




**CREATING AN
ARTICULATION
AGREEMENT**

**A Joint Project of
Kansas Board of Regents
Workforce Development
&
Kansas State Department of Education
Academic and Technical Education**



An Equal Employment/Educational Opportunity Agency

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Purpose of this Booklet:

This booklet has been developed as a “How-To-Guide” for consortia in establishing local articulation agreements between the secondary education system and the college. Personnel responsible for articulation of such courses will find this booklet as a valuable resource. Local agreements are necessary as districts develop courses to reflect the new and emerging careers specific to their economic region. These local courses are usually unique to the district and are not included in the statewide articulation agreement. Personnel usually assigned to this area include the Career-Technical Education Administrator and the Postsecondary Institution Chief Academic Officer. This process of articulation can be used with the existing VE2 applications, but is designed to assist your institution to transition to the Career Cluster design model.

Definition of Articulation:

Articulation is a systematic, seamless, student transition process from secondary to postsecondary education that maximizes use of resources and minimizes duplication.

Definition of Articulation Agreement:

A written commitment (A) that is agreed upon at the state level or approved annually by the lead administrators of (1) a secondary school and a college; or (2) a postsecondary associate degree granting institution and a baccalaureate degree granting institution; and (B) a program (1) designed to provide students with a non-duplicative sequence of progressive achievement leading to a technical skill proficiency, a credential, a certificate or a degree; and (2) linked through credit transfer agreements between the institutions.

Definition of Advanced Placement Credit:

Also called a credit transfer agreement, an advanced placement agreement is a way of providing a non-duplicative program of study by authorizing college credit for a course(s) at the secondary level teaching the same competencies as the postsecondary course.

Goal of Articulation:

Students will make a seamless transition from secondary to postsecondary education within a specific career pathway of study. If desired, the two-year program could then transfer to a four-year baccalaureate degree. This could either lead to a time-shortened program which would save on student tuition expenses or a skill-enhanced program where the student leaves with greater skill to offer the employer.

Guiding Criteria for Articulation:

- The local articulation agreement will build on the statewide Articulation Agreement and the college course of study.
- The local curriculum review teams will consist of a minimum of one high school instructor, one postsecondary institution instructor, and an employer representative.
- High school courses for which advanced placement credit is granted must have been completed with the grade and conditions as specified in the local articulation agreement.
- Advanced placement credit shall be applied toward graduation requirements if applicable to the pathway, but shall not be calculated in the student’s grade point average.
- The student must enroll in a curriculum program within two years after leaving high school.
- The student must be enrolled the semester for which advanced placement credit is granted.
- Students who receive advanced placement credit will not be required to register and pay tuition for courses for which they receive such credit.

Developing a Local Articulation Agreement

The questions that must be asked by the Career-Technical Director and the Postsecondary Institution Representatives are, “Do we offer existing programs of study with the potential for local articulation?” and “Have there been any courses in existing articulated program areas that have been changed, revised, or created this year?” If the answer to either question is no, an articulation meeting may not be needed. If the answer is yes, then planning for local articulation is necessary.

The first step in planning is arranging a meeting between the Career-Technical Director and College Representative. During this meeting, several issues need to be addressed. (1) Identify courses and/or program areas that have been changed, revised or created, (2) Select committee members composed of program appropriate high school and college instructors, (3) Establish meeting plans: Date, Time, Place, Agenda, Deadlines, Decisions on format review, and (4) Extend invitations to committee members.

In order for an effective meeting to take place between the high school and college instructors, two things must occur:

1. Instructors must bring to the meeting
 - course outlines
 - curriculum guides
 - course descriptions
 - syllabi
 - competency profiles
 - course textbooks
 - end of program assessments
 - any other course documents deemed important in discussing the curriculum
2. Spacious table seating arrangements will be necessary for the team to spread materials out while completing the Course Competency Comparison Worksheet.

If the team is considering eliminating curriculum overlapping through advanced placement credit for some courses, they will need to determine what minimum correlation standard is acceptable. The correlation amount can be determined by studying the completed Course Competency Comparison Worksheet (pg. 9)

The team must agree on whether any advanced placement credit is recommended and identify which courses are eligible for such credit.

In addition to determining advanced placement credit, the team must also make assurances that there are no gaps in skills instruction between the secondary and postsecondary levels. If gaps are found, the team must determine whether the secondary, postsecondary, or both institutions will be responsible for adding needed skills instruction to their existing courses.

Once the discussion has ended and the worksheet is completed, it is then returned to the individual responsible for collecting them, either the Career-Technical Director or the College Representative.

Another meeting will then be held between the Career-Technical Director and College Representative. At this meeting, the local articulation agreement will be formulated based on the team recommendations for articulation. Follow-up correspondence that includes status reports and appreciation will need to be sent to the team members whether or not articulation was recommended.

