

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction and North Carolina Community College System do not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions or employment.

Inquiries or complaints should be directed to:  
Office of Curriculum and School Reform Services  
6307 Mail Service Center  
Raleigh NC 27699-6307  
919/807-3761  
919/807-3767 (fax)

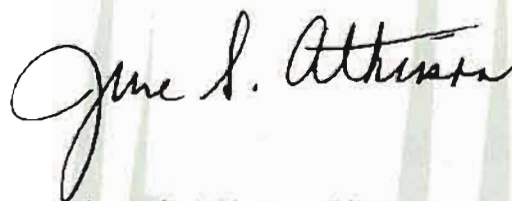




## Foreword

This document has been prepared to assist local educational units in planning and implementing local articulation programs. A complete overview of this process, including forms and sample letters, is found within these pages. It contains information that will enable administrators in both school districts and the community colleges to effectively plan meetings between high school teachers and community college instructors for curriculum discussion and reviews.

Students pursuing the College Tech Prep course of study are required to take four courses, one of which is an advanced course, in their selected career pathway. Many of these courses have been articulated and are documented in the state-wide articulation agreement of 2004. Local articulation efforts will enhance this initiative by reviewing other courses not contained in that document. As a result, North Carolina will benefit from the impact of local school districts and community colleges working together as articulated efforts help save time, money, and effort!



June S. Atkinson, Director  
Division of Instructional Services

H. Martin Lancaster, President  
N. C. Community College System  
200 West Jones Street  
Raleigh, NC 27603

Michael E. Ward, State Superintendent  
N. C. Department of Public Instruction,  
301 North Wilmington Street  
Raleigh, NC 27601



## Table of Contents

Purpose of Booklet .....	3
Definition .....	3
Guiding Criteria for Articulation .....	3
Developing a Local Articulation Agreement .....	4
Steps to Developing a Local Articulation Agreement .....	5
Local Articulation Agreement Chart .....	6
Sample Invitation to Community College Instructors .....	8
Sample Invitation to High School Teachers .....	9
Course Competency Comparison Chart .....	10
Sample Thank You Letter to Community College Instructors .....	12
Sample Thank You Letter to High School Teachers .....	13
Sample Articulation Agreement .....	14
Sample Articulated Credit Course Listing .....	15
Sample CEEB Examination Listing .....	15
Sample DANTES Credit Listing .....	16
Sample CLEP Credit Listing .....	16





## Purpose of this Booklet:

This booklet has been developed as a "How-To Guide" for local consortia in establishing a local articulation agreement between the local school system and the community college. Local districts are encouraged to develop courses to reflect the new and emerging careers within their own locality. These local courses are usually unique to the district and are not included in the statewide articulation agreement. This booklet will assist personnel responsible for articulation of such courses. Personnel usually assigned to this area include the Career-Technical Education Administrator and the Community College Chief Academic Officer.

## Definition of Articulation:

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

## Goal of Articulation:

Students will make a seamless transition of identified courses from secondary to postsecondary education.

## Guiding Criteria for Articulation:

- The local articulation agreement will build on the statewide Articulation Agreement and the College Tech Prep course of study.
- The local curriculum review teams will consist of a minimum of one high school teacher and one community college instructor.
- High school courses for which advanced credit is granted must have been completed with the grade and conditions as specified in the local articulation agreement.
- Advanced credit hours shall be applied toward graduation requirements if applicable to the major, 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 credit is granted.
- Students who receive advanced credit will not be required to register and pay tuition for courses for which they receive such credit.





## Developing A Local Articulation Agreement

The first question that must be asked by the Career-Technical Director and the Community College Representative is, *“Have there been any courses or program area that have been changed, revised, or created this year?”* If the answer to this question is no, there will not be a need for an articulation meeting. If the answer is yes, then planning for local articulation will be necessary.

The first step in planning is arranging a meeting between the Career-Technical Director and Community College Representative. During this meeting, several issues need to be resolved. (1) Identify courses and/ or program areas needing local articulation, (2) Select committee members composed of high school teachers and community college instructors, (3) Establish meeting plans: Date, Time, Place, Agenda, Deadlines, Decisions on format review, and (4) Send out invitations to committee members.

