



Enhancing TRANSITIONS

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A Guide to Creating Formal Agreements
Between School Districts and Schools and
Colleges, University Colleges, Institutes,
and Agencies



Dear Educator:

I am pleased to recommend, *Enhancing Transition: A Guide to Creating Formal Agreements Between School Districts and Schools and Colleges, University Colleges, Institutes, and Agencies*. This handbook was produced by the Centre for Curriculum, Transfer and Technology in collaboration with the Career Education Society, the British Columbia Council on Admissions and Transfers, and the Ministry of Education, Skills and Training.

The impetus for this document lies in the 1993 Memorandum of Understanding (MOU) to Enhance Provincial Career Education Opportunities signed between the former Ministry of Education and the Ministry of Skills, Training and Labour. The MOU called for guidelines for articulation of local secondary courses with post-secondary institutions. The Centre for Curriculum, Transfer and Technology's involvement stems from its responsibilities to implement the strategies outlined in, *Charting a New Course: A Strategic Plan for the Future of British Columbia's College, Institute and Agency System*.

These guidelines will assist educators in schools, districts and post-secondary institutions to link programs, such as the many secondary Career Preparation Programs, with their post-secondary counterparts. Improved articulation will decrease the number of barriers that currently inhibit learner movement from secondary to post-secondary education and the workplace as identified in, *Moving On: Secondary to Post-Secondary Transition - A Report to the Minister of Education, Skills and Training*.

I hope this handbook acts as a stimulus for planning and discussion as educators work toward improved linkages between secondary and post-secondary education.

Yours sincerely,



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INTRODUCTION

THIS HANDBOOK HAS BEEN DEVELOPED PRIMARILY TO ADDRESS ARTICULATION between the K-12 system and the college, university-college, institute and agency sectors of the post-secondary system. The term “post-secondary system” is used for convenience throughout the document. Universities may also find the document useful if they wish to construct specific articulation agreements with the K-12 system.

WHAT IS ARTICULATION?

ARTICULATION IS THE PROCESS OF CONNECTING TWO OR MORE EDUCATIONAL systems or institutions within a community, to help learners make a smooth transition by minimizing delays, duplication of courses, or loss of credit. Articulation is an important step toward the development of a barrier-free education system.

Articulation may involve the alignment of curriculum and/or the coordination of policies that enable learners to move easily from one system to another. Central to the process is the willingness of all educators to work together to transcend individual and institutional self-interest that can impede access for learners.

Secondary to post-secondary articulation may be as simple as negotiating a one-page agreement between institutions to work together, or as complex as negotiating a province-wide agreement that allows students to move from career preparation to diploma to degree programs in a specific program area. “Transfer” is an aspect of transition that allows for the granting of credit toward a credential by one institution for programs or courses completed at another.

WHY PURSUE ARTICULATION?

ARTICULATION HELPS TO MAKE THE MOST EFFICIENT AND EFFECTIVE USE OF financial, physical, and human resources in both the secondary and post-secondary systems. For the secondary system, articulation assists students in planning career pathways into post-secondary education or the workplace and in understanding post-secondary expectations. For the post-secondary system, articulation ensures the entry of informed and aware students, thereby reducing attrition and providing students with a richer program.

THE PURPOSE OF THIS HANDBOOK

THIS HANDBOOK IS INTENDED TO HELP GUIDE THE PROCESS OF DEVELOPING articulation agreements between secondary schools and districts on the one hand and colleges, university colleges, institutes and agencies on the other. It is designed primarily to assist faculty, teachers, and educational administrators in understanding the principles of articulation and in constructing effective articulation agreements. It also contains information that may be of interest to universities, private training institutions, parents, students, and community members affected by such processes. The information is based on the work of many people in schools, district offices, colleges, and institutes who have spent considerable time constructing articulation agreements for the benefit of their students.

The approach taken here is to describe current practice rather than to prescribe practice (i.e., to give a sense of what people are doing in the area of articulation rather than to detail what one must or should do). The handbook provides information on existing agreements and precedents; recommended steps or suggestions for development of new agreements; and background information and principles that will help to ensure quality and consistency. Note that the examples of practice provided in this handbook are not intended to be definitive; other examples exist that are of equal value.

Articulation between two systems is a complex undertaking that can render significant benefits to learners and to the education system as a whole in creating barrier-free access. However, agreements must be carefully constructed and well planned, otherwise students may encounter unforeseen difficulties as they move between programs.

A long-term goal of secondary to post-secondary articulation in British Columbia is to move from a proliferation of bilateral agreements toward provincial-level or multilateral agreements where feasible and desirable. The provision of a suggested set of consistent principles and procedures, as well as the illustration of best practices, as set out in this handbook, are first steps in achieving that goal.



ASSUMPTIONS AND PRINCIPLES

ASSUMPTIONS

THE DEVELOPMENT OF ARTICULATION AGREEMENTS, WHETHER PROVINCIAL OR local, exists against the backdrop of significant change in both secondary and post-secondary education. Articulation, in all its forms, should recognize the following emerging assumptions about the education system:

- the growing awareness of the holistic nature of modern education as a lifelong learning activity that begins before entry into formal schooling, is part of K-12 and post-secondary education and increasingly permeates the workplace
- the shift in emphasis from teaching to learning and from the process of teaching to the demonstrations of learning
- improved access to institutions and programs for a wider range of learners
- a movement toward distributed learning and non-traditional forms of delivery
- a movement toward the skills and outcomes of cooperation—team building and interpersonal skills.

PRINCIPLES

The following principles of articulation were influenced by, among others, the *Principles and Guidelines for Transfer* published by the [BC Council on Admissions and Transfer](#), for transfer between public post-secondary institutions in BC.

1. The primary purpose of any articulation agreement between secondary and post-secondary education systems or institutions is to increase student access by providing clear pathways to post-secondary education.
2. Secondary to post-secondary articulation covers a wide range of activities all of which serve to connect two systems. Examples range from sharing of facilities and resources, staff exchanges, joint professional development, concurrent studies, orientation activities, and participation in advisory committees to preferred placement and credit transfer.

3. In any articulation agreement, the academic integrity and values of the individual institutions and programs must be acknowledged, protected and preserved.
4. Articulation agreements will be governed by the policies and regulations of the Education Councils and Boards of the public institutions concerned.
5. For transfer agreements to be effective, students, parents and staff must be well informed about the benefits and provisions of the agreement.
6. Parties to articulation agreements must maintain open and regular communication with respect to the conditions of the articulation agreement. Institutions should not make changes in these conditions without consultation with the articulating partner.
7. Except for system-to-system agreements, articulation agreements normally refer only to the partnering institutions, and have no currency outside those institutions. Institutions that negotiate transfer of credit as part of an articulation agreement must be careful to inform students intending to transfer that the agreement guarantees credit only at the institution involved.
8. Although formal negotiations take place via the designated authorities at each of the institutions, discussions concerning curriculum, adequacy of supporting facilities and related matters must involve teachers or faculty members at the respective institutions.
9. Negotiations between institutions should recognize that effective learning can occur under a variety of arrangements and conditions. Course or program entrance or transfer credit should be based on achievement of learning outcomes. Various methods of demonstrating learning may be employed.
10. All secondary to post-secondary articulation agreements are housed in the Registrar's office of the post-secondary institution and the Board office of the School District, and one copy is forwarded to a central database maintained by the [Centre for Curriculum, Transfer and Technology](#).
11. All articulation agreements should be subject to regular review, evaluation and updating as appropriate.



ARTICULATION OVERVIEW

THE CHART BELOW CLASSIFIES THE FORMAL ARTICULATION AGREEMENTS THAT currently exist between schools/school districts and post-secondary institutions. The classification system is arbitrary in the sense that many agreements fit more than one type. For example, a partnership agreement between institutions may have a statement of principle as well as specifics of student transfer. However the classifications should help secondary and post-secondary institutions determine the purpose and appropriate level when contemplating developing an articulation agreement. For schools/school districts and post-secondary institutions entering into articulation agreements for the first time, it may be appropriate to start with agreements in principle before entering into the more specific agreements listed below.

LEVEL	TYPE	ACTIVITIES/STRATEGIES
System-to-system — negotiated and signed at the provincial level	Agreement in principle — a general agreement, an intention to proceed to something more specific	— for example, the Memorandum of Understanding between the Ministry of Education and Ministry of Skills, Training and Labour, November 1993
	Partnership agreement — a specific agreement between ministries or a Ministry and an agency at the provincial level	— for example, the Memorandum or Understanding for Joint Workshop Delivery between the Ministry of Education, Skills and Training and the Workers Compensation Board (WCB)
	Transition agreement — an agreement for the transition of students at the provincial level	— it may cover all institutions offering a specific program in the province; for example, the provincial Professional Cook Training Articulation Agreement, which includes credit transfer

system-to-system agreements

institution-to-institution agreements

LEVEL	TYPE	ACTIVITIES/STRATEGIES
Institution-to Institution — negotiated at the institution-to-institution level and signed at the executive level	Agreement in principle — an intention to proceed to something more specific	— it may be a general statement about the need to work together to achieve common aims
	Partnership agreement — a specific agreement to partner in some area	— for example, joint use of facility, sharing resources, staff exchanges
	Transition agreement — a general agreement at the executive level that provides for student transition	— for example, provision for a number of secondary students to register in college-level courses

program-to-program agreements

LEVEL	TYPE	ACTIVITIES/STRATEGIES
Program-to-program — negotiated at the program-to-program level though often signed by both the program head and institution executive	Agreement in principle — an agreement between teacher and instructor to meet on a regular basis and share information	— it may follow from institution-to-institution agreements where a specific program area is identified and common curriculum aims are investigated
	Partnership agreement — a specific agreement to engage in partnership activities	— for example, class visits, presentations by faculty, students and instructors shadowing of programs; joint secondary and post-secondary advisory program committee; sharing resource materials
	Transition agreement — a specific agreement for student transition or transfer	— it may include advanced placement, dual credit, preferred entry, credit transfer, etc.

