



North Carolina High School to  
Community College Career and Technical  
Education (CTE) Articulation Agreement – Policies

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# North Carolina High School to Community College Career and Technical Education (CTE) Articulation Agreement- Policies

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## Introduction

The North Carolina Statewide High School to Community College Career and Technical Education Articulation Agreement (HS/CC CTEAA) is a formal agreement between the [North Carolina Community College System](#) and the [North Carolina Department of Public Instruction](#). The HS/CC CTEAA is comprised of high school Career and Technical Education (CTE) courses that match the knowledge and skills taught in similar community college courses providing a seamless process that joins secondary and postsecondary CTE programs of study. It ensures that if a student is proficient in a high school course included in the agreement, the student can receive college credit for that course at any North Carolina community college as they continue in their CTE pathway. This process will streamline the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

## Leadership Team

When the HS/CC CTEAA is updated, a leadership team will be convened to review and approve the updated procedure for the current cycle. This leadership team is led by the postsecondary CTE director and should include the following:

- NCCCS academic programs leadership
- Community college chief academic officers
- Community college Perkins contacts
- Community college CTE faculty
- Community college registration/student records staff
- NCDPI academic programs leadership
- NCDPI CTE staff and regional coordinators
- Public School Unit (PSU) CTE director
- High school CTE faculty

## Criteria for Receiving and Documenting Articulated Credit

To receive credit through the HS/CC AA, the articulated course(s) must be included in a selected program of study. Additionally, students must enroll in a NC community college within two years of high school graduation and meet the following criteria:

- Final grade of **B** or higher in the high school course **AND**
- Proof of Learning (POL)
  - CTE post assessment\*
    - Score of **90** or higher
  - Performance-based Measurement (PBM)
    - Meets course proficiency
  - Industry Credentials
    - Courses that have industry credentials as proof of learning will follow the procedure for Credit for Prior Learning as outlined in NC Community College System Curriculum Procedures Reference Manual (<https://www.nccommunitycolleges.edu/academic-programs/curriculum-procedures-reference-manual-cprm>).

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

\* The criteria for awarding credit for Early Childhood Education courses are contained in the [Memorandum of Agreement between the North Carolina Department of Health and Human Services, the North Carolina Community College System and the North Carolina Department of Public Instruction Regarding the North Carolina Early Childhood Credential Coursework](#). A temporary agreement between the NC Division of Child Development, NC Community College Systems, and NC Department of Instruction will ensure that students who meet the eligibility requirements will receive articulated credit and the NC Childcare Credential for the newly revised high school early childhood course until an updated Memorandum of Agreement can be established.

## High School to Community College Statewide Articulation Agreement Update Process

Updates to the Statewide HS/CC AA begin with CTE course recommendations from state-level curriculum consultants from the NC Community College System (NCCCS) and the NC Department of Public Instruction (NCDPI) on a regular, biennial basis. In cases of new course development or revisions, updates can be completed on an as-needed basis.

The process to update the HS/CC AA includes the following steps:

1. State-level staff review for recommended course matches as needed or at intervals no longer than every 2 years. The process will begin in the Fall to be complete by January.
2. NCCCS staff in collaboration with NCDPI program area consultants compile course recommendations for local review.
3. Community college chief academic officers and Public School Unit (PSU) CTE directors facilitate the local course-match review process. The documentation for this review process will be available in electronic format.
4. Teams of secondary and postsecondary faculty teaching the courses will review the recommended matches.
5. Community college chief academic officers electronically submit analysis forms from the review teams.
6. NCCCS reviews data from the submitted analysis forms, and a final list of recommended course matches is compiled. This final compiled list of course matches is reviewed and voted on by the community college chief academic officers. The courses that receive a 2/3 majority vote or higher will be included on the statewide agreement.
7. The approved list is sent to the NC State Board of Community Colleges for approval.

### State-Level Review Process

#### Step 1

NCCCS Program Administrators meet with their NCDPI curriculum consultant counterparts to identify courses on the current statewide articulation agreement with changed curriculum. State-level consultants will recommend course matches to be added to, updated, or removed from the articulation agreement. Consultants will complete one electronic analysis form for each of the proposed course recommendations, and the NCCCS consultant will submit the electronic analysis form.

## Step 2

The potential course match additions and/or deletions are compiled by state-level staff. NCDPI and NCCCS staff will review the list for accuracy. Course standards, course outlines, course descriptions, standards, recommended hours, policies, and regulations of licensing, and other state information about courses are gathered.

## Step 3

The community college chief academic officers and PSU CTE directors are encouraged to participate in a webinar to learn the process of coordinating teams of faculty and instructors to evaluate the proposed course matches.

## Step 4

The selected faculty who teach the recommended courses will meet and discuss course information. They will use the provided electronic analysis form to guide the review. An analysis form will be completed for each potential course match and returned to the community college chief academic officer.

## Step 5

The community college chief academic officers compile the course analysis data and enter the results in the electronic format provided to be submitted to the NCCCS office.

## Step 6

The NCCCS will create a list of recommended courses for a vote by community college chief academic officers. Approval must be received from at least 2/3 majority vote to proceed to the NC State Board of Community Colleges for a final vote to be included in the NC HS/CC AA.

## Step 7

The recommended courses will be submitted to the NC State Board of Community Colleges. Upon approval, the final articulation list will be sent to State Board of Education for information. The approved changes will be posted to the [NC Perkins website](#).

