**Memorandum of Agreement Template
High School to College Articulation Agreement**

Introduction to the Template

This template provides sample language and appendix items that can be used to develop a Memorandum of Agreement (MOA). This template was created after reviewing various articulation agreements from partner states and/or higher education institutions. The template is not meant to be used verbatim but rather to offer sample language that can be modified to meet your unique articulation needs. As such, several options are offered under each section. Specific language choices will occur as the MOA is developed and agreed upon by both parties.

#### Key Stakeholders

Key stakeholders refers to those who have legal authority and responsibility for implementing the agreement. The key stakeholders for high school to college articulation agreements are the high schools offering advanced coursework, the colleges awarding credit for the high school coursework, and the state agencies that regulate and approve both programs. High school to college articulation agreements are sometimes negotiated statewide between state agencies or enacted as a statute. In that case, there may be no need for MOAs between individual secondary and postsecondary education institutions, as a statewide agreement will address many of the requirements of each partner, the requirements of students, and quality assurances.

Additional stakeholders may be invited to provide input into the development of the MOA, including high school and higher education faculty, students, staff of professional associations, employers, professional development system staff, and early childhood education policy analysts and advocates.

#### State Context

High school courses are generally offered under approval guidelines developed at the state level. When planning to transfer high school coursework (i.e. college-level courses, career or technical education early childhood courses, or others) to college courses with academic credits awarded, a process must be in place to evaluate the inclusion of content and assessment as being college or advanced-level content. The completion credential may be offered by the high school or state. States should maintain a list of high schools approved to offer advanced content courses and a list of the courses and career programs approved.

Purpose and Background

This section provides sample language that can be used or adapted to address the purpose and background of the agreement. Options vary according to the type of agreement or partner organizations involved. Not all of the following language will be needed; you will need to choose which language best addresses the purpose of your agreement.

[Name of entity] and [name of entity] seek to strengthen career pathways for early childhood educators by supporting degree completion and facilitating a seamless transfer of college-level courses for high school graduates who desire to pursue the [name of degree] at [name of college/university].

The purpose of this [title of the Articulation Agreement] is to assist students at various levels of education to achieve their educational goals in an efficient and timely way by coordinating the transfer of policies, enhancing advising, and accepting equivalent courses.

This Agreement supports the State Policy on Transfer and Articulation [State Statute number and title].

If statewide:

This document confirms the transfer of high school college-level early childhood education courses approved by the [state agency name, such as Department of Public Instruction] into the [state name] community college system.

If between individual education institutions:

This document confirms the transfer of high school college-level early childhood education courses approved by the [state agency name, such as Department of Public Instruction] and provided by

[name of high school] into [name of college/university].

Partners and Responsibilities

This section provides options for sample language that can be used or adapted to address the partners and their responsibilities in the agreement. Options vary according to the type of agreement or partner organizations involved. Not all of the following language will be needed; you will need to choose which language best addresses the purpose of your agreement.

[Both or all] Parties agree to the following terms and provisions:

#### Student Criteria

* The student must:
* Complete the [name of college-level courses] approved by [name of state agency that monitors and approves college-level courses offered in state high schools]. Other courses, although similar, will not receive the same advanced standing.
* Submit a certificate demonstrating satisfactory completion of state-approved college-level [list name of state certificate] issued by [state agency].
* Be currently enrolled in [state higher education system name or college/university name] and be accepted into the [name of degree] program.
* Work with [state higher education system name or college/university name] advisors to select appropriate courses and plan for successful degree completion.

#### Partnership Roles and Responsibilities

* The [state agency supervising college-level programs] will:
* Provide students who successfully complete the Advanced Course with a certificate of completion.
* Ensure that high school instructors hold current state vocational education certification.
* Ensure that content and assessments in high school college-level courses meet state-approval requirements.
* Provide a list of approved programs in [name of state] high schools and will update the list annually.
* Provide materials to high school and college advisors to promote the Advanced Course program.
* The [state higher education system name or college/university name] will award [number of] credits for [elective or a specific required course] upon receipt of documentation that the student has met the specified requirements.
* Submit a certificate of completion issued by [state agency named above].
* Complete the college admission and course enrollment process.

Administrative and Compliance Provisions

This section provides options for sample language that can be used or adapted to address the administrative and compliance provisions of the agreement. Options vary according to the type of agreement or partner organizations involved. Not all of the following language will be needed; you will need to choose which language best addresses the purpose of your agreement.