Details of the processes, provisions, objectives, and benefits of each level and type of articulation are included later in this handbook.



Objectives

System-to-system agreements seek to

- identify common standards and interests
- encourage dialogue between systems that have traditionally operated separately
- meet provincial educational objectives
- maximize use of resources
- raise awareness of articulation goals and opportunities
- provide opportunities and encouragement to institutions to develop articulation agreements

Benefits

System-to-system agreements

- enhance mobility among provincial institutions
- increase status of career development programs
- encourage coordination of curriculum between secondary and post-secondary systems
- provide a common set of credentials that are recognized by many provincial institutions
- provide a framework for local agreements and articulation processes

Process

System-to-system agreements can be initiated as a response to field activities or Ministry directions. They are also created in response to new national or international standards or agreements, industry change resulting in labour market demand, or changes to public policy. They can also be initiated as a result of local agreements, advice from steering committees or commissions, or institutional request. The process whereby system-to-system agreements are generated varies widely according to the context. The agreement is usually signed off at the ministerial level.

Provisions

The following are examples of provisions of system-to-system articulation agreements.

Agreement in Principle

example

Memorandum of Understanding was signed in November, 1993 by the Ministry of Education representing the secondary school system and the Ministry of Skills, Training and Labour, representing the post-secondary education system. This agreement was intended to create an integrated career education system that would span the secondary and post-secondary system.

Partnership Agreement

example

A Memorandum of Understanding that creates a partnership between the Ministry of Education, Skills and Training and the Workers Compensation Board (WCB) to promote awareness of health and safety to those students placed on work experience while in the charge of teachers and school district staff.

Partnership Agreement

example

The Provincial Professional Cook Training Articulation Agreement allows for secondary schools to offer Level C Professional Cook training to students while in secondary school. Successful graduates of the program can move directly to Level B at a college offering the program.

See [Appendix III](#) for two examples of existing system-to-system agreements.



ARTICULATION AGREEMENTS BEGIN AT THE SCHOOL DISTRICT AND COLLEGE/ institute level with a commitment by the senior administration to participate in joint activities. Such agreements lay the foundation for program-to-program agreements.

Existing institution-to-institution agreements are known by a number of names including, partnership, umbrella, generic or executive agreements, and memoranda of understanding. An agreement in principle at this level may be quite simple, sometimes only a page of objectives that bind the institutions to meet regularly, discuss common goals, pursue better working relations or share information. Partnership agreements may be more specific and the parties may agree to share facilities, or allow for exchange of services. Transition agreements may provide direct student benefits such as provision of seats for students in university transfer or vocational courses or preferential entry for a range of programs.

One approach to pursuing articulation with either the local college or the local schools may be to establish an agreement in principle at the executive level as a first step. This process establishes the principles and working relationship between institutions on which other, more specific forms of articulation can be built. A summary of the current articulation agreements in the province is found in [Appendix VI](#).

Objectives

Institution-to-institution agreements seek to:

- encourage communication and reciprocal understanding between institutions
- raise awareness of transition options for learners
- increase post-secondary transition rates
- provide opportunity for joint professional development
- explore possibilities for resource sharing
- cooperate in marketing and promotional activities
- set the stage for program-to-program articulation development
- facilitate post-secondary entry for secondary students with minimum interruption to their education
- minimize time and cost required to complete post-secondary programs

- provide a process for an ongoing exchange and communication of training materials and curriculum, as well as joint in-service and professional development programs

Benefits

- executive support for articulation generally and program-to-program agreements specifically
- a common vision of two institutions providing services to learners
- a framework for possible agreements related to partnership activities such as facilities sharing, curriculum articulation, staff exchange, etc.
- maximum use of resources between the two institutions

Process

The following is a suggested series of steps to take to achieve an institution-to-institution agreement.

1. Administrative personnel at the senior level develop some common understandings and directions for their institutions.
2. Guiding principles, scope of agreement and process are developed by a writing team or administrative subgroup.
3. The draft agreement is reviewed by a joint committee.
4. The final agreement is accepted and approved by the CEOs and Boards of the respective institutions.
5. Both institutions implement a communications plan to develop awareness of the agreement. Information goes to the administrative and instructional staff of both institutions, and the local community. The latter might be in the form of talks to local service groups or Chamber of Commerce, articles in the local newspaper or school or college newsletters.
6. A copy of the agreement is housed in the college registrar's office and the school board office and one copy is sent to the Centre for Curriculum, Transfer and Technology for inclusion in the provincial database.
7. The agreement is evaluated on a yearly or regular basis and adjusted as necessary.

Provisions

The following are examples of provisions currently in place between institutions.

Communications

Institutions agree to pursue closer communications perhaps by implementing a joint communications plan aimed at increasing knowledge of secondary and post-secondary programming.

Facilities Sharing

Institutions agree to share facilities such as a commercial kitchen, a storefront facility, custodial services, or a campus.

Malaspina University College has an arrangement with Brooks Secondary in Powell River to rent a facility for teaching cooking and to jointly manage a restaurant and cafeteria. College students will get cook training in the high school facility.

North Island College opened an integrated secondary and post-secondary facility in September 1997. Teachers and faculty teach the same students.

The Career Technical Centre opened in Abbotsford in 1994 and offers secondary graduation and career and technical training to the first-year college level.

Northwest Community College and School District No. 54 (Bulkley Valley) jointly maintain the storefront school in Houston.

example

Staff Exchanges

Two institutions agree to provide for staff exchanges between institutions and/or joint professional development.

Malaspina University College has an exchange arrangement with School Districts No. 68 (Nanaimo) and No. 69 (Qualicum) for teachers and instructors in the Education faculty. Faculty members have to be members of the College of Teachers in order to teach in the schools.

example

Transition Agreements

A number of institutions have agreements negotiated at the institutional level that refer to student transition and may be program specific.

example

BCIT offers Level 1 Electrical instruction at Langley Secondary School and keeps nine seats in the program open for secondary students. BCIT has a number of agreements with schools and districts including School District No. 59 (Peace River South). Under these agreements, students register at BCIT while still in secondary school and have the opportunity to visit BCIT to obtain career counselling and some instruction to and receive a certificate upon completion of a program.

Warranty or Performance Guarantee

One institution guarantees that the graduates of the institution or program will meet accepted standards of the receiving institution or program. There are few of these types of warranties in North America. Existing ones, like Holland College, guarantee that graduates of the institution will have the requisite skills for the workplace or the institution will provide additional instruction at no cost.

example

Argyle Secondary in North Vancouver experimented with a High School to College Warranty arrangement with Capilano College. The high school guaranteed that students would have skills, characteristics and attitudes that would ensure their success at college. The arrangement started in 1995 with four students.

Concurrent Studies

Post-secondary institutions arrange to allow secondary students to take a number of college level courses.

example

Douglas College has an arrangement with local school districts whereby secondary students can enrol in two first-year college courses. Kwantlen University College has a similar arrangement allowing up to 12 students access to one University Transfer course each per year.

See [Appendix IV](#) for an example of an existing institution-to-institution agreement.



PROGRAM-TO-PROGRAM AGREEMENTS OPERATE AT THE PROGRAM LEVEL IN secondary schools and post-secondary institutions. The main linkage is between teachers and instructors. As with the other two levels of articulation, program-to-program agreements fall into three types. All three provide a direct benefit of some sort for students. The agreement in principle is the most informal and is often nothing more than an informal agreement between teacher and instructor to meet on a regular basis and share information. The [partnership agreement](#) covers a range of activities not directly related to student transfer such as class visits, presentations to secondary schools by faculty or shadowing of college students or personnel by secondary students. The [transition agreement](#) is specific to arrangements for students who have completed a specified set of outcomes such as completing a program of studies, a course with a certain grade or some sort of work experience.

Objectives

Program-to-program agreements, where appropriate, seek to:

- cooperate in marketing and promotional activities
- increase student knowledge of career options and post-secondary education programs to help students to develop a meaningful course/program sequence from high school through college and university
- foster a working relationship between staff in the secondary school and post-secondary institutions to enhance effectiveness of each instructional environment
- provide qualified graduates of career preparation programs with preferential admission opportunity
- develop processes and procedures for articulation of specific courses and programs to eliminate duplication
- provide credit transfer for students

Benefits

Program-to-program agreements can provide some or all of the following benefits:

- recognition of work experience as appropriate to each specific program or waiver of work experience requirements

- coordinated and enhanced student information services that assist students in making effective and efficient choices of educational programs
- increased availability of programs and courses
- recognition of learning regardless of place
- smooth transitions to post-secondary through transfer credit or preferential entry

Process

The following is a suggested series of steps to achieve an effective program-to-program articulation agreement.

