



Ohio Board of Regents

**Progress on the Implementation of
Ohio's
Career Technical Credit Transfer Policy
(CT²)**

**A Report to the General Assembly in
Response to Am. Sub. H. B. 66**

April 15, 2006

**Ohio's Career Technical Credit Transfer Policy
A Progress Report to the General Assembly in Response to
Amended Substitute H.B. 66**

Executive Summary

Amended Substitute H.B. 66 (ORC 3333.162) directs the Ohio Board of Regents to work collaboratively with the Ohio Department of Education's Office of Career-Technical and Adult Education (CTAE), public adult and secondary career technical education and state-support institutions of higher education to *establish criteria, policies and procedures* by April 15, 2007, to transfer agreed-upon technical courses from one system to another.

The intent of H.B. 66 is to build upon and extend the articulation and transfer activities of the Board of Regents as specified in the previous budget bill, H.B. 95. The existing policy and implementation practices are the foundation for the new career and technical transfer component. The revised policy will achieve the following:

- Students will be able to take equivalent technical courses anywhere within the public educational system (adult workforce/ secondary career-technical education, community or technical college, or university) and transfer the technical credits without unnecessary duplication or institutional barriers.
- Technical courses identified as equivalent will adhere to recognized industry standards and reflect agreed-upon knowledge and skills.
- The career technical credit transfer policy, where applicable, will build upon the existing course equivalency system and use the system as a model. The existing course equivalency system identifies courses and learning outcomes by major/discipline, called the Transfer Assurance Guide, and describes the knowledge and skills that students will need to gain for guaranteed transfer.
- Student advising will be improved and students will be able to attain their highest educational aspirations in the most efficient and effective manner as a result of clear and consistent standards for courses and the ability to transfer equivalent technical credits to a degree.

All aspects of H.B. 66 are currently being addressed by a Career Technical Credit Transfer Advisory Committee (CT² Advisory Committee) with leadership jointly provided by the Ohio Board of Regents and the Ohio Department of Education. The CT² Advisory Committee is co-chaired by Marsha Leonard, Superintendent of the Greene County Career Center and Charlotte Hatfