



WA State Tech Prep Directors Association

Articulation Guidelines Handbook

2007-09

Prepared by Statewide Articulation Committee

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**WA State Tech Prep Directors Association
Articulation Guidelines Handbook**

Included in this handbook you will find the following information

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10. Transfer Policy in WA State (pg. 26)
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12. Appendix of Sample Documents -- all documents are posted individually to the WA State Tech Prep Directors Wiki – for access information, see page 29 (pg. 29+)
 - MOA – Sample Template
 - Program Articulation Template plus 3 samples of completed forms
 - WA State Guidelines for High Schools Requesting Articulation
 - High School Request for Articulation Checklist Form
ADOPTED: September 11, 2008
 - Competency Checklists/Profiles (3 different styles)
ADOPTED: January 30, 2008
 - Tech Prep Language for High School Syllabus + samples of completed syllabi
 - Annual Teacher Verification Form – version for individual teacher
 - Annual Teacher Verification Form – version for CTE director to complete
 - Sample inservice workshops for high school & college instructors (agendas)



August 21, 2007

TO: WA State Tech Prep Directors Association
RE: Statewide Articulation Implementation
FR: Articulation Committee (L. Cowan, J. Krause, M. Barrett, J. Carroll)

Attached please find the final version of the Washington State Tech Prep Association statewide articulation agreement documents/templates:

- Authority to Establish Agreements and Articulation Guidelines
- Master template for the “Tech Prep Consortium – Memorandum of Agreement.”

As you will remember, Linda sent out final drafts prior to our last meeting of the year (June). At the meeting we worked through the final revisions of both documents and the membership voted unanimous approval upon completion of agreed-upon final edits by Linda. The documents you are receiving today include all edit suggestions provided by the membership.

In July, it was determined that the WA State Attorney General’s office needed to review and approve the MOA template. Since college presidents and superintendents will be signing the master consortium partnership agreement (MOA), the AG’s office needed to be part of the document review process. Included with this memo is a copy of the AG’s signature and approval.

Each consortium director will now begin the task of implementing the master agreement, using the agreed-upon state-wide articulation process in order to have the **signed agreement in place by December 31, 2007**. This will result in the establishment of a statewide articulation process outlining our operating guidelines and articulation agreement policies. Each consortium will also have a master consortium partnership MOA in place that is signed annually by college presidents and district superintendents.

The articulation committee would like to thank each and every member of our Association for your patience, perseverance, tenacity, insights, dedication, hard work, leadership and most of all for your spirit of cooperation. Special recognition goes to Joyce Carroll for her leadership role in the statewide articulation process. The committee will continue work in the coming year to review and refine the statewide articulation agreement process and documents. Guidelines for “out of consortium” articulation (affiliate partners) will also be addressed.

If you have questions about any of the documents or the agreed upon implementation process, please contact one of us for further clarification. We will also discuss this information at our Sept. 12 meeting.

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WA State Tech Prep Directors Association
Statewide Articulation Guidelines
Drafted June 2007

Authority to Establish Agreements and Articulation Guidelines

The following information references WA State law and accreditation standards in regards to establishing articulation agreements. When developing agreements between school district/high school and college partners, we recommend all directors consider the following elements:

Establishing Agreements:

Currently, community and technical college boards of trustees may establish articulated programs in cooperation with local school district boards under the authorization of **RCW 28B.50.530**, which states:

Agreements for use of services or facilities between district boards of trustees and school boards: The district boards of trustees and the common school boards are hereby authorized to enter into agreements for the use by either of the other's services, facilities or equipment and for the presentation of courses of either for students of the other where such agreements are deemed to be in the best interests of the education of the students involved.

College Accreditation Standards: www.nwccu.org

The **Northwest Commission on Colleges and Universities** established a set of standards that WA State colleges adhere to as part of their program accreditation process. The Accreditation Handbook (2003 Edition / Updated 6/23/2008), Standard 2.G – *Off Campus and Other Special Programs Providing Academic Credit* states:

Continuing education and special learning activities, programs, and courses offered for credit are consistent with the educational mission and goals of the institution. Such activities are integral parts of the institution and maintain the same academic standards as regularly offered programs and courses. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators. Adequate resources to maintain high quality programs are ensured.

Reference sub-sections 2.G.1 – 2.G.12

Teacher Credentials:

All articulated courses taken by high school students for college credit should be taught by vocationally certified and endorsed instructors. **WAC 131-16-095 (2)** states:

“Defining Reciprocity” states that secondary vocational certification will be accepted by the community colleges. Specifically, “it is also recognized that a vocational teaching or counselor certificate issued by the Office of the Superintendent of Public Instruction will be recognized by the community and technical colleges as fulfilling the minimum requirements for the specified subjects contained in the certification.”

SBCTC Policy Manual

The [State Board for Community and Technical Colleges Policy Manual](#) is an excellent resource for information about state requirements for articulation: www.sbctc.ctc.edu/docs/policy_manual.pdf

The following information references chapters/sections that should be reviewed by consortium directors:

Section 4.20.00 (pg 37): Degree Requirements

For articulation purposes, when approving high school courses as “equivalent” to college courses, it is important to understand the guidelines established by SBCTC and the ICRC which oversees all degree requirements and transfer issues.

Section 4.60.00 (pg 39): High School College Dual Registration and Transition Programs

This section covers information about Running Start, Tech Prep and College in the High School programs. Section 4.60.12 (see below) is specific to Tech Prep and provides a link to **Appendix H: Tech Prep Education: Guidelines for Statewide Articulation Using the Direct Transcription Method**. (pg. 64-66) *The full text of Appendix H is included at the end of this document (pg 19-21).* The guidelines “provide a policy framework and operational structure for colleges and high schools to facilitate the implementation of a statewide articulation model.”

4.60.10 Agreements between District Boards of Trustees and Common School Boards

The State Board supports boards of trustees entering into agreements in cooperation with local high school district boards to provide options for students to complete college-equivalent courses and programs while still in high school (see [RCW 28B.50.530](#)). Statewide programs are:

4.60.11 Running Start

The SBCTC in conjunction with the Superintendent of Public Instruction and the Higher Education Coordinating Board has adopted rules governing Running Start, a program that allows eligible eleventh and twelfth graders to enroll in college for the purpose of earning credits toward high school graduation while earning college credits (see [WAC 131-46](#) ; [WAC 392-169-005](#); [RCW 8A.600.390](#)).

4.60.12 Tech Prep

Tech Prep is a federally funded program (Perkins) intended to increase the articulation of high school and college professional/technical programs (see [Appendix H: Tech Prep Education: Guidelines for Statewide Articulation Using the Direct Transcription Method](#)).

