

**REPORT OF THE  
BOARD OF EDUCATION,  
STATE BOARD FOR COMMUNITY COLLEGES  
AND THE STATE COUNCIL OF HIGHER EDUCATION**

**Statewide Template For  
Articulation Agreement For  
Career And Technical Education**

**TO THE GOVERNOR AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



**HOUSE DOCUMENT NO. 33**

**COMMONWEALTH OF VIRGINIA  
RICHMOND  
2005**



## VIRGINIA COMMUNITY COLLEGE SYSTEM

James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219

January 12, 2005

The Honorable Mark R. Warner  
Governor of Virginia  
State Capitol Building, 3<sup>rd</sup> Floor  
Richmond, Virginia 23219


Members of the General Assembly of Virginia  
State Capitol Building  
Richmond, Virginia 23219

Dear Governor Warner and Members of the General Assembly:

On behalf of the Virginia Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia, I am pleased to submit to you the Career and Technical Articulation Template and Report, pursuant to House Joint Resolution 125 of the 2004 General Assembly. It is my pleasure to endorse the document on behalf of the Virginia Community College System. The VCCS State Board will take action on the articulation template and report at its regularly scheduled meeting on January 20<sup>th</sup>. That action will become part of public record and will be available for reference if needed.

In satisfying the requirement of the resolution, the template represents another significant step in easing the transition of students among the Commonwealth's educational systems. As always, I am committed to the success of students and am proud to be part of this initiative. Please contact me as needed.

Sincerely,



Glenn DuBois, Ph.D.  
Chancellor

C: Dr. Jo Lynne DeMary, Superintendent of Public Instruction  
Dr. Daniel LaVista, Executive Director, SCHEV

Enclosure

# REPORT ON STATEWIDE TEMPLATE FOR ARTICULATION AGREEMENT FOR CAREER AND TECHNICAL EDUCATION

## Executive Summary

House Joint Resolution 125 that was passed by the 2004 General Assembly directs the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE). While there are currently more than 426 articulation course agreements in effect between school divisions and community colleges, these agreements generally do not extend beyond a single community college service region. Also, there are significant differences in both the requirements of community colleges for students to receive articulated credits and the intake processes through which community colleges advise and award credits to students qualified to receive college credits for high school course work.

As a result, a taskforce of staff members and stakeholders from Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) met to identify obstacles and issues related to statewide articulation of CTE programs. The State Committee on Transfer—comprised of representatives of VDOE, VCCS, and four-year institutions—also dedicated several meetings to the topic.

A decision was made to develop statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing level and different locales.

Work teams were organized to identify both those components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program area. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- General Conditions
- Specific Conditions
- Implementation
- Maintenance of the Agreement
- Assessment and Data Collection

Staff of the three leading education agencies (VDOE, VCCS, and SCHEV) met following the taskforce meeting and determined that the VCCS would complete a report on the statewide articulation agreement template. The VCCS presented on behalf of the three agencies, a report to the Advisory Council on Career and Technical Education by November 30, 2004, as well as this report approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly by the first day of the 2005 Regular Session of the General Assembly.

# **REPORT ON STATEWIDE TEMPLATE FOR ARTICULATION AGREEMENT FOR CAREER AND TECHNICAL EDUCATION**

## **I. Project Summary**

Virginia is embarking on a new, statewide approach to ensure that all applicable career and technical education programs are coordinated between education partners of the same level across the state and between education partners of differing levels. This movement toward comprehensive articulation has the full support of the Virginia Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia.

Cooperation between secondary and postsecondary schools can be a principal means of providing high-quality, low-cost career and technical education in Virginia usually designated broadly as “articulation.” The following definition of articulation is the starting point for coordination efforts in Virginia: Articulation is a planned process within an educational system that coordinates instructional programs in such a way that students can move from one instructional level to another, or from one institution to another, without unnecessary duplication or gaps in the instructional process. Articulation agreements ideally minimize the loss of academic credits, reduce duplication in course requirements, and ultimately make career and technical education careers more accessible to new and returning students.

## **II. Project Background**

House Joint Resolution 125 that was passed by the 2004 General Assembly directs the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE). The legislation called for a taskforce of staffers and stakeholders from Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) to identify obstacles and issues related to statewide articulation of CTE programs. The State Committee on Transfer—comprised of representatives of VDOE, VCCS, and four-year institutions—dedicated several meetings to the topic. The taskforce was appointed and convened in Richmond on September 9, 2004, with representatives from secondary education, two- and four-year institutions (see appendix), and private industry participating.

Prior to this taskforce meeting, a decision was made to develop statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology, and Trade and Industrial) identified by the Virginia Department of Education.

