

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

PROCEDURE

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TITLE: **PROCEDURES FOR DEVELOPING COURSE AND PROGRAM ARTICULATION BETWEEN SECONDARY SCHOOLS AND TECHNICAL COLLEGES**

POLICY REFERENCE NUMBER: 3-6-101

DIVISION OF RESPONSIBILITY: **ACADEMIC AFFAIRS**

DATE OF LAST REVISION: September 11, 2008

Articulation is the process that links two (or more) educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit. Articulation is a continuing process in which educational programs are reviewed and revised to provide curricula that will prepare students to participate in postsecondary options and to meet the needs of business and industry.

The goal of the articulation agreement should be to provide a "seamless" transition from the secondary program to the postsecondary program. Whenever possible, articulation agreements should include procedures to enable qualified students to achieve advanced standing in technical college programs. Procedures to facilitate articulation between high school courses and/or programs should consist of the following components:

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- I. Articulation procedures should be developed in consultation with the administrators and teaching faculties at the secondary and postsecondary levels. Provision should be made to account for sufficient notice in the event of course/program change or cancellation.

Procedures should include:

- A. Regular contact between secondary and postsecondary faculty to discuss standards, course competencies, learning outcomes and to coordinate joint activities. Curricular planning should include involvement of business, industry, and other area employers in the identification/validation of workplace skill requirements and in the development of work-based learning opportunities.
- B. Training and information-sharing activities for secondary and postsecondary faculty from each facility involved.
- C. Training and information-sharing activities for all secondary and postsecondary guidance staff.
- D. Involvement of high school students, faculty, and staff in program orientations at the postsecondary institutions.
- E. Definition of the functions and identity of the individuals responsible for coordinating the articulation process.
- F. The process for postsecondary enrollment of secondary students upon graduation from high school into an articulated course or program at a postsecondary institution and the process for postsecondary enrollment if such enrollment is deferred for an extended period.
- G. Identification of the process for participating secondary and postsecondary administrators, faculty, and guidance staff to receive orientation on the articulation process.
- H. Identification of the coordinated duties and obligations of secondary and postsecondary administrators, faculty, and guidance personnel.
- I. The methods and techniques to be used in the recruitment and orientation of

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students and the dissemination of information about the program to students, their parents (if applicable), faculty, and the business community.

- J. The methods that will be employed to provide an ongoing evaluation of the articulation process to assure that it is meeting its goals and objectives.
- II. Articulation procedures should be approved by the appropriate school district and technical college personnel.
- III. Individual articulation agreements between secondary and postsecondary educational agencies should include the following:
 - A. Delineation of the courses and/or programs to be offered as part of the articulation agreement.
 - B. The number of secondary credits and postsecondary advanced placement credits to be awarded, if applicable.
 - C. If applicable, the levels of performance or standards to be maintained by students in order for postsecondary credits to be awarded.
 - D. The procedures and requirements pertaining to the enrollment of secondary students in the articulated program.