



John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio
Board of Regents

Directive 2012-015

May 11, 2012

RE: BILATERAL ARTICULATION AGREEMENTS WITH SECONDARY CAREER-TECHNICAL INSTITUTIONS:
PRINCIPLES AND GUIDELINES

The Chancellor of the Ohio Board of Regents and the University System of Ohio are committed to providing the citizens of Ohio with opportunities to achieve their highest level of academic attainment, as well as saving time and money. As a cornerstone of the University System of Ohio, the Chancellor directs a guaranteed credit transfer system that provides all citizens with a clear pathway for gaining the skills and education necessary to remain and become productive participants in today's knowledge economy. To further this strategy, the Chancellor created the Ohio Articulation and Transfer Network and tasked it with creating a system where students are able to know in advance the courses and programs guaranteed to transfer from one University System of Ohio institution to another, with the goal of ensuring that those courses apply to the students' attainment of their degrees.

In 2005, pursuant to Section 3333.162 of the Ohio Revised Code, the Ohio Board of Regents began working on a clear pathway to transfer credit for many courses and programs throughout the entire spectrum of Ohio higher education institutions and providers. The Ohio Board of Regents has been working with the Ohio Department of Education, public adult and secondary career-technical education institutions, and state institutions of higher education on establishing criteria, policies, and procedures that enable students to transfer agreed-upon technical courses/programs 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. In order to create a guaranteed credit transfer system in career-technical education fields, those policies, criteria, and procedures utilize recognized industry standards and equivalent coursework common to the secondary career pathway, adult career-technical education system, and regionally accredited state institutions of higher education. Where applicable, the policies and procedures are also built upon the articulation agreement and transfer initiative course equivalency system required by Section 3333.16 of the Ohio Revised Code.

In 2011, the Ohio Board of Regents, in collaboration with the Ohio Department of Education, established the Secondary Career-Technical Alignment Initiative (SCTAI) to accelerate the effort of statewide and local alignment of programs/courses between secondary career-technical programs of study and coursework at the postsecondary level. The SCTAI continues the implementation of Section 3333.162 of the Ohio Revised Code with an emphasis on credit transfer between secondary career-technical and public higher education institutions. With the goal of helping Ohioans obtain their highest levels of academic attainment, the specific objectives for SCTAI include: (1) the development of statewide

Secondary Career-Technical articulation and transfer agreements; and (2) the establishment of statewide guidelines for bilateral agreements. While the Ohio Board of Regents will strive to develop as many statewide articulation agreements and clear pathways as possible, there will be some secondary career-technical program areas where bilateral (local) agreements will still play a critical role. Thus, to meet the requirements of Section 3333.16 of the Ohio Revised Code and to ensure that Ohio's higher education system utilizes exemplary bilateral agreements that maintain the standards and consistency among bilateral agreements statewide, the Chancellor hereby issues the following *Principles and Guidelines for Bilateral Articulation Agreements with Secondary Career-Technical Institutions*.

The Principles and Guidelines for Bilateral Articulation Agreements with Secondary Career-Technical Institutions for the University System of Ohio

Bilateral Agreements shall accomplish all of the following:

Overarching Goal: To help all Ohio students attain their highest levels of academic achievement through awarding full credit for equivalent academic experiences.

Student Needs and Progression Toward Degree Attainment

1. Guarantee for students that credits earned for secondary career-technical programs are in alignment with college programs and applied in an appropriate, meaningful manner by the degree granting institution.
 - Meaningful credit provides students, to the fullest extent possible, with credits that apply toward certificate or degree completion requirements.
 - Students earn appropriate and equivalent credit for comparable learning experiences.
2. Address the needs of matriculating and future transfer students with the inclusion of a plan for appropriate academic and career planning and advisement.
 - Partner organizations shall determine who will provide support to the students, the methods of support to be used, and when the support will be provided, until the highest level of academic achievement is attained.
 - The academic and career planning advisement document must indicate potential paths students may take and the credit they will receive.
 - Periodic surveys of student experiences are required to assure that student needs are being met.
3. Pursue a goal of becoming an exemplary model for a statewide agreement that rewards the maximum amount of credit for students, when appropriate.
 - Based on funding, a database will be created and maintained of all career-technical bilateral agreements in the state by the Ohio Board of Regents using data reported by the institutional partners.