The taskforce was then divided into small groups with each team asked to identify both those components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program area. The taskforce then approved a general articulation model that incorporated the following components:

- General Conditions
- Specific Conditions
- Implementation
- Maintenance of the Agreement
- Assessment and Data Collection

Each of these components will be further discussed in the next section of this report.

As a final step in the general taskforce's work, each team assigned to a specific CTE program area went on to develop a sample articulation agreement that would serve to transfer college credits from secondary to community college to university level programs.

Staff of the three leading education agencies (VDOE, VCCS, and SCHEV) met following the taskforce meeting and determined that the VCCS would complete a report on the statewide articulation agreement template. The VCCS was requested, on behalf of the three agencies, to present a report to the Advisory Council on Career and Technical Education by November 30, 2004, and a final report, along with an executive summary, to the Governor and the General Assembly by the first day of the 2005 General Assembly.

### **III. Components of the Articulation Template**

There are currently more than 426 articulation course agreements in effect between school divisions and community colleges. Each of these is designed to award college credits for the satisfactory completion of high school CTE course work.

However, while there are obviously many examples of articulation agreements in the Commonwealth, these agreements, by and large, do not extend beyond a single community college service region although there are certainly examples of community colleges partnering to produce regional career pathways and correlating articulation agreements that serve students in multiple community college service regions. Similarly, there are significant differences in both the requirements required by community colleges for students to receive articulated credits and the intake processes through which community colleges advise and award credits to students qualified to receive college credits for high school course work. The proposed components of the state template for CTE articulation were designed to move the state towards a measurably increased level of alignment between CTE programs but also to ensure that at least minimum quality process standards will be integrated in all future articulation agreements. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels...and different locales.

While all CTE articulation will operate under the same General Conditions, the proposed template allows for variations within the required program components that are appropriate to each specific career program or academic discipline. For example, while the majority of secondary and post-secondary faculty that contributed to this template presented a minimum grade in the designated high school CTE class(es) as a core requirement for articulation with

college level course work, secondary and post-secondary faculty in Automotive Services Technology uniformly preferred ASE certifications over high school grades as a “universal” signifier of individual competency level(s).

The required components of the statewide articulation template are as follows:

### **A. General Conditions**

The content in this section will be consistent from one articulation agreement to the next. The section’s most notable features are the inclusion of four-year universities as potential articulation partners, at minimum through 4+2+2 (secondary through community college through university) programs and the proviso that all CTE articulation agreements will—in and of themselves—contribute towards a goal of “ensuring that career and technical education programs are coordinated statewide regardless of instructional level or institution.” This feature of the template suggests that future articulation agreements might well be evaluated by criteria external to those developed by the partnering school division and college including an alignment—at least in select foundation courses—with other articulation agreements covering the same CTE program or discipline.

The General Condition section of the articulation template reads:

*This articulation agreement:*

- *Is between Virginia secondary public schools, community colleges, and four-year colleges and universities;*
- *Ensures that career and technical education programs are coordinated statewide;*
- *Is effective upon signatures of all parties; and*
- *Remains in effect until written notification of withdrawal by any party.*

### **B. Specific Conditions**

This section includes a description of the academic and/or competency-based requirements that a student must meet prior to an award of articulated credits by a community college or university. These requirements are expected to vary in relation to specific CTE programs and educational partners. However, all articulation agreements will clearly stipulate any and all prerequisites to articulated credits being awarded to any individual student. Such prerequisites or eligibility requirements may include: meeting college or program admissions requirements or successful completion of a high school sequence of both CTE and core academic courses. Eligibility requirements may also extend to earning a minimum end-of-course grade for the articulated high school course. The latter requirement is the one that is most currently used as a prerequisite to receiving articulated credits from a VCCS college. However, four-year colleges that currently articulate with VCCS CTE programs or that are currently working towards that goal present a strong preference for articulating integrated programs of study that contain sequences of core academic and CTE courses rather than standing up agreements to articulate CTE courses.

Currently, there are no VCCS colleges or state universities that report articulating college credits on the basis of business and industry certifications. (There are, however, programs that award articulated credits to students with relevant licensures, such as Licensed Practical Nurses. However, the state template for CTE articulation does allow for the possibility of awarding college credits for state-approved certifications. This feature of the template allows for the possibility of students enrolled in the Path to Industry Certification program to earn college credits towards a college degree through workforce development training that might be offered in a non-credit format. As with the young adults enrolled in Path to Industry Certification, adults participating in workforce development training might gain increased access to a curricular program through the articulation of select certifications with college credit programs.

