STATEWIDE
ARTICULATION AGREEMENTS
FOR
CAREER & TECHNICAL EDUCATION

Spring 2016

A statewide articulation meeting was held on Thursday, March 29th, 2007 at Mississippi State University's Bost Extension Center. The meeting was facilitated by representatives from Mississippi Department of Education (MDE), the Mississippi Community College Board (MCCB), the Chief Career-Technical Officers and Deans Association (CCTODA), and staff of the Research & Curriculum Unit (RCU) of Mississippi State University. Approximately 120 secondary and postsecondary faculty from various programs participated in the day-long event, designed to help identify program areas with potential for articulated credit.

Along with various facilitators from the MCCB, CCTODA, MDE and RCU, a minimum of two postsecondary faculty members and one secondary faculty member from each Career & Technical Education program met to compare curricula and course competencies in order to determine if potential for articulated credit existed. Some programs were unable to find sufficient commonality to recommend articulated credit. However, faculty members and facilitators did recommend articulations in 54 unduplicated CTE courses from 33 secondary vocational programs and 50 postsecondary CTE programs.

Those recommendations were submitted to the CCTODA. The Deans asked for their comments and were also asked to share the recommendations with their faculty and generate faculty feedback. The comment period lasted for six weeks, at which time the recommendation and comments were considered and voted upon by the CCTODA. Those recommendations then went to the Mississippi Association of Community and Junior Colleges (MACJC), which is the association for community and junior college presidents in the State. The MACJC voted to recommend the articulations to the Mississippi Community College Board, which took action to approve the Statewide Articulations on June 15, 2007.

Beginning in 2008, in an effort to preserve validity and relevance of all statewide articulations, curriculum development and revision teams assumed responsibility for reviewing secondary program competencies and postsecondary course competencies, and for making recommendations on existing or potential statewide articulations. Newly proposed articulation agreements are now listed in the Preface section of each postsecondary draft curricula, and the curriculum validation process is now the venue for comment on those changes prior to approval. The Research Synopsis also states that the

articulation agreement (if it is an addition or a modification) will be effective when the college implements the revised curriculum.

As described in the federal Perkins Act of 2006, a statewide articulation provide[s] students with the opportunity for a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree." For students, it provides a career path into a postsecondary CTE program. For colleges, it provides an effective tool for recruiting high school CTE students into community or junior college CTE programs. Attached is a table of the 2009-2010 Statewide Articulations, along with the guidelines on statewide articulated credit.

During 2009-2010 a statewide articulation committee was developed to enhance and improve the existing process for awarding articulated credit. The committee consisted of Career and Technical Deans, Tech Prep Coordinators, Admission Officers, Mississippi Department of Education staff, Superintendents, and MCCB staff. Meetings were held on November 6, 2009; December 7, 2009; January 25, 2010; March 3, 2010; and April 7, 2010 at the Mississippi Education Research Center. The recommended changes were presented to the CCTODA on December 11, 2009 and February 3, 2010 for suggested recommendations and approval.

The college's technology staff will play a pivotal role in developing the software programming code to capture the data; and the registrars and admission directors will be critical to the identifying, awarding, and transcripting the articulated course(s). Therefore, the recommended revisions to the current articulation process were also presented for recommendation to the registrars and admission directors during the Mississippi Association of Collegiate Registrars and Admission Officers (MACRAO) conference on April 12, 2010. The revisions were also presented to the community college technology directors on April 22, 2010 at their annual meeting.

The recommended revisions to the current articulation process were developed to clarify definitions of articulation, define and distinguish between Dual Enrollment and Dual Credit, develop a formal process for articulated credit transfer from high school to community college, eliminate time processing and transcripting barriers, and to market articulated programs. More specifically the following recommendations were made to enhance the current articulation agreement:

1. Review old and ensure new course competencies are in complete alignment. This process will be improved due to MDE agreeing to align the secondary curriculum revision schedule with postsecondary. Competency alignment will be a function of the RCU.

2. Ensure that colleges are not requiring students to retake articulated courses, except in instances where the student opts to retake the course.