4.60.13 College in the High School

College-in-the-High School programs are designed to provide college level courses in high school locations to serve qualified eleventh and twelfth grade students. Currently, community and technical college boards of trustees may establish such programs in cooperation with local school district boards under the authorization of [RCW 28B.50.530](#) (see [Appendix I: College in the High School Academic Transfer Guidelines](#))

Articulating Courses:

The **Washington Council for High School-College Relations** is the state umbrella organization providing oversight of education issues impacting high school to college transition (www.washingtoncouncil.org). The **Intercollege Relations Commission** (ICRC) works under the umbrella of WCHSCR. The ICRC exists to facilitate transfer between institutions of postsecondary education. The group meets twice a year to discuss issues and consider various means to resolve problems affecting the transfer of students and courses among its member institutions. The [ICRC Handbook](#) addresses all state requirements allowing

transfer between institutions. Additional articulation guidelines pertaining to Tech Prep programs are referenced – in particular, consortia directors should be familiar with [Appendix B](#) (pg. 23-27 -- courses that *cannot* be articulated by Tech Prep) and [Appendix C](#) (pg. 28-31 -- courses that *can* be articulated by Tech Prep): www.washingtoncouncil.org/icrc/resources/documents/icrchandbook.pdf Tech Prep Directors need to be familiar with and follow ICRC guidelines in regards to possible course articulations. The [ICRC Handbook](#) is regularly updated – check the website link for the most current information and documents. *A copy of Appendix C can be found on pages 22-25 of this document.*

NOTE about Appendix B Courses: this is the *approved* list of “generally accepted in transfer” courses that are included in the Direct Transfer Agreement (DTA) associate degrees accepted for university transfer. Any courses on this list must be articulated using the [College in the High School](#) guidelines (see SBCTC Policy Manual – Appendix I – pg. 67-68 (www.sbctc.ctc.edu/docs/policy_manual.pdf).

Articulation Definition from Perkins Act of 2006 (see SEC.3. Definitions)

“(4) ARTICULATION AGREEMENT. The term ‘articulation agreement’ means a written commitment –

- (A) that is agreed upon at the State level or approved annually by the lead administrators of-
 - (i) a secondary institution and a postsecondary educational institution; or
 - (ii) a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
- (B) to a program that is –
 - (i) designed to provide students with a nonduplicative sequence of progressive achievement leading to a technical skill proficiency, a credential, a certificate, or a degree; and
 - (ii) linked through credit transfer agreements between the 2 institutions described in clause (i)

Signature Authority to Establish a College Transcript:

There has been much discussion about this issue among consortia directors and college registrars. When students register for college credit via the Tech Prep Online Registration System, is a parent signature required on the registration form? Some consortia/college’s require students to print, sign and submit the registration form as “evidence” they are requesting college credit and a transcript. Other college’s require no form or signature (similar to college’s online registration process). Since we typically deal with students under the age of 18, we attempted to clarify the issue by contacting the Attorney General’s Office – a response was provided by H. Fischer, WA State Attorney General’s Office in an email dated July 17, 2003:

“I don’t know of any state or federal law or rule that requires parent or student permission to ‘build a transcript’ or other record. The transcript is the institution’s record, not the student’s or his/her parents. Presumably, we have records of people who apply but who never actually show up for class. While most of FERPA’s procedures are stated in terms of parental rights, when a student reaches the age of 18 or is attending a postsecondary educational institution, the student receives all the rights previously accorded to his or her parents. **20 USC 1232g(d); 34 CFR 99.5(a)**. FERPA rights attach to persons enrolled in postsecondary institutions, but not to applicants for admission who never actually attend. **34 CFR 99.5(c)**.”

Granting Credits:

A question often arises as to whether or not college credits can be granted “after the fact” – a student qualifies to earn the credit, but doesn’t complete the registration process, then a year or more later decides they do want the college credit. Can you grant them credit? Yes and No! Here’s how and why:

Again – referencing [Appendix H of the SBCTC Policy Handbook](#) (bottom of pg 65): ***Direct transcription of college credit should be initiated at the time of course completion.*** To college registrars this means transcribing the credit during the academic year/quarter the credit was earned. For most high school students taking Tech Prep approved courses on their campus, this means course work completed September through June. It is important to establish deadlines in regards to granting credit, and be clear about the deadlines with high school teachers, students, parents, etc. NOTE: sometimes an articulation agreement covers three or more semesters of high school work before a student can complete the competencies and earn the credit. The key here is “time of completion” -- the transcription process is not started until the student completes the work and is graded by the instructor.

For students who miss the registration deadlines, our common message should be: all colleges grant credit based on “prior learning.” Once students actually enroll at a college, and discover a course they took in high school is now required at the college, they can request the course be waived through a “challenge” process which might include testing or submission of a professional portfolio to be reviewed by college instructors. There may be a fee charged for this process.

Potential Articulation Issues:

Students earning college credits during high school through Tech Prep, Running Start or College in the High School, *may* encounter future problems with financial aid, or other admissions - registration issues. As Tech Prep directors, we need to serve as a knowledgeable resource to counselors, students and parents when it comes to recommending transcribing college credits for courses taken in high school. The following are a few of the issues you may need to address with parents and teachers:

Social Security Number: WA State law (**RCW 28B.10.042**) prohibits use of a SSN as a student identifier except for “*employment, financial aid, research, assessment, accountability, transcripts, or as otherwise required by state or federal law.*” In order for college’s to comply with federal reporting laws, they are REQUIRED to ASK for a student’s Social Security Number, but not require it be provided. Some colleges are extremely cautious about getting a signed waiver if the student refuses to disclose their SSN. Tech Prep Directors should seek clarification about this issue from their college registrar and follow their recommendation. All colleges include a disclosure statement on the admission form (see below). For Tech Prep purposes, a similar statement should be included on the electronic Tech Prep SERS system, or any printed registration documents that request high school students supply their SSN.

Your social security number is confidential and, under a federal law called the Family Education Rights & Privacy Act (FERPA), the college will protect it from unauthorized use and/or disclosure. In compliance with state/federal requirements, disclosure may be authorized for the purpose of state and federal financial aid, Hope/Lifetime Learning tax credits, academic transcripts, assessment or accountability research.

Grading: impact on GPA - letter grade v.s. numeric

Many colleges report student grades in numerical fractions, while most high schools report letter grades. To better align with college grading policies, consortiums may require high school teachers to convert letter grades to numerical fractions when reporting final grades for Tech Prep classes. Students should be informed of this policy, as it may affect their college GPA. Tech Prep Directors should seek clarification about the college's grading policies and establish guidelines to assist high school teachers if conversion from letter grades to numerical fractions is required.

