college-equivalent entry-level course(s) identified in this agreement. Articulation procedure for both students & teachers are outlined below.

**The following Insert College course(s) is/are approved for
CTE Dual Credit Articulation with the Insert SD School District class(es) below:**

High School Class(es)	College Course(s)	Course #	# of Credits

STUDENT ARTICULATION PROCEDURE:

1. Enroll in eligible high school class(es) through usual high school registration steps.
2. While enrolled in the CTE Dual Credit course, student must register online in the CTE Dual Credit programs State Enrollment & Reporting System: www.CTESERS.org. Students cannot earn “retroactive credit” for classes completed in prior years.
3. Prior to the indicated deadline, students will submit a **\$46.00** non-refundable annual consortium fee to **Pacific NW College Credit**; fee payable online at PNWCollegeCredit.org/pay or submit a check by mail. *Financial Assistance is available. Fee subject to change.*
4. Students must earn a grade of ‘B’ (3.0) or better in class(es) required under the articulation agreement and complete all required skills as identified on college course competency or college course learning objectives.
5. If an exam or review of completed work is required under the terms of this agreement, students must receive a passing score (determined by college or industry certification) to earn college credit (see competency list).
6. Upon successful completion of the identified course competencies with a grade of ‘B’ (3.0) or higher and the high school teacher’s endorsement that the competency requirements have been met, college credit will be granted.

HIGH SCHOOL INSTRUCTORS AGREE TO:

1. Ensure that all students receive a class syllabus **that includes information about the CTE Dual Credit program**, college course competencies required, and procedure students follow in order to earn college credit.
2. Must hold students accountable for same competency standard and all course expectations as required by the college-equivalent course (*see competency list*).
3. If required by the articulation, instructor will ensure students are prepared to take required industry certification exams, complete a professional portfolio documenting their work, or take a final exam to measure level of skill and competence regarding the coursework.
4. **Submit final grades for all students registered in SERS before June 25th deadline** (or last day of school).
5. **Attend all scheduled meetings, workshops, and/or in-service activities that enhance high school/college partnership, and support implementation of the CTE Dual Credit agreement/program.**

ARTICULATION REVIEW & RENEWAL:

Program facilitators, college administrators/instructors, and high school CTE directors/instructors will meet regularly to review, revise, and/or discuss this articulation agreement. Agreements must be reviewed/updated and re-signed within three years, or as deemed necessary due to changes in either High School or College course content. Minor revisions to agreement are allowed via phone call or email.

Individual “Teacher Verification” forms must be signed and submitted annually



CTE DUAL CREDIT ARTICULATION AGREEMENT

COLLEGE PROGRAM: _____ **CAREER PATHWAY:** _____ **CAREER CLUSTER:** _____

PARTICIPATING INSTITUTIONS

We, the undersigned representatives of Pacific NW College Credit consortium, hereby agree to all provisions of this articulation agreement. We have reviewed the course competencies, and we understand the process by which students may be granted college credit through the CTE Dual Credit program (*formerly Tech Prep*). We agree to commit necessary staff time and resources to ensure successful program implementation.

SD CTE DIRECTOR **DATE**

COLLEGE PROGRAM DEAN / CHAIR **DATE**

COLLEGE COORDINATOR **DATE**

P NW COLLEGE CREDIT DIRECTOR **DATE**

Inclusive Articulation Request & Review Process

The Purpose:

To facilitate open, 2-way dialogue and information sharing between secondary and postsecondary educators in the spirit of establishing relationships and building strong program pathways for high school students through articulated college courses.

The Process:

A request for articulation begins with high school instructor.

1. **High school instructor completes** *High School Request for Articulation* form.
2. **High school instructor submits** a copy of the form to the high school's CTE director/principal.
3. **High school instructor or CTE Director sends** the completed form and supporting documents to the local CTE Dual Credit (Tech Prep) Consortium – Pacific NW College Credit (from here on referred to as PNWCC).
 - a. If the course/program is currently available at one or more consortium college/s, the PNWCC staff will work with the high school instructor and CTE Director to complete the articulation process.
 - b. If the course/program is not available within the consortium's college/s, the PNWCC Director will query other consortia for possible matches, keeping within the same regional area if possible.
4. **PNWCC staff forward** copy of articulation request to college faculty.
5. **PNWCC staff arrange** an in-person or phone conference review appointment, to include PNWCC staff, college and high school instructors and/or their representatives.
 - a. **Review elements:**
 - i. Description/discussion of college course competencies and outcomes; place w/in the larger program; certificates and degrees; specialized items to include: prerequisites, textbooks, software applications, internships, special projects; industry connections, certifications available, articulation w/4-year programs; career pathways for program grads; future direction of program.
 - ii. Description of current high school course to include syllabus; course competencies and outcomes, total course hours, specialized equipment to include textbooks and software applications, industry connections, certifications available, internship options.
 - b. **Review outcomes:**
 - i. If approved, PNWCC staff will draft and route Articulation Agreement document to college and high school partners to obtain signatures. When signature process is complete, copies will be redistributed, then articulation is

- added to the CTE Dual Credit online registration system (SERS - Statewide Enrollment & Reporting System).
- ii. If high school course does not contain all of the college course competencies, PNWCC staff will work with instructors to determine feasibility of – and timeframe for – revising high school course, to gather additional curriculum/course information and make revisions to high school curriculum. College will review again, once course has been revised.
 - iii. If no matching college programs exist within consortium, PNWCC staff will notify high school partners. PNWCC staff will then look for match outside local consortium. See step 3.b. above.
 - iv. If course is no longer taught at high school or college, consortium is notified in a timely manner. PNWCC staff will turn articulation inactive in SERS (online registration system) during summer following the school year that the course is deactivated. **All course changes must take place during summer and prior to registration opening for that school year.**

Background

The articulation process is framed, defined and validated by the following:

- RCW 28B.50.530 – Agreements between district boards of trustees and school boards
- WAC 131-15-095 (2) – Teacher credentials
- State Board for Community and Technical Colleges Policy Manual
- WA ST Tech Prep Association Articulation Guidelines Handbook
- PNWCC (Tech Prep College Connections) Memorandum of Agreement
- Carl D. Perkins Career and Technical Education Improvement Act of 2006
- SSB 6377 – Legislative support for articulation between high schools and community and technical colleges

Standardized Documents

The following are standardized documents used statewide:

- **Consortium Memorandum of Agreement** (Master articulation agreement) reviewed and resigned annually by lead administrators of the Consortium’s secondary and postsecondary education partners (college presidents and school district superintendents).
- **Program Articulation Agreements** reviewed/updated regularly, preferably on a three year rotation, or as deemed necessary, due to changes in course content, structure, etc.
- **Teacher Verification Forms**, certifying high school teacher responsible for teaching 100% of college course competencies, signed annually.
- **High School Request for Articulation Form**
All articulation-related forms can be found at: PNWcollegecredit.org (Educators Tab) or requested from PNWCC office.
- **College Competency Checklist/Profile**

**Pacific NW College Credit
TEACHER VERIFICATION FORM**



Teacher Articulation Assignment/s for
High School in the _____ School District

Teacher Name:

E-mail:

Phone:

Alternative Phone:

<u>HS Class</u>	<u>Articulation Name</u>	<u>College</u>	<u>College Course</u>	<u>Course Number</u>	<u>Credits</u>

By signing this form, I understand that I am agreeing to all requirements as outlined in the articulation agreement. This includes:

- Teach the high school course/s to meet 100% of the college course competencies outlined in the articulation agreement/s listed above
- Sharing the opportunity to earn dual credit through the CTE Dual Credit program with your current students
- Grading all registered CTE Dual Credit students on or before date that grades are due to my district

Signatures Required:

Teacher Signature

Date

CTE Director Signature

Date

Return form to: PNW College Credit
C/O Bellevue College MS N-215E
3000 Landerholm Circle SE
Bellevue, WA 98007
Phone: 425.564.6158 Email: Info@PNWCollegeCredit.org

