

Monroe ■

County ■

Community ■

College ■



High School to MCCC Tech Prep/Articulation

Guidelines and Procedures

Monroe County Community College

High School Course Articulation Guidelines

If a division at Monroe County Community College determines a high school course should/could be eligible for *Articulated* credit from a partner high school, that division needs to determine if the articulated credit will be awarded based upon one of two methods:

1. Examination
2. Direct Articulation

Using A “Tech Prep” Course Articulation Exam

- 1) The appropriate Division faculty member(s) will develop an examination which would effectively assess a high school student's ability and skill in a given course of study. This level of skill or acquired competency evaluated should equal that which a student would possess upon completion of the corresponding MCCC course. This exam may be of any nature as deemed appropriate for the course materials (essay, project based, problems, objective questions, etc.)
- 2) Once this examination has been developed by the Division, a copy will be sent to the Tech Prep/CTE Counselor or Coordinator's office where it will be maintained on-file. This exam must have been created/reviewed no more than two years from the projected date of administration to the student. *(Example: If a student wishes to take a CIS 109 Articulation Exam on September 30, 2006, the test must be dated after October 1, 2004.)* **It is the appropriate division's faculty member's responsibility to ensure the currency of the Tech Prep/Articulation Exam to be utilized.** The Dean of the Division must be consulted and “sign-off” on the update or revision of an existing test or the creation of a new test.
- 3) For courses where articulated credit is often desired by partner high schools on an on-going basis (CIS 130, Introduction to Computer Information Systems, for example) master copies of the exam will be duplicated and forwarded to the appropriate contact at the partner high school. When a course is less typically awarded articulated credit, the individual partner high school contact will be responsible for contacting the Tech Prep Coordinator at MCCC to request a copy of the exam.

- 4) The partner high school is responsible for maintaining the security of the exam. The exam will be administered and graded by the high school teacher in the appropriate discipline. The results of the exam will be recorded and a Tech Prep/Articulated Credit Verification Form will be signed by the high school contact and returned to MCCC.
- 5) When changes or modifications to the MCCC course occur and the curriculum is updated, the corresponding exam must also be updated or modified to reflect the change in the course.

Directly Articulated Credit

- 1) In some instances it is more appropriate for credit for high school work to be “directly articulated” to MCCC. This would be in an instance where the use of an examination would not be effective or efficient. An example of this might be in a case where direct observation of a skill or procedure is necessary for determining skill level. (i.e.: Welding) In other cases the MCCC instructor through consultation with representatives from partner high schools, may determine that completion of a pre-determined amount of course-work and satisfaction of pre-established competencies at the high school should/could be equivalent to a particular course at MCCC.
- 2) When direct articulation of credit is the desired course of action, it is necessary for the MCCC faculty member and appropriate Division Dean to review the MCCC course *Outline Of Instruction* and the *Expanded Outline* to reach agreement on the basic outcomes and competencies which must be met by the high school student desiring college credit for that course. The Outline and Expanded Outline date of creation or last revision/review should be no older than 2 years from the projected date of receipt of the articulated credit. (*Example: Student wishes to receive credit for MDTC 160 via Direct Articulation upon graduation from high school – June 2, 2006. The Articulation agreement and the Outline of Instruction must have been dated no earlier than June 1, 2004.*) While the Articulation Agreements will be maintained in the MCCC Tech Prep Office, the Outlines of Instruction and Expanded Outlines will be housed within the appropriate division (either in paper form or electronically <Web based> which would be easily viewable by the MCCC Tech Prep Coordinator or the high school personnel).

- 3) Once the course information has been reviewed, the faculty member(s) (and appropriate division dean) will determine what method is to be used by the high school teacher to determine if his or her student has met the requirements for articulated credit to be awarded. These methods could include but would not be limited to:
 - a. A basic check-list of competencies (developed within the division)
 - b. Completion of a Portfolio of the student's work (meeting outcomes)
 - c. Confirmation of satisfactorily completing a course or series of courses at the partner high school
 - d. Submission of pre-determined projects or other artifacts from the high school experience (established by the division)
 - e. Regardless of what method is utilized, a copy of any agreement outlining the stipulated required assessment evidence (i.e. competency check sheet) must accompany the signed articulation form which will be maintained on-file in the Tech Prep Coordinator's office.
- 4) After the student has completed the agreed-upon method for meeting the articulation requirement, the high school teacher and high school contact will complete and sign a Tech Prep/ Articulated Credit Verification Form requesting credit for the course in question be awarded to the student. This form will be sent to the MCCC Tech Prep Coordinator.
- 5) Any time there is a change, modification or update to the MCCC course curriculum for which there is a direct articulation process, the nature of the process, including the required evidence of skill attainment, must be reviewed.