Student Progress Towards Degrees and Certificates (SBCTC Policy Manual 3.70.00)

In the 2003 legislative session the legislature passed a law (RCW 28B.10.695) that requires community and technical colleges to adopt policies and procedures to expedite students' progress toward their program goals (see WAC 131-12-080). The intent of the legislation is to encourage students enrolled in degree or certificate programs to complete their programs with limited additional credits. The legislation was enacted as a way to address issues related to "lingering students." The college policies and procedures should address:

1. Students who accumulate more than 125% of the number of credits required to complete an associate degree or certificate;
2. Students who have a pattern of dropping more than 25% of their course load; and
3. Students who remain on academic probation for more than one quarter.

Since many high school students earn college credits while participating in Running Start and Tech Prep, these credits become part of their permanent college record/transcript. Some colleges may count all credits earned, and some colleges may choose to count only those credits earned after the student "officially" enrolls at the college and declares a major or program of study. In some cases, "excess" credits may impact Financial Aid (see information below).

Articulated Credits Impact on Financial Aid: *Potential impact of college credits earned through Tech Prep*

Student financial aid guidelines are developed at the federal level and are administered at the local college level. These policies exist in order to efficiently serve the greatest number of students and to move students through the education system in the least amount of time.

In general, if college credits earned through the Tech Prep program apply toward the student's college program of study, their financial aid eligibility *may* be affected. It all depends on how the college interprets the federal guidelines and how they have worded their local policy. It would be advisable for students and their parents to be aware of the potential impact and to check with the financial aid officer at the institution where they plan to attend college for more information as policies differ from institution to institution.

From the Federal Handbook: *Counting all periods of enrollment*

Generally the quantitative and qualitative standards used to judge academic progress include all periods of the student's enrollment. Even periods in which the student did not receive FSA funds must be counted. However, a school may have a policy that for a student who changes majors, it will not include in the calculation of a student's academic standing the credits attempted and grades earned that do not count toward the student's new major. This policy must be specified in writing in its policies and procedures. Similarly, a school must at least count those transfer credits that apply toward the current program (though it may count all credits from the previous school). A school cannot set a maximum timeframe based on hours attempted and then have a policy to routinely exclude certain hours attempted, such as hours taken during a summer session, from the academic progress review.

Credit Transfer:

Generally speaking, college credits earned through Tech Prep prepare students for *Certificates or Associate Degree* programs that target job preparation. Since each institution has its own transfer policies students should be aware of the transfer and admission requirements for the college they plan to attend.

There are two transferability issues that Tech Prep directors need to help students and parents understand:

- Transfer of credits when a degree has not been completed – many high school students will accumulate an average of 8 credits or more through Tech Prep. Some will attend the college where the credits were earned while others will request their transcripts be sent to another 2 or 4-year institution for evaluation. In this case, some credits may count as elective (up to 15 *grey area electives* can be transferred), some may apply towards the program of study and some may not be accepted at all based on the colleges credit evaluation process and policies. There is no guarantee credits will transfer outside the institution where the credit was originally earned. Students should be encouraged to seek academic advising at the institution where they plan to transfer/attend.
- Transferability of the *degrees* to which Tech Prep courses articulate to baccalaureate institutions is neither implied nor guaranteed. However, when a student completes an AA Degree or other Associate degrees designed for transfer at a community or technical college where some college credits have been earned through Tech Prep, they may transfer up to 15 credits from the Restricted Course list (*grey area electives*). See your college catalog for more information.

Tech Prep Directors should consult the ICRC Handbook for additional information about credit transfer among WA State schools of higher education. In particular, page 18, section G states: Transfer of Vocational/Technical Courses & Programs

www.washingtoncouncil.org/icrc/resources/documents/icrhandbook.pdf

Vocational/technical courses offered by community colleges that are comparable to courses in baccalaureate programs or applicable to baccalaureate degrees as determined by the receiving institution shall be granted transfer credit. Up to 15 credits of coursework at the 100 level or above, that are otherwise non-transferable vocational/technical courses, may transfer as part of a DTA Associate degree meeting the ICRC Guidelines. In addition, inter-institutional agreements have been developed which permit students in some two-year technical programs to apply their technical studies toward baccalaureate degrees. Information about such agreements and about the transfer of vocational/technical courses shall be provided by the institution in their catalogs or transfer guides. Vocational/technical program agreements among colleges and universities shall be encouraged.

For a more detailed summary of WA State's Transfer Policy, see page 22.

NEW Washington State Legislation Enacted: SSB 6377 (2008)

Tech Prep Directors need to be aware of the following legislation. The bill was passed as part of the extensive 2008 CTE legislation. There are multiple parts to this legislation. In particular, section 108 has significant implications for our college partners. Watch for updated information/clarification as it becomes available through SBCTC and OSPI.

SECOND SUBSTITUTE SENATE BILL 6377

AS AMENDED BY THE HOUSE Passed Legislature -2008 Regular Session

State of Washington 60th Legislature 2008 Regular Session By Senate Ways & Means

PART I

QUALITY, RIGOR, AND LINKS TO POSTSECONDARY EDUCATION

NEW SECTION. Sec. 108. A new section added to chapter 28B.50 RCW to read as follows:

1. It is the legislature's intent to recognize and support the work of community and technical colleges, high schools, and skill centers in creating articulation and dual credit agreements for career and technical education students, in part by codifying current practice.
2. Community and technical colleges shall create agreements with high schools and skill centers to offer dual high school and college credit for secondary career and technical courses. Agreements shall be subject to approval by the chief instructional officer of the college and the principal and the career and technical education director of the high school or the executive director of the skill center.
3. Community and technical colleges may create dual credit agreements with high schools and skill centers that are located outside the college district boundary or service area.
4. If a community or technical college has created an agreement with a high school or skill center to offer college credit for a secondary career and technical course, all community and technical colleges shall accept the course for an equal amount of college credit.

See pages 27-28 for full text of SSB6377

Recommendations for Document Control and Agreement Maintenance

- All paperwork associated with development of articulation agreements be kept on file as a reference to decisions made and agreements reached (agendas, minutes, attendance rosters and discussion notes, etc.).
- Tech Prep office maintains all official records for program verification and audit (original document versus copies). Copies may also be kept by the Instruction Office, or Dean's Office.
- Tech Prep Director is responsible for reviewing/updating articulation agreements.
- Establish an internal process and timeline for review, renewal or withdrawal of articulated courses (maximum 3 year program articulation review/update cycle).
- Signatures verify agreement with content of the articulation (check & balance system).
- It is recommended that a matrix be developed that identifies all articulated courses, high school partners, and instructors approved to teach the course(s). Serves as easy reference and information sharing between high schools and college partners.
- Establish a system to verify currency of high school course information (ie: annual teacher/course verification form or submitting course syllabus annually, etc.).
- Keep the lines of communication open between the high school and college faculty.
- Establish a regular meeting schedule between the high school and college faculty to ensure program standards are maintained (see page 14 for *Review & Renewal of Articulation Agreements*); this could be part of a *professional development* plan for all faculty involved in the articulation (both high school and college).