Location:

Time: 3:30 pm – 5:30 pm (usually)

Welcome & Introduction (College Administrator or PNW College Credit Staff)

- Welcome

CTE Dual Credit Policies & Articulation Process (PNW College Credit Staff)

- Outline of Articulation Process
- Curriculum Review Procedure
- Expectations & Outcomes

Overview of College Department/Division (College Dean or Faculty Chair)

- Current Program Information & Direction

Overview of Courses (College Program Chair/Faculty))

- Current Courses Open for Articulation
- Certificate, Degree, Career Options

Articulation & Curriculum Review

- Attendees are Divided into Groups by Subject Area
- High School Teachers Describe their Class(es) to College Faculty
- College Faculty Evaluate Curriculum & Determine if Competencies are covered in HS Class

Wrap Up

- If Agreement was reached:
 - ✚ College & District Staff Fill our Articulation Paperwork
 - HS/Class/Semester(s) Required/College Course Name & Number
 - ✚ Articulation Form is Signed by:
 - College Staff whom evaluated Class
 - College Faculty/Program Chair and/or Dean
 - High School Teacher if present
 - CTE Director
 - Tech Prep Director
 - ✚ All Paperwork is Turned in to Tech Prep Staff
 - ✚ Tech Prep staff create Formal Articulation, Make Copies, Distribute to All
- If NO Agreement was reached but there is potential for Articulation:
 - ✚ Inform Tech Prep staff
 - ✚ Possible Reasons: Discuss Curriculum with others, Additional Materials, Site Visit Desired



Steps for Identifying a Program of Study In Preparation for Approval



1. When a Cluster or Pathway has been identified, the groundwork is there for the Program of Study to be developed.
2. Identify and collaborate with the local Program of Study contact at the postsecondary level and the CTE Director at the secondary level to begin designing the Program of Study.
3. Begin by completing the [Program of Study template](#)
4. Select the appropriate template for reference based on one of the [16 Career Clusters](#).
5. Secondary partners fill in the:
 - a. Required core courses for graduation, as defined by the district or high school in the appropriate year (9-12 grades) at the secondary level.
 - b. Fill in the concentration of CTE courses the district or high school offers that align with the particular Program of Study.
 - c. Fill in the related academic courses that are recommended to prepare a student for entry into the postsecondary portion of the Program of Study.
6. At the postsecondary level, fill in the courses required for degree or certificate completion.
7. Make sure that at least the minimum criteria have been met, as outlined in the attached Program of Study Assurances page.
8. Highlight the courses where there is an articulation agreement for dual credit. This will help determine postsecondary alignment.
9. Once this template is complete the Program of Study Assurances should be signed by the secondary CTE director, the postsecondary institution's Workforce Dean, and the appropriate Program of Study Contacts.
10. The completed and signed Assurances form will be held on file by the secondary and postsecondary contacts. Programs of Study on file will be included in the secondary and postsecondary annual Perkins plan, and will be reviewed during CPR (Secondary) and Perkins Monitoring (Postsecondary).



Program of Study Assurances



Minimum Criteria

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.
- May include dual enrollment/credit opportunity which may include a dual credit articulation agreement which the district has on file for one or more courses in the secondary/postsecondary Program of Study.

Exceeds Minimum Criteria

- The Program of Study includes multiple entry and/or exit points at the post-secondary level.
- The Program of Study offers course work and skill development for self-employment and/or entrepreneurial opportunities.
- The Program of Study is linked to a comprehensive school counseling program, such as [Career Guidance Washington](#).
- There is program alignment between the community and technical college Program of Study and a baccalaureate program, with a signed articulation agreement on file.

Required Signatures (all districts and institutions participating in the development and offering of the program of study). Add additional lines as needed.

Secondary Institution Name: _____

CTE Director or Designee Name: _____

Signature: _____ Date: _____

Postsecondary Institution Name: _____

Workforce Dean Name: _____

Signature: _____ Date: _____

Program of Study Contact Name: _____

Signature: _____ Date: _____