General Rules and Guidelines

- In either process described above, the student will be responsible for following all appropriate steps and procedures for enrolling at the College.
- In either case, articulated credit will only be awarded once the stipulations outlined in the Articulation Agreement have been met. Examples might include:
 - * Completion of any credit course;
 - * Completion of a minimum number of credit hours at MCCC;
 - * Completion of a more advanced course in a particular curriculum (i.e. MDTC 161 for MDTC 160 credit).

- Articulated credit may only be earned by a high school student **prior to graduation** from his or her high school. Once a student has graduated from high school, he or she may not retroactively request Tech Prep/Articulated credit.
- If a student has completed the defined requirements for articulated credit, and the high school coordinator/contact has signed a Tech Prep/Articulated Credit Verification Form prior to graduation, the request for the articulated credit must be made by the student within three years of graduation from high school. The student will have 3 years from the date of graduation from high school to request the articulated credit at MCCC.

Roles and Responsibilities of the Parties

High School Teacher

- Contact MCCC to express an interest in possible course articulation(s)
- Review the MCCC course student learning outcomes or competencies to be attained by completion of the College course
- Meet with the appropriate MCCC instructor(s) and provide lists of course activities, tasks and competencies which are completed and/or mastered during the high school course in question. Reach agreement that the high school course will indeed meet the outcomes of the MCCC course
- Help determine if the college credit to be earned should be awarded via *Examination* or via *Direct Credit*
- Complete and sign a *Course Articulation Agreement*
- Upon a student's completion of the required course activities, the high school teacher will verify with a signature on the *Tech Prep/Articulated Credit Verification Form* that the student has either satisfied the requirements for direct credit or has completed the appropriate Tech Prep/Articulation Examination
- If the Examination method is to be utilized, the high school teacher is responsible for administering and grading the appropriate exam
- Once the form is signed, it should be forwarded to the high school CTE coordinator or contact for signature

High School Administrator/CTE Coordinator

- Organize and coordinate the articulation program within the high school
- Communicate on a regular basis with the Tech Prep Coordinator at MCCC to keep abreast of changes to procedures or programs
- Review and sign completed *Course Articulation Agreements* as desired
- Help provide a communication link between the high school staff and MCCC
- Maintain records of competency requirements or maintain a file of Tech Prep Exams as may be appropriate
- Provide copies of Tech Prep/Articulation Exams as requested by the high school teacher for administration to identified students wishing to complete the exam
- Review the Tech Prep/Articulated Credit Verification form for completeness and accuracy and then affix his or her signature
- Forward the completed form to MCCC

MCCC Instructor

- Review current college courses and curriculum for consideration of possible articulation targets
- Be receptive to the potential articulated credit for entry-level courses
- Communicate with the area high school partner teachers to establish the appropriate criteria which would allow for articulation of credit
- Make sure all course Outlines of Instruction, and Expanded Outlines (including a list of MCCC course competencies) are up-to-date so the high school partners will have current information on which to base their evaluation of possible course articulation
- Review high school competencies instructed to determine if the high school coursework is eligible or appropriate for MCCC course articulated credit
- Sign *Course Articulation Agreement Form*
- Monitor the progress of students receiving articulated credit to ensure viability of continuing articulation relationship

Division Dean

- Monitor articulation activity within the division
- Participate in the discussions and meetings between the high school partners and the division faculty members
- Review the articulation agreements as proposed and affix signature to the Articulation Agreement Form
- Assure the MCCC course competencies and the high school work continue to be a good match

Tech Prep Coordinator

- Oversee and provide guidance in all aspects of the high school-to-MCCC articulation program
- Review articulation agreements and affix signature to agreement forms as developed
- Work with high school CTE coordinators on developing and maintaining the Program Alignments as developed
- Work to promote the opportunities for high school students to earn articulated college credit
- Maintain all records of articulation agreements and alignment documentation
- Receive, review and forward to the College Registrar, all Tech Prep/Articulated Credit Verification Forms received from high school partners.

High School Student

- Meet all the conditions, stipulations and requirements set-forth in the articulation agreements – could include satisfactorily completing a course to a set grade level, completion of required “artifacts” or passing the Tech Prep/Articulation Exam as required
- Upon completion of the above, the student must follow all “standard” registration procedures to become a MCCC student (found in the College Catalog)
- Meet with a MCCC counselor and be sure to advise him/her there is Tech Prep/Articulated credit available and should be reviewed.

Contact:

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—OR—

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