3. Establish a new tracking process to assist MDE, community colleges, and the students. The process is as follows.

   - The community college will adopt the MSIS number from secondary as one method to track students. This number provides a unique identifier for all public k-12 students for longitudinal data tracking.

   - MDE will create a certificate and send to the students that qualify for articulated credit; which shall contain the student's MS-CPAS2 scores and applicable articulated courses.

   - The MS-CPAS2 score of eligible completers (scoring 70% or better) and articulated course will be identified on the student's high school transcript for easy recognition and data entry for community college personnel. The RCU will be responsible for providing labels to MDE for each student that qualifies for articulated credit to place on student's transcript. The labels will contain each student's name, MSIS number, MS-CPAS2 scores, CIP code, district number, and secondary pathway name.

4. Eliminate the 12 hour non-developmental requirement to allow the credit to be transcripted immediately upon college enrollment and to allow students the flexibility to take additional courses.

5. MDE and the community college will assist with more concentrated marketing of the value and process for receiving articulated credit.

An articulation committee was reconvened in July 2012 to update the articulation document . The changes made reflect the future of articulation and were agreed upon by all members. The secondary pathways have been recently updated and many pathway names have changed, which is noted in the secondary pathway column in the chart below. A note has been made in several secondary areas that the pathway will no longer be offered after June of 2013. On August 17, 2012, the Mississippi Community College Board approved the revised articulation agreement to post to APA for public review and comment. After receiving no substantive changes, the Mississippi Community College Board approved the adoption of the Final Document during the October 19, 2012 Board meeting.

The CTE Statewide Committee reconvened in the fall of 2014 to review and update the articulation guidelines. The committee discussed the following topics:

1. the provisions of the statewide articulation document relative to eligibility requirements for awarding MS-CPAS2 articulated credit,

2. the recognition of national certification as an assessment,

3. the expansion of MS-CPAS2 label information for improved data reporting of articulated credit,

4. the awarding of secondary CTE credit toward academic college and/or CTE program credit,

5. the best practices in dual credit/enrollment programming, and

6. the updated alignments in PS and CTE curricula.

The committee recommended changes to the MS-CPAS2 labels to include national certification assessments given at the secondary level intended to demonstrate a validation of student program knowledge and competencies as well as provide PS CTE faculty and administrators additional information for evaluating student knowledge and skill sets.

The committee initiated discussions of the application of secondary CTE credit toward postsecondary academic credit to include the development of a CTE Learning and Life Skills (LLS) credit. Similarly, the committee discussed the application of secondary CTE credit toward postsecondary CTE elective program credit (3 hours of LLS academic credit or CTE elective program credit/ CTE credit for one-year completers and 6 hours of LLS academic credit or CTE elective program credit for two-year completers). The committee determined there should be input from the state's chief academic officers and CTE deans before any final recommendation could be made and included in the policy document.

The committee further discussed the significance of dual credit/enrollment as an issue of interest with secondary institutions, colleges, policymakers, and the public. After exploring dual enrollment/credit programming for best practices at the state and national level, the committee determined each college should continue to collaborate with local school districts to build programs suitable to their CTE demographic needs. The MCCB and MDE identified a dual credit/enrollment training model within the state, and introduced the model at spring 2015 PS and Secondary administrator's regional collaboration meetings. The model provided for MDE to maintain Average Daily Attendance (ADA) and MCCB to gain Full-Time Equivalency (FTE) for each dual credit student taking CTE college courses in a secondary setting. This model addressed the necessity of evaluating

secondary instructor credentials by PS CTE deans for SACSCOC accreditation purposes so that secondary instructors might deliver college curriculum in their secondary classrooms. Also, depending on the amount of PS CTE courses offered through any secondary school, the partnering community college would need to pursue substantive change notification through SACSCOC as well. The presentation of the training model to the state audiences was intended to open a dialogue about the broader possibilities for dual credit/enrollment programming.

