

Articulation Workshops

Jamilah Tucker,

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Ohio Board of Regents

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Welcome from **Vicky Wood**

*Vice-President and
CAO*

Marion Technical
College



Welcome from **Stephanie Davidson**

*Vice Chancellor,
Academic Affairs*

Ohio Board of Regents

-video welcome-



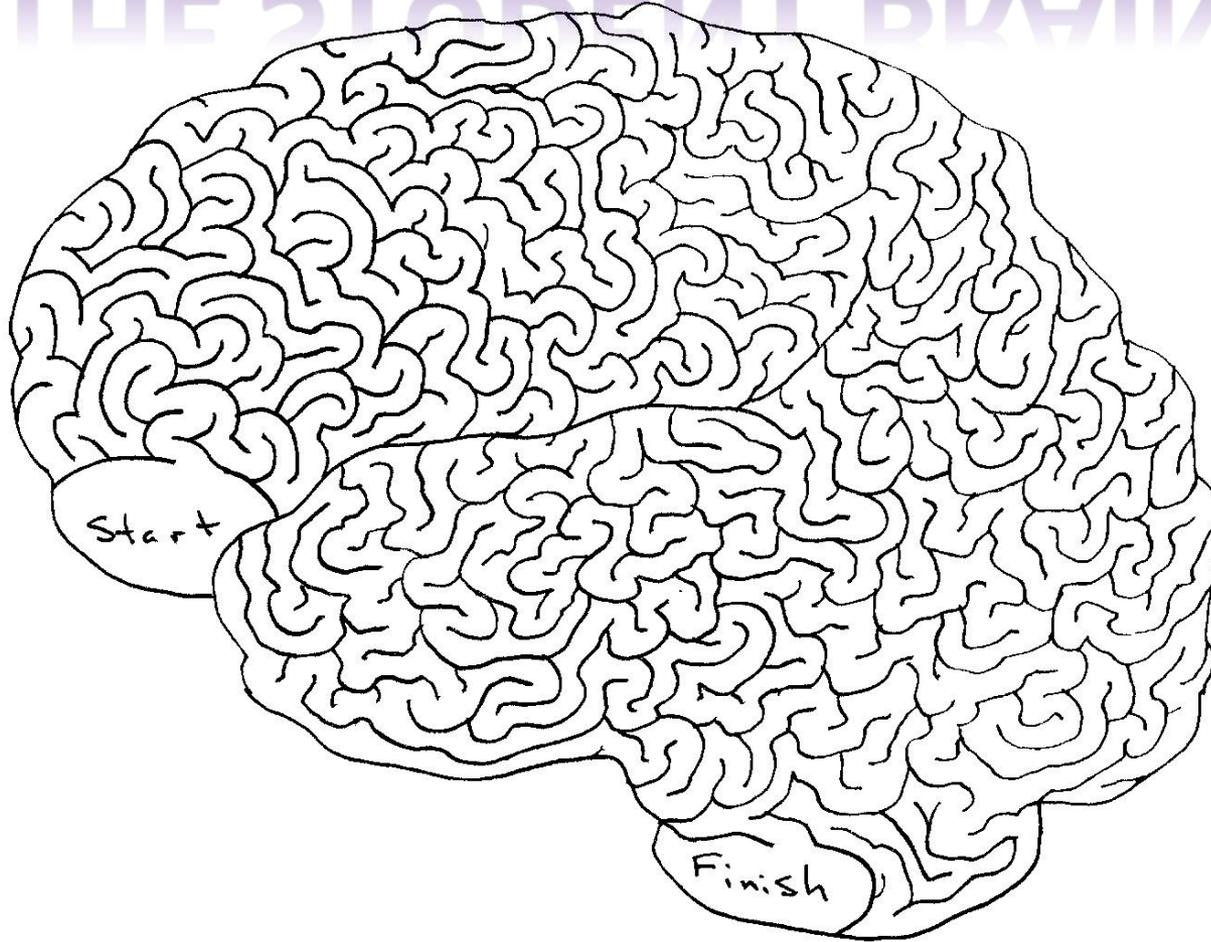
Welcome from **Steve Gratz**

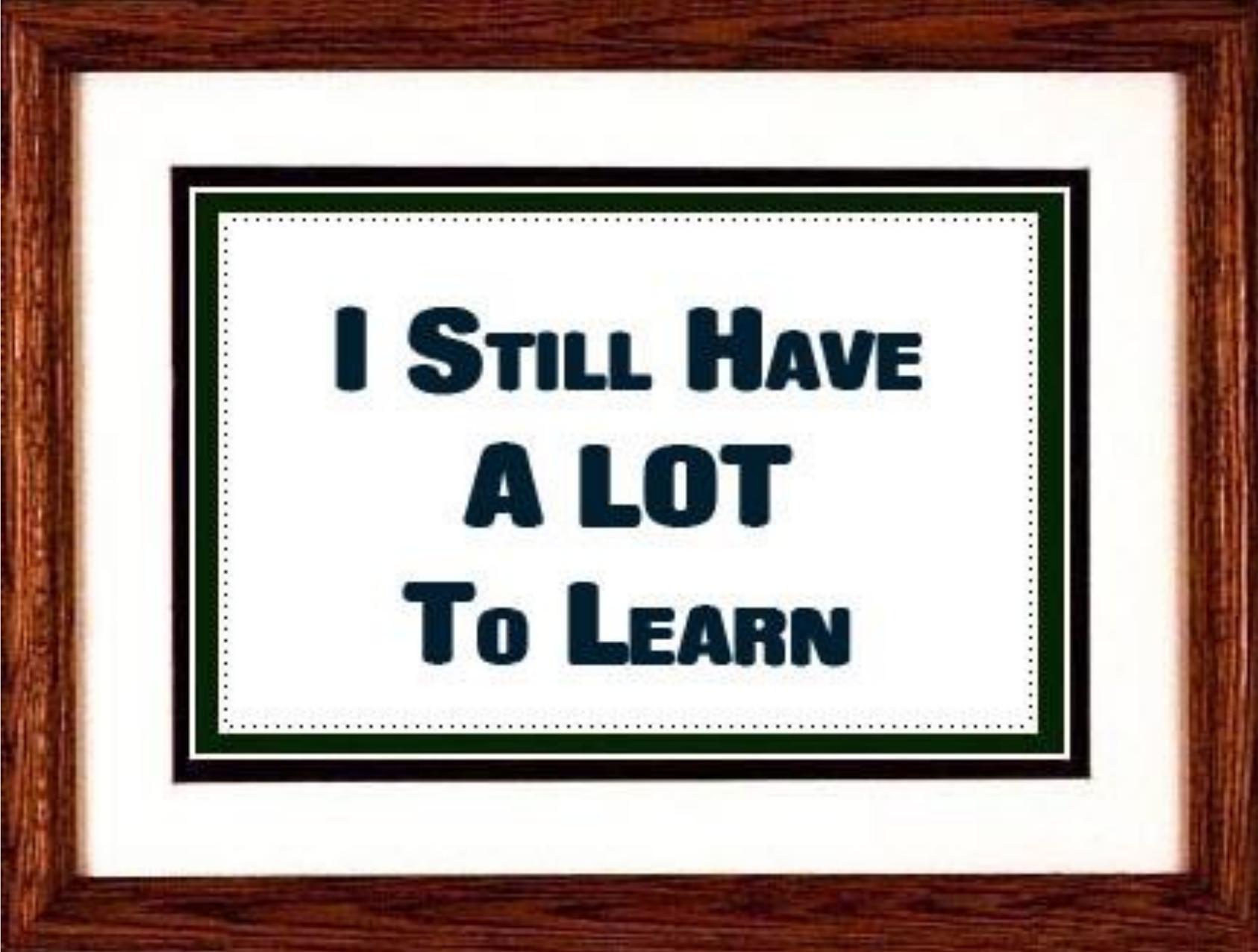
*Senior Executive
Director,*
Ohio Department of
Education



Today's Purpose

THE STUDENT BRAIN





**I STILL HAVE
A LOT
TO LEARN**

A framed sign with a dark wood border. Inside the border is a white mat. Within the mat is a dark green rectangular frame containing a white dotted border. The text "I STILL HAVE A LOT TO LEARN" is centered in a bold, dark blue font.

Roadmap

- Ohio's Career-Technical Landscape
- Ohio Articulation And Transfer Policy
- SCTAI & CTAG Concepts
- Assessment
- Participation
- Sessions Schedule

Our Ohio Career-Technical Universe

University System of Ohio:
23 Community Colleges/ 14
Universities

16 National Career Cluster

93 Career-Technical Planning
Districts



Ohio Secondary CTE:

- Agriculture and Environmental Systems
- Arts and Communications
- Business and Administrative Services
- Construction Technology
- Education & Training
- Engineering & Science
- Finance
- Government & Public Administration
- Health Science
- Hospitality and Tourism
- Information Technology
- Law and Public Safety
- Manufacturing
- Marketing
- Transportation Systems
- CBI

Ohio Credit Transfer Law/Policy

- **1990** - S.B. 268 and Amended Sub. H.B. 111 Ohio Transfer Module (OTM)
- **2003** - H.B. 95 (ORC 3333.16) - Transfer Assurance Guides
- **2005** - H.B. 66 (ORC 3333.162) - Career-Technical Credit Transfer (CT)²
- **2007** - University System of Ohio
- **2009** - Advanced Placement Credit (legislation 2007)
- **2010** - Military Credit

ORC 3333.162

(A) As used in this section, "state institution of higher education" means an institution of higher education as defined in section [3345.12](#) of the Revised Code.