In order for an effective meeting to take place between the high school teachers and community college instructors, several things must occur. Teachers must bring to the meeting the course blueprints and curriculum guides. Instructors must bring course descriptions, syllabi, or any other course documents deemed important in discussing the curriculum. Table seating arrangements will be necessary for the team to spread materials out while completing the Course Competency Comparison Chart handout. The team will need to discuss what minimum correlation standard is acceptable when considering whether a course or courses is to be articulated. The correlation amount can be determined by studying the completed Competency Comparison Chart handout. Once the discussion has ended and the handout is completed, the team must agree on whether articulation is recommended. The form is then returned to the individual at the local level responsible for collecting them, either the Career-Technical Director or the Community College Representative.

Another meeting will then be held between the Career-Technical Director and Community College Representative. At this meeting, the local articulation agreement will be formulated based on the team recommendations for articulation. If a course has not been recommended, no further action will be needed. Thank you notes will need to be sent to the team members regardless of the recommendations.

If advanced college credit has been recommended on any of the courses, submit the local articulation agreement for approval. The Career- Technical Director would be responsible for following procedures to gain approval from the District’s Board of Education while the Community College Representative would follow procedures for submission to both the local Community College Board of Trustees and the North Carolina Community College System Office.

Once the respective boards formally approve the articulation agreement, personnel must be notified. Following local administrative procedures, the Career-Technical Director is responsible for informing district administrators, high school principals, counselors, and teachers; the Community College Representative is responsible for informing the community college administrators, the community college registrar, transcript reviewers, and community 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 Community College Representative. Once a plan has been developed, publicizing the local articulation agreement and developing and distributing marketing materials will be necessary.





# Steps to Follow in Developing A Local Articulation Agreement

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

- No – articulation meeting is not needed
- Yes – Continue with planning for an articulation meeting

*Meeting arranged between Career-Technical Director and Community College Representative:*

- Identify courses and/or program areas needing local articulation
- Select committee members composed of teachers and instructors
- Establish meeting plans: Date, Time, Place, Agenda, Deadlines, Format of Meeting
- Send out invitations to committee members

*Meeting between High School Teachers and Community College Instructors:*

- Bring course blueprints, curriculum guides, course descriptions, syllabi, and other course documents
- Compare competencies and complete the Course Competency Comparison Chart handout
- 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 form to Career-Technical Director and/or Community College Representative per instructions given at the local level

*Meeting between Career-Technical Director and Community College Representative:*

- Formulate the articulation agreement based on faculty recommendations
- Send follow-up thank you notes to participating teachers and instructors

*If articulated credit is recommended, submit the proposal for approval:*

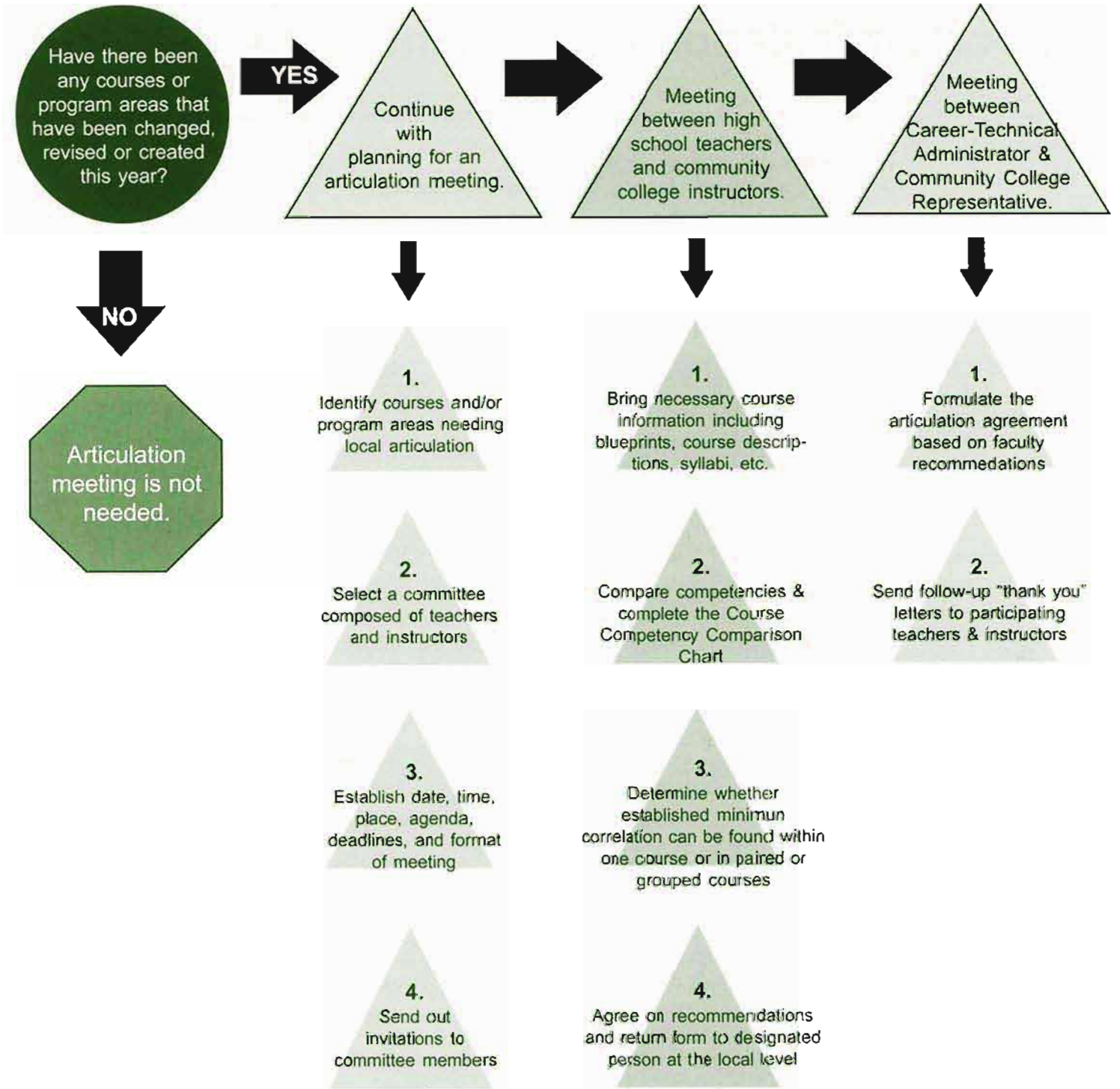
- Career-Technical Director follows local administrative procedures in submitting to the District’s Board of Education
- Community College Representative follows local administrative procedures in submitting to the Community College Board of Trustees and the North Carolina Community College System Office

*Once articulated credit is formally approved, follow administrative procedures in notifying the following personnel:*

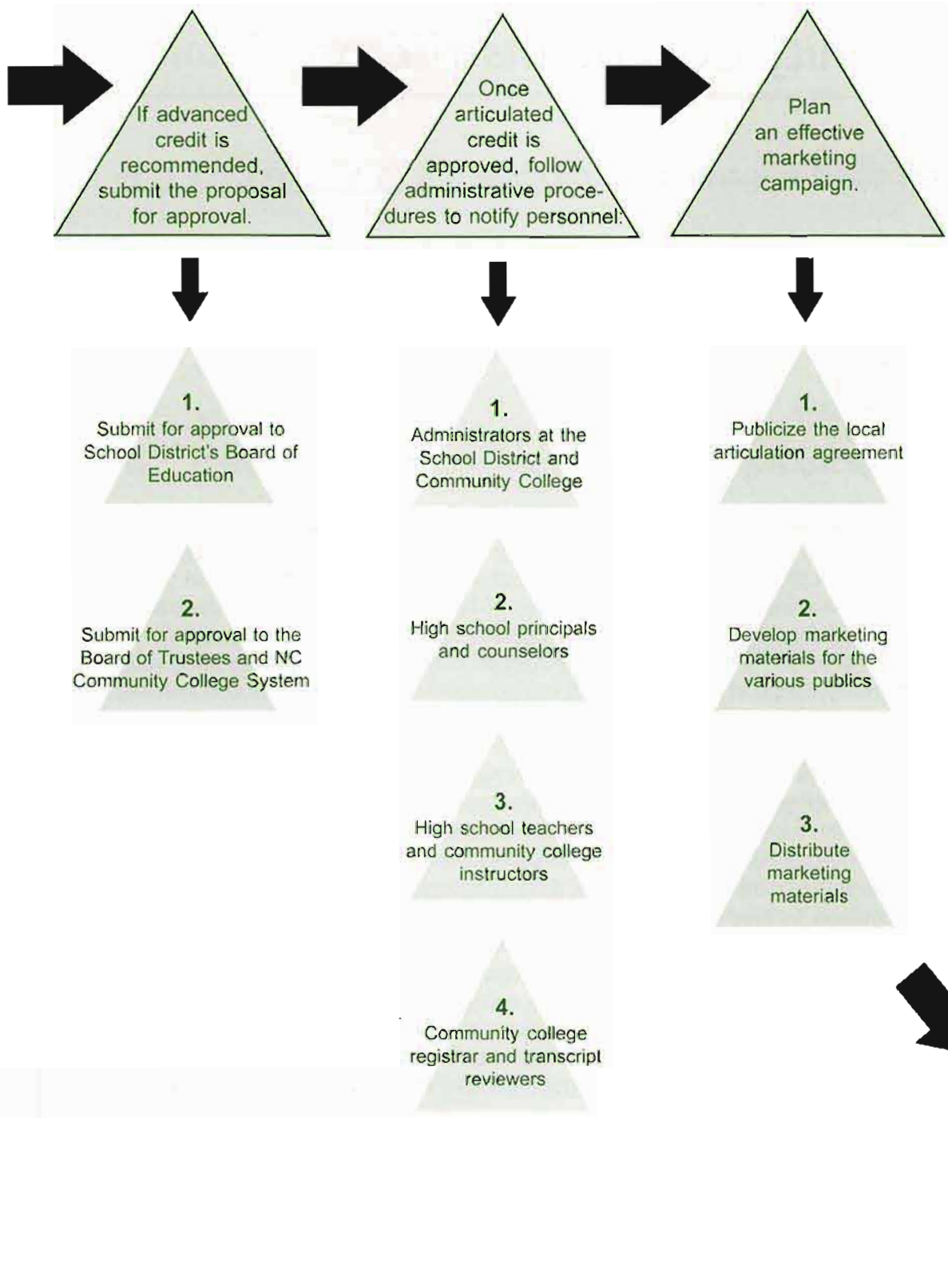
- Administrators at the Community College and School District
- High School Principals and Counselors
- Community College Instructors and High School Teachers
- Community College Registrar and Transcript Reviewers

*Plan an effective marketing campaign*

- Publicize the local articulation agreement
- Develop marketing materials for the various publics
- Distribute marketing materials









# Articulation Invitation for Community College Instructor

## LETTERHEAD OF COMMUNITY COLLEGE

To: Name of Instructor

From: Name of Community College Representative  
Title

Date: Current Date

Re: College Tech Prep Articulation Meeting

This memo is to invite you to the local articulation meeting between Name of Community College and Name of School System. 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 revisit the local College Tech Prep (CTP) Articulation Agreement as a result of changes occurring in the competencies 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 name of course(s).

At this meeting, you will be paired with a Name of the public school system teacher(s) and together you will compare course goals, objectives, and competencies, discuss evaluation methods, and make a final recommendation concerning course articulation. The procedure to be used in checking the alignment of courses helps to eliminate course redundancy for students, thus enabling them to enroll in more advanced courses as they enter college. North Carolina data show that students taking a combined college/university prep and college tech prep course of study have lower remediation rates in their freshman year of college, creating a win-win situation for the student, the public school, and the community college.

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.

c Career-Technical Director





# Articulation Invitation for Public School Teacher

## LETTERHEAD OF SCHOOL DISTRICT

To: Name of Teacher

From: Name of Career-Technical Director  
Title

Date: Current Date

Re: College Tech Prep Articulation Meeting

This memo is to invite you to the local articulation meeting between Name of School System and Name of Community College. This meeting will occur on day of week, month and date at time in room number in the name of building. The purpose of this meeting is to revisit the local College Tech Prep (CTP) Articulation Agreement as a result of changes occurring in the competencies taught in the name of program area curriculum. In order to have a thorough comparison of each course, please bring with you the course blueprint(s) and curriculum guide(s) for name of course(s).

At this meeting, you will be paired with a Name of Community College instructor(s) and together you will compare course goals, objectives, and competencies, discuss evaluation methods, and make a final recommendation concerning course articulation. The procedure to be used in checking the alignment of courses help to eliminate course redundancy for students, thus enabling them to enroll in more advanced courses as they enter college. North Carolina data show that students taking a combined college/university prep and college tech prep course of study have lower remediation rates in their freshman year of college, creating a win-win situation for the student, the public school, and the community college.

