



MONROE COUNTY
COMMUNITY COLLEGE

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High School to MCCC Course Articulation Guidelines



MONROE COUNTY COMMUNITY COLLEGE HIGH SCHOOL COURSE ARTICULATION GUIDELINES

Articulated credit is a process by which a high school student may earn college credit through successful completion of certain high school courses where students achieve learning outcomes, skills and abilities comparable to those covered in a college course. MCCC awards credit for work completed in high school via a process outlined in a written, formal agreement between the school district and college. This process allows high school students to move smoothly into postsecondary education without experiencing delay or duplication of courses. The student pays no tuition for articulated credit.

If a division at Monroe County Community College determines that a high school course should/could be eligible for Articulated credit from a partner high school, that division needs to determine how the articulated credit will be awarded based upon the stipulations agreed to within the Articulation Agreement as approved by the MCCC Division and the Participating High School.

Using a 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 Partner High School's CTE Counselor/Director/Coordinator's office where it will be maintained on-file. This exam must have been created or reviewed no more than **two years** from the projected date of administration to the student. (*Example: If a student wishes to take a CIS 130 Articulation Exam on September 30, 2017, the test must be dated after October 1, 2015*) It is the **appropriate MCCC division faculty member's responsibility to ensure the currency of the 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
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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 Articulation 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 by the high school teacher in the appropriate discipline**. If the exam responses/answers are “objective” in nature (multiple choice/True-False, numerical, etc.) **the high school teacher may grade the exam**. If the exam responses/answers are of a “subjective” and “evaluative” nature (essay, problem solving, demonstration, etc.) the exam **must be returned to the appropriate MCCC faculty member for grading/assessment/evaluation**. The results of the exam will be recorded on an Articulated Credit Verification Form which will be signed by the high school contact and returned to MCCC for processing.
- 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.

Articulated Credit Via Non-MCCC Examination Assessment:

- 1) In some instances it is more appropriate for credit to be articulated to MCCC without the use of an objective exam *created by* MCCC. This could be in an instance where the use of an examination created by MCCC faculty would not be appropriate, effective or efficient. An example of this might be in a case where direct observation of a skill or procedure is necessary for determining competency level.
 - 2) When non-MCCC exam articulation of credit is the desired process, it is necessary for the MCCC faculty member and appropriate Division Dean to review the MCCC course OUTLINE OF INSTRUCTION/COURSE OUTCOME SUMMARY and the EXPANDED OUTLINE to reach agreement on the basic outcomes and competencies that must be met by the high school student desiring college credit for that course. The Outline/ COS and Expanded Outline date of creation or last revision or review should be no older than two 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, 2016. The Articulation Agreement and the Outline of Instruction must have been dated no earlier than June 1, 2014*) While the Articulation Agreements will be maintained in the MCCC Articulation Office, the Outlines of Instruction/ COS and Expanded Outlines will be housed within the appropriate division (either in paper form or electronically which would be easily viewable by the MCCC Articulation Coordinator or the high school personnel).
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- 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 competency requirements for articulated credit to be awarded. These methods **could include but would not be limited to:**
- A basic check-list of competencies (developed within the division and reviewed/assessed by appropriate MCCC faculty)
 - Completion of a Portfolio of the student's work (provided to and assessed by MCCC faculty)
 - Submission of pre-determined projects or other artifacts from the high school experience (established by the division, submitted & assessed by the appropriate MCCC faculty member)
 - Testing of the student's competency via the use of an agreed upon 3rd party test/examination or assessment device such as a certification test or licensure test.

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 Articulation 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 an Articulated Credit Verification Form requesting that credit for the course desired be awarded to the student. If the assessment of the work is being completed by a MCCC faculty member, this person will sign the Articulated Credit Verification form. This form will be sent to the MCCC Articulation Coordinator.

Key to any award of articulated credit is the control and authority of the MCCC faculty member(s) to determine the outcomes, assessment strategies, and evaluation methods for the work performed by the student.

- 5) Any time there is a change, modification, or update to the MCCC course curriculum for which there is an articulation process, the nature of that process, including the required evidence of skill attainment, must be reviewed.

General Rules and Guidelines

In the process described above, in order to receive articulated credit, the student will be responsible for following all appropriate steps and procedures for enrolling at the College.

- Articulated credit will only be awarded once **all stipulations** outlined in the Articulation Agreement have been met. Examples might include:
 - Completion of any credit course;
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- Completion of a minimum number of credit hours at MCCC;
 - Completion of a more advanced course, or courses, 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 articulated credit.
 - If a student has completed the defined requirements for articulated credit, and the high school CTE director/coordinator (or MCCC faculty member) has signed an Articulated Credit Verification Form prior to graduation, the request to utilize and “transcript” 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 be applied to a MCCC transcript.

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 that are completed and/or mastered during the related high school course or program. For programs that are approved through the State of Michigan Department of Education, the program outline with the segments and learning objectives/outcomes may be provided to the MCCC faculty member.
 - Reach agreement that the high school course will indeed meet the outcomes of the MCCC course
 - Help determine the method by-which the college credit will be earned
 - As needed, complete appropriate sections of a COURSE ARTICULATION AGREEMENT
 - When the student has completed the designated high school coursework, the high school teacher will contact the MCCC faculty member to plan or schedule the evaluation/assessment of the students work
 - If the assessment tool is an objective test/exam, the high school teacher may administer and grade that test and submit the articulation verification form to his/her CTE coordinator for processing. In some instances the test/exam may need to be sent to MCCC for grading by the MCCC faculty member. The details of the evaluation process will be established by mutual agreement.
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High School Administrator/CTE Director or Coordinator:

- Organize and coordinate the articulation program within the high school
- Communicate on a regular basis with the Articulation Coordinator at MCCC to keep abreast of changes to procedures or programs
- Review and sign completed COURSE ARTICULATION AGREEMENTS AND PROGRAM ALIGNMENTS as desired
- Help facilitate communication between the high school staff and MCCC
- Maintain records of competency requirements or maintain a file of Articulation Exams as may be appropriate
- Provide copies of Articulation Exams as requested by the high school teacher for administration to identified students wishing to complete the exam
- Review the 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 that all course Outlines of Instruction/Course Outcome Summaries, 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 selected high school course competencies to determine if the high school coursework is eligible or appropriate for MCCC course articulated credit
 - Receive and assess required student work such as portfolios, artifacts, subjective projects, or tests, etc. to determine if required competencies have been met
 - If appropriate, complete and sign the Articulated Credit Verification Form and forward that form to the MCCC Articulation Coordinator
 - Monitor the progress of students receiving articulated credit to ensure viability of continuing articulation relationship
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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 that the MCCC course competencies and the high school work continue to be a good match

Articulation 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 directors & coordinators on developing and maintaining the Program-of-Study Alignments
- Work to promote the opportunities for high school students to earn articulated college credit
- Maintain all records of articulation agreements
- Receive, review and forward to the College Registrar, all Articulated Credit Verification Forms received from high school partners and MCCC faculty.

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 Articulation Exam as required
 - Upon completion of the above, the student must follow all “standard” enrollment and registration procedures to become a MCCC student (found in the College Catalog or online at www.monroeccc.edu)
 - Meet with a MCCC counselor and be sure to advise him/her that there is Articulated credit available and should be reviewed
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Contact:

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