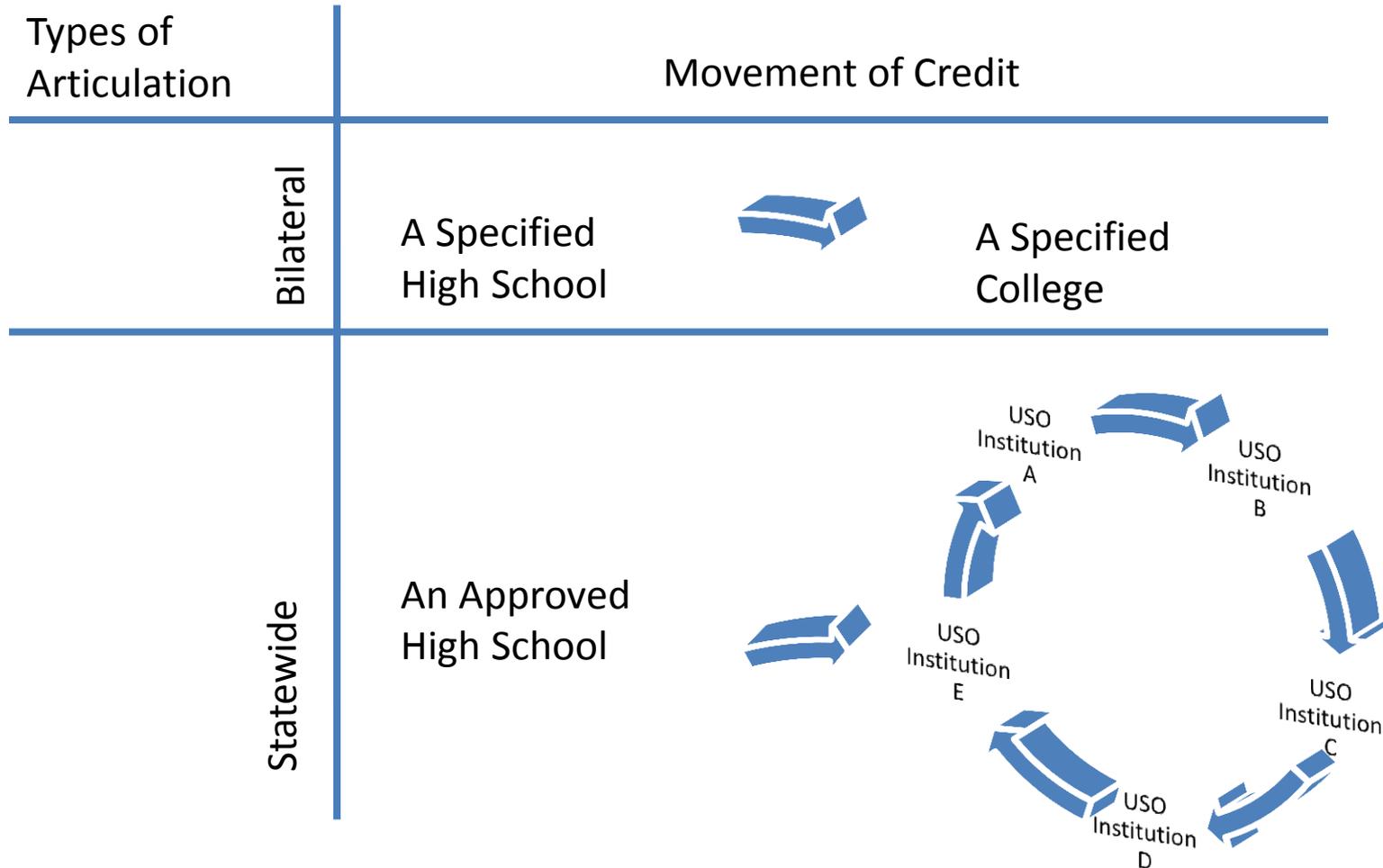
(B) By April 15, 2007, the chancellor of the Ohio board of regents, in consultation with the department of education, public adult and secondary career-technical education institutions, and state institutions of higher education, shall establish criteria, policies, and procedures that enable students to transfer **agreed upon technical courses completed through an adult career-technical education institution, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without unnecessary duplication or institutional barriers. The courses to which the criteria, policies, and procedures apply shall be those that adhere to recognized industry standards and equivalent coursework common to the secondary career pathway and adult career-technical education system and regionally accredited state institutions of higher education. Where applicable, the policies and procedures shall build upon the articulation agreement and transfer initiative course equivalency system required by section [3333.16](#) of the Revised Code.**

- Effective Date: 09-29-2005; 2007 HB2 05-15-2007

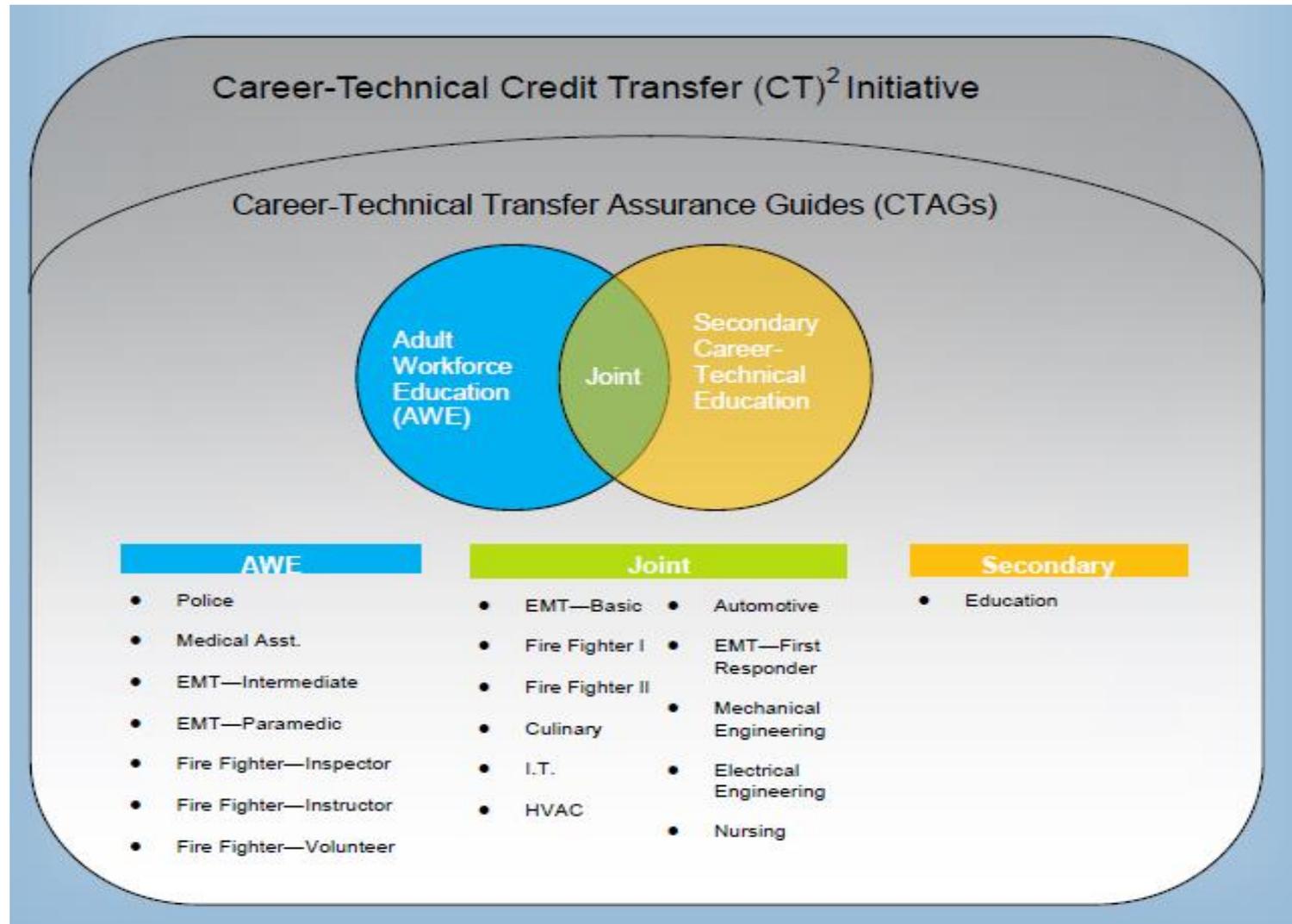
Prior to CT2

Career-Technical Students had **no statewide** guarantee of acceptance, application, or transfer of previous educational work from non-HLC accredited/degree granting institutions to HLC accredited/degree-granting institutions (2 year public, 4 year public in Ohio)

Nature of Bilateral Agreements Versus Statewide Agreements



CTAGs Since 2005/2007



Organization of a CTAG

CONCEPTS:

#1. Career-Technical Assurance Guide (CTAGS)

CTAGs serve as advising tools, identifying the CTANs that are part of the statewide content guarantee, and describing other conditions or obligations (e.g., program accreditation, industry credential, or student responsibilities) associated with the guarantee.

CONCEPTS:

#2. Career-Technical Articulation Number (CTAN)

A CTAN consists of **learning outcomes** representing knowledge and skills in a technical area needed to transition from career-technical education to public institutions of higher education. Each CTAN in the technical area is assigned an identifying number found in the CTAG and utilized in the **Course Equivalency Management System (CEMS)**.

TOOLS:

Course Equivalency Management System (CEMS)

Course Equivalency Management System (CEMS): A web-based tool that supports the course/program submission, review and posting of equivalent courses/programs.

The Reporting System: A searchable web-based resource that shows students, faculty, registrars, counselors, and others the state-wide equivalent guarantees for (CT)2

How A CTAG is Created

FACULTY Lead....

....**STUDENT** focused!

The Five Step Process

1. **Defining** – Joint faculty panels meet to define learning outcomes and credit hour ranges.
2. **Agreeing** – Educational partners reach consensual agreement on the learning outcomes via a statewide feedback process.
3. **Matching** – Institutions match courses to learning outcomes and credit hour ranges.
4. **Submitting** – Institutions submit specific course materials based on learning outcomes and credit hour ranges.
5. **Reviewing** – Faculty review panels validate course materials against learning outcomes, recommended credit hour ranges, and other requirements.

SCTAI

The Secondary Career Technical Alignment Initiative (SCTAI)

Goals:

- Encourages new and expanded post-secondary credit opportunities for secondary students in career-technical education.
- Reduce the likelihood that a student would repeat technical content in which they can demonstrate knowledge and skill, and
- Supports Ohio's comprehensive credit transfer system.

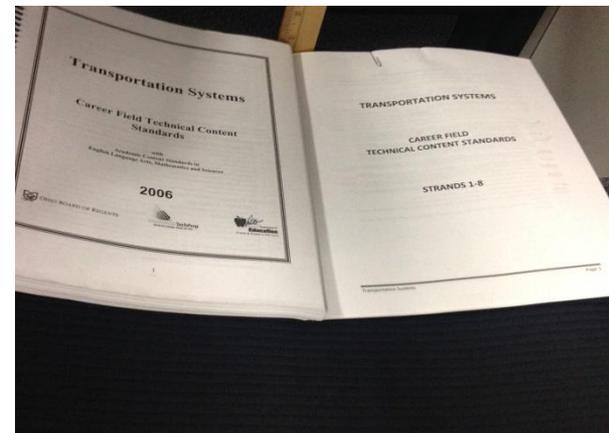
SCTAI

Every five years the Ohio Department of Education revisits their Career Field Technical Content Standards (CFTCS) in order to update, revise, and contemporize student learning outcomes and competencies. That effort began in 2011.

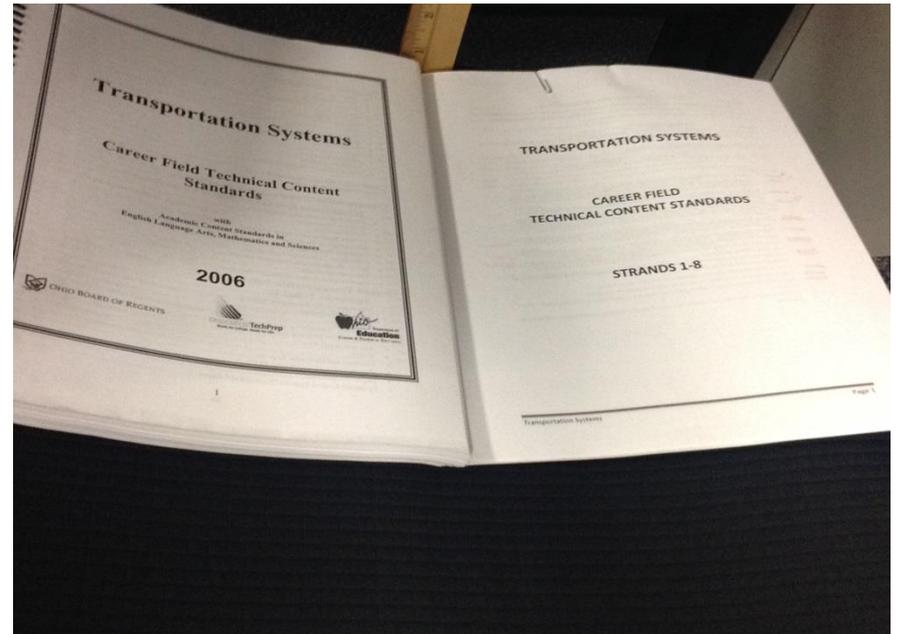


SCTAI

- Previously the Department of Education's Legacy standards documents were all encompassing making them difficult to uniformly test.
- The standards have now been broken down into manageable courses. A course can be offered variably from 120-280 hours and each course has an end-of-course state standardized examination (OCTA/CETE/ WEXam exams).