Section II also requires educational institutions to specify the high school courses that are to be articulated and the correlating community college (or university) courses for which the student will receive college credits. Significantly, this section also requires that educational partners signing an articulation agreement will identify duplications or gaps in the overall (secondary through post-secondary) educational program addressed in the new articulation agreement. The requirement for educational institutions to develop an articulation agreement as a collaboratively developed solution to a “gap” or “duplication” in instructional services is designed to encourage program analysis that cuts across educational levels and institutions.

The template breaks new ground through the expectation that once a student has met the stipulated prerequisites for receiving articulated credits, those credits will be posted to that student’s official college transcript so that they will be—as much as possible—portable to other institutions of learning. This guideline will ensure that students receive the appropriate educational advising when they enter college so that they do not repeat college course work that should already have been credited to their transcript.

The Specific Conditions section of the template will be customized for each program area or academic discipline. It reads:

*In this section, individual program areas should:*

- *Require that students meet the eligibility requirements of the admitting college/university;*
- *Require that students complete specified/standardized general education courses;*
- *Require that students meet standard admission criteria for the specific program;*
- *Identify specific college level equivalent courses to be taught at the secondary level and the resulting number of college credits to be awarded;*
- *Identify any prerequisite certifications or licensures required to receive articulated credits; and*
- *Identify unnecessary duplications or gaps in the instructional process that need to be eliminated.*

### **C. Implementation**

Articulation involves multiple processes that must be effective for such agreements to be significant. On a national level, there is increasing attention to the need to not only develop articulation between different education partners but to ensure that student advising and counseling is informed by knowledge of current agreements. Thus, one of the most progressive features of the proposed statewide articulation template is the requirement that these processes be delineated and that major areas of responsibility be determined from the outset by educational partners. Section III requires colleges and school divisions to clarify responsibility for disseminating information on the new agreement to stakeholders and the community, for advising and counseling prospective students, for establishing procedures to monitor student progress and for continuously evaluating program effectiveness in terms of student performance. Section III also calls for education partners to agree to collaboratively develop or refine curricula at both secondary and post-secondary levels as needed. In all of this, the template goes much further in stimulating collaborative program development and assessment than do any of the articulation models currently in use by secondary and post-secondary education partners.

The Implementation section of the articulation template reads:

*To implement this agreement the articulation agreement parties will:*

- *provide information about this agreement to prospective students and college personnel;*
- *provide advising and counseling services for prospective students;*
- *establish procedures to monitor student progress and to evaluate the effectiveness of the articulated program; and*
- *create/develop new courses or modify existing courses/curriculum as needed..*

### **D. Maintenance of the Agreement**

Members of the statewide task force that developed the proposed template consistently sought standards that would ensure high levels of service for CTE students. With that in mind, Section IV asks education institutions to provide no less than a year's notice to other partners when and if withdrawing from the articulation agreement. Similarly, colleges are challenged to meet the terms of any articulation agreements even after a formal withdrawal of the articulation if the college is continuing to serve students who entered their programs under an articulation agreement.

The state template is unique in that it also calls for program monitoring by a stakeholder group—comprised of representatives of business/industry and education—that will be empowered to evaluate articulation programs through an independent and collaborative process. This call for regular review of articulation agreements, supporting documents, and processes contains a statewide commitment to improved program quality and signifies the increased importance—accorded by state-level stakeholders—of articulation and dual enrollment programs.



The section of the template headed Maintenance of the Agreement reads:

*To ensure maintenance of this agreement:*

- *any school division or college/university choosing to withdraw from the agreement shall provide written notice to all parties one year in advance;*
- *any school division or college/university choosing to withdraw from the agreement shall allow participating students from that institution to continue their education under the terms of this agreement until completion of their educational program; and*
- *A taskforce comprised of representatives of DOE, the VCCS, and SCHEV will monitor compliance by all parties at a state level.*

#### **E. Assessment/Data Collection**

More frequently than not, articulation agreements are reviewed every one to two years by integrated teams of secondary and post secondary faculty. However, the new statewide template significantly raises the bar in its call—not only for an annual program review—but for an annual program review by a collaborative stakeholder group—comprised of representatives of higher education, public school systems, and business and industry—with all reports and results to be disseminated to all education partners and other stakeholder groups. In one of the sample articulation agreements based on the new template, health careers faculty determined that for their program of study, post-secondary institutions would be asked to report back to secondary partners the success (or not) of those college students who entered their post-secondary studies through the articulation agreement. Consistent and open sharing of student performance outcomes lends itself to continuous program assessment and revision that, in turn, lends itself to improved student performance. Thus, the template unequivocally contains the requirement that each party to an articulation agreement will work cooperatively to share data, which—in and of itself—establishes a new level of partnership between secondary and post secondary systems.