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.

c Community College Representative  
High School Principal







**Part II: COMMENTS**

Comments from <b>TEACHER(S)</b> :	Comments from <b>INSTRUCTOR(S)</b> :

**Part II: RECOMMENDATIONS (to include rationale and any conditional requirements)**

*Should this course(s) be included in the local articulation agreement?*      Yes      No

---



---



---



---

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Date of Review

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Instructor



# Thank You Letter for Community College Instructor

## LETTERHEAD OF COLLEGE

To: Name of Instructor

From: Name of Community College Representative  
Title

Date: Current Date

Re: Results of College Tech Prep Articulation Meeting

Thank you for serving on the local College Tech Prep (CTP) Articulation team on day of week, month and date. The seriousness with which you approached this task is certainly appreciated. As you know, this agreement is a win-win situation for students, parents, the school system, and the community college.

Based upon the recommendations, the following articulated courses will be sent for approval to both the name of county Board of Education and the name of college Community College Board of Trustees.

### COURSES AND CONDITIONS FOR CREDIT

High School Courses (Designated for Credit)	Criteria for Granting Credit	Community College Courses (Courses Credited)
<u>List High School Course</u>	<u>List conditions needed in order to obtain credit</u>	<u>List community college courses that will be credited</u>
<u>Continue listing courses as needed</u>		

Again, I thank you for your time and efforts in evaluating courses for the local articulation agreement. Please know that your hard work is appreciated!

c Community College Department Head/Contact





# Thank You Letter for Public School Teacher

## LETTERHEAD OF SCHOOL DISTRICT

To: Name of Teacher

From: Name of Career-Technical Education Director  
Title

Date: Current Date

Re: Results of College Tech Prep Articulation Meeting

Thank you for serving on the local College Tech Prep (CTP) Articulation team on day of week, month and date. The seriousness with which you approached this task is certainly appreciated. As you know, this agreement is a win-win situation for students, parents, the school system, and the community college.

Based upon the recommendations, the following articulated courses will be sent for approval to both the name of county Board of Education and the name of college Community College Board of Trustees.

### COURSES AND CONDITIONS FOR CREDIT

High School Courses (Designated for Credit)	Criteria for Granting Credit	Community College Courses (CoursesCredited)
<u>List High School Course</u>	<u>List conditions needed in order to obtain credit</u>	<u>List community college courses that will be credited</u>
<u>Continue listing courses as needed</u>		

Again, I thank you for your time and efforts in evaluating courses for the local articulation agreement. Please know that your hard work is appreciated.

c High School Principal



## Sample Articulation Agreement:

### LOCAL ARTICULATED/ADVANCED CREDIT AGREEMENT BETWEEN

#### Name of Public School System and Name of Community College

Articulated credit is credit that is granted in specific courses by Name of Community College to students who have satisfactorily completed equivalent high school courses. Credit by examination is credit which is granted to a Name of Community College student who, without registering for a course, has passed the course examination with the specified grade of better. Credit is also awarded to students who have scored satisfactorily on subject standardized tests. The general conditions and procedures for granting credit by articulation, examination, or subject advanced placement tests shall be as follows:

- High School courses for which articulated credit is granted must have been completed with the grade and conditions as specified in the statewide agreement and the attached credit and examination listings.
- The student must enroll in a curriculum program within two years after leaving high school or as approved by the Name of Community College registrar and department heads.
- The student must be enrolled the semester for which credit is granted.
- A student requesting credit by examination for a course that is part of a sequence must do so prior to enrollment in the next appropriate level course.
- Students who receive credit by examination, advanced credit, or subject standardized test credit will not be required to register and pay tuition for courses for which they receive such credit.

This Advanced Credit Agreement between Name of Public School System and Name of Community College will become effective for students who enroll at Name of Community College beginning with the Fall, Spring, or Summer semester. This agreement shall be reviewed and updated every Indicate Number year(s).

\_\_\_\_\_  
Signature of Superintendent, Name of County Schools Superintendent Date

\_\_\_\_\_  
Signature of Board Chairman, Name of County Board of Education Chairman Date

\_\_\_\_\_  
Signature of President, Name of Community College President Date

\_\_\_\_\_  
Signature of Chairman, Name of Community College Board of Trustees Chairman Date