HELPFUL HINTS: *Things You Should Know About Developing Articulation Agreements*

- Articulation agreements are “personality” driven; faculty (college & high school) will “drive” the articulation process providing their own unique look to the final outcome.
- It is strongly suggested you meet with college administration to identify any predetermined articulation standards you will be expected to follow or implement. Ask to see copies of current articulation agreements that might be used as models.
- Generally speaking, articulation agreements are developed between instructors not schools. When an *articulated* high school instructor leaves (retires, no longer teaching course, etc.) the agreement is dissolved until a replacement instructor agrees to teach to the articulation standards.
- Before you meet with faculty, develop an articulation template or checklist that will help guide the articulation discussion. It is especially helpful to have identified the colleges “absolutes” versus those things that might be negotiable.
- Tech Prep directors do not develop articulation agreements in “isolation” but rather serve to guide the process, mediate the discussion & help instructors reach consensus about curriculum, competencies and assessment.
- College faculty determine which competency standards will be used for articulation purposes – ie, industry certification (CISCO, WABO, STARS, etc.), industry standards, college determined course outcomes or some combination of all. Competencies must be stated in a measurable format.

- Good communication is absolutely essential: establish a strong communication network with both the high school and college partners.
- The best articulation agreements are developed in an environment of *good faith*. Good faith evolves from a partnership grounded in *trust* and *strong communication*. As Tech Prep Directors, we can't stress enough the importance of establishing a strong communication network between all partners.
- Establish a "single point of contact" communication system to ensure all issues, questions, requests about articulations are funneled through the same person/office.
- The issue of payment or stipends for articulation work completed by faculty may need to be discussed. As a standard practice, some colleges provide stipends and some do not. Before any kind of stipend is discussed be sure to consult the college administration and negotiated contracts.
 - ❖ Some consortia use Tech Prep funds to pay the cost associated with hiring substitutes for teacher release time so articulation related curriculum work can be completed during the regular work day.
 - ❖ As a participation "incentive," some teachers would rather receive classroom materials, or new resources (software, videos, textbooks, etc.) to help them implement the new "college" program in the high school classroom, rather than receiving "personal stipends." Some consortia pay registration fees for teachers to attend training workshops related to the articulated program.

There are a variety of ways to provide "compensation" for faculty involved in developing articulated programs – you just need to discover what works best for your community of teachers.

WA State Tech Prep Directors Association Statewide Articulation Guidelines

Common Areas of Practice

The Articulation Committee was charged with three primary goals:

1. Review currently used articulation forms and process steps (from those submitted by Consortium Directors)
2. Develop a recommendation for a statewide articulation agreement model and process
3. Streamline the articulation process and associated paperwork

The committee identified common areas of practice and noted many unique or “optional” articulation agreement features. Based on recommendations from the review committee and Consortia directors, we have agreed to adopt the following articulation models. The model articulation templates will provide a measure of *statewide quality assurance* when developing articulation agreements between college and school district partners and hopefully help streamline the paperwork involved in developing articulation agreements. The following information is summarized as a guide or “checklist” to be used by Consortia directors when revising current or developing new articulation agreements. Sample documents are provided to help model the statewide agreement format.

Consortia directors agreed that two types of articulation agreement models should be developed: administrative and instructional. Each format addresses a different level or type of agreement and should address the agreement elements specific to that group (superintendents versus teachers). The Articulation Committee recognizes that each Consortium has some unique features that may need to be identified in their agreements. However, the majority of Consortia share many more elements in common...thus making the statewide agreement easy to implement across all consortia. At a minimum, the following items should be included in all consortium articulation agreements – unique features may be included as “optional” elements.

For all consortia in Washington State, the following articulation models have been adopted by Association membership for statewide implementation:

- Consortium Memorandum of Agreement: *MOA template adopted 7/17/07
Attorney General’s Office reviewed & approved 8/15/07*
- Program Articulation Agreements: *template adopted 1/30/08*
- College Competency Checklist/Profile: *adopted 1/30/2008*
- High School Request for Articulation Form: *template adopted 9/11/08*

Consortium Memorandum of Agreement – MOA *(Reviewed-Adopted by membership 7/17/07)*

An agreement between all district/high school and college partners. The agreement establishes the policies and a guideline used to facilitate the Consortium’s development and implementation of articulation agreements and establishes how the partnership will work together. This agreement would be signed by the college president (or designee) and all school district superintendents (or designees). We recommend only ONE master agreement be created per consortia that includes all partnership details, articulation requirements and guidelines (approximately 2-3 pgs + signatures). *See appendix A for MOA template model.* Carl Perkins Act of 2006 (see page 6) requires the lead administrators from secondary and postsecondary partner institutions to annually sign a master agreement (MOA). We recommend Tech Prep Directors have their MOA signed by December 31 of each year.

Key elements of this agreement:

- Identifies the district/high school/college partners
- Establishes the agreement process
- Identifies college standards/expectations
- Identifies district partner expectations
- Identifies instructor qualifications
- Identifies credit transfer issue
- Identifies agreement revision/renewal policy *(reviewed regularly and approved annually by the lead administrators of the secondary & postsecondary partnership institutions)*
- Identifies “termination” clause
- Includes all authorizing signatures

Optional Items:

- Consortium membership fees and how/when funds will be collected

Program Articulation Agreements *(Reviewed- Adopted by Membership 1/30/08)*

Multiple program articulations will be developed as “addendums” to the master consortium partner’s agreement (MOA). These agreements include the articulation elements unique to this particular program and college course(s) and provide the “quality assurance controls” required by the college partners. Program articulations are with teachers not schools. Individual instructors are approved to offer their high school course as a college equivalent. To help streamline the amount of time and paperwork associated with individual course articulations, the committee *recommends* these agreements be developed by program or department (Accounting, Interactive Media, Welding, etc.). Each department or program may have multiple individual course articulations within the pathway and multiple high school partners and teachers implementing the articulations.

Key elements of articulation agreements:

- Courses selected for articulation are generally considered entry level or foundation courses as established for specific professional technical programs (100 level & above). Each college determines the quantity and level of courses offered for articulation.