1. Representatives from the district and post-secondary institution agree on a proposed program area as being potentially fruitful for articulation. The area for development may be proposed by instructors, administrators or Ministry guidelines.
2. Representatives of the discipline from both the post-secondary institution and the school/district consult on the selection of a project team to examine course content, assessment procedures, student entry criteria, selection criteria, criteria for instructors, and areas of administrative responsibility (e.g., facilities, special equipment requirements, Ministry approval).
3. The project team, perhaps consisting of the program coordinator and content specialists, prepare details of the specific recommendations including implementation steps that will ensure adequate timelines, orientation for instructors, and student and course evaluation criteria.
4. The Project Team articulates curriculum content and strategies by:
 - creating a “readiness profile” that defines the necessary skills, knowledge and attitudes that enhance chances of student success in that program and clarifies college program prerequisites
 - establishing the expectations of student learning (knowledge, skills and attitudes) at both the secondary and post-secondary level by sharing existing curricula or developing new curricula
 - determining whether a common core of mastered competencies within the college curriculum could be—or are being—delivered by secondary school programs and whether these competencies

- could form the basis for dual credit curriculum
 - establishing a process for annual review of curriculum materials and articulation procedures
 - clarifying admission procedures/timelines along with screening / interview procedures
5. Once the parameters of the agreement are in place, the next level of planning proceeds. This level of planning ensures that the agreement will be implemented effectively. The Project Team identifies or defines the following:
- the student group
 - appropriate fee schedules and sharing of resources
 - location of instruction
 - the teacher and/or instructor
 - budget
 - equipment, text, clothing needs of students
 - special entrance requirements (e.g., TB test)
 - responsibility for record keeping
 - planning for teacher/instructor in-service
 - a method to process applications smoothly
6. The Project Team submits detailed proposals to each partner for final approval. Each partner is responsible for ensuring that the internal mechanisms are in place to ensure smooth implementation operation (e.g., registrations requirements, records compatibility, compliance with specific regulation of separate ministries, financial considerations and how articulation records are to be kept).
7. The articulation agreement is signed off. In the school district, the program coordinator signs followed by the Superintendent or designate and the agreement is distributed to principals, career preparation coordinators, counsellors, Career and Personal Planning (CAPP) coordinators and departments affected. In the college/institute, the agreement is signed by the Dean, the Registrar, and Vice President Instruction and is sent to the liaison coordinator to disseminate to the admissions office, academic advisors, program chairs and faculty of affected area and faculty advisors. A copy of the signed agreement is sent to the Centre for Curriculum, Transfer and Technology for inclusion in the provincial database. The signed document includes names and addresses of contact persons in each institution and the date the document was signed.

8. The institutions increase awareness of the articulation agreement by:
 - identifying college information opportunities for secondary students through shadowing opportunities, presentations by faculty, field trips, etc.
 - identifying communication opportunities for staff through presentations, newsletter articles, teacher and counsellor visits, and joint staff or administration meetings
 - involving counsellors, teachers, and school administration in the articulation process
 - identifying opportunities to inform the community of the agreement through newspaper articles, presentation to community groups, Parent Advisory Council (PAC) or Boards, etc.
9. The agreement is evaluated on a yearly or regular basis and adjusted as necessary. The criteria for evaluation could include: number of students served; satisfaction levels of faculty/staff including maintaining a current contact person.

Provisions

The following are examples of provisions appropriate to program-to-program agreements. Most of the examples given relate to transition agreements.

Preferential Entry

A number of seats are set aside for applicants with specific qualifications in preference to other qualified applicants. The seats may be a defined number or a percentage of seats in a program or course and may require completion of a program such as a career preparation program or of a specific course at a defined performance level.

example

Qualified Business Career Preparation Program graduates in West Vancouver school district will be automatically accepted into the Capilano College's Business Administration Program providing they have a satisfactory LPI score and GPA, reference letters and a successful interview.

Dual Credit

Students get credit for a course in secondary and also for the equivalent course in post-secondary. Students gain credit in post-secondary institutions for courses they have completed in the secondary system that have similar outcomes and difficulty level. Students may also gain credit toward secondary graduation by completing courses at the college/institute level.

Northwest Community College offers transfer credit for Prince Rupert Secondary, Charles Hayes Secondary (14 courses), Smithers and Houston Senior Secondary (8 courses) in the office career areas. For most courses, students require a 'B' average of 70-80 percent on either the final or qualifying exam. The college courses in the agreement can be used for secondary graduation.

example

Human Movement System 12 taught at Hatzic Secondary will be accepted for Kinesiology and Physical Education 190 at University College of the Fraser Valley as long as the instructor at the secondary level has a Master's degree in the area and is approved by the college and students score over 70 percent.

Concurrent Studies

Students are enrolled in college-level courses at the same time they are enrolled in secondary school. In some cases the college level courses can be used to achieve secondary school graduation status.

Douglas College Policy Statement (January 1993) on concurrent studies allows qualified students to enrol in general arts, business or science courses at the same time as registered as secondary school students (International Baccalaureate and Advanced placement, Tech. Prep/Diploma).

example

Camosun College offers English 150, Geography 100, and Psychology 130 concurrently at Claremont Secondary in Saanich through fibre optic network and full-motion video. Students are registered as secondary students and first-year college students.

Advanced Placement

Advanced placement occurs when a student enters a program at a point beyond which a learner would normally begin studies and/or when a post-secondary institution waives a requirement or waives the necessity of doing a course. For example, if a secondary school student has achieved what a college considers the equivalent of Accounting 100, the college can:

- 1) waive the requirement that the student take Accounting 100, in which case the student will normally take another course to make up those three credits, or
- 2) grant transfer credit for Accounting 100, which will be noted as such on the student's transcript.

Prerequisites for Entry

The post-secondary institution would identify the proficiencies that are required for a program and advertise these to the secondary system and perhaps give credit for attainment of them during an entrance interview. Increasingly programs are looking for entrants with skills like problem solving, decision making, interpersonal skills such as conflict resolution, etc. that may not be associated with any specific course in the secondary system. Early Childhood Education programs require mature individuals in their programs. If a secondary student is able to demonstrate the attributes of a mature person, the age 19 requirement for entrance may be waived.

Exposure to Area

Many post-secondary institutions believe that one method of giving potential applicants information about their programs and the associated requirements is to provide opportunities for exposure to the area.

example

Douglas College has an agreement with Maple Ridge and Coquitlam School Districts that provides secondary students with guided observation at the Early Childhood daycare at the college.



APPENDICES



CHECKLIST FOR DEVELOPING AGREEMENTS

If you are considering a secondary/post-secondary articulation agreement, the following checklist can guide you through the process.

PREPARING THE AGREEMENT	
<input type="checkbox"/>	Have you consulted with the appropriate individuals/groups within your organization?
<input type="checkbox"/>	Have you received the necessary internal approval to proceed with the development of an agreement?
<input type="checkbox"/>	Have you evaluated the cost to your organization to proceed with the development of an agreement?
<input type="checkbox"/>	Have you checked the central database at the Centre for Curriculum, Transfer and Technology for similar agreements or appropriate templates?
<input type="checkbox"/>	Whom have you selected to lead the articulation process?
<input type="checkbox"/>	Who will perform the detailed articulation? (e.g., examination of course content)
<input type="checkbox"/>	Will an internal committee review the results?
<input type="checkbox"/>	Will the agreement affect multiple campuses?
<input type="checkbox"/>	Does the course/program have links with licensing bodies who will need to be consulted?
<input type="checkbox"/>	Does the course/program have links with other public institutions (e.g., universities) who need to be consulted?
<input type="checkbox"/>	Who at your institution must approve the agreement before it goes to the Education Council or Board of Trustees?
<input type="checkbox"/>	When will the articulation agreement go to the Education Council or Board of Trustees for approval?
CREATING THE AGREEMENT	
<input type="checkbox"/>	Have you exchanged site visits with the other institution?
<input type="checkbox"/>	Does the agreement specify an official implementation date?
<input type="checkbox"/>	Does the agreement specify a renewal date?
<input type="checkbox"/>	Does the agreement contain language that allows either party to terminate the agreement?
<input type="checkbox"/>	Does the agreement specify a process to exchange relevant information that may affect the agreement after it is signed and before the next scheduled regular review?
<input type="checkbox"/>	What will you do if you decide not to complete an articulation agreement?
<input type="checkbox"/>	Is the agreement reciprocal? (e.g., student movement, sharing facilities, planning for professional development)
AFTER THE AGREEMENT IS SIGNED	
<input type="checkbox"/>	Have you sent a copy of the agreement to your Registrar's or school board office and the central database housed at the Centre for Curriculum, Transfer and Technology (C2T2)?
<input type="checkbox"/>	Who at your facility must be aware of the agreement? (e.g., counselling/advising, registrar)
<input type="checkbox"/>	Do you have a communications plan in place?
<input type="checkbox"/>	Who will maintain links with the organization for purposes of change to the agreement?



GLOSSARY

Articulation

1. the system used by post-secondary institutions to determine which courses are equivalent to one another, Articulation is a “course to course” analysis or comparison. For example, UBC’s Math 100 course is equivalent to UCFV’s Math 111 course.
2. the development and implementation of agreements that provide for inter-institutional movement of students or the connecting of two or more educational systems.

Block transfer

the process whereby a block of credits is granted to students who have successfully completed a cluster of courses, or certificate or diploma, which is recognized by the receiving institution as having an academic wholeness or integrity, and which can be related in a meaningful way to part of the degree program.

British Columbia Council on Admissions and Transfer (BCCAT)

created in 1989 as part of a major government initiative to improve access to post-secondary education and to provide leadership and direction in achieving an overall objective of expanding educational opportunities for students through inter-institutional transfer.