The Assessment/Data Collection Section of the template reads:

*To achieve program assessment and data collection:*

- *A taskforce of education and industry partners will coordinate assessments and data collection;*
- *The taskforce chair will schedule an annual review for each program area;*
- *Each college/university program will share the results of the annual review with partner school divisions; and*
- *Each party to this agreement will work cooperatively to share data.*

#### **IV. Next Steps**

VDOE, VCCS, and SCHEV have agreed to continue working to further define the scope and sequence of this project in conference with their three boards.

## **Appendix A**

*As a part of their work on the development of the state articulation model, teams assigned to specific program areas produced sample articulation agreements that were based on the new template. One such sample is provided below:*

### **SAMPLE HEALTH AND MEDICAL ARTICULATION MODEL LPN TO RN**

The purpose of this articulation agreement is to provide a procedure whereby graduates of schools of licensed practical nursing may move smoothly and expeditiously into AD/BSN nursing programs without duplication of instruction or testing. This agreement provides Licensed Practical Nurses (LPN) with an opportunity for rapid career advancement to the level of Registered Nurse (RN) and provides recognition of previous knowledge that distinguishes them from generic RN students.

LPNs enrolled in the LPN to RN articulation model will receive advanced standing credit for courses taken in their LPN program.

#### **General Conditions**

This articulation agreement:

- is between Virginia secondary public schools and Virginia community colleges and four-year colleges and universities;
- ensures that career and technical education programs are coordinated statewide;
- is effective upon signatures of all parties; and
- remains in effect until written notification of withdrawal by any party.

#### **Specific Conditions**

RN applicants will:

- meet the eligibility requirements of the admitting college/university;
- complete specified/standardized general education courses; and
- complete standard admission criteria for the registered nurse education program.
- be a graduate of an approved practical nursing education program;
- hold an unrestricted current license to practice as a licensed practical nurse in the United States.

AD/BSN nursing programs in Virginia will:

- meet current Virginia Board of Nursing program requirements for both the practical nurse education program and the registered nurse education program;
- provide a three- or four-credit transition course for licensed practical nurses entering into a registered nurse education program;
- grant 18 credits for previous licensed practical nurse education courses;
- eliminate the requirement that the licensed practical nurse
  - must have graduated within the last five years,
  - must have had work experience, and
  - must have passed the National League of Nursing Mobility I Examination or other test for advanced placement.

### **Implementation**

To implement this agreement the college/university nursing education program will:

- provide information about this agreement to prospective students and college personnel;
- provide advising and counseling services for prospective students;
- establish procedures to monitor articulated student progress and to evaluate the effectiveness of the articulated program in preparing students for post-secondary program; and
- create/develop new courses or modify existing courses/curriculum as needed.

### **Maintenance of the Agreement**

To ensure currency and maintenance of this agreement:

- Any school division or college/university choosing to withdraw from the agreement shall provide written notice to all parties one year in advance of the withdrawal;
- Any school division or college/university choosing to withdraw from the agreement shall allow participating students from that institution to continue their education under the terms of this agreement until completion of that educational program; and
- A taskforce comprised of representatives of DOE, the VCCS, and SCHEV will monitor compliance by all parties at a state level.



**Appendix B**

**Sample Articulation Form**

Career and Technical Education Programs in Virginia

This articulation agreement is between \_\_\_\_\_ and  
\_\_\_\_\_  
(Secondary Public School)  
\_\_\_\_\_ established \_\_\_\_\_  
(Community College/Four-year College/University) (Date)

as a coordinated effort to provide high-quality, low-cost career and technical education  
for students enrolled in the \_\_\_\_\_.  
(Specific Program Area)

**Section One            General Conditions**

This agreement between \_\_\_\_\_ and  
\_\_\_\_\_ ensures that the  
requirements for this program are coordinated statewide. This agreement is effective upon  
the signature of all parties and remains in effect until written notification of withdrawal  
by any party.

**Section Two            Specific Conditions**

Identify specific college level equivalent courses to be taught at secondary level and the resulting  
number of college credits to be awarded.

Identify the required specified/standardized courses to eliminate duplication or gaps in the  
instructional process.

Identify unnecessary duplications or gaps in the instructional process that need to be eliminated.

Students participating under the terms of this agreement must meet the specific conditions as  
established below:

Eligibility requirements of the admitting college/university;

Prerequisite certification(s) or licensure(s) required to receive articulated credits; and  
Eligibility requirements for specific program(s).