- Program of Study description/overview (or course descriptions), including list of college course #'s, credits, etc. articulated with each partner high school.
- List of course competencies as identified by the college faculty.
- Assessment strategies or requirements (testing, portfolio, demonstrations, etc.) – may be included as part of the competency list.
- Determine length of time it will take students to cover the college course content (is one college quarter equivalent to one high school semester or full school year, etc.).
- Grading standard: *to earn college credit through Tech Prep, students must achieve a B or better average/3.0*
- Articulation procedure: a description of the process used for students to apply for college credit & for teachers to verify student's eligibility to earn the credit.
- Renewal process – agreement is reviewed/updated regularly or as course requirements change or as instructors change (either high school or college instructors); may require an annual teacher/course verification process. If a HS instructor leaves a school, then the agreement should be put on "hold" until a new instructor is approved by both the HS and the college partners.
- Faculty meetings – an opportunity for high school & college faculty to meet & discuss curriculum content, skill development, assessment strategies, etc. related to the articulated courses being offered; support teacher networking opportunities.
- Signatures: at a minimum, the articulation agreement should be signed by the participants directly involved in the design and implementation process. Signatures should include the college designated administration (workforce or program Deans and faculty) and high school administration (CTE Director/Principal) and teachers. Additional signatures may be required by some colleges.

Optional Items:

- Teacher certification requirements specific to program if required by college program (note: vocational certification requirements are covered in the MOA document)
- Identification of program CIP code to align course between HS and college
- High school syllabus requirements (to include required Tech Prep information)
- Student portfolios
- Statement of Instructional philosophy
- Required attendance at skill development workshops for college & high school faculty
- Providing Tech Prep program information to students and parents
- Fees students required to pay

NOTE: each college retains the right to require a student to retake a course(s) if the student is not able to demonstrate competence once they actually enter the college program. This information is stated at bottom of page one of the "administrative" MOA template.

Program Articulation Agreement Model Template: *(adopted by membership 1/30/08)*

Based on our review of consortia articulation agreements, the Articulation Committee recommends adoption of the model articulation template attached to this document. As articulations are developed or updated, the new template model will be implemented. See *MASTER Program Articulation Agreement template - appendix B.*

Review & Renewal of Agreements *(Reviewed-Approved by membership 1/30/08)*

Based on what we know about the articulation process and using Perkins language as a guideline, the WA State Tech Prep Directors Association has agreed to the following:

- ❖ **The Consortium Memorandum of Agreement** (Master Articulation Agreement) will be reviewed and resigned annually by the lead administrators of the Consortium's secondary and postsecondary education partners (college presidents & superintendents).
- ❖ **The Program Articulation Agreements** should be regularly reviewed/updated and resigned by college faculty/deans and CTE directors/HS teachers on a predetermined schedule, not to exceed a three (3) year rotation, or as deemed necessary due to changes in the college course content, structure or faculty.

Note: if colleges require an annual review of *all* program articulations, then no additional "teacher/course verification" process is required.

Additional Supporting Articulation Elements and Forms in Common

In the review of processes and agreements currently being used by state consortia, the following items appeared to be consistent across most consortia. To further our efforts in development of statewide articulation agreements, the following items have either been adopted for use or are recommended for use by all WA State Tech Prep Directors/Consortia. Sample forms are included in the appendix.

Adopted by Membership:

- High School Request for Articulation Checklist / Form
- Competency Checklist/Profile

Recommended by Membership:

- High school syllabus language for Tech Prep
- Annual teacher verification process - verifying teachers & courses taught (choose to do with individual teachers or by school with CTE director serving as intermediary)
- Process for regular review/update of all articulation agreements (meetings between high school & college faculty or other professional development opportunities)
- Establish a document control and maintenance system

Future Efforts - Review/Provide Recommendations for Statewide Adoption:

- Programs of Study / Career Pathway / Career Maps

Guidelines for Out of Consortium Articulation (Affiliate Partners)

As we continue increasing opportunities for our local high school partners to develop articulations, we will experience an increase in requests for *cross-consortia* articulations. To help provide consistency in expectations and streamline the process for everyone (high school and college partners), the following *cross-consortia* articulation guidelines are recommended:

- All requests for articulation begin at the local level with the Consortium director serving as the point of contact (see steps 1-4 below).
- All articulation requests should be arranged with local consortium college partners if at all possible. If a requested program is not available locally, then an “out of consortia” articulation may be arranged (see steps 5-7 below).
- Since most students typically attend the community/technical colleges in their community or local region, TP Directors are encouraged to seek “out of consortia” articulations with colleges where students are most likely to attend.
- **Consortia directors in WA State have adopted a common set of elements required when high school instructors/CTE Directors are requesting an articulation. The elements are outlined on the *High School Request for Articulation Form*.** To help avoid teachers “shopping around” for articulations, we recommend TP directors communicate frequently to ensure the articulation process steps are being followed.
- CTE directors and high school teachers need to be informed up front about any possible fees that might be charged to develop an affiliate partner articulation (ie, consortium membership fees or fees charged by colleges for transcribing, etc.). Fees may impact a schools ability to participate as an “affiliate” partner.
- High Schools developing an “out of consortia” articulation are expected to follow the same articulation requirements as other schools within the consortium partnership.

A request for articulation begins with the high school instructor:

1. HS instructor completes a High School Teacher Request for Articulation form (all information complete & appropriate documents attached).
2. A copy of the form is submitted to the high school’s CTE director/principal (ensures the CTE director is aware of the request and is supportive of the process).
3. CTE director or HS teacher sends the completed form to the local Tech Prep Consortium Director requesting articulation be approved and/or developed.
4. If the articulation is currently available at the local consortium level, then approval process follows all internal articulation development steps. The local TP Director will work with the high school teacher and CTE Director to complete the articulation process.
5. If articulation is not available locally, the TP Director will seek appropriate alternative options. TP Director contacts other consortia where best match of competencies exists, keeping within the same regional area if possible .
6. If “out of consortium” TP Director agrees to facilitate an articulation, then contact information is sent to the person who initiated the request (teacher or CTE Director). The individual then initiates a follow-up contact and begins the articulation process.
7. Once the articulation is complete, the “out of consortium” TP Director notifies the “local” TP Director regarding the outcome of the process; for FYI purposes, a copy of the final agreement is sent to the “local” TP Director.
8. The “out of consortium” TP Director then initiates “affiliate” partner status for new school member (ie: appropriate signatures on MOA and program articulation agreement, etc.).