Career Preparation Program

an educational program that includes a work experience component designed to prepare a student, in relation to a specific career sector, for entry into the work force, continued studies in school, or further studies in a post-secondary institution; the Education and Career Planning Program in Adult Basic Education within the post-secondary education system is equivalent to the Career Preparation Program in secondary schools.

Centre for Curriculum, Transfer and Technology (C2T2)

an organization supporting the college/institute/agency system that works with individual institutions to facilitate the development of learner-centred, outcomes-based provincial curriculum standards, to ensure effective and efficient transfer, and to advise on the application of education technology.

Challenge exam

a test prepared by a course instructor to measure a student's knowledge of course content; this type of exam is used for students who have not attended the course.

College, institute and agency system

the system of community colleges, university colleges, provincial institutes and the Open Learning Agency that, in addition to the four provincial universities, delivers public post-secondary education and training in British Columbia.

Cooperative education

education programs that include one or more paid work experience components that may be assessed for credit toward program completion.

Course

a formal, organized learning experience, usually taught by an instructor from a prepared outline of content and learning outcomes.

Course outline

a description of the main content, organization and expected outcomes of a course, normally including the number of credits awarded for successful completion, hours of class time required, evaluation procedures, assignments, texts and readings.

Credential

the document acknowledging completion of a particular program or course of study.

Credit

the value assigned to a course.

Equivalency

the process of determining the comparability of two or more learning events; in prior learning assessment, equivalencies are most frequently made for comparable courses, for comparable programs, and for comparable outcomes.

Exemption

the waiving of a requirement; a student may be excused from completing a course or program requirement if approval is granted by the appropriate institutional representative; usually exemptions are only granted to students who have proven that they have comparable learning; although an exemption may be granted, the student may be required to replace the exempted course with an alternate.

Grade point average (GPA)

a weighted average of a student's performance in credit courses; in the secondary system, GPA is based upon the following scale in credit courses in Grade 11 and 12: A=4; B=3; C+=2.5; C=2; C-=1; calculation of GPA for admission to post-secondary education varies by receiving institution; GPA in the PSE system is also a weighted average, but the scale may vary by institution.

Laddering

a process by which students may access a higher level program from a basic program; laddering is sometimes used instead of articulation.

Learning outcomes

the knowledge, skills and attitudes attained by graduates through participation in an education or training program.

Ministry of Education, Skills and Training

the Ministry created in January 1996, responsible for the K-12 and PSE systems and skills development.

Portability

the ability to transfer credit for courses or programs from one institution to another throughout the Province.

Portfolio

a file or folder of information that systematically documents an individual's learning experiences and accomplishments.

Preferred entry

reservation of seats in post-secondary education programs for students who have completed a secondary career program or have met criteria specified in articulation agreements between secondary and post-secondary institutions.

Transcript

the document provided by the post-secondary institution that verifies the student's enrolment and achievement in the institution; the transcript records course title and number, date of enrolment, grades, and any credential(s) received.

Transfer

the granting of credit toward a credential by one institution for programs or courses completed at another.

Transitions

the movement of students from one level of education to another.



SYSTEM-TO-SYSTEM AGREEMENTS: SAMPLES

Memorandum of Understanding between the Ministry of Education and the Ministry of Skills, Training and Labour, November 1993:

MEMORANDUM OF UNDERSTANDING

TO ENHANCE PROVINCIAL CAREER EDUCATION OPPORTUNITIES

Between the Ministry of Education
and the
Ministry of Skills, Training and Labour

PURPOSE

The purpose of this memorandum is to formalize an understanding between the Ministry of Education and the Ministry of Skills, Training and Labour with respect to provincial career education and training.

The intent is to develop an integrated provincial career education system that is of high quality and allows young people access to a program of career studies that is transferable across all provincial institutions, including the K-12 system, the Post-Secondary system, and the Apprenticeship system.

GUIDING PRINCIPLES/ASSUMPTIONS

The understanding is based on the following assumptions or principles:

- Career development courses are deemed to be of greater status if they are provincially approved.
- Any curriculum approved by one provincial ministry should be eligible for provincial approval by the other ministry.
- Students will benefit from a system in which a common set of credentials are recognized by all provincial institutions (either secondary or post-secondary).
- Provincial articulation agreements will reduce the redundancy of existing local articulation processes and enhance student mobility between provincial institutions.
- Guidelines as to how to articulate local secondary courses with post-secondary institutions are required.
- Students will benefit from access to improved labour market information and career counselling.

TERMS OF UNDERSTANDING

It is agreed that The Ministry of Education and The Ministry of Skills, Training and Labour will work in collaboration to develop guidelines and policies to:

1. Adjust policies so that career development courses having received provincial approval from one Ministry are eligible for provincial approval from the other Ministry.
2. Implement a process that includes the participation of both MOE and MOSTL in the future development of provincial career development curriculum and resources.
3. Adjust policies and procedures to ensure that when a student successfully completes a provincially approved course in a secondary or post-secondary institution, credit will be granted in both systems (i.e., dual credit).
4. Encourage all secondary and post-secondary institutions to adjust articulation procedures so that students will not have to repeat required coursework successfully completed in another institution.
5. Develop record-keeping practices that ensure portability of course credit and institutional credentials throughout the province.
6. Provide students with an integrated career counselling and labour market information service to assist them in reaching their career education goals.
7. Develop jointly agreed upon guidelines to facilitate the joint development of locally developed programs between secondary and post-secondary institutions.
8. Continue to recognize that school districts, post-secondary institutions, and the apprenticeship system or other providers of training have the right to provide dual credit and transferability of credit for successful completion of locally developed courses.

SIGNATURES:

Minister of Education

Minister of Skills, Training and Labour

The Honourable Art Charbonneau

The Honourable Dan Miller

COOK, LEVEL 1
PROVINCIAL ARTICULATION AGREEMENT

Agreement for the Transferability of Students of Cook Training, Level 1
Between Educational Institutions and Apprenticeship

The purpose of this document is to ensure better linkages between all cook related career preparation and secondary school apprenticeship programs, all entry level Professional Cook Training programs and Professional Cook Apprenticeships.

The institutions that endorse this Articulation Agreement for the Cook Training, level 1 curriculum hereby recognize the following:

Recognition of an Industry Endorsed Provincial Standard

- 1) that the Cook Training, level 1 curriculum is the Provincial Standard for the cook related career preparation and secondary school apprenticeship programs, and represents a component of both the entry level and apprenticeship programs. This standard is recognized by the Provincial Apprenticeship Board, the Cooks Trade Advisory Committee, the Professional Cook Training Articulation Committee, the Ministry of Education, Skills and Training and the Ministry of Labour;

Adoption of a Competency Based Curriculum

- 2) that the Cook Training, level 1 curriculum, as outlined in Appendix A, represents a sequential modularized competency based curriculum;
- 3) that the Cooks Trade Advisory Committee Guidelines for Training Programs Seeking 1st Year Apprentice Technical Training Credit for Graduates be recognized as the criteria for facility, curriculum/student-instructor ratio, and equipment for delivery of this material. The Cook Training level 1 curriculum has been and will continue to be delivered by any of the following:
 - (i) qualified teachers with trade qualifications or with demonstrated experience related to curriculum content
 - (ii) teachers with a trade qualification and a teaching license
 - (iii) a teaching team including a qualified teacher and a trade qualified support staff. It is strongly recommended and urged that the workplace component for secondary school apprenticeship program be under the tutelage of an accredited tradesworker or an appropriately qualified individual.

Articulation Aims

- 4) that this Agreement aims to accommodate Cook Training career preparation and secondary school apprenticeship students who have:
 - (i) completed certain competencies and wish to carry on in an entry level Professional Cook training program, or;
 - (ii) met the Provincial Standard for level 1 and wish to transfer credit to a post-secondary institution, or;

- (iii) become indentured as secondary school apprentices and wish to carry course credit from career preparation, or;
- (iv) changed designation from secondary school apprenticeship to career preparation and wish to transfer course credit, or;
- (v) upon graduation as a career preparation student, become registered as an apprentice

Skills for Employment

- 5) that completion of Professional Cook Training level 1 offers a minimum skill set that could lead toward cook-related employment.

B. AGREEMENT

Several colleges already have local articulation agreements with specific School Districts or individual schools. The intent of the Provincial Articulation Agreement is to:

- complement local articulation initiatives and share knowledge of what has been successfully initiated in other parts of the province;
- recognize that the use of a standardized curriculum and examinations throughout the province allows secondary school students the flexibility to choose another post-secondary institution outside their local college region or enter directly into an apprenticeship;
- recognize the commitment and skill level attained by secondary school students who have participated in a Cook career preparation program and who wish to carry on into an entry level Professional Cook Training program or enter directly into an apprenticeship;
- avoid the inherent difficulties in establishing individual articulation agreements between a variety of secondary and post-secondary cook training programs;
- increase awareness of post-secondary training opportunities, career and apprenticeship opportunities;
- strongly encourage work in the industry while the students are studying at any and every level of school -- secondary schools, public and/or private institutions in order to gain as much experience in the industry as possible;
- encourage the registration of students currently working in industry to become registered as secondary school apprentices to receive full benefit for their workplace based training and technical training;
- adopt the use of the Cooks Trade Advisory Committee approved exam material for technical training term ends for Apprentices. The Cooks Trade Advisory Committee maintains a computerized test bank of exam questions that is weighted to produce appropriate exams for any level.

