

Minnesota Tech Prep Articulation Tech Prep College Credit Guidelines FY2007

As a part of a Tech Prep Program Articulation agreement, a high school course may be identified that qualifies, under Tech Prep guidelines and processes, as a course in which students may earn college credit in the high school setting. To promote a uniform process and procedure and to provide for consistency and credibility in Tech Prep College Credit courses, Tech Prep requires that specific guidelines be followed for development and review. It is important to note there are many courses taught at secondary institutions that are part of Tech Prep which prepare students for college level coursework in technical programs but do not generate college credit.

The focus of this document is only on the courses to be considered for college credit however these guidelines are in addition to guidelines for the development and review of 2+2 TP Program Articulation Agreements. The goal is to have standards and criteria that ensure quality outcomes for students receiving Tech Prep College Credit articulation credit.

Criteria and Development Process

College and high school faculty/instructors will meet to evaluate a course or courses to qualify them as Tech Prep College Credit. When the following criteria are met, an agreement may be developed or reviewed to accompany a new or existing Tech Prep Program/Cluster

Curriculum

The course content will be the same as or equivalent to the college course content and have the same rigor as that of the college course. Faculty/instructors will identify course objectives and competencies. Faculty will evaluate number of credit hours to be recommended.

Assessments

Adhering to assessment criteria, college faculty will determine postsecondary instructional assessment tools needed to effectively determine student performance on course objectives. Assessment of learning should employ measurement methods that fit the character of the learning. Examples include: objective tests, product assessment, interviews, oral examinations, simulations, research, essays, performance assessments, etc.

College and high school faculty/instructors will assure college level grading on assignments and assessments.

Instructional Materials

College and high school faculty/instructors will analyze instructional materials when preparing Tech Prep College Credit agreements. It is recommended that both college and high school courses consider the inclusion of national industry skill standards when available and appropriate.

Equipment and Facilities

College and high school faculty/instructors will assure that equipment and facilities have the scope and capacity to allow students to complete course requirements and will be adequate for measuring student performance.

Implementation

Agreements will be adopted by the secondary and postsecondary partnering institutions through local processes. Systematic and consistent communication among high school and college/university instructors/faculty, student services/admissions staff and academic administration is critical to the successful implementation of the agreement.

A review schedule must be developed and used to assure that courses at participating colleges or high schools continue to meet criteria for articulation for college credit.

- Student must be awarded college credit if the agreement is in effect and terms of the agreement are met.
- If the college course changes prior to the life of the credit expiring, a student must be awarded credit (grandfathered in) for the course. However, there may be a college requirement to complete the changed course without tuition penalty.
- Colleges may "grandfather" students into successive college catalog years for the life of the credit for this agreement.

It is important to follow the academic progress of students using Tech Prep College Credit.

- Are students prepared for academic course work in the technical program major?
- How did students perform in their first semester technical courses?

Written Agreement

A Tech Prep College Credit articulation agreement is a supplement to a Tech Prep Program agreement and will include, but is not limited to the following:

1. Name of the Tech Prep Program Articulation
2. College course(s) information, title, course number and credits being articulated.
3. Secondary and postsecondary institutions participating in the agreement
4. Postsecondary course description and outcomes to be measured.
5. Postsecondary assessment criteria and tools used to measure course outcomes.
6. High School course(s) information, title, credits, reporting period – T (Trimester), Q (Quarter), S (Semester), Y (Year).
7. High School course description and course outcomes consistent with college course.
8. Signatures of appropriate high school and college faculty and administrators.
9. Procedures for transmitting Tech Prep College Credit
10. Certificates when used, should identify effective dates
11. Life of the credit should be included in the Tech Prep Program agreement and communicated to students while in high school.

The Tech Prep College Credit agreement may be an attachment to or incorporated within a Tech Prep Program agreement. Partnering institutions will have copies of the agreement. Information concerning the course agreements is to be included in the college Degree Audit Record System (DARS), and provided to the Minnesota State Colleges and Universities, Office of the Chancellor.