SBCTC POLICY HANDBOOK
APPENDIX H: TECH PREP EDUCATION:
GUIDELINES FOR STATEWIDE ARTICULATION
USING THE DIRECT TRANSCRIPTION METHOD
Updated September 19, 2002

Preamble

The implementation of state and federal education reform initiatives over the past decade has advanced the development of joint high school-college programs including Tech Prep, Running Start and College in the High School. These programs have among their goals the articulation of secondary and post-secondary education programs, increasing the availability of college-level courses and programs to secondary students, and recognizing the achievements of secondary school students who have successfully completed college-equivalent courses and programs. The benefits of these articulation agreements for students, parents, high schools and colleges have been widely recognized.

Tech Prep education was among the first of federal programs to promote the use of competencies for instructional programs and secondary-postsecondary articulations. Each of the state's 22 Tech Prep consortia have developed competency-based articulation agreements between high schools and colleges that help students transition from high school into post-secondary professional-technical programs. Tech Prep articulations are used by colleges to award credit to students who complete college-equivalent courses and programs while still in high school. Articulation agreements between the individual college and school define the criteria for equivalency and the granting of credit. [RCW 28B.50.530](#) authorizes community and technical college boards of trustees to establish such agreements in cooperation with local high school district boards. (1)

Maximizing the benefits of Tech Prep articulation for students requires a reliable, systematic approach for granting and tracking college credits for equivalent high school courses. The Direct Transcription model provides a method for achieving statewide articulation for Tech Prep programs by ensuring the quality and transferability of articulated credits from high schools to community and technical colleges and between two-year colleges statewide.

The following policy guidelines (modeled after those developed for the College in a High School program, endorsed by the Instruction Commission) provide a policy framework and operational structure for colleges and high schools to facilitate the implementation of a statewide articulation model through Direct Transcription. The guidelines consider requirements for transferability of course credits to the public community and technical colleges of the state and the requirements of the Northwest Association of Schools and Colleges.

1 RCW 28B.50.530: —**Agreements for use of services or facilities between district boards of trustees and schools boards.** The district boards of trustees and the common school boards are hereby authorized to enter into agreements for the use by either of the other's services, facilities or equipment and for the presentation of courses of either for students of the other where such agreements are deemed to be in the interests of the education of the students involved.||

Policies and Guidelines

Articulated Tech Prep programs provide college-equivalent courses in high school locations to serve qualified secondary students enrolled at the high school.

All courses and credits awarded to high schools students through the statewide articulation (Direct Transcription) model must be based upon an established written articulation agreement in which relevant college and high school faculty jointly agree on course equivalency, common letter grading standards and a standardized transcribing process. Individual colleges retain authority over the granting of college credits for articulated programs.

All articulated courses taken by high school students for college credit shall be competency based. Where available, articulated courses should be based on state recognized industry-defined skill standards. The college partner shall be responsible for determining what competencies will be required to meet the college's course requirements. Competencies need to describe the assessment method(s) used to verify student accomplishments.

The college has ultimate responsibility for determining acceptable grade standards. In general, students should be required to earn a grade of 'B' or better to be granted college credit for articulated courses.

The college may assess participating students a fee to offset the costs associated with direct transcription.

All articulated courses taken by high school students for college credit should be taught by vocationally-certified and endorsed instructors. WAC states that secondary vocational certification will be accepted by the community colleges.²

The college awarding the credit must be regionally accredited.

Direct transcription of college credit should be initiated at the time of course completion.

Participating schools and colleges should inform students participating in Tech Prep programs, in written publications, that vocational credits, including those awarded through direct transcription, may not transfer to four-year institutions or other colleges outside of the state's community and technical college system. Students should be notified that it is their responsibility to consult with those institutions concerning specific credit transfer and admissions requirements.

2 WAC 131-16-095 (2) —Defining reciprocity|| states that secondary vocational certification will be accepted by the community colleges. Specifically, —It is also recognized that a vocational teaching or counselor certificate issued by the Office of the Superintendent of Public Instruction will be recognized by the community and technical colleges as fulfilling the minimum requirements for the specified subjects contained in the certification.||

Participating schools and colleges should record Tech Prep students and credits using available local and state data and information systems (i.e., P210, SMS) to provide a record of student achievement, program accountability and evaluation.

Participating schools and colleges must assure compliance with all applicable state regulations and the federal requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the American Disabilities Act of 1991, Section 504 of the Vocational Rehabilitation Act of 1973; and the Age Discrimination Act of 1975.

Amendment and Endorsement

Amendment: Tech Prep courses shall not be designated through the use of a unique identifier on individual student transcripts.

These guidelines and amendment were endorsed by:

Vocational Technical Council, May 18, 2000

Instruction Commission, May 19, 2000

Washington Association of Community and Technical Colleges (Education Committee), May 24, 2000

APPENDIX C

INTERCOLLEGE RELATIONS COMMISSION ASSOCIATE DEGREE COURSE LIST PART II: RESTRICTED SUBJECT AREAS FOR TRANSFER

(May 1995)

The following list is intended to provide Washington community colleges with information regarding restrictions on the transferability of courses taken in fulfillment of Associate degree requirements.

PLEASE NOTE: This list represents an intercollege agreement and is not meant to reflect the transfer policy of any individual institution. It is the understanding of the representatives of participating baccalaureate colleges that Associate degrees meeting the ICRC guidelines would ordinarily include no more than 15 credits in subjects on this list, unless a special agreement had been arranged with the particular receiving institution.

In addition to the subject areas listed, community college representatives should be aware that credits granted for CLEP exams, military experience and training courses, life and work experience, and other nontraditional credits are also not acceptable at most colleges, and are restricted within the same 15-credit limit as the listed subjects. Credits for College Board AP exams are generally granted directly by the receiving institution on the basis of score reports, and are not treated as transfer credits.

Accounting ¹	ONLY Principles I, II, III are transferable
Adult Basic Education	
Aeronautics/Aviation	
Administration of Justice ¹	(Criminal Justice, Law Enforcement, Police Science, Corrections)
Agriculture ¹	
Air Conditioning/Heating/Refrigeration	
Aircraft Repair	
Allied Health Program	
American Institute of Banking (AIB)	
Animal Technology	
Appliance Repair Technician	
Applied Linguistics	
Architectural	
Auto Mechanics	
Avionics	
Banking and Finance	
Barbering	
Biomedical Equipment	
Boat Building	
Business and Office Technician	
Career Planning/Exploration	
Carpentry/Construction Methods	
Chemical Dependency	
Childcare	
Chiropractic	
Clothing and Apparel	
Commercial Design	
Communications (Radio, TV, Film) ¹	
Computer Information Systems	

Computer Repair
Consumer Education
Cooking and Baking
Cooperative Work Experience, Field Experience
ONLY Practicum in Teacher Education is transferable (Effective Fall 2007)

Cosmetology
Counseling Psychology
Court Reporting
Culinary Arts (Cooking, Baking)
Custodial Training/Maintenance
Data Processing
Courses in technical data processing/data entry, personal computer use and software packages and their applications are not acceptable. For acceptable courses in Computer Science, see the Associate Degree Course List Part I.

Dental Assistant
Dental Hygiene
Diagnostic Ultrasound Technology
Diesel Mechanics
Dietician
Diving Technology
Drafting
Early Childhood Education¹
Education¹
Electronics
Emergency Medical Technician
Engineering Technology
English as a Second Language
Environmental Technology
Equine Sciences
ESL (courses that are preparation in English)
Family Life
Farm and Industrial Machinery Maintenance
Farrier/Horseshoeing
Fashion Design and Merchandising
Fire Science
Fisheries¹
Fisheries Technology
Fitness Technology
Floristry¹
Food Service
Forest Technology
Forestry
General Studies
Gerontology Assistant
Graphics Reproduction¹ **ONLY Introductory survey course in Graphic Arts is transferable**
Hazardous Materials
Health (First Aid)
Health Technologies (Radiology, Biomedical Photography, etc.)
Histotechnology
Home Economics EXCEPT courses in the scientific study of nutrition are transferable
Horology
Horticulture
Hospitality
Hotel/Motel Management
Human Resources

Human Services (counseling, gerontology, community health advocate, etc) ¹
 Independent Study
 Industrial Relations, Industrial Sciences
 Instructional Assistant
 Instrumentation and Control
 Interior Design and Merchandising
 Interpreter Training
 Journalism
 Keypunch Operator, Data Entry
 Labor Relations and Studies EXCEPT labor history and economics courses are transferable
 Landscaping
 Leadership Skills
 Legal Studies
 Leisure Services
 Library Skills, Library Technician
 Life Skills
 Machining, Machine Shop
 Marine Technology
 Marketing ¹
 Mechanics
 Media Technology
 Medical Technology
 Microcomputers
 Mid-Management
 Military Science (lower division)
 Nanny
 Natural Resources
 Needle Trades Technology
 Nondestructive Testing
 Nuclear Technician
 Nursing/Nurse Aid
 Nursing Home Administration
 Occupational Education
 Oceanography Technology
 Office Occupations, Skills and Technology
 Ophthalmic Dispensing and Technology
 Optometric Technician
 Paralegal
 Paraprofessional programs
 Parent Education
 Parks and Recreation ¹
 Peer Counseling and Advising
 Personal Development and Human Relations
 Pharmacy Assisting
 Photographic Equipment Technician
 Physical Therapy Assisting
 Practical Nursing
 Preschool and Parenting
 Procurement/Purchasing
 Professional Development
 Public Works Technician
 Pulp and Paper Manufacture Technology
 Quality Control
 Radio and Television Technology
 Radiological Technology
 Reading

Transfer Policy in Washington State

Report of the Joint Access Oversight Group

December 2007

Executive Summary

Students in Washington have the advantage of a robust higher education system that provides many paths to a baccalaureate. A statewide transfer policy helps students take classes at two and four-year institutions while they earn bachelor's degrees. This policy works well for most students. Nevertheless, students need plenty of good information to navigate their chosen paths to efficiently and effectively meet the bachelor's degree requirements for general education, major specific and elective courses.

Student choices: Pathways in preparation for transfer:

- **Direct Transfer Agreement associate's degree (also called "the DTA"):** 60 quarter credits of general education courses, plus courses that prepare students for classes in their major and electives.
- **Associate of Science – Transfer (AS-T):** Includes the math and science courses needed to prepare students for biology, chemistry, earth science, physics, computer science and engineering majors.
- **Major Related Program (MRPs):** Specific course plans that prepare students for their majors, including general education courses and a limited number of electives.
- **Associate in Applied Science (AAS-T):** A workforce degree developed to meet industry standards for immediate employment, which students can apply toward applied specific baccalaureate degrees.
- Transfer before completing an associate degree.

When do courses transfer?

Courses as a part of associate degrees that parallel traditional freshmen/sophomore courses: The courses that transfer best are the ones that parallel those taken by freshmen and sophomores at universities seeking entry to the same major – the MRP, DTA and AS-T pathways (see above) are designed specifically to achieve that parallel course selection. By taking these degrees students are assured that:

- At least 90 quarter credits will transfer,
- A small number of technical courses will transfer (ranges from 5 to 15 quarter credits),
- Courses will transfer to the university, even if the student changes his/her major, and
- Students will not need to repeat courses and course sequences already completed.

Courses in workforce-related associate degrees: Courses taken in the AAS-T (workforce degree) transfer best to an applied baccalaureate degree that is specifically designed to match up with the focus in the workforce degree. Otherwise, the technical coursework does not generally transfer. If students transfer outside of an applied baccalaureate degree, they may need to take introductory courses taught with a theoretical perspective that cover similar topics to the applied course work already completed.

Courses without an associate degree: Students who transfer without a degree and take courses similar to those traditionally offered by universities will have those transfer courses accepted. However, a course taken without completing a degree may not transfer if there is no parallel course offered at the student's baccalaureate institution.

While the details above are comprehensive, they are also complex. Students need the advantage of a **web-based statewide advising tool kit** to help them know with confidence which classes will help them efficiently get to their goals.

SECOND SUBSTITUTE SENATE BILL 6377

AS AMENDED BY THE HOUSE

Passed Legislature - 2008 Regular Session

State of Washington 60th Legislature 2008 Regular Session

By Senate Ways & Means (originally sponsored by Senators Hobbs, Fairley, Rockefeller, McAuliffe, Kohl-Welles, Berkey, Shin, Regala, Oemig, Kilmer, Eide, Fraser, Franklin, and Rasmussen; by request of Superintendent of Public Instruction) READ FIRST TIME 02/12/08.

AN ACT Relating to secondary career and technical education; amending RCW 28C.04.100, 28C.04.110, 28A.230.097, 28A.655.065, 28A.600.045, 28B.102.040, and 28A.505.220; amending 2007 c 399 s 3 uncodified); amending 2007 c 354 s 12 (uncodified); adding new sections to chapter 28B.50 RCW; adding new sections to chapter 28A.245 RCW; adding a new chapter to Title 28A RCW; creating new sections; recodifying RCW 28C.04.100, 28C.04.110, and 28C.22.020; repealing RCW 28C.22.005 and 28C.22.010; providing an effective date; and providing an expiration date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. (1) The legislature finds that many secondary career and technical education programs have made progress in retooling for the twenty-first century by aligning with state and nationally certified programs that meet industry standards and by increasing the rigor of academic content in core skills such as reading, writing, mathematics, and science.