## Articulated Credit

High School Courses Designated for Advanced Credit	Conditions for Credit	Community College Course Equivalent
<b>AGRICULTURE</b>		
I. Agriculture Production I & II Animal Science I	A grade of B or better in each course & a score of 80 or better on the VOCATS for each course.	ANS 110 Animal Science
II. Horticulture I & II	A grade of B or better in each course & a score of 80 or better on the VOCATS for each course.	AGR 160 Plant Science AGR 170 Soil Science
<b>BUSINESS &amp; OFFICE EDUCATION</b>		
I. Computer Applications I	A grade of B or better in each course & a score of 80 or better on the VOCATS for each course.	CIS 111 Basic PC Literacy CIS 120 Spreadsheets I CIS 169 Business Presentations OST 136 Word Processing
II. Computerized Accounting I	A grade of B or better in each course & a score of 80 or better on the VOCATS for each course.	ACC 115 College Accounting

In addition to articulated credits listed above, a more comprehensive agreement can be created by adding advanced credit opportunities for students taking CEEB, DANTES, and CLEP examinations. For a complete list of courses available through CEEB advanced credit and minimum required scores for specific colleges, visit <http://apps.collegeboard.com/search/index.jsp> and enter the name of the college where you wish to receive advanced credit.

## CEEB Examinations

By scoring 3 or higher on the CEEB Advanced Placement Examination, students will be awarded academic credit as follows:

CEEB Title	Community College Course Equivalent	Semester Hours Credit
American History	HIS 131, 132	6
Art History	ART 114 OR ART 115	3
Biology	BIO 110	4
Calculus AB	MAT 263 OR MAT 271	3-4
Chemistry	CHM 151	4
Computer Science	CIS 110	3
English Literature/Composition	ENG 111 OR ENG 131	6
European History	HIS 122	3
German Language	ELECTIVE	3



## DANTES Examinations

Students may receive credit for Defense Activities for Non-Traditional Educational Support (DANTES) as recommended by the American Council on Education. Listed below are samples of the community college course equivalents, DANTES exam titles, required minimum scores, and credit awarded:

Community College Course Equivalent	Semester Hours Credit	Minimum Score	DANTES Title
ACC 120	4	47	Principles of Financial Accounting
ART 111	3	48	Arts in the Western World
CIS 115	3	48	Intro to Computer w/ BASIC programming
BUS 110	3	48	Intro to Business
CJC 111	3	49	Criminal Justice
MAT 151	3	48	Principles of Statistics
MKY 120	3	47	Basic Marketing
PHY 151	4	45	Phsics with Calculus: Mechanics
RLS 112	4	48	Principles of Real Estate

For more information on DANTES, visit [http://www.dantes.doded.mil/dantes\\_web/examinations/DSST.htm](http://www.dantes.doded.mil/dantes_web/examinations/DSST.htm)

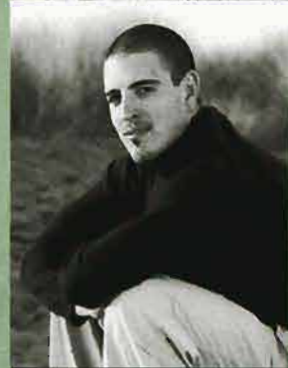
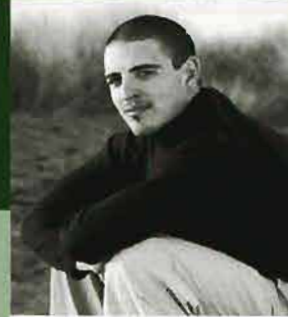
## CLEP Examinations

Students may receive credit for acceptable scores on the CLEP examinations, which are 90-minute, timed comprehensive tests. Listed below are samples of the community college course equivalents, CLEP examinations, required minimum percentile scores, and credit awarded:

Community College Course Equivalent	Semester Hours Credit	Minimum Score	CLEP Title
ACC 120	4	50	Introductory Accounting
BIO 110	4	50	General Biology
CHM 151	4	50	General Chemistry
ECO 251	3	48	Introductory Microeconomics
ENG 111	3	50	College Composition (with essay)
HIS 121	3	50	Western Civilization I
MAT 161	3	55	College Algebra - Trigonometry
MKT 120	3	48	Introductory Marketing
POL 120	3	55	American Government

For more information on CLEP, visit <http://collegeboard.com/student/testing/clep/exams.html>





Forms in this booklet can be downloaded for public use at:  
[http://www.ncccs.cc.nc.us/Tech\\_Prep/index.html](http://www.ncccs.cc.nc.us/Tech_Prep/index.html)

The Department of Public Instruction contracted the development of this document with Kabes and Associates, Inc. and True Vine Associates, Inc. It was published through funds from the Carl D. Perkins Vocational and Technical Education Act of 1998, Title II, Tech Prep at a cost of \$1.47 per copy.