**North Carolina Community Colleges**

**Statewide High School to Community College
Articulation Agreement Leadership Team**

**Agenda**

**Monday, March 28, 2016**

Via SKYPE 1:00 pm to 2:00 PM

1. Introduction
2. Welcome Members
3. Articulation - Explained
4. Perkins – Legislation
5. Where to Find Information – NCPerkins.org
6. Introduction
7. Local Articulation Agreements
8. Process to Document and Award Credit
9. Field Tests
10. Course Review Process
11. History of the Agreement
12. Articulation Agreement Update Process
13. Review the Process, Recommendations, Comments, Consensus
14. E-Mail approval to Ashley Bowling (BowlingA@nccommunitycolleges.edu)

# North Carolina High School to Community College Articulation Agreement

The North Carolina High School to Community College Articulation Agreement is an agreement between the [North Carolina Department of Public Instruction](http://www.ncpublicschools.org/) and the [North Carolina Community College System.](http://www.nccommunitycolleges.edu/)

The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study.

This statewide articulation agreement comprises approximately 50 high school CTE courses that match the knowledge and skills taught in similar community college courses. The articulation agreement ensures that if a student is proficient in his/her high school course, the student can receive college credit for that course at any North Carolina community college. This streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

## [Local Articulation Agreements](http://www.ncperkins.org/moodle/mod/page/view.php?id=65)

In addition to this statewide articulation agreement, [local articulation agreements can be developed](http://www.ncperkins.org/moodle/mod/page/view.php?id=65) to build strong partnerships between high schools and individual community colleges. These [local articulation agreements](http://www.ncperkins.org/moodle/mod/page/view.php?id=65) respond to new and emerging industries, provide for programs unique to the region, and add additional articulated courses and pathway alignments at the local level that are not included in the state agreement

## Process to Document and Award Credit

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria:

* Final grade of **B** or higher in the course and
* A score of **93** or higher on the standardized CTE post assessment

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school, if the CTE articulated college credit is part of their Career and College Promise pathway.

Community college officials verify eligibility and acceptance of articulated courses listed on the high school transcript. Students may be asked to submit supporting documentation and/or demonstrate proficiency to receive credit. Colleges must follow the criteria of the Southern Association of Colleges and Schools (SACS) Commission on Colleges in awarding credit.

## Field Tests

During times of curriculum revision, when field tests and revised curriculum guides are implemented, state-wide CTE post assessment scores are not available. In order to award articulated credit, local education agencies (LEA) should do the following.

1. Scale the midterm and final field tests.
2. Average the midterm and final field test scores to get the combined field test score.
3. Follow the Process to Document and Award Articulated Credit.

## Course Review Process

This articulation agreement builds on the [1999, 2005, and 2012 articulation agreements.](http://www.ncperkins.org/moodle/mod/page/view.php?id=68) This agreement recognizes the high school's conversion to teaching and assessing CTE courses using the Revised Bloom's Taxonomy for Learning, Teaching, and Assessing.

This update to the articulation agreement began with recommendations from state-level curriculum consultants from both agencies. Then under the direction of the 58 community college chief academic officers, community colleges and the LEAs in their service area participated in evaluating the possible course matches. These teams examined the course descriptions, secondary course blueprints, postsecondary course syllabi, secondary essential standards, and postsecondary student learning outcomes. Courses with a significant match were recommended for inclusion in this agreement.

## Articulation Review Process

1. State staff review & recommend courses
2. Webinar for Chief Academic Officers and CTE Directors
3. Teams of Teachers/Instructors review proposed matches

**Course for Course Review**

1. 80% match of competencies
2. Understanding of teaching methods
3. Understanding of anticipated student outcomes
4. Secondary blueprint
5. Postsecondary course description
6. Understanding of competency measure
7. Chief Instructional Officers input data online
8. Data is reviewed, final list created
9. CAOs have final approval
10. Updated list sent to College Presidents, State Board