However, the legislature also finds that increased expectations for students to meet the state's academic learning standards require students to take remedial courses. The state board of education is (p.1 2SSB 6377.PL) considering increasing credit requirements for high school graduation. Together these policies could restrict students from pursuing high quality career and technical education programs because students would not have adequate time in their schedules to enroll in a progressive sequence of career and technical courses.

The legislature further finds that teachers, counselors, students, and parents are not well-informed about the opportunities presented by high quality career and technical education. Secondary career and technical education is not a stopping point but a beginning point for further education, including through a bachelor's degree. Secondary pre-apprenticeships and courses aligned to industry standards can lead directly to workforce entry as well as to additional education. Career and technical education is a proven strategy to engage and motivate students, including students at risk of dropping out of school entirely.

NEW SECTION. Sec. 107.

1. The office of the superintendent of public instruction, the workforce training and education coordinating board, the state board for community and technical colleges, the higher education coordinating board, and the council of presidents shall work with local school districts, workforce education programs in

colleges, tech prep consortia, and four-year institutions of higher education to develop model career and technical education programs of study as described by this section.

2. Career and technical education programs of study:
 - (a) Incorporate secondary and postsecondary education elements;
 - (b) Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that are aligned with postsecondary education in a related field;
 - (c) Include opportunities for students to earn dual high school and college credit; and
 - (d) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
3. During the 2008-09 school year, model career and technical education programs of study shall be developed for the following high-demand programs: Construction, health care, and information technology. Each school year thereafter, the office of the superintendent of public instruction, the state board for community and technical colleges, the higher education coordinating board, and the workforce training and education coordinating board shall select additional programs of study to develop, with a priority on high-demand programs as identified under section 102 of this act.

NEW SECTION. Sec. 108. A new section is added to chapter 28B.50 RCW to read as follows:

(1) It is the legislature's intent to recognize and support the work of community and technical colleges, high schools, and skill centers in creating articulation and dual credit agreements for career and technical education students, in part by codifying current practice.

(2) Community and technical colleges shall create agreements with high schools and skill centers to offer dual high school and college credit for secondary career and technical courses. Agreements shall be subject to approval by the chief instructional officer of the college and the principal and the career and technical education director of the high school or the executive director of the skill center.

(3) Community and technical colleges may create dual credit agreements with high schools and skill centers that are located outside the college district boundary or service area.

(4) If a community or technical college has created an agreement with a high school or skill center to offer college credit for a secondary career and technical course, all community and technical colleges shall accept the course for an equal amount of college credit.

SAMPLE TEMPLATES

All documents mentioned throughout this guide are posted to the WA State Tech Prep Directors Wiki. Each document is saved in a Word format for easy editing and inclusion of local consortium logos, & specific program information. As documents are updated, the most recent versions are posted to the Wiki. Please make sure you are using the most current version of the state approved documents (see header/footer for date).

See page 30 for a list of documents posted to the Wiki.

WA State TP Directors Wiki


<http://techprepwa.pbwiki.com>


Click on Articulation Documents section. The TP Directors Guidelines Handbook is at the top of the list. All sample templates are grouped by category & posted individually.


NOTE: for easier access by high school teachers and CTE directors, some of the articulation related documents will be posted to the WA State Tech Prep website: www.techprepwa.org

Tech Prep Director's Guideline Handbook


The information and documents included in this guide have been reviewed, approved and adopted by members of the WA State Tech Prep Directors Association. As the Articulation Committee develops, reviews and updates documents, the most current versions will be posted below. The full membership will review documents for statewide adoption at various times throughout the year. To help you quickly find the information you need, articulation policy guidelines, adopted statewide templates and a variety of sample documents will be posted individually. If you need clarification about a document, please contact the current Articulation Committee Chairperson (Linda Cowan, 2008-09).

 [Articulation Guidelines2007-09.doc](#) Guidelines Updated 1/27/2009 (30 pgs) - includes information about state policies, articulation guidelines and adopted articulation documents)

 [Appendix H-SBCTC Tech Prep Policy-2002.doc](#) SBCTC Policy Handbook - Tech Prep Education: Guidelines for Statewide Articulation Using the Direct Transcription Method (Appendix H, pages 64-66)


 [ICRC Appendix C.doc](#) ICRC-Appendix C ICRC Handbook 2008 Update - Appendix C (courses that can be articulated through the Tech Prep process)


MOA Agreement Template


 [Master Consortium MOA 2007-template.doc](#) (State Adopted Master Consortium MOA-Template)

Program Articulation Agreement Template and Sample Agreements


 [Master Prog Articul Agree2008-template.doc](#) (State Adopted Program Articulation Agreement - Template)


 [Sample ArticAgree-CCA Prog.doc](#) (Sample Program Articulation Agreement - Building Construction)


 [Sample Articul Agree-Engineering.doc](#) (Sample Program Articulation Agreement - Engineering)

 [Sample ArticAgree-Visual Arts Prog.doc](#) (Sample Program Articulation Agreement - Visual Arts)


Teacher Verification & Request for Articulation Forms (High School Teachers)


 [Sample Teacher Verification Form-BasinTP.doc](#) (Sample Teacher Verification Form-individual teacher)


 [Sample-Teacher Verification Form.doc](#) (Sample Teacher Verification Form - individual teacher)

 [Sample TeacherVerification by School.doc](#) (Sample Teacher Verification Form - by school)

High School Teacher Request for Articulation Form


 [Guidelines for HS Articulation Request.doc](#) WA State Guidelines for High Schools Requesting Articulation – one page document outlining process steps for requesting an articulation (revised & approved 1/22/09)

 [State HS Request for Articulation Form-Template.doc](#) (Adopted elements and form 1/22/09) - the form outlines the elements required and documents to be submitted to establish an articulation agreement at any WA State community or technical college.

 [TP Office Only-Articulation Approval Form.doc](#) This form is for Tech Prep Director use only – intended for “housekeeping” information when reviewing/approving an articulation request.


Sample Syllabi


 [Sample Syllabus-Culinary.pdf](#) (Sample Syllabus - BHS Culinary Program)


 [Sample Syllabus-NVHS-Bldg Construction.doc](#) (Sample Syllabus - NVHS Construction Technology)

 [Sample Syllabus Language Instructions-Welding.doc](#) (Sample - HS Syllabus Language for TP Courses)

Sample Competency Lists

 [Sample Competency List-Construction.doc](#) (Sample Competency Checklist - Construction)

 [Sample Competency List-Engineering.doc](#) (Sample Competency Checklist – Engineering)

 [Sample Competency List-Nursing.doc](#) (Sample Competency Checklist - Nursing)