- Widespread applicability of credit in bilateral agreements beyond the local region will be considered by the Ohio Board of Regents, if it is known that other institutions in the state have similar programs.
 - Exemplary bilateral agreements that may apply to other institutions in the state will be used as models for the creation of future statewide agreements.

Clear Communication

4. Guide institutions in the dissemination of information that is clear and easily understood by students, parents, advisors, educators and other constituents.
 - Partner organizations will clearly communicate information to various constituents using a variety of media e.g., face-to-face, e-mail, mass media, print, and web sites.
 - Partner organizations will evaluate the methods of communication used for the various target audiences to determine effectiveness, and take appropriate action based upon results.
5. Communicate opportunities and limitations clearly with incoming students, parents, advisors, educators and other constituents.
 - Students and all concerned constituents will receive accurate information about expectations for future credit transfer.
 - Students and all concerned constituents will be informed about relevant institutional admissions standards.

System Collaboration

6. Promote collaboration amongst institutional partners to effectively seek and share information.
 - Processes to effectively share information shall be established and regularly evaluated by all partner organizations.
 - Key contacts will be identified in alignment with the structure of partner organizations.
7. Represent collaborative efforts through demonstrating adherence to the standards, requirements, and regulations of the Ohio Department of Education and the Ohio Board of Regents.
 - Consider trends from business and industry with a goal of economic advancement for Ohioans.
 - Use an equivalency process that guarantees the integrity of the alignment process.
 - All agreements must follow the regulations in the Ohio Articulation and Transfer Policy and other guidelines published by the Ohio Board of Regents.
 - Since TAG, OTM, and CTAG courses have statewide agreements, they can be part of a bilateral agreement only when taught through dual enrollment.
 - Example: Since accounting is a TAG course, a bilateral agreement for the Financial Services pathway could not include that accounting course unless it is to be a dual enrollment course.

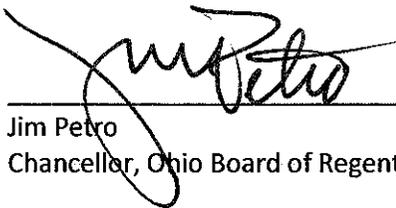
8. Include a schedule for periodic evaluation to assure that student success is optimal, programs and processes are functioning effectively, and the agreement is operating in the best interest of partner organizations.
 - Student progress must be reviewed to assure that the bilateral agreement is functioning optimally and promoting student success
 - A schedule for regular evaluations of programs and processes will be developed to determine if the bilateral agreement can be adjusted to operate more efficiently for everyone involved.
9. Conform to all applicable state, regional and national requirements.
 - Regulations from the Higher Learning Commission concerning accreditation will be followed.
 - Regulations from the State and outside industry regarding technical content will be followed.

Higher Education Alignment

10. Be approved/endorsed by the Provost/Chief Academic Affairs Office following the institution's bilateral agreement development process.

At the recommendation of the staff of the Ohio Board of Regents, and based upon their collaboration on these issues with the Ohio Department of Education, the Ohio Articulation and Transfer Network Oversight Board, University System of Ohio two and four-year chief academic officers and provosts, and the Ohio Articulation and Transfer Network Advisory Council, I hereby adopt these **Principles and Guidelines for Bilateral Articulation Agreements with Secondary Career-Technical Institutions**, and direct that they be used by all University System of Ohio institutions.

This Directive having been posted for public comment, and any such comment having been given due consideration, is effective immediately upon signature.



Jim Petro
Chancellor, Ohio Board of Regents

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