C. ARTICULATION OPTIONS

As a result of discussions at the June 1994 Professional Cook Training Articulation Committee meeting and implementation of the Secondary School Apprenticeship model, the following articulation options are recommended. Options 1 and 2 have already been successfully implemented by some colleges, and can now serve as models for all institutions. It is hoped that institutions will adopt and ultimately exceed these two articulation options. Options 3 and 4, related to secondary school students, are currently being adopted.

Option 1 Preferred Entry at the Post-Secondary Level

Up to 50% of the seats will be reserved in an entry level Professional Cook Training Program, in at least one intake per year. Students must successfully complete a cook-related Career Preparation program and provide six months notice of their intention to enrol.

Option 2 Advanced Placement - Level 2 at the Post-Secondary Level

Direct entrance into level 2 of an entry level Professional Cook Training Program will be assured, as available space permits, for students who have successfully met the Provincial Standard by completing the practical competencies and by passing the written competency exams of level 1. Although it is recommended that colleges rely on the transcript information, a challenge exam may be required at the discretion of the post-secondary institution.

The post-secondary institution of the student's choice should be contacted at least 6 months in advance of the program start date.

Post-secondary institutions may wish to expand articulation to include facility and instructor sharing, development of accelerated programs for career preparation graduates or competency by competency articulation.

Option 3 Secondary School Students Entry to Secondary School Apprenticeship

Secondary school students who meet the selection criteria established by the local steering committee for the Secondary School Apprenticeship Program and who are prepared to meet the requirements of the provincial program will be registered as apprentices if an approved training position exists. Full time secondary school students will be able to accumulate hours of paid work toward their apprenticeship. As well students completing the approved curriculum can write the completion exam and upon achieving a mark of 70% will be granted credit for level 1 Apprenticeship technical training.

Option 4 Career Preparation Students Entry to Apprenticeship

Career preparation students may transfer to an approved Secondary School Apprenticeship program while in secondary school if they meet the selection criteria outlined in Option 3. The conditions for credit for technical training outlined in Option 3 will also apply. Career preparation students who have graduated from secondary school, are registered as apprentices within 12 months of graduation and have successfully passed a completion exam with a mark of 70%, will receive credit for Apprenticeship level 1 technical training.

Career preparation students who are not registered as apprentices before 12 months have elapsed will be required to write a challenge exam and pass with a mark of 70% to receive credit.

D. TIMELINE FOR ARTICULATION OPTIONS

The post-secondary institutions endorsing this agreement will endeavour to establish Articulation Option I for the September 1996 intake, and aim to establish Articulation Option 2 by January 1997. The secondary system endorsing this agreement will endeavour to establish Articulation Options 3 and 4 by September 1996.

E. EVALUATION

An annual evaluation of the articulation process and outcomes will occur at the time of the Professional Cook Training Articulation Committee Spring Meeting. It will involve representatives of post-secondary institutions, in service groups such as Teachers of Home Economics Specialists Association, Chef Instructors Chapter, the Sectoral Apprenticeship Advisory Committee as well as representatives from the Ministry of Education, Skills and Training, the Ministry of Labour and the Cooks Trade Advisory Committee. New provincial goals as well as any revisions can be discussed at that time.

F. RELATION OF SECONDARY SCHOOL APPRENTICESHIP TO APPRENTICESHIP

Secondary School Apprenticeship students are registered on the Apprenticeship Information Management System as apprentices. As such they are entitled to all benefits and services provided by the Apprenticeship Branch. Students successfully completing the Secondary School Apprenticeship Program will receive appropriate practical and technical credit toward their first year of a cook apprenticeship. Secondary School Apprentices are also eligible for a \$1000 scholarship to continue their apprenticeship.

G. DEVELOPING AWARENESS OF CAREERS AS A COOK/CHEF

Post-secondary cook training departments and apprenticeship counsellors will endeavour to partner with coordinators or teachers of cook training/hospitality career preparation programs in their college region to develop annual cook and general trades career awareness activities such as facility tours and speakers, as well as to provide assistance with program planning and delivery.

H. TRANSCRIPT INFORMATION AND ENTRANCE STANDARDS OF THE PROFESSIONAL COOK TRAINING PROGRAM

Secondary student transcripts will indicate the Professional Cook Training level 1 as CKT 11A, 11B, 11C, 12A, 12B, 12C, and CPWE 12 (work experience). All students who apply for transfer between institutions must meet the academic entrance requirements of the institution to which they apply. Secondary School Apprenticeship work experience will be noted as CPWE 11 A, B and 12 A, B on the transcript.

I. PROGRAM GUIDELINES AND FAMILIARIZATION

The Ministry of Education, Skills and Training and the Ministry of Labour will provide information to school districts on Cook Training Provincial level 1 Curriculum. A summer familiarization workshop and other workshops will be held as demand requires.

J. ROLES AND RESPONSIBILITIES


Responsibility for carrying out the spirit and intent of this document rests with both the secondary and post-secondary institutions. The Ministry of Education, Skills and Training and the Ministry of Labour will continue to support province-wide articulation opportunities, working in partnership with school districts, post-secondary institutions and the relevant associations/agencies.


K. DURATION OF AGREEMENT

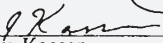
This agreement remains valid and in effect between all the signatories until or unless it is terminated by those signatories, in writing.


SIGNATORIES TO THE PROVINCIAL ARTICULATION AGREEMENT

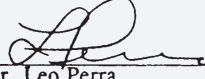
Participating Post Secondary Institutions

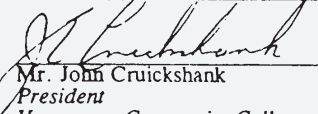

Dr. Elizabeth Ashton
President
Camosun College
on the 6 day of June, 1996

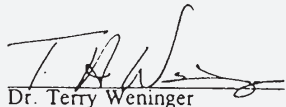

Dr. Berry Calder
President
College of the Rockies
on the 6 day of June, 1996

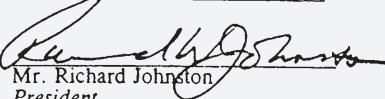

Mr. Jim Kassen
President
Northern Lights College
on the ___ day of ___, 1996

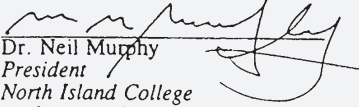

Mr. Michael Hill
President
Northwest Community College
on the ___ day of ___, 1996

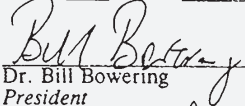

Dr. Leo Perra
President
Selkirk College
on the ___ day of ___, 1996

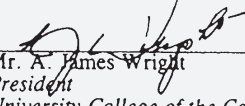

Mr. John Cruickshank
President
Vancouver Community College
on the 15 day of May, 1996


Dr. Terry Weninger
President
College of New Caledonia
on the ___ day of ___, 1996


Mr. Richard Johnston
President
Malaspina University College
on the 6 day of June, 1996


Dr. Neil Murphy
President
North Island College
on the ___ day of ___, 1996


Dr. Bill Bowering
President
Okanagan University College
on the ___ day of ___, 1996


Mr. A. James Wright
President
University College of the Cariboo
on the 6 day of June, 1996

INSTITUTION-TO-INSTITUTION AGREEMENTS: TEMPLATE AND SAMPLES

Institution-to-Institution Agreement Template

The following template includes a suggested format and language for institutions contemplating negotiating an institution-to-institution agreement. It is important to identify the agreement in a way that will signal the intentions of the signing parties. This template offers language suitable for an agreement in principle.

AGREEMENT IN PRINCIPLE

between

SCHOOL DISTRICT NO. ____ (_____)

and

_____ COLLEGE

SIGNED

(School District)

(College)

Chair, Board of School Trustees

Chair, Board of Governors

Superintendent of Schools

President, _____ College

School District No. ____
(_____)

[It is important for reference purposes that the agreement document clearly indicate when it was signed, and by whom.]

Introduction

[The agreement begins with a statement of principle. This sets the tone for the rest of the document.]

School District No. ____ (_____) and _____ College recognize that the education programs of the communities that they jointly serve will benefit from the maximum cooperation and coordination of the efforts of the School District and the College. This effort will ensure that learners of all ages will receive appropriate educational opportunities of a high standard on a timely basis.

Purpose

[The purpose is laid out in general terms and is more clearly defined in the set of objectives that follows.]

This Agreement has three purposes. The first is to inform the communities common to the School District and the College that the two institutions are working together with a common vision to provide the best possible education services for learners. The second purpose is to indicate executive support for articulation and to provide a framework for possible agreements in a number of areas. The third is to give direction and to encourage the staff and the governing bodies to examine initiatives to ensure that the role of the complementary but not competing institution has been considered and communicated.

Objectives

[The following objectives are examples suitable for any of the three types of institution-to-institution agreements and should relate to the statement of purpose above.]

Agreement in Principle

The institutions signing this Agreement will:

- share mission statements, goals and objectives
- host joint meetings at the level of instruction, administration and governance on a bi-annual basis
- assist staff to develop plans for articulation of programs
- prepare joint proposals for non-traditional programs and new initiatives
- lobby to support the initiatives of each other or to support joint initiatives
- develop a joint communications plan to raise awareness of transition options for learners; promote and market both School District and College programming; and encourage communication between the College and the School District in order to develop reciprocal understanding of each other's institutions and programs.

Partnership Agreement

The institutions signing this agreement will:

- engage in joint planning for work experience opportunities such as job shadowing, work experience and practica
- collaborate in developing and administering surveys relating to student needs, success and transition and Labour Market Information
- share technology and the expertise to support technology
- engage in discussion for support of First Nations and Special Needs education
- discuss the possibility of sharing and secondment of staff, sharing facilities, career counselling services and other resources
- discuss the joint use of child care facilities for students' children
- notify each other of and, where feasible, jointly plan and deliver professional development programs
- develop program partnerships in such areas as the provision for and delivery of Adult Basic Education (ABE) and continuing education courses

Transitions Agreement

The institutions signing this agreement will:

- review student successes and transition and develop recommendations for continued student growth and improved transitions
- encourage post-secondary participation for more students through a variety of means including institutional visits for students, staff presentations, open houses, posters

Procedures

[The specifics of the objectives are laid out in more detail if required. Agreements in Principle may not have any procedures identified, Partnership Agreements may have quite detailed procedures, while Transition Agreements may have a series of general procedures that pave the way for a more specific agreement negotiated at the program-to-program level. The following are examples of the level of specificity and type of language found in institution-to-institution agreements.]

The Board of School Trustees of School District No. __ (_____) agrees to:

- facilitate curriculum articulation and review in subject areas identified by the College's representatives in consultation with the School District's liaison representatives
- provide secondary level curriculum guides and course outlines

The _____ College/Institute Board agrees to:

- accept the evaluation of School District secondary school teachers attesting to student achievement in articulated programs as a basis for admission to post-secondary programs
- develop a process for the review/approval of vocational, career-technical and academic courses where advanced placement or advanced standing is requested

Liaison

Each party agrees to designate an individual liaison contact to monitor this Partnership Agreement and to assist in the carrying out of procedures and solving of problems should they arise.

_____ (School District Contact) _____ (College Contact)

Each party agrees to consult with the other before making significant program or administrative changes.

Where practical, each party will endeavour to include representatives from the other party on appropriate advisory committees.

The President of the College or designate and Superintendent of the School District or designate will meet a minimum of two times a year to review this Partnership Agreement.

Program Development

Both parties agree that development of programs will be undertaken where mutual interest is evident, providing all developmental, capital and operational costs for such programs are approved by the respective bodies.

Duration of Agreement

This Partnership Agreement shall take effect as of _____, 199__ and remain in effect until terminated in writing by either party and shall be reviewed by both parties every twenty-four months, with the intent to reaffirm the objectives herein.

Institution-to-Institution Agreements: Samples

AGREEMENT BETWEEN

DAWSON CREEK SCHOOL DISTRICT AND BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

The Dawson Creek School District and British Columbia Institute of Technology (BCIT) agree jointly to establish a collaborative program. The program curriculum would avoid unnecessary duplication and provide the most effective education and training for the students. Students would begin this program in Grade 11 at a secondary school and complete their studies at BCIT. The objectives of this program are to:

1. Provide students with an opportunity to investigate career objectives at an early stage in their education.
2. Enable students to formulate their educational objectives through a jointly administered program. In the initial phase the program will enable students to obtain transfer credit and advanced standing in certain automotive programs.
3. Foster cooperation between the School District and BCIT.
4. Provide continuity in education and increased accessibility into automotive programs.
5. Make possible the sharing of Institute and school faculty and facilities and other forms of collaboration.
6. Provide continuous educational advising and career counselling for students.
7. Ensure, in the initial stage, that students plan their school courses so that all appropriate BCIT programs are completed.
8. Provide flexibility to enable students to change career goals with relative ease.
9. Improve the quality of the school and BCIT graduates.
10. Encourage students to continue their education.
11. Enable the students to develop the basic skills and knowledge required for a top-quality post-secondary education.

Partnership Program Agreement

Program Details

All students at Dawson Creek Secondary School will be advised of the existence of this program. In addition, the School District agrees to distribute brochures, information bulletins and other forms of program and career information provided by BCIT, to all of its students in secondary schools.

1. Before the completion of the academic year, interested Grade 10 students will have the opportunity and will be encouraged to visit BCIT for appropriate orientation including career planning. During this visit they will receive detailed information about BCIT and will have the opportunity for hands-on” experiences with BCIT.
2. Interested students, who are deemed to be qualified for the program by the school and BCIT, will enrol jointly at the Secondary School, and at BCIT for the program; there will be the normal application fee levied by BCIT and paid by the student(s). These students will enter a prescribed program of courses to complete their Secondary School requirements and courses required for their program at BCIT. Students will receive a BCIT Certificate upon successful completion of the program.
3. The Partnership Program Agreement applies only to BCIT Entry Level Programs. This may be modified by joint agreement between BCIT and the Dawson Creek School District.

Current articulation agreements for transfer credit and advanced placements for specific courses are listed in BCIT’s calendar.

4. BCIT agrees to provide appropriate orientation prior to the BCIT component of the Partnership Program. This orientation may include, but not necessarily be limited to, career counseling, educational advising and instruction in such areas as:
 - a) Student Skills
 - b) Career Orientation
 - c) Course Modules
5. Students in this program will be considered as full time students by BCIT and will be given priority for programs at BCIT, provided they register in the Institute courses by the predetermined dates.
6. The Secondary Schools in the Dawson Creek School District and BCIT agree to support program cooperation and articulation by holding regular meetings of faculty and administration, and each institution will designate a staff member to facilitate this process.

Partnership Program Agreement

7. The School District will instruct its secondary school principals to maintain a record for each participating student and will forward that record to the appropriate instructional department at BCIT.
8. BCIT and the School District, through its Secondary Schools, will jointly design the programs and develop the courses that are required for the completion of the programs.
9. Until partnership programs are fully defined, BCIT will provide a list of current courses for which transfer and advanced standing (in total or in part) may be applied.
10. This agreement will be reviewed annually by administrators representing both School District No. 59, Dawson Creek Senior Secondary School, and BCIT, but the progress of students already enrolled will not be affected by any changes.
11. This agreement may be terminated by either party by giving sufficient notice to allow participating students to complete their program of studies.

Signed the _____ day of _____ 1996.

President
British Columbia Institute
of Technology

Board Chair
Dawson Creek School District

Chair, Board of Governors
British Columbia Institute
of Technology

Secretary Treasurer
Board of School Trustees
Dawson Creek School District

**Revised Partnership Agreement Between
School District No. 35 (Langley) and Kwantlen College**

School District No. 35 (Langley) and Kwantlen College agree jointly to establish a collaborative relationship, based on the exchange of information and advice. The relationship will be coordinated through district-college articulation committee with members appointed by each partner. The articulation committee will:

1. Provide the district with information on the college programs in order to assist secondary students with:
 - a) investigation of post-secondary educational and training opportunities at an early stage in their secondary school experience
 - b) planning and selection of secondary course work or units of study that will prepare them for specific post-secondary programs or program prerequisites
 - c) a better understanding of the relationship relating to secondary and post-secondary education/training activities and career goals
 - d) increased awareness of the range of programs available within the academic, technical, career and vocational departments of the college.
2. Provide the college with information on the district programs that assist the college in maintaining appropriate entrance requirements.
3. Identify and recommend specific program partnerships that facilitate the transition of secondary students to the college.
4. Provide opportunities for cooperation and collaboration between the district's staff/administration and college faculty/administration.
5. Foster the sharing of resources in the development and delivery of specific educational activities.
6. Provide for the coordination of relationships with other post-secondary institution.
7. Jointly promote and enhance the value of life-long learning as a key to economical and social prosperity.

SIGNED

Chair, School Board

DATE _____

Chair, Kwantlen College

Date _____



PROGRAM-TO-PROGRAM AGREEMENTS: TEMPLATE AND SAMPLES

Program-to-Program Agreement Template

The following template includes a suggested format for institutions contemplating negotiating a program-to-program agreement. It is important to identify the agreement in a way that will signal the intentions of the signing parties. This template also offers language suitable for program-to-program transition agreements.

ARTICULATION AGREEMENT

between

_____ PROGRAM
SCHOOL DISTRICT No. __ (_____))
and

_____ COLLEGE
FACULTY OF _____

SIGNED

(School District)

(College)

Chair, Board of School Trustees

Chair, Board of Governors

Superintendent of Schools

School District No. __ (_____) President _____ College

Principal, _____ School

Dean, Faculty of _____

DATE _____

[It is important for those who wish to reference the agreement that it clearly identify who signed it and when.]

Introduction

[This is a specific agreement and the introduction clearly indicates the purpose of the agreement.]

This agreement will serve to establish the objectives, provisions and procedures to ensure the admission of qualified graduates of the two year Career Preparation _____ programs at the secondary schools of School District No. ___ into the _____ Program at _____ College.

Objectives

[As much as possible, the objectives of a program-to-program agreement should be measurable and suitable for evaluation. The following examples are suggested as those that can be measured and progress can be reported on although some are more process oriented and hence harder to measure. This is a template so pick and choose from the following or create ones consistent with the articulation options.]