SCTAI

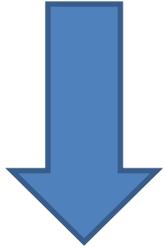


SCTAI

- **Each standard was organized into strands, outcomes, and competencies.**
- **Subsequently, the standard was assembled into pathways consisting of courses populated with competencies from the master document.**
- **Course descriptions were developed and course titles and numbers were assigned.**

SCTAI

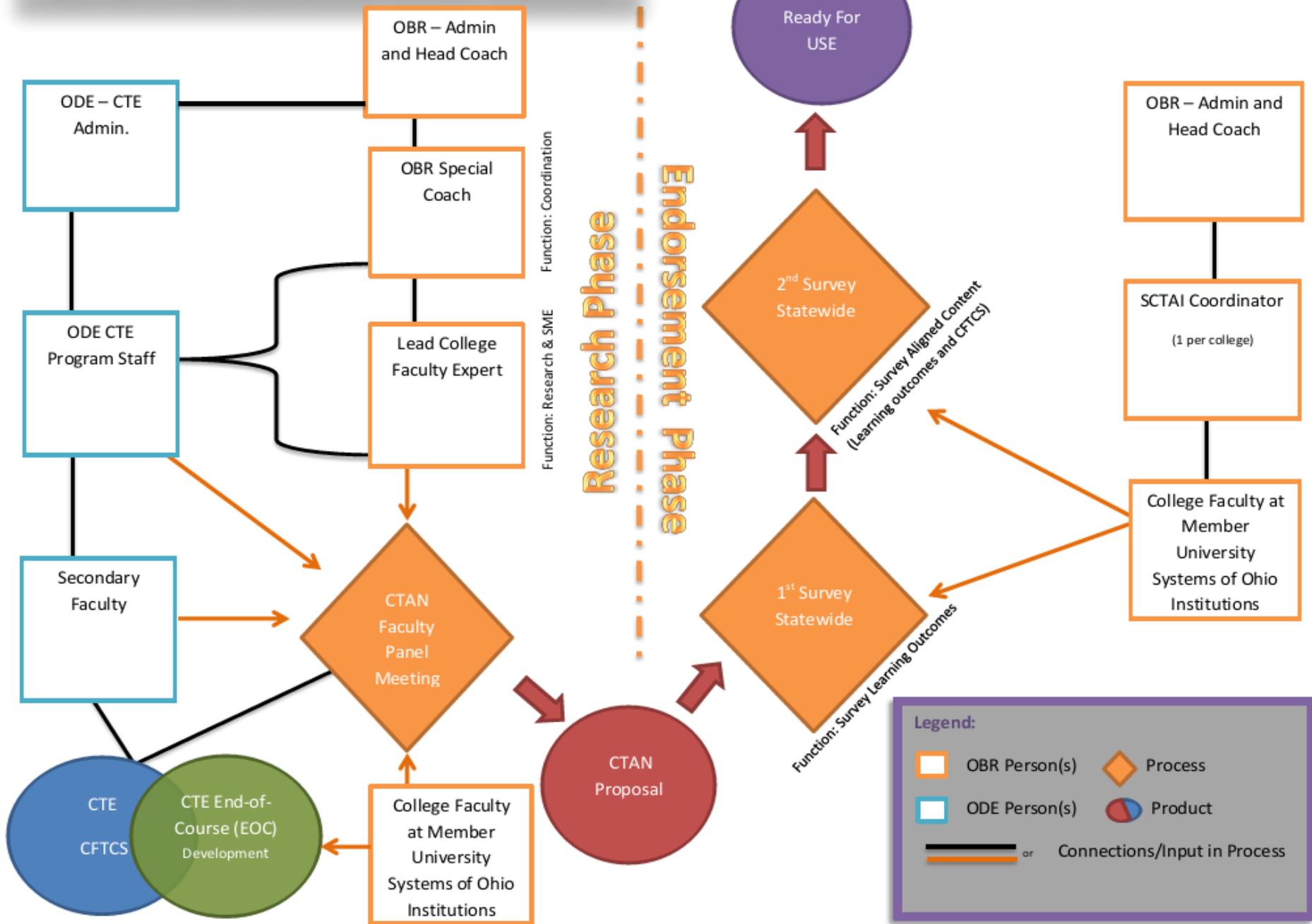
- **Working with the Center on Educational and Training for Employment (CETE) at The Ohio State University, the Department of Education developed end-of-course examinations to demonstrate student proficiency.**
- **Item writing involved USO faculty and secondary teachers.**



SCTAI

At the same time In 2011, the Board of Regents launched the Secondary Career Technical Alignment Initiative (SCTAI) to work in partnership with ODE – Career Tech to explore the creation of additional CTAGs and to revise existing agreements.