The committee concluded its 2014 session with a draft statewide articulation agreement document that contained proposed updates to the articulation credit award eligibility requirements; added fields on the MS-CPAS2 transcript label that included additional data reporting fields; ignited interest in the awarding of secondary CTE credit to postsecondary academic and/or CTE elective program credit; and actions that resulted in statewide training for dual credit/ enrollment modeling. The 2014 draft did not include updated CTE curricula alignments. While revised, the 2014 draft was not submitted to the MACJC for approval.

The CTE Statewide Committee convened again spring and summer 2016 to continue the discussion of the issues aforementioned and to make a final recommendation of the articulation of secondary CTE credit to PS CTE programs for approval by MACJC. During a virtual meeting of members of the CCTODA held July 29, 2016, those present discussed several issues to include the 70% score on the MS-CPAS2 as the eligibility threshold for articulation of credit to a postsecondary CTE program. While wanting to create more opportunities for access to articulated credit for secondary students in postsecondary programs, some members were concerned with making sure that these CTE students would be successful in their postsecondary program if they articulated credit as proposed. The consensus of the meeting was to pilot the 70% score for 2 years and track student success. It was further proposed that in fall of 2018 CCTODA should examine data for student success and retention for these students and determine to keep the 70% score for eligibility.

Eligibility

- **To be eligible for articulated credit, a student must** meet one of the following requirements:
  - Complete an articulated Secondary Career and Technical Education (CTE) Pathway and score a **70** percent (average score from Year 1 and Year 2 assessment and Performance based Assessment if applicable) or higher on the Mississippi Career Planning and Assessment System (MS-CPAS2) in their secondary program of study.
  - Participate in a Secondary CTE and successfully pass an approved, aligned national certification or credential.

- **To be awarded articulated credit, a student must:**
  - Enroll in the community or junior college within 18 months of graduation.
  - Articulated courses are transcribed immediately upon enrollment at a community college.

How Student Credit will be Documented and Shared with Colleges:
A Student Articulation Attainment Data file will be developed. The following guidelines will be followed:

1. The RCU will generate the Student Articulation Attainment Data file. Only students who are eligible for articulated credit will be included in the Student Articulation Attainment Data file.

2. The data file will be password accessible for the following Postsecondary CTE Administrators two weeks after the close of testing. Pending MDE approval, college registrars and/or admissions officers as appropriate to the institution will be included in the distribution of the data file.

3. Fields of a Downloadable Student Articulation Skill Attainment File
   a. Secondary Career Pathway Name
   b. Secondary Career Pathway CIP Code
   c. College Course(s) Numbers
   d. College Course(s) Name
   e. MSIS Number
   f. First Name
   g. Middle Name
   h. Last Name
   i. Date of Birth
   j. Technical Assessment Score (MS-CPAS2)
   k. National Assessment Name

   Note: It is anticipated that this data will flow through the e-transcript process once approved thereby eliminating the need for a Student Articulation Data File.

Transcripting of Articulated Credit
- Registrars' office will access the student data file to transcript the articulated credit.
- Articulated credit will be transcripted immediately upon college enrollment.
- No grade will be given on the transcript for articulated courses, only hours granted will be transcripted (thus resulting in no change in quality points).

Time Limit
- MS-CPAS2 scores or national certification or credential will be accepted to demonstrate competencies for up to 18 months after high school graduation.

Cost

- No costs will be assessed on hours earned through articulated credit.

Impact on Local Articulations

- Statewide articulations are supplemental to any articulation agreements established between a college and a local school or district. Statewide articulations provide additional avenues for students to obtain articulated credit. They do not nullify any existing local agreements.

Implementation as a Pilot

- The eligibility criteria as outlined above will be piloted for a 2 year period.
- Fall semester of 2018, student success and retention data for students articulating credit with the eligibility criteria as outlined will be examined.
- The committee will make a recommendation to keep the proposed eligibility criteria or make a recommendation to change the eligibility criteria.

2015-2016 Statewide Articulation Agreement

Statewide articulations are subject to change as secondary and postsecondary curriculum revisions occur. All articulations listed in this document are effective as of January 31, 2016 unless otherwise noted.