The local articulation agreement is sent to the appropriate personnel at both the secondary and postsecondary institutions for approval. At the K-12 level the approval usually comes from the School Board, the Superintendent or the Principal. At the college level approval usually comes from the Board of Trustees (Governing Board), the President/Director, or the Program Advisory Committee.

Once the respective institutions formally approve the articulation agreement, personnel must be notified. Following local administrative procedures, the Career-Technical Director is responsible for informing district and building administrators, counselors, and instructors; the College Representative is responsible for informing the college administrators, the faculty registrar (transcript reviewers), and college instructors.

The final activity involves planning an effective marketing campaign. This campaign will be easier if planned together by the Career-Technical Director and the College Representative. Once a plan has been developed, publicizing the local articulation agreement and developing and distributing marketing materials will be necessary. It is key that Program Advisory Committee Members are involved in this part of the process as well.

Local Articulation Agreement Development Checklist

Are there existing Programs of Study needing to be articulated?

And / Or

Have there been any courses or program areas that have been changed, revised or created this year?

- No—articulation meeting may not be needed
- Yes—continue the process by working through the following six steps:
 1. Meeting arranged between Career-Technical Director and College Representative:
 - Identify courses and/or program areas needing local articulation
 - Select committee members composed of both high school and postsecondary instructors
 - Establish meeting plans: Date, Time, Place, Agenda, Deadlines, Format of Meeting
 - Send out invitations to committee members
 2. Meeting between High School and College instructors:
 - Bring course outlines, curriculum guides, course descriptions, syllabi, end-of-course final exams and other course documents
 - Compare competencies and complete the Course Competency Comparison Chart worksheet
 - Have thorough discussion to determine whether established minimum correlation can be found within one course or in paired or grouped courses
 - Agree on recommendation and return worksheet to Career-Technical Director and/or Postsecondary Institution Representative per instructions given at the local level
 3. Meeting between Career-Technical Director and College Representative:
 - Formulate the articulation agreement based on faculty recommendations
 - Send follow-up thank you notes and status reports to participating instructors
 4. If articulated credit is recommended, submit the proposal for approval:
 - Career-Technical Director follows local administrative procedures in submitting to the District's Board of Education
 - A College Representative follows local administrative procedures in submitting to the Postsecondary Governing Board/or designee and the Kansas Board of Regents
 5. Once articulated credit is formally approved, follow administrative procedures in notifying the following personnel:
 - Administrators at the College and School District
 - High School Principals and Counselors
 - College Faculty and High School Instructors
 - College Registrar and Transcript Reviewers, if needed
 6. Plan an effective marketing campaign
 - Publicize the local articulation agreement with the assistance of the local advisory committee
 - Develop marketing materials for the various publics
 - Distribute marketing materials

ARTICULATION INVITATION FOR COLLEGE FACULTY

LETTERHEAD OF THE COLLEGE

To: Name of Instructor
From: Name of College Representative
Title
Date: Current Date
RE: Articulation Meeting

This memo is to invite you to the local Program of Study Articulation meeting between Name of College and Name of School District. This meeting will be on day of week, month and date at time in room number in the Name of building. The purpose of this meeting is to establish and/or revisit the Articulation Agreement taught in the Name of program area curriculum. In order to have a thorough comparison of each course, please bring with you the course syllabus and/or the course outlines containing the course competencies for your technical courses.

At this meeting, you will be paired with a Name of School District instructor(s) and together you will compare course goals, objectives, and competencies, discuss evaluation methods, and make a final recommendation concerning the appropriate sequence of courses and possible courses eligible for advanced placement credit. The procedure to be used in checking the alignment of courses helps to eliminate program overlaps and gaps for students, thus enabling them to make a smooth transition from secondary to postsecondary education and possibly to enroll in more advanced courses as they enter college. Kansas data shows that students taking advanced placement courses have lower remediation rates in their freshman year of college, creating a win-win situation for the student, the high school and the postsecondary institution.

Thank you for serving on this curriculum team. Should you have questions or need clarification, please contact me at phone number or email address. I look forward to seeing you at the articulation meeting.

SAMPLE

ARTICULATION INVITATION FOR SECONDARY INSTRUCTOR

LETTERHEAD OF SCHOOL DISTRICT

To: Name of Instructor
From: Name of Career – Technical Director
Title
Date: Current Date
RE: Articulation Meeting

This memo is to invite you to the local Program of Study Articulation meeting between Name of College and Name of School District. This meeting will be on day of week, month and date at time in room number in the Name of building. The purpose of this meeting is to establish and/or revisit the Articulation Agreement taught in the name of program area curriculum. In order to have a thorough comparison of each course, please bring with you the course syllabus and/or the course outlines containing the course competencies for your technical courses.