This agreement seeks to:

- cooperate in marketing and promotional activities
- encourage post-secondary participation for more students
- align curriculum where feasible and desirable
- facilitate post-secondary entry for secondary students with minimum interruption to their education
- minimize time and cost required to complete post-secondary programs
- increase student knowledge of career options and post-secondary education programs
- encourage secondary students to develop a meaningful course/program sequence from high school through college and university
- provide for an annual transition and tracking meeting to identify potential students and to plan for their future years
- facilitate a “Path” session for each student transferring from school to college or the community
- provide all qualified graduates of career preparation programs with a preferential admission process
- develop processes and procedures for articulation of specific courses and programs to eliminate duplication
- foster a working relationship between staff in the secondary school and post-secondary institutions to enhance effectiveness of each instructional environment

- provide a process for an ongoing exchange and communication of training materials and curriculum, as well as joint in-service and professional development programs
- provide for an annual review and assessment of agreements in order to ensure continuing effectiveness and subsequent opportunities for advance credit in other curricular areas

Benefits

This agreement is intended to provide students with the following benefits:

- application for credit toward secondary graduation by students who complete courses at college
- immediate processing of applications for Career Preparation students who apply prior to a specified date or comply with the College's registration policy
- reservation of seats in post-secondary institutions for qualified Career Preparation graduates upon the first start date subsequent to the student's graduation
- eligibility for advanced placement in specific courses upon completion of course work in secondary school, thus allowing the student to complete the post-secondary program in less time
- eligibility for advanced placement upon completion of course work in secondary school, thus allowing students to take additional courses and complete a richer program
- recognition of work experience as appropriate to each specific program or waiver of work experience requirements
- coordinated and enhanced student information services that assist students in making effective and efficient choices of educational programs
- increased availability of programs and courses

Articulation Options

This articulation agreement aims to provide the following options. Options 1 and 2 are available to all qualified _____ Career Preparation students and option 2 is available to the general student body.

- ***Option 1 — Preferential Entry***

Five seats will be reserved in a _____ program in at least one intake per year for qualified applicants. Students must provide six months notice of their intention to enrol and have completed a Career Preparation _____ Program including:

- Principles of Mathematics or Applications of Mathematics 11 at “C” level or better
- English 12 or Technical and Professional Communications 12 at “C+” or better
- letter of reference from Career Preparation teacher and work experience sponsor.

- **Option 2 — Dual Credit**

Upon completion of the provincially prescribed learning outcomes, students will receive dual credit for courses taken at the secondary school level as follows:

- completion of _____ 12 with “B” or better at the secondary school equals credit for the equivalent _____ course at the college
- completion of first-year _____ courses at the post-secondary level with “B” or better equals credit for _____ 12 at the secondary level
- completion of _____ 11 and _____ 12 at the “A” level (86%) will be given credit for _____ at the College.

Timeline for Articulation Options

The post-secondary institutions endorsing this agreement will endeavour to establish both articulation options for the January 199_ intake and the secondary system will have the policies in place to accommodate the changes by the September 199_ school year start.

Evaluation

An annual evaluation of the articulation process and outcomes will occur in June of each year. The annual review will examine:

- numbers of students served by the agreement
- success rates of students in the program and as graduates
- information available to students and parents and school counsellors regarding the articulation agreement
- potential or anticipated changes to courses in the future in either secondary or the College
- admission procedures/timelines and special requirements
- placement tests, fees, and other requirements such as clothing, texts, etc.

Program Guidelines

- In the spring of each year, College staff will partner with co-ordinators or teachers of _____ career preparation programs to develop annual career awareness activities such as facility tours and speakers as well as to provide assistance with program planning and delivery.
- This agreement is housed in the school District office, the College Registrar’s Office and in the central database located at the Centre for Curriculum, Transfer and Technology
- A summer familiarization workshop and other workshops will be held as demand requires.

Transcripts

Secondary student transcripts will indicate _____ 11 and 12 and CCPWE 12 (work experience). Secondary School Apprenticeship work experience will be noted as CPWE 11 A, B, and 12 A, B or CPSSA 11A, 11B, and 12 A and B on transcripts.

Roles and Responsibilities

Responsibility for carrying out the spirit and intent of this document rests with the School District, the secondary schools, and the College.

School Program Level Contact	College Program Level Contact
Name _____	Name _____
Address _____	Address _____
Telephone _____	Telephone _____

Duration of Agreement

This agreement remains valid and in effect between all the signatories until or unless it is terminated by those signatories in writing.

ARTICULATION AGREEMENT

1995 June 20

between

School District No. 39 (Vancouver)

and

Capilano College

Business Administration Program

Contact Persons

School District No. 39 (Vancouver)

Capilano College

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Approved

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District Principal,
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John Potts
Acting Vice-President
Career and Vocational Programs

PARTNERSHIP PROGRAMS

Objectives of this articulation process are to:

- facilitate post-secondary entry for secondary students with minimum interruption to their education.
- minimize duplication of curriculum content for secondary students entering year one of post-secondary programs.
- minimize time and cost required to complete post-secondary programs.
- increase student knowledge of career options and post-secondary education programs.
- provide all qualified graduates of career preparation programs with a preferential admission process.
- provide a process for sharing training materials, curricula, and in-service opportunities, thus keeping curriculum and instruction current and vital.
- develop processes and procedures for articulation of specific courses or programs.
- identify liaison personnel in the school district and in the post-secondary institution who will plan and monitor implementation of the agreement.
- foster a working relationship between staff in the secondary schools and post-secondary institutions to enhance effectiveness of each instructional environment.

This articulation agreement meets objectives by providing the following benefits to students:

- immediate processing of applications for Career Preparation students who apply prior to a specified date.
- reservation of seats in post-secondary institutions for qualified Career Preparation graduates upon the first start date subsequent to the student's graduation.
- preferential placement for qualified Career Preparation graduates who have completed the required prerequisites.
- eligibility for advanced placement in specific courses upon completion of course work in secondary school, thus allowing the student to complete the post-secondary program in less time.
- eligibility for advanced placement upon completion of course work in secondary school, thus allowing students to take additional enrichment courses and complete the program in the same time frame.
- recognition of work experience as appropriate to each specific program.

**Vancouver School District 39/Capilano College
Business Administration Program Partnership**

1. Articulating Curriculum Contents and Strategies:

- development of processes for sharing existing or developing new curricula so that expectations of student learning (knowledge, skills, and attitudes are clear).
- identification of the credit for each course that will be awarded to the student based on successful completion of content.
- agreement on assessment processes and practices so that secondary school evaluation of student achievement is accepted as a basis for admission and credit.
- establishment of an annual review of curriculum materials and articulation procedures
- assurance that students have the required prerequisites in addition to Career Preparation completion:
 - Math 11 - Principles, “C” or better
 - English 12 - “C+” or better
 - LPI of 24 or better or appropriate score on English Diagnostic Test

2. Developing an Awareness of Articulation Options in Business Administration:

- provision of information to students and parent/guardians regarding the articulated programs available through:
 - field trips to post-secondary sites
 - presentations by appropriate instructional or student advisory staff
 - school communications
 - teacher and counsellor in-service
 - poster produced by Capilano College
- involvement of counsellors, teachers and school administration in the articulation process.
- information made available to students in their Grade 10 year.

3. Planning for Application and Admission to Post-Secondary with Preferential or Advanced Placement:

- Clear directions and time lines so that Career Preparation student applications are processed smoothly.

4. Joint College/School District Professional Development

- Activities will be planned to discuss and facilitate:
 - ongoing articulation issues,
 - flow of information, and
 - curriculum discussions.

5. Articulation Options

- This articulation agreement aims to provide the following options. Options 1, 2, and 3 are available to all qualified Business Education Career Preparation students. Options 2 and 3 are available to the general student body.
- Secondary school teachers, in consultation with Capilano College staff, will advise and assist students in selecting the appropriate option(s).

Option 1 - Preferential Entry

- Five seats for the September intake at Capilano College will be reserved for qualified C.P. Business graduates. Applications for these seats will be accepted up until the first week in August. Seats will be given to students interested in full-time enrolment in the Business Administration Program. Decisions will be based on:
 - satisfactory L.P.I. or English Diagnosis score,
 - G.P.A.,
 - reference letters from Career Preparation teachers and work experience sponsors,
 - interview.
- Other qualified C.P. Business students will be given preference in the filling of remaining seats.

Option 2 - Dual Credit - Stepping Stone

Students will receive dual credit for courses taken at the secondary school level as follows. This is based on the completion of all core material in the 1990 Ministry Business Education Curriculum Guide and use of the recommended textbook (or other accepted alternative).

- completion of the Financial Accounting 12 plus optional Module 13 - Business Organization (Secondary School) with “B” or better equals credit for BFIN 141 - Accounting (Capilano)
- completion of Marketing 12 (Secondary School) with “B” or better equals credit for BMKT 161 - Marketing (Capilano)

Students will receive dual credit for courses taken at the college level as follows

- completion of the BFIN 141 - Accounting (Capilano) with “B” or better equals credit for Financial Accounting 12 (Secondary School)
- completion of BMKT 161 - Marketing (Capilano) with a “B” or better equals credit for Marketing 12 (Secondary School).

As a result, students will have the options of:

- completing the Capilano College program in less time and/or save money by taking fewer courses in a term.
- taking additional enrichment courses.

Option 3 - Special Program - Stepping Stone (under development)

VSB and Capilano College staff will investigate the possibility of establishing a Summer Course - Applied Business. The course would combine Math, English, Accounting, Marketing, etc.

Qualified Career Preparation students would attend four hours per day, four days per week for five weeks.

Students would receive preferential entry to the Capilano Business Administration Program and exemption from specified courses.

6. Agreement Review

This Agreement will be reviewed and renewed annually.