SCTAI CTAN DEVELOPMENT MODEL



Another look at the process:

- A lead faculty reviews the Secondary Career-Field Technical Standards and college courses from a number of IHE.
- Drafts learning outcomes representative of the IHE courses & creates alignment with the Secondary Standards.
- Addresses a panel of peers to review research findings.
- OBR vets the research (learning outcomes and alignment) through no less than 1-2 surveys of all IHE's that offer the discipline/course.
- Faculty participate in the development of end-of-course examinations *and* discuss measurement options for each statewide articulation.

Following two years of alignment, field survey of all USO institutions, and review the Board of Regents, in May 2014, began to release finalized statewide career technical articulation agreements.

New Career-Technical Statewide Agreements We Will Discuss Today

- Criminal Justice*
- Medical Clinical Lab Technology
- Health Information Management*
- Exercise Science and
- Automotive (2008, 2015)
- Medical Terminology (course) *

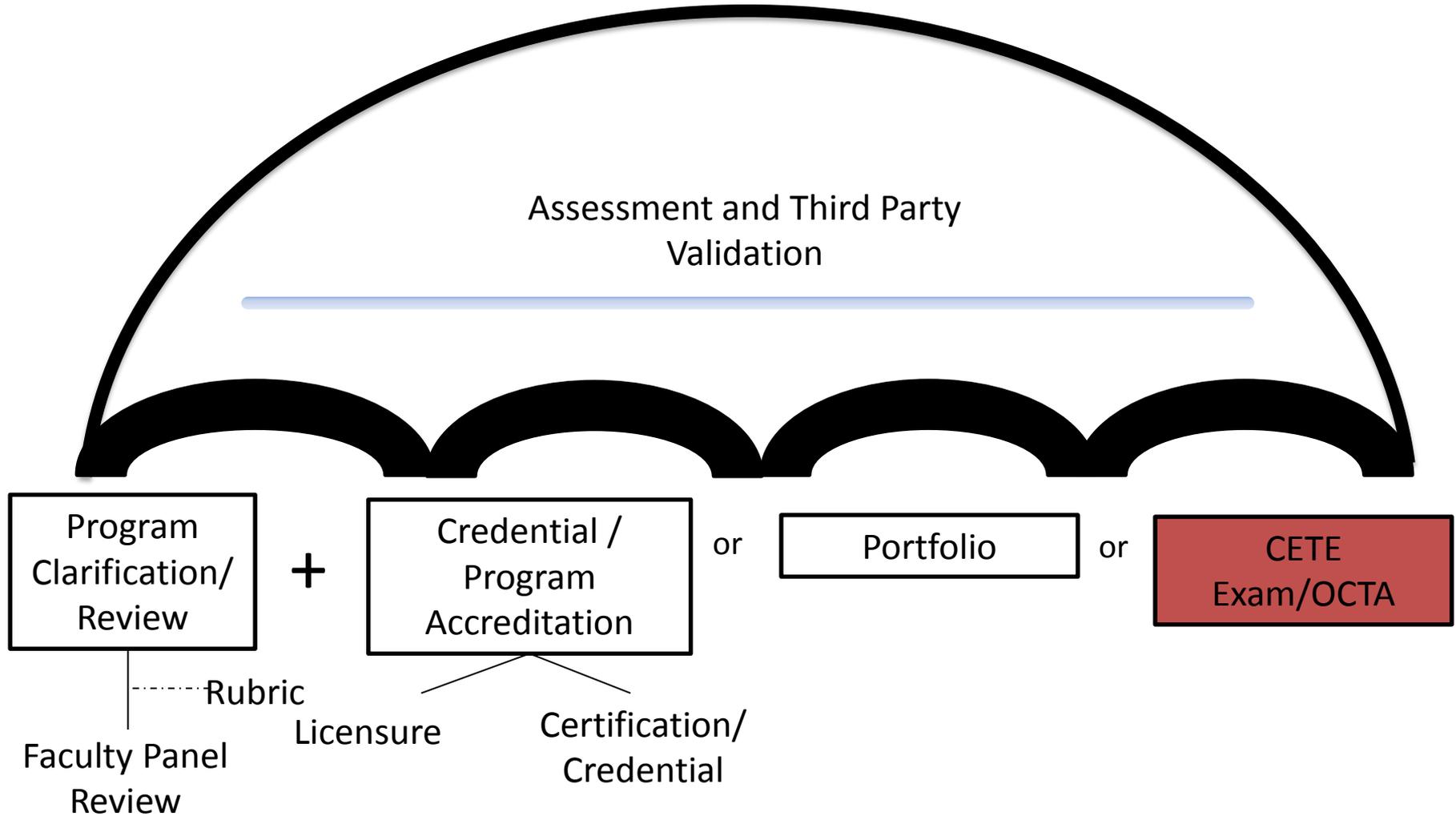
Finalization is defined as achieving and documenting alignment of the Department of Education's courses with the post-secondary learning outcomes in statewide career technical articulation agreement.

Alignment occurs when course competencies are sufficient to satisfy the learning outcomes in each statewide career technical articulation agreement.

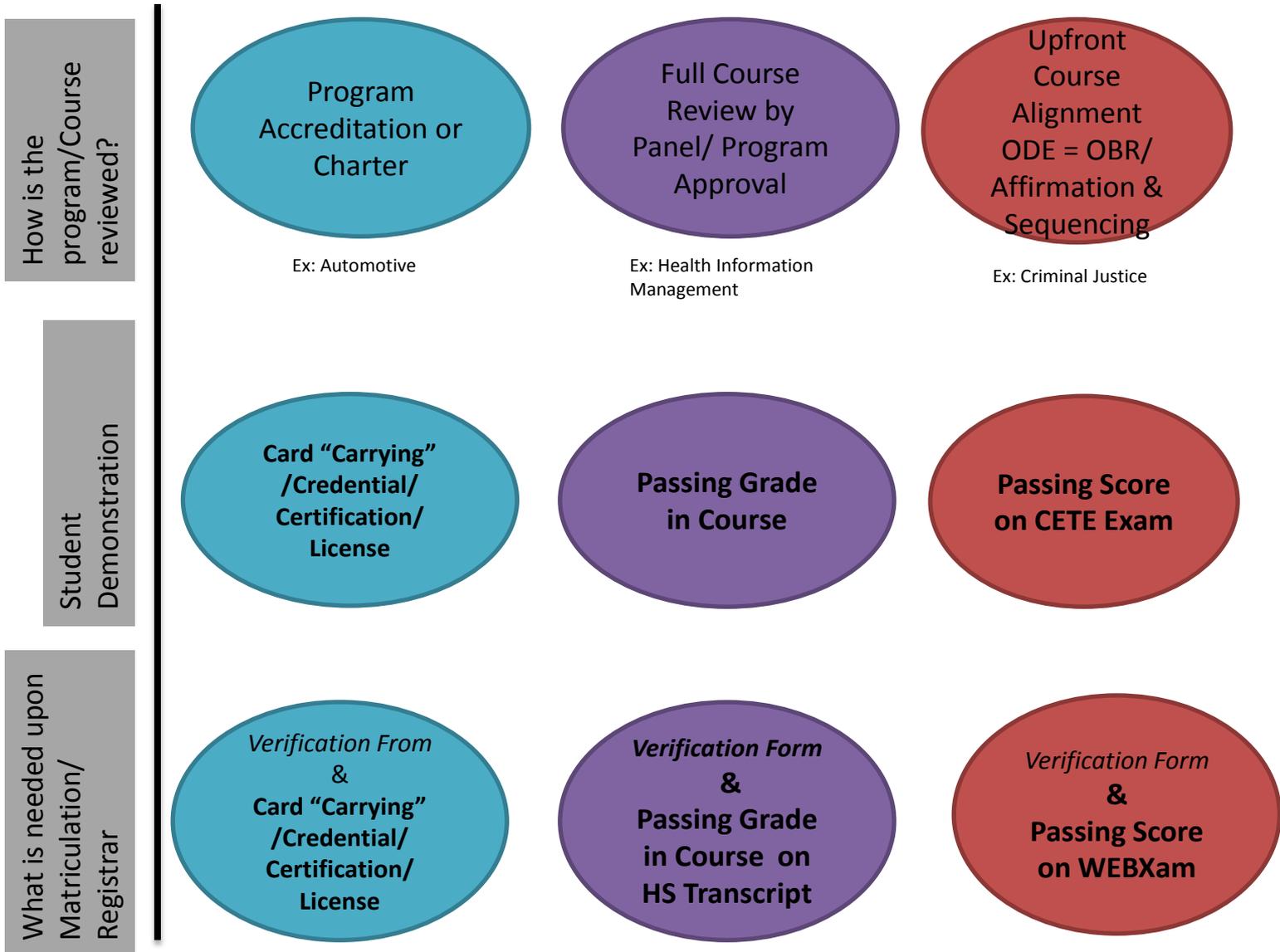
Assessment

The CTAG Assessment Umbrella

This model addresses the current ways student learning is assessed and/or validated in the CTAG process



SECONDARY Submissions



Participation



Submissions:

- Are at the course level for IHE, not necessarily the program level.
- Secondary submissions are based on proper sequencing of available ODE courses.
 - You must convert from programs to courses in order to participate.