SEC Pathway	PS Program	PS Courses
S 2010 Science of Agricultural Animals (CIP 01.0901)	PS 2015 Ag Business Mgmt Technology Cluster Animal Science Technology-Beef Option (CIP 01.0302) Animal Science Technology-Poultry Option (CIP 01.0907)	AGT 1214 - Applied Principles of Animal Production
2010 Science of Agricultural Plants (CIP 01.1101)	PS 2015 Ag Business Mgmt Technology Field Crops (CIP 01.0304)	AGT 1313 - Applied Principles of Plant Production
2010 AEST Concepts of Agriscience(CIP: 01.9999)	PS 2015 Ag Business Mgmt Technology Field Crops (CIP 01.0304)	AGT 1111 – Survey of Argicultural Technology
2010 Science of Agricultural Environment (CIP: 03.0104)	PS 2015 Ag Business Mgmt Technology Field Crops (CIP 01.0304)	AGT 1714 Applied Soils – Conservation and Use
S 2010 Agricultural Mechanics and Equipment/Machine Technology Operation - (CIP: 01.0201)	PS 2015 Ag Business Mgmt Technology Field Crops (CIP 01.0304)	AGT 1111 – Survey of Argicultural Technology
S 2012 Agriculture & Natural Resources (CIP 01.0003)	PS 2015 Ag Business Mgmt Technology Cluster Agricultural Business/Agribusiness (CIP 01.0102) Animal Science Tech – Beef option (CIP 01.0302) Animal Science Tech – Poultry Option (CIP 01.0907) Field Crops (CIP 01.0304) Precision Agriculture Technology (CIP 01.1105)	AGT 1111 – Survey of Argicultural Technology
S 2014 Agriculture Technology and Mechanical Systems (Core) – (CIP 01.0205)	PS 2015 Ag Business Mgmt Technology Cluster Agricultural Business/Agribusiness (CIP 01.0102) Animal Science Tech – Beef option (CIP 01.0302) Animal Science Tech – Poultry Option (CIP 01.0907) Field Crops (CIP 01.0304) Precision Agriculture Technology (CIP 01.1105)	AGT 1111 – Survey of Argicultural Technology

S 2015 Horticulture (CIP: 01.0601)	PS 2010 Horticulture Technology Cluster: Landscape Management (CIP 01.0601)	HLT 1213 - Applied Principles of Plant Propagation AGT 1313 - Applied Principles of Plant Production
S 2008 Business Fundamentals (CIP: 52.0101) S 2016 Business Fundamentals Will be posted to the RCU website by May 31, 2016.	PS 2016 Business Technology Cluster Administrative Assistant (CIP 52.0401) Medical Administrative Services (CIP 51.0799)	BOT 1213 -Professional Development BOT 1273 – Intro to Microsoft Office CPT 1323 – Survey of Microcomputer Apps
S 2010 Simulation and Animation Design (CIP 50.0411) S 2016 Simulation and Animation Design (CIP 50.0411) Will be posted to the RCU website by May 31, 2016.	PS 2015 Entertainment Media-Technology Cluster Film and Video Technology (CIP 10.0201) Simulation and Animation Design (CIP 50.0411)	IMT 1114 - History of Gaming IMT 1414 - Photography for Games IMT 1513 -Introduction to 3D Modeling ETT 1223 - Illustration and Artistic Rendering
S 2008 Management (CIP: 52.0204) S 2016 Management (CIP 520204) Will be posted to the RCU website by May 31, 2016.	PS 2016 Business Technology Cluster Administrative Office Technology (CIP 52.0401) Health-care Data Technology (CIP 51.0799) Accounting Technology (CIP 52.0302) Business Management Tech (CIP 52.0201) Computer Technology (CIP 52.0407)	BOT 1313 - Applied Business Math
S 2008 Management (CIP: 52.0204) S 2016 Management (CIP 520204) Will be posted to the RCU website by May 31, 2016.	PS 2010 Banking and Finance Technology (CIP 52.0803)	BFT 1513 – Banking and Finance Math
S 2008 Management (CIP: 52.0204) S 2016 Management (CIP 520204) Will be posted to the RCU website by May 31, 2016.	PS 2015 Court Reporting Technology (CIP 22.0303)	BOT 1313 – Applied Business Math