## Local Articulation Agreements

In addition to the Statewide HS/CC AA, local articulation agreements can be developed between local high schools and individual community colleges. Local articulation agreements allow additional articulated courses and pathway alignments to meet unique, local needs that are not included in the Statewide HS/CC AA.

### Regional Local Articulation Agreements

An additional option for local articulation agreements would be to develop a regional articulation agreement. Regional local articulation agreements allow for multiple community colleges and PSUs to collaborate to form a consortium to develop a regional high school to community college articulation agreement. Regional articulation agreements allow additional articulated courses and pathway alignments to meet regional needs that are not included in the Statewide HS/CC AA.

## Website

Local agreements will be posted to the [NC Perkins website](#).

## Guidelines for Awarding Locally Articulated Credit

To receive credit through a local articulation agreement, the articulated course(s) must be included in a selected career pathway and/or program of study. Additionally, students must enroll in a NC community college within two years of high school graduation and meet the following criteria:

- Proof of Learning
  - Course with post assessment
    - Final course grade and score requirements are determined locally
  - Performance-based Measurement (PBM)
    - Final course grade and score requirements are determined locally
  - Industry Credentials
    - Courses that have industry credentials as proof of learning will follow the procedure for Credit for Prior Learning as outlined in NC Community College System Curriculum Procedures Reference Manual (<https://www.nccommunitycolleges.edu/academic-programs/curriculum-procedures-reference-manual-cprm>).

Community college officials must verify eligibility of the courses listed on the submitted high school transcript to receive articulated credit. Students may be asked to submit additional supporting documentation to receive credit. Colleges must follow the criteria of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in awarding credit. The chief academic officer for each college will give final approval for articulated credit to be awarded.

Courses on a local articulation agreement are only guaranteed to be recognized by the local institutions that entered into the agreement. Local and regional articulation agreements are not recognized statewide.

**Note:** Credit awarded at the community college for coursework completed in high school may not transfer a second time to a 4-year institution.

## Developing a Local Articulation Agreement

The first step in planning is arranging a meeting between the PSU Career and Technical Education Director and the Community College Chief Academic Officer. During this meeting, several issues need to be resolved:

The process to update a local articulation agreement includes the following steps:

1. College-level faculty and/or local PSU review for recommended course matches.
2. College staff compile course recommendations for local review.
3. Community college chief academic officer and local PSU CTE director facilitate the local course-match review process.
4. A recommended list of courses will be submitted to the college President and district Superintendent for approval and signatures for agreement.
5. The official local agreements will be shared with the appropriate community college(s) and local high school(s).
6. Local agreements are uploaded by community college Perkins campus contacts to the Perkins V Moodle site on an annual basis during the month of December.

## Course Review Process

A similar course review process as outlined in Step 1 for a State-level Review Process can be utilized for a local review of courses. It is recommended that local agreements be reviewed on a biennial basis or as deemed appropriate by local or regional needs.

Appendix A: Analysis Form for Review- State Staff

## High School to Community College Articulation Agreement Recommendation Form

For State Staff Initial Review. Please complete one analysis form for each potential course match.

1. The following High School Course(s): (enter course number and name- e.g., BA10- Accounting I)

2. Align(s) with the following Community College Course(s): (enter course number and name- e.g., ACC 115 College Accounting)

3. High School course aligns with and prepares for the following current/non-expired credential (certification or license). Use n/a where appropriate.

4. Does this course alignment match the following?  
(High School / Community College)

	Significant Match (>80%)	Close Match (60-80%)	Negligible Match (<60%)	No Match
Course Description / Course Description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Standards / Course Syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standards & Indicators/ Student Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please provide a rationale for all categories of review listed above.  
e.g., Course Description/Course Description: The course description content is comparable.



6. Are the number of classroom/lab and work-based learning hours comparable?  
Select your answer

7. Proof of learning for high school course(s).  
Select your answer

7. Do you recommend this course match for inclusion on the statewide articulation agreement?  
Select your answer

8. Please provide any additional information that supports your recommendation.

9. Reviewer - NCDPI Staff (name and title)

10. NCDPI Staff Email

11. Reviewer- NCCCS Staff (name and title)

12. NCCCS Staff Email

13. Date Completed

Appendix B: Analysis Form for Review- Local Staff

## High School to Community College Articulation Agreement Recommendation Form

For local staff review. Please complete one analysis form for each potential course match.

1. The following High School Course(s): (enter course number and name- e.g., BA10- Accounting I)

2. Align(s) with the following Community College Course(s): (enter course number and name- e.g., ACC 115 College Accounting)

3. High School course aligns with and prepares for the following current/non-expired credential (certification or license). Use n/a where appropriate.

4. Does this course alignment match the following?  
(High School / Community College)

	Significant Match (>80%)	Close Match (60-80%)	Negligible Match (<60%)	No Match
Course Description / Course Description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Standards / Course Syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standards & Indicators/ Student Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please provide a rationale for all categories of review listed above.  
e.g., Course Description/Course Description: The course description content is comparable.

6. Are the number of classroom/lab and work-based learning hours comparable?  
Select your answer

8. Proof of learning for high school course(s).

Select your answer

9. Do you recommend this course match for inclusion on the statewide articulation agreement?  
Select your answer

10. Please provide any additional information that supports your recommendation.

11. Reviewer – PSU Staff (name and title)

12. PSU Staff Email

13. Reviewer- Community College Staff (name and title)

14. Community College Staff Email

15. Date Completed