At this meeting, you will be paired with a Name of College instructor(s) and together you will compare course goals, objectives, and competencies, discuss evaluation methods, and make a final recommendation concerning the appropriate sequence of courses and possible courses eligible for advanced placement credit. The procedure to be used in checking the alignment of courses helps to eliminate program overlaps and gaps for students, thus enabling them to make a smooth transition from secondary to postsecondary education and possibly to enroll in more advanced courses as they enter college. Kansas data shows that students taking advanced placement courses have lower remediation rates in their freshman year of college, creating a win-win situation for the student, the high school and the postsecondary institution.

Thank you for serving on this curriculum team. Should you have questions or need clarification, please contact me at phone number or email address. I look forward to seeing you at the articulation meeting.

SAMPLE

**WORKSHEET FOR COURSE COMPETENCY COMPARISON
TO DETERMINE ADVANCED PLACEMENT VIABILITY**

CLUSTER _____

PATHWAY _____

PART I:

High School Course:

Objectives/Competencies:

College Course:

Objectives/Competencies:

PART II:

Are courses appropriately aligned for Advanced Placement Credit?

_____ yes _____ no

Are there curriculum gaps that need to be addressed?

_____ yes _____ no

If yes, what are those curriculum areas/competencies and which course needs to add competencies?

Curriculum/Competencies	Course
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other recommendations and/or conditional requirements:

Instructor Signature

Instructor Signature

Instructor Signature

Instructor Signature

Date of Review: _____

Sample Articulation Agreement

MEMORANDUM OF AGREEMENT

THIS AGREEMENT, by and between Name of Secondary Institution, City, State and Name of College, City, State is made to provide students enrolling in the Name of postsecondary Program of Study the option to earn an Name of degree, certificate, credential, etc. through Name of postsecondary institution. It is the intent of this cooperative effort to provide the student with a non-duplicative program of study leading to enhanced employment opportunities.

NOW, THEREFORE, it is agreed by and between the parties as follows:

1. The Name of degree in Name of program may be granted through the Name of College joint agreement. The awarding of such a degree is contingent upon the joint cooperation of the specific program by the two institutions.
2. Name of secondary institution will provide the courses listed on the attached Program of Study / Course Sequence form.
3. Name of college will provide the courses listed on the attached Program of Study / Course Sequence form.
4. Any courses articulated for Advanced Placement Credit are outlined in the table below. Restrictions for Advanced Placement Credit include:
 - a. Credit will be posted on the college/university transcript as Advanced Placement Credit.
 - b. The college/university course name will appear on the transcript.
 - c. Advanced Placement credit will only be given for a final grade of "C" or better.
 - d. The grade will be posted as "P".
 - e. Credit will be posted after 12 additional hours of Name of college have been successfully completed.
 - f. No fee will be assessed for the credit.
 - g. Credits may not apply toward the college/university residency requirement.
 - h. A maximum of 12 credit hours of technical courses will be accepted for Advanced Placement Credit.

Secondary Technical Course(s)	College Technical Course(s)	Credit Hours

Secondary Academic Course(s)	College Academic (General Education) Course(s)	Credit Hours

5. Both parties may advertise the programs and will jointly advise the students that this option is available to them.
6. Students must complete a minimum of 45 hours of technical education coursework and a minimum of 15 credit hours of general education coursework with a cumulative grade point average (GPA) of 2.0 or better to be eligible for an Associate Degree *(This can be changed to fit the requirements of the college)*
7. This agreement may be revised/modified by mutual agreement as needed, or in the event of cancellation, discontinuance or disapproval of any course or program by the Kansas State Department of Education or the Kansas Board of Regents.
8. Both parties agree to evaluate this program on an annual basis and in the context of student benefits, program efficiency, and effectiveness.
9. This agreement shall begin Date.
10. This agreement is subject to change or cancellation by the Legislature at any time in accordance with Article 6, Section 5 of the Kansas Constitution.

IN WITNESS WHEREOF, the parties accept and approve THIS AGREEMENT.

Secondary Institution Representative

Date

College Representative

Date

PROGRAM OF STUDY / COURSE SEQUENCE



High School _____

School/College/University _____

CLUSTER: _____

Pathway: _____

This Career Pathway Agreement can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework. This Articulation Agreement, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Design/Pre-Construction Pathway	Courses Approved for Advanced Placement	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9								
	10								
	11								
	College Placement Assessments-Academic/Career Advisement Provided								
	12								
Advanced placement Transcribed-Postsecondary courses may be taken/moved to the secondary level for advanced placement purposes.									
POSTSECONDARY	Year 13								
	Year14								
	Year 15								
	Year 16								