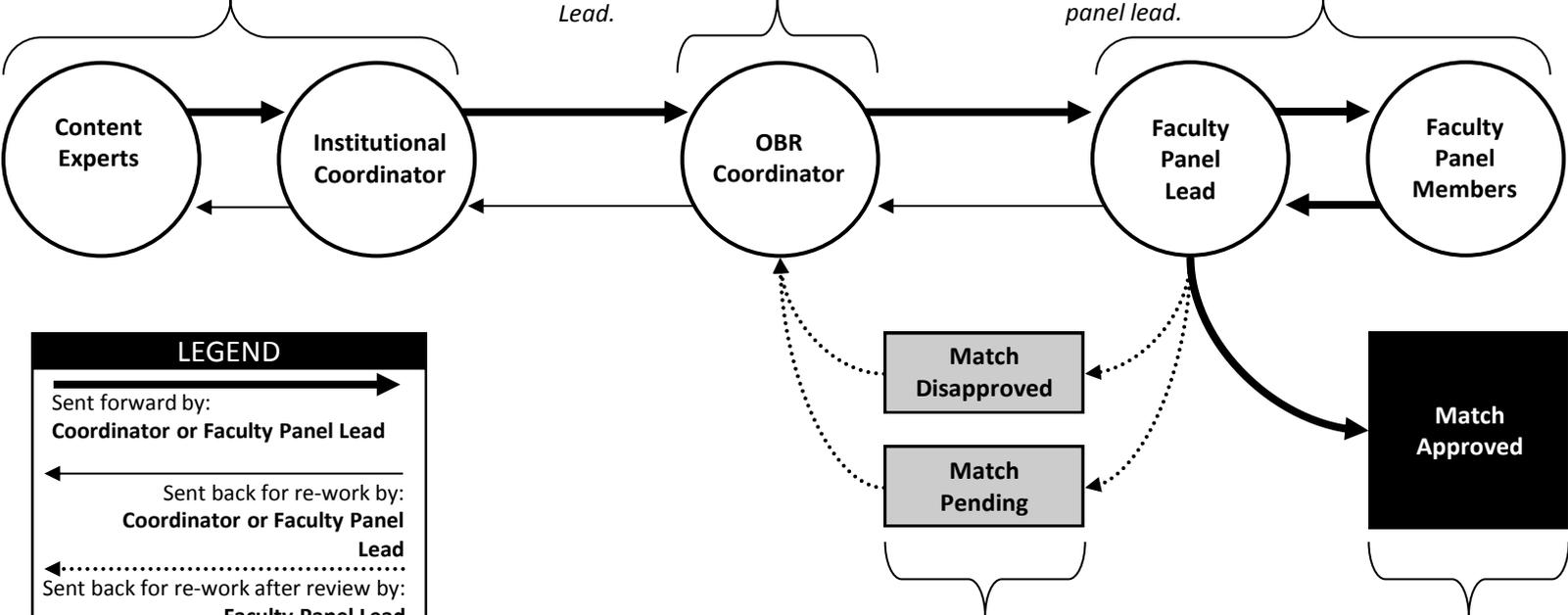
CEMS

CEMS WORKFLOW

The content experts at a given institution work in conjunction with their institution's Coordinator to develop both a course inventory and a match.

The institutional Coordinator quickly reviews the submission, and if there are no glaring errors, sends the submission forward to the appropriate Faculty Panel Lead.

Upon receipt of the submission, the Panel Lead conducts a quick review, and if there are no glaring errors, sends it forward to the panel members, who send their decisions back to the panel lead.



If the panel disapproves the match or says it is "pending," the match is sent back to the OBR Coordinator, who then forwards it to the school's institutional Coordinator for re-work. It may then be re-submitted in the next review cycle.

If the panel approves the match, it is then posted as part of a guarantee.

Break Out Sessions

Thursday: Faculty Recommended Break-Out Session:

All

Lead Faculty Presenter:

USO Faculty Member

Co-Presenter:

Facilitator: OBR Personnel

Room: Room As Assigned

Session Description: **Ever wish you were a fly on the wall in your colleagues' classrooms, if for nothing else than to get new ideas and resources? Primarily for discipline-specific faculty/instructors, this round-table session will be led by fellow instructors and one of the primary goals is to improve the understanding of the components necessary to successfully submit courses for statewide agreement. All attendees will share challenges and successes in the classroom as they relate to teaching the subject matter area. Attendees are encouraged to share instructional resources, including syllabi, sample assignments, course outlines, textbook information, etc.**

12:30 -1:30p.m.

You've Earned It Credit Verification and Award

Lead Presenter: Karen Ramos, Ass. Director Advising & Academic Services, University of Cincinnati

Co-Presenter: Ryan Cupp, Administrator, OBR

Facilitator: Tonya Ervin, Ass. Director, OBR

Room Location: TEC 114



Session Description: Primarily for front-line personnel, registrars, and guidance staff, this session will focus on how students "access" or use CT2 credit. Discover what high schools MUST do to ensure students have the verification form in hand, learn how receiving institutions process the form and award credit, and discover ways to ensure student access to eligible credit.

Demystifying the Jargon

Lead Presenter: OBR

Facilitator: Carlos Bing, OBR

Room Location: TEC 112

Session Description: This session will examine the laws that created Career Technical Credit Transfer (CT)², explain the policy and some of the associated transfer terminology. You'll walk away with a firm understanding of the state's articulation efforts and your role in articulation success.

Not Your Parent's *Vocational Education*

Lead Presenters by Day:

(R) Mary-Jane Stanchina, Executive Director Sixth District Educational Compact

(F) Kim Wilson, Superintendent, Tolles Career & Technical Center

Facilitator: Craig Wiget, include title, include institution

Room Location: TEC 124

Session Description: Are you still referencing vocational education? Throw away those images of manufacturing blast furnaces and dusty workshop floors; today's career-technical education is so much more. Come learn about today's cutting-edge Career-Technical Education. Walk away with a basic understanding of Ohio's secondary CTE approval process and assurances, the high school student classroom experience (including testing), as well as resources you can use to become a champion of Ohio's career-technical education students.



After the Break/ Break-Out Sessions
Repeat & CEMS Workshop

Faculty Recommended Track: CEMS Submission Workshop

Lead-Facilitators:

Dennis Ragins, Regional Manager

Bob Haas, Regional Manager

Misty McKee, OBR

Technical Assistance: Kevin Sosa

Rooms: TEC 134 & TEC 154

Session Description: Overview of the Course Equivalency Management System (CEMS) and provides participants an opportunity to submit their institution's course information on-site.



Wrapping Up

- Question and Answer?
- Directions for Lunch – Jessi Spencer
- Workshop Notes: Ground Rules, Parking Lot, Feedback Cards, and Workshop Survey

Slides We Might Use/Need

All Advanced Standing Opportunities are Not the Same

Advanced Standing Program Credit earned	Future potential to earn college credit	Opportunity to earn college credit during high school
Advanced Placement (AP) Secondary credit only	Requires a third-party assessment, a score of 3 or above for guaranteed credit upon enrollment in a USO institution.	
International Baccalaureate (IB) Secondary credit only	Requires a third-party assessment. Score may be recognized by IHE for credit. Has no credit award guarantee in Ohio.	
Articulated Credit (statewide (SCTAI) or bilateral) Secondary credit only	Requires timely enrollment in USO institution. Credit for SCTAI course/program guaranteed upon enrollment in a USO institution. Credit for other course/program may be conditionally awarded.	
College Credit Plus (CCP) Secondary and college credit		Requires college enrollment during high school. College credit is transcribed upon student's successful completion of the course.
Early College High School (ECHSP) Secondary and college credit		Requires District and IHE formal relationship. Courses for college credit governed by College Credit Plus.

For More Information

www.ohiohighered.org/ccp

CollegeCredit PLUS

Students & Families

FAQs

Background

Resources for
Administrators