### **Section Three            Implementation**

The parties of this articulation agreement agree to:

(Identify what is needed to implement this agreement.)

provide information about this agreement to prospective students and college personnel;

provide advising and counseling services for prospective students;

establish procedures to monitor student progress and to evaluate the effectiveness of the articulated program; and

create/develop new courses or modify existing courses/curricula as needed.

### **Section Four            Maintenance of Agreement**

To ensure the maintenance of this agreement all parties agree that:

(Identify what is needed to maintain the agreement.)

Any school division or college/university choosing to withdraw from the agreement shall provide written notice to all parties one year in advance;

Any school division or college/university choosing to withdraw from the agreement shall allow participating students from that institution to continue their education under the terms of this agreement until completion of their educational program; and

A taskforce comprised of representatives of the Department of Education, the Virginia Community College System; and the State Council of Higher Education for Virginia will monitor compliance by all parties at a state level.

### **Section Five            Assessment/Data Collection**

To achieve program assessment and data collection:

A taskforce of education and industry partners will coordinate assessments and data collection, to include student demographic data and reports, student reviews and



## **Appendix C**

### **CTE Articulation Taskforce Members**

#### **Group 1 -- Agricultural Education**

Dr. Glenn A. Anderson, Department of Education  
Dr. Conrad M. Gilliam, Virginia State University  
Chuks Ogbonnaya, Mountain Empire Community College  
Dr. Ken Clever, Blue Ridge Community College  
David Seward, Virginia Community College System  
Maureen Hajar, Department of Education

#### **Group 2 -- Business and Information Technology**

B. Anne Rowe, Department of Education  
Dr. Claiborne Shelton, Virginia State University  
Jim Chen, Norfolk State University  
Carlotta Eaton, New River Community College  
Roberta Cool, Tidewater Community College  
Bob Clary, Patrick Henry Community College  
Jacqueline Slaughter, Old Dominion University  
Dr. Diann Holt, Tidewater Community College  
Ali Ardalan, Old Dominion University  
Dr. Peter D'Alema, Virginia Commonwealth University  
Sandy Waters, Old Dominion University

#### **Group 3 -- Family and Consumer Sciences**

Sharron Glasscock, Department of Education  
Johnnie Humphrey, John Tyler Community College  
Connie Rhoton, Mountain Empire Community College  
Sharon Diggs, Virginia Community College System  
Dr. Alice Joyner, Virginia State University  
Dr. Lonnie Schaeffer, Tidewater Community College

#### **Group 4 -- Health and Medical Sciences**

JoAnn Wakelyn, Department of Education  
Dr. Larry Brown, Virginia State University  
Mildred Fuller, Norfolk State University  
Sandra Jones, J. Sargeant Reynolds Community College  
Kim Dorton, Virginia Community College System  
Paula Kimpton, Virginia Community College System  
Sandra Breeden, Old Dominion University  
Bob Almond, Department of Education



### **Group 5 – Marketing**

Dr. Margaret S. Kirby, Department of Education  
Paulette Edmunds, Norfolk State University  
Julie Carwile, John Tyler Community College  
Mr. Toby Deal, Patrick Henry Community College  
Dr. Ed White, Danville Community College  
David Netherton, Old Dominion University-  
Dr. Wendy Weiner, Virginia Community College System

### **Group 6 -- Technology**

George R. Wilcox, Department of Education  
Posey Young, Virginia State University  
Carray Banks, Norfolk State University  
Steve Purcell, James Madison University  
Dan Lookadoo, New River Community College  
Terry McGhee, Danville Community College  
Phillip Reed, Old Dominion University  
Dr. Stephen C. Scott, State Council of Higher Education in Virginia

### **Group 7 -- Trade and Industrial**

Dr. Richard Ross, Department of Education  
Dr. Ben Nwoke, Virginia State University  
Les Bell, New River Community College  
James Perkinson, Tidewater Community College  
Earl Dodrill, Patrick Henry Community College  
Elizabeth Creamer, Virginia Community College System

### **Members at Large**

Johnny Cates, Business and Industry  
Franklin D. Harris, Business and Industry  
Parker Johnson, Local School Board  
Caroline Martin, Business and Industry  
Tony Rigali, Business and Industry  
Dr. Daisy Stewart, Virginia Tech  
Lydia Bell, Department of Education and J. Sargeant Reynolds  
Dr. Dennis Parsons, Spotsylvania County Schools  
Dr. Patrick Konopnicki, Virginia Beach Public Schools  
Dr. Dan Smith, Virginia Beach Public Schools  
James A. Gray, Jr., Department of Education  
Craig Herndon, State Council of Higher Education in Virginia  
Chris Milliken, State Council of Higher Education in Virginia