#### Applicable Policies, Procedures, Laws, and Regulations

* Implementation and interpretation of this Agreement will be consistent with applicable and mandatory policies and procedures established by the appropriate college accreditation bodies, the U.S. Department of Education, and other agencies that have jurisdiction over the operation of either institution. To the extent that any provision of this MOA is inconsistent with [state] law and/or applicable rules and regulations, including rules or regulations from the U.S. Department of Education or the [state higher education board], this MOA will be considered null and void.
* This Agreement shall be governed by and construed in accordance with the laws of the State of [state].
* Student participation in this articulation protocol will be implemented in compliance with applicable federal, state, and local nondiscrimination laws and regulations.
* Both Parties recognize that they are bound to comply with the Family Education Rights and Privacy Act of 1974 (Buckley Amendment) and any current amendments in the handling of educational records of students enrolled in their institutions.
* Specific activities that involve the transfer of money, services, or property between or among the Parties may require separate agreements or contracts to be executed.

#### Terms, Amendments, and Renewals

* All Parties agree to address challenges or disputes expeditiously.
* The list of high schools with state-approved college-level early childhood certificates will be updated annually and provided to [state higher education system name or college/university name] by [state agency supervising college-level programs].
* In the event this Agreement is revised or terminated, students currently enrolled on the effective date of termination shall be allowed to continue their programs in accordance with the terms and conditions in effect prior to the termination or revision of the Agreement.
* Students transferring credit are subject to the same rights, responsibilities, and college policies as all other [college/university name] students.
* The Agreement is effective upon [execution by state officers or upon the date indicated in this official memorandum].
* This MOA supersedes any previous Agreements.

Principal Contacts

This section provides options for sample language that can be used or adapted to address the principal contacts of the agreement. Options vary according to the type of agreement or partner organizations involved.

The partner organizations designate the following individuals as principal contacts regarding this Agreement. These contacts may be changed at any time through written notice to each partner contact and partner agency.

Name of agency/education institution #1:

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Designated contact person’s name, title, affiliation, e-mail, phone, and address:

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Name of agency/education institution #2:

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Designated contact person’s name, title, and affiliation:

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Partner Signatures

An agreement between individual high schools and colleges would typically need local administrative signatures. However, research whether signatures are needed if there is a statewide law.

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Signature of president/superintendent Date

[Individual’s name and title]

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Signature of president/superintendent Date

[Individual’s name and title]

Attachments and Supporting Documents

Attachments and supporting documents should include any items referenced in the final agreement. These add context and rationale to the agreement and are useful for building collaboration and understanding among cross-sector stakeholders. The following checklist describes the attachments and supporting documents that may be included.

* Early childhood degree plans that note which courses are waived or deemed equivalent based on this Agreement and which will need to be completed after transfer. Include clear and transparent information for students about each degree and each track within the degrees covered in this Agreement
* Links to state college-level course guidelines and lists of approved high school programs
* Statewide or higher education institution’s guidance documents on early childhood career pathways that include placement of the state’s Advanced Course Certificate
* Links to programs offering student scholarships and other college entry and completion supports
* Links to applicable federal, state, and accreditation policies, laws, and regulations for institutions of higher education, public education, or early childhood training
* Links to state early childhood core knowledge and competencies and to state early childhood teacher preparation or training approval systems referenced in this Agreement
* Links to the National Association for the Education of Young Children (NAEYC) early childhood professional standards and the NAEYC higher education accreditation systems. (Programs preparing for “blended” early childhood and special education licensure should include links to both the NAEYC early childhood professional standards and the Division for Early Childhood’s [DEC] Recommended Practices.) These standards are available as noted below:
* NAEYC Early Childhood Associate Degree Accreditation: <http://www.naeyc.org/ecada>
* NAEYC Recognition of Baccalaureate and Graduate Degree Programs: <http://www.naeyc.org/ncate>
* NAEYC Standards for Early Childhood Professional Preparation: <http://www.naeyc.org/ecada/standards>
* DEC Recommended Practices: <http://www.dec-sped.org/recommendedpractices>
* Links to additional adult education accrediting agencies and credit review agencies. Examples follow:
* National College Credit Recommendation Service: <http://www.nationalccrs.org>
* Council for the Accreditation of Educator Preparation: <http://caepnet.org>
* Distance Education Accrediting Commission: <http://www.deac.org>
* International Association for Continuing Education and Training: <http://www.iacet.org>
* Definitions/glossary