S 2015 Healthcare and Clinical Services (CIP: 51.0000)	PS 2010 Health Information Technology (CIP 51.0707)	HIT 1213 – Medical Terminology
	PS 2015 Medical Assistant Technology (CIP 51.0801)	MET 1113 – Medical Terminology
	PS 2010 Health-care Assistant (CIP 51.3902)	HCA 1214 – Body Structure
	PS 2012 Surgical Technology (CIP 51.0909)	BOT 1613 – Medical Office Terminology I
S 2015 Collision Repair Technician (CIP: 47.0603)	PS 2011 Collision Repair Technology (CIP 47.0603)	ABT 1314 – Refinishing I
S 2012 Electrician (CIP 46.0302)	PS 2014 Electrical Technology (CIP 46.0302)	ELT 119(2-3) – Fundamentals of Electricity
	PS 2014 Industrial Mechanics and Maintenance Technology (CIP 47.0303)	CTE 1143 – Fundamentals of Construction and Manufacturing CTE 1153 – Machine Tool Mathematics IMM 1814 – Industrial Electricity Level 1
S 2012 Masonry (CIP 46.0101)	PS 2011 Brick, Block, & Stone Masonry (CIP 46.0101)	BBV 1313 – Tools, Equipment, and Safety
	PS 2011 Commercial/Residential Maintenance (CIP 46.0401)	CRM 1313 – Masonry
S 2015 Metal Fabrication (CIP 48.0501)	PS 2010 Precision Manufacturing and Machining Technology (CIP 48.0501)	MST 111(4-6) – Power Machinery I
	PS 2015 Automotive Machinist Technology (CIP 47.0615)	AUT 1116 – Fundamentals for Automotive Machinists
Secondary CONTREN Learning Series: S 2012 Carpentry (CIP 46.0201) S 2012 Metal Fabrication (CIP 48.0511) S 2012 Electrician (CIP 46.0302) S 2016 Heating and Air Cond. (CIP 47.0201) S 2016 Industrial Maintenance (CIP 47.0303) S 2012 Masonry (CIP 46.0101) S 2014 Welding (CIP 48.0508)	PS 2016 Construction Engineering Technology (CIP 15.1001)	CON 1113 – Survey of Modern Construction
	PS 2014 HVAC (CIP 47.0201)	ACT 1003 - Introduction to Heating and Air Conditioning Tech
	PS Industrial Maintenance (CIP 47.0303)	CTE 1143 Fundamentals of Construction and Manufacturing
	PS 2014 Welding & Cutting Tech (CIP 48.0508)	
	PS 2015 Carpentry (CIP 46.0201)	
	PS 2014 Electrical Technology (CIP 46.0302)	

Secondary CONTREN Learning Series: S 2012 Carpentry (CIP 46.0201) S 2012 Electrician (CIP 46.0302)	PS 2011 Commercial/Residential Maintenance (CIP 46.0401) Building/Prop Maintenance and Mgt	CRM 1214 – Carpentry CRM 1514 – Electrical
S 2016 Heating, Ventilation, and Air Conditioning (CIP 47.0201)	PS 2014 HVAC (CIP 47.0201)	ACT 1124 – Basic Compression Refrigeration
S 2016 Industrial Maintenance (CIP 47.0303) S 2015 Carpentry (CIP 46.0201) S 2014 Welding (CIP 48.0508) S 2012 Electrical (CIP 46.0302)	PS 2014 Industrial Mechanics and Maintenance Technology (CIP 47.0303)	IMM 1113 – Industrial Maintenance Core and Safety IMM 1734 – Maintenance Welding and Metals IMM 1814 – Industrial Electricity Level I
S 2015 Precision Machining (CIP 48.0503)	PS 2010 Precision Manufacturing and Machining Technology (CIP 48.0501)	MST 111(4-6) – Power Machinery I
	PS 2010 Tool and Die Technology (CIP 48.0507)	MST 111(4-6) – Power Machinery I
	PS 2014 Industrial Mechanics and Maintenance Technology (CIP 47.0303)	IMM 1224 – Power Tool Applications
	PS 2015 Automotive Machinist Technology (CIP 47.0615)	AUT 1116 – Fundamentals for Automotive Machinists
S 2015 Carpentry (CIP 46.0201)	PS 2011 Commercial/Residential Maintenance (CIP 46.0401)	CRM 1214 – Carpentry
S 2014 Welding Technology/Welder (CIP 48.0508)	PS 2014 Welding & Cutting Technology (CIP 48.0508)	WLT 1173 Introduction to Welding and Safety
	PS 2014 Industrial Maintenance Trades (CIP 47.0303)	IMM 1734 – Maintenance Welding and Metals
	PS 2011 Commercial/Residential Maintenance (CIP 46.0401) Bldg Prop Maint & Mgt	CRM 1713 – Welding
S 2016 Architecture and Drafting (CIP 15.1301)	PS 2015 Drafting & Design Technology Cluster: Architectural Engineering Technology (CIP 15.0101) General Drafting (CIP 15.1301) Geographical Information Systems (CIP 45.0702)	DDT 1163 – Engineering Graphics
	PS 2010 Civil Engineering Technology (CIP 15.0201)	DDT 1163 Engineering Graphics DDT 1313 – Computer Aided Design I

S 2013 Culinary Arts (CIP 01.0003)	PS 2016 Hospitality & Tourism Cluster Hospitality Administration/Management (CIP 52.0901) Travel and Tourism (CIP 52.0903) Culinary Arts Technology (CIP 12.0500)	HRT 121(3-4) Safety and Sanitation
	PS 2008 Food Production & Management Tech (CIP 12.0508)	FPV 1213 – Food Service Sanitation FPV 1113 – Fundamentals of Operational Procedures in Food Service
S 2010 Early Childhood Education (CIP 19.0709)	PS 2015 Early Childhood Education Technology (CIP 19.0709)	CDT 1113 – Early Childhood Profession
S 2008 Marketing (CIP 52.1801) S 2016 Marketing (will be available on RCU website by May 31, 2016)	PS 2012 Business and Marketing Management Related Technology (CIP 52.1401 Marketing/Marketing Mgt General)	MMT 1113 – Marketing I MMT 1313 – Personal Selling (available after Art courses are validated by PS CTE)
	PS 2012 Fashion Marketing Technology (CIP 52.1902)	MMT 1113 – Marketing I MMT 1313 – Personal Selling (available after Art courses are validated by PS CTE)
	PS 2016 Banking and Finance Technology (CIP 52.0803)	BFT 1513 – Banking and Finance Math
S 2014 Engineering (CIP 14.0101)	PS 2011 Civil Engineering Technology (CIP 15.0201)	DDT 1163 Engineering Graphics DDT 1313 Computer Aided Design I
S 2014 Automotive Service Technician (CIP 47.0604)	PS 2016 Construction Equipment Operation (CIP 49.0202)	CEV 1313 – Service and Preventive Maintenance I
S 2014 Lodging, Hospitality and Tourism Management (CIP 52.0901)	PS 2016 Hospitality & Tourism Cluster Hospitality Administration/Management (CIP 52.0901) Travel and Tourism (CIP 52.0903) Culinary Arts Technology (CIP 12.0500)	HRT 1123 – Introduction to Hospitality and Tourism Industry

S 2014 Teacher Academy (CIP 13.0101	PS 2015 Early Childhood Education Technology (CIP 19.0709)	CDT 1113 – Early Childhood Profession
S 2016 Information Technology (CIP 11.0101)	Needs Alignment to PS program and courses	Needs PS course identification
S 2014 Digital Media Technology (CIP 09.0702)	Needs Alignment to PS program and courses	Needs PS course identification
S 2014 Food Products (Meats) (CIP 01.0401)	Needs Alignment to PS program and courses	Needs PS course identification
S 2014 Forestry (CIP 03.0511)	PS 2011 Forestry Technology (CIP 03.0511)	Needs PS course identification
S 2013 Energy Technology (CIP 14.1001)	Needs Alignment to PS program and courses	Needs PS course identification