

Credit Transfer Agreements

Through the alignment of the secondary and postsecondary levels and in an attempt to **provide a non-duplicative progression of courses, agreements may be forged between institutions to offer college credit for attainment of postsecondary knowledge and skills by secondary students.** These concurrent or dual credit, opportunities may be illustrated through a coding scheme on the Career Cluster Plan of Study template that clearly shows which high school courses may qualify for postsecondary credit. The concurrent or dual credit agreements should be further documented by having a local Perkins grant applicant submit copies of **institutional-level agreements, not individual course-to-course articulation agreements.** The institutional-level agreements may represent a number of individual course articulations, but establishes an "umbrella" agreement to cover the policy-level acceptance by chief academic officers at both the secondary and postsecondary levels. An example of such an agreement is in the appendix of this document.

Credit transfer agreements provide opportunities for secondary students to be awarded **transcripted postsecondary credit, supported by formal policy agreements between secondary and postsecondary education systems.**

Well-development agreements:

- Matches course work between secondary and postsecondary education to reduce redundancy, and dual credit adds depth to the CTE program.
- Creates local, regional or statewide partnerships between the school district/high school and a technical college, two-year college or four-year college.
- Establishes policies and procedures for academic and technical content alignment, student eligibility for dual credit courses, course prerequisites, criteria for awarding postsecondary credit for dual credit courses, criteria for dual-credit instructors, dual credit administration and funding, and relevant credit transfer processes.
- Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers the POS.
- College credits are automatically transcripted at the college for high school students so they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.

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Self-Assessment Ranking of Current Implementation Status and Importance to Your Implementation

Rank your development and implementation progress for Credit Transfer Agreements according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward Credit Transfer Agreements implementation. The self-assessment is intended to be an authentic gauge of actual implementation. Results from the self-assessment can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
The program of study is supported by articulation/agency agreements with postsecondary institutions statewide.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
Agreements are viewed as essential for non-duplication of courses.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
A process for extra help for enrollment in concurrent or dual credit courses addresses the required technical skills and college placement standards in reading, writing and mathematics.	<input type="checkbox"/> None <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
Criteria are established for awarding postsecondary credit and credit earned is immediately added to the high school and postsecondary transcripts.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
Articulation/dual enrollment agreements have established the same requirements for faculty, course syllabi and end-of-course exams whether taught to high school or college students.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
Articulation/dual enrollment agreements are reviewed annually.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
There is no differentiation in assessment at the secondary or postsecondary level.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After considering each of the implementation characteristics, please rank: 1) your current status of POS Credit Transfer Agreements implementation; and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Assessment Summary to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress <input checked="" type="checkbox"/> Operational	❶ Low <input checked="" type="checkbox"/> Important ❸ Critical

Credit Transfer Agreements—Implementation Capacity Analysis

Self-Assessment Reflection and Action Planning

In the section below, identify your current capacity assets in the area of **Credit Transfer Agreements** by responding to the question prompts. Give equal analysis to local capacity barriers, items of critical importance, and steps needed to remedy these capacity concerns.

State or Local Self-Assessment	Items of Critical Importance/Action Steps
<ul style="list-style-type: none"> • What’s working well that is worth keeping? <ul style="list-style-type: none"> • The Statewide Articulation (START) agreements are in place and based on postsecondary common course numbering with common objectives. • Alignment, both horizontal and vertical has placed renewed importance on the START agreements for CSTN 100 and CSTN 120. • Dual credit technical math class, M111 Technical Math, in place at two LEAs, (Helena and Great Falls) and scheduled for fall 2012 at Townsend and Billings. • CSTN 100 Fundamentals of Construction is being piloted at LEA Townsend as a full dual-credit college class taught on the secondary sight. The lessons-learned from this pilot will be valuable in looking at implementation at other LEAs. • What goals do you have to sustain and enhance the level of collaboration among the partners? <ul style="list-style-type: none"> • Revision of CSTN 100 assessment to use customized NOCTI assessment and OSHA 10. This move makes it easier for secondary schools to assess the common course objectives set out by the colleges. • Meeting of all RPOS instructors/counselors to review the CTE START program 	<ul style="list-style-type: none"> • What will be new or needs to be revised? <ul style="list-style-type: none"> • Pretest construction pathway students. Identify areas of weakness or areas of focus. • Greater emphasis placed on learning math skills while taking construction pathway courses. This action step includes expanding and/or modifying the offering of M111 Technical Math as a dual credit course. • Move the improvement of academic skills along with the inclusion of Technical Writing class. Exploring the availability of dual-credit writing classes similar to Technical Math approach. • What strategies will you use to address items identified as being of critical importance? <ul style="list-style-type: none"> • Involving both secondary and postsecondary math instructors and administrators in the process of refining the Technical Math class offered for dual credit. • What are the indicators you will use to measure your improvement? <ul style="list-style-type: none"> • The number of students passing CTE START assessment and registering for college credit • How will you know if you are successful? And when? <ul style="list-style-type: none"> • The number of START or dual credit opportunities increases and the number of students accessing START credits increases.

<ul style="list-style-type: none"> • What strategies will you use to sustain the engagement of partnership members? <ul style="list-style-type: none"> • Meetings between secondary and postsecondary instructors and administrators to discuss advantages and concerns of the START agreements in terms of RPOS and implementation state-wide. • How will you know if your partnership is being successful? <ul style="list-style-type: none"> • Increase in students passing the assessments and registering for college credit 	<ul style="list-style-type: none"> • Expect to see completion rates of the construction pathway students improve as their math capability improves and their reading/writing capability improves. Poor academic skills are often attributed for non-completion of construction courses, not the inability to learn the technical skills.
<p>Notes</p>	<p>Notes</p>