DATABASE OF EXISTING ARTICULATION AGREEMENTS

Articulation Summary

Level	Type		Program	No. of Agreements
1. British Columbia Institute of Technology				
Institution	Type C	Articulation Agreement	Business	1
Institution	Type A	Articulation Agreement	Communication	11
Institution	Type B	Articulation Agreement	Trades & Technology	3
Institution	Type C	Articulation Agreement	Trades & Technology	2
Institution	Type B	Generic	Trades & Technology	1
Institution	Type B	Joint Use Agreement	Trades & Technology	3
Institution	Type B	Memorandum of Understanding	Generic	1
Institution	Type B	Memorandum of Understanding	Trades & Technology	1
Institution	Type A	Partnership Agreement	Business	1
Institution	Type A	Partnership Agreement	Trades & Technology	114
Institution	Type A	Protocol Agreement	Trades & Technology	1
Program	Type C	Draft Provincial Agreement	Welding	1
				140
2. Camosun College				
Institution	Type C	Articulation Agreement	Tourism & Hospitality	1
Institution	Type B	Articulation Agreement	Trades & Technology	1
Institution	Type C	Articulation Agreement	Trades & Technology	1
Institution	Type C	Memorandum of Understanding	Generic	1
Program	Type C	Specific Agreement	Tourism & Hospitality	3
Provincial	Type C	Provincial Agreement	Cook Training	1
Program	Type C	Draft Provincial Agreement	Welding	1
				9

College/Institute Level	Type		Program	No. of Agreements
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3. Capilano College

Institution	Type C	Articulation Agreement	Business	2
Institution	Type C	Articulation Agreement	Communication	1
Institution	Type B	Warranty Agreement	Generic	1
Program	Type B	Specific Agreement	Business	1
Program	Type C	Specific Agreement	Business	6
Provincial	Type C	Provincial Agreement	Tourism & Hospitality	1
				12

4. College of New Caledonia

Institution	Type B	Umbrella Agreement	Generic	5
Program	Type B	Specific Agreement	Social Programs	1
Program	Type B	Specific Agreement	Trades & Technology	2
Program	Type B	Specific Agreement	University Transfer	1
Provincial	Type C	Provincial Agreement	Cook Training	1
Program	Type C	Draft Provincial Agreement	Welding	1
				11

5. College of the Rockies - East Kootenay Community College

Institution	Type A	Articulation Agreement	Generic	7
Program	Type C	Specific Agreement	Business	5
Program	Type C	Specific Agreement	Tourism & Hospitality	1
Program	Type C	Draft Provincial Agreement	Welding	1
				14

6. Douglas College

Institution	Type B	Articulation Agreement	Business	1
Institution	Type A	Articulation Agreement	Generic	2
Institution	Type A	Framework Agreement	Generic	1
Program	Type B	Specific Agreement	Social Programs	3
				7

7. Kwantlen University College

Institution	Type C	Articulation Agreement	Sciences	1
Institution	Type C	Articulation Agreement	Trades & Technology	6
Institution	Type B	Partnership Agreement	Business	1
Institution	Type A	Partnership Agreement	Generic	1

College/Institute Level		Type	Program	No. of Agreements
Institution	Type B	Partnership Agreement	Trades & Technology	1
Institution	Type B	Partnership Agreement	University Transfer	1
Program	Type C	Draft Provincial Agreement	Welding	1
				12

8. Malaspina University College

Institution	Type B	Articulation Agreement	Generic	1
Institution	Type C	Articulation Agreement	Trades & Technology	1
Institution	Type C	Articulation Agreement - Draft	Tourism & Hospitality	1
Institution	Type C	Articulation Agreement - Draft	Trades & Technology	1
Institution	Type B	Joint Use Agreement	Other	1
Institution	Type B	Partnership Agreement	Business	1
Institution	Type C	Partnership Agreement	n/a	1
Institution	Type B	Summary of Agreements	Social Programs	1
Program	Type C	Specific Agreement	n/a	1
Provincial	Type C	Provincial Agreement	Cook Training	1
Program	Type C	Draft Provincial Agreement	Welding	1
				11

9. North Island College

Institution	Type C	Articulation Agreement - Draft	Tourism & Hospitality	1
Institution	Type C	Summary of Agreements	Adult Basic Education	4
Institution	Type C	Summary of Agreements	Business	1
Institution	Type B	Summary of Agreements	n/a	2
Institution	Type B	Summary of Agreements	Social Programs	5
Institution	Type C	Summary of Agreements	Social Programs	4
Institution	Type C	Summary of Agreements	Tourism & Hospitality	2
Institution	Type B	Summary of Agreements	Trades & Technology	1
Institution	Type C	Summary of Agreements	Trades & Technology	4
Provincial	Type C	Provincial Agreement	Cook Training	1
Program	Type C	Draft Provincial Agreement	Welding	1
				26

10. Northern Lights College

Institution	Type A	Memorandum of Understanding	Generic	2
Program	Type C	Specific Agreement	Business	1
Provincial	Type C	Provincial Agreement	Cook Training	1
Program	Type C	Draft Provincial Agreement	Welding	1
				5

College/Institute Level	Type	Program	No. of Agreements
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11. Northwest Community College

Institution	Type B	Affiliation Agreement	Generic	1
Institution	Type C	Articulation Agreement	Adult Basic Education	2
Institution	Type B	Articulation Agreement	Business	2
Institution	Type A	Articulation Agreement	Business	2
Institution	Type C	Articulation Agreement	Business	4
Institution	Type A	Articulation Agreement	Generic	2
Institution	Type B	Articulation Agreement	Generic	1
Institution	Type C	Articulation Agreement	Generic	1
Institution	Type B	Articulation Agreement	Social Programs	1
Institution	Type C	Articulation Agreement	Trades & Technology	2
Institution	Type B	Facilities Agreement	Other	1
Institution	Type A	Memorandum of Understanding	Generic	1
Institution	Type A	Statement of Shared Goals	Generic	1
Provincial Program	Type C	Provincial Agreement	Cook Training	1
Provincial Program	Type C	Draft Provincial Agreement	Welding	1
				23

12. Okanagan University College

Provincial Program	Type C	Provincial Agreement	Cook Training	1
Provincial Program	Type C	Draft Provincial Agreement	Welding	1
				2

13. Open Learning Agency / Open University

Institution	Type C	Articulation Agreement	Business	2
Institution	Type C	Articulation Agreement	Communication	1
Institution	Type C	Articulation Agreement	Other	1
Institution	Type C	Partnership Agreement	Generic	1
Institution	Type A	Partnership Agreement	Generic	1
Institution	Type B	Summary of Agreements	n/a	1
				7

14. Royal Roads University

Institution	Type C	Articulation Agreement	Trades & Technology	1
				1

College/Institute Level	Type	Program	No. of Agreements
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15. Selkirk College

Institution	Type A	Articulation Agreement	Business	1
Institution	Type C	Articulation Agreement	Business	4
Institution	Type C	Articulation Agreement	Tourism & Hospitality	8
Institution	Type C	Articulation Agreement	Trades & Technology	1
Institution	Type C	Articulation Agreement - Draft	Business	1
Institution	Type C	Articulation Agreement - Draft	Tourism & Hospitality	1
Institution	Type A	Curriculum Agreement - Draft	Generic	1
Institution	Type A	Memorandum of Understanding	Generic	1
Institution	Type B	Partnership Agreement	Business	1
Institution	Type B	Partnership Agreement	Tourism & Hospitality	4
Provincial	Type C	Provincial Agreement	Cook Training	1
Program	Type C	Draft Provincial Agreement	Welding	1
				25

16. University College of the Cariboo

Institution	Type A	Articulation Agreement	Generic	10
Institution	Type C	Articulation Agreement	Trades & Technology	5
Institution	Type C	Joint Use Agreement	Trades & Technology	1
Institution	Type A	Memorandum of Understanding	Trades & Technology	1
Program	Type C	Specific Agreement	Business	1
Program	Type C	Specific Agreement	Tourism & Hospitality	4
Provincial	Type C	Provincial Agreement	Cook Training	1
Program	Type C	Draft Provincial Agreement	Welding	1
				24

17. University College of the Fraser Valley

Institution	Type A	Articulation Agreement	Business	3
Institution	Type C	Articulation Agreement	Sciences	1
Institution	Type C	Articulation Agreement	Social Programs	1
Institution	Type B	Joint Use Agreement	Other	1
Institution	Type B	Joint Use Agreement	Trades & Technology	1
Institution	Type A	Memorandum of Understanding	Generic	6
Institution	Type A	Partnership Agreement	Generic	1
Institution	Type C	Partnership Agreement	Generic	1
Program	Type C	Specific Agreement	Trades & Technology	6
Program	Type C	Draft Provincial Agreement	Welding	1
				22

College/Institute Level	Type		Program	No. of Agreements
18. University of Victoria				
Institution	Type C	Articulation Agreement	Tourism & Hospitality	1
Institution	Type C	Articulation Agreement	Trades & Technology	1
				2
19. Vancouver Community College				
Institution	Type C	Articulation Agreement	Tourism & Hospitality	2
Program	Type C	Specific Agreement	Business	1
Program	Type C	Specific Agreement	Fine Arts	1
Program	Type C	Specific Agreement	Social Programs	1
Program	Type C	Specific Agreement	Tourism & Hospitality	2
Program	Type C	Specific Agreement	Trades & Technology	1
Provincial	Type C	Provincial Agreement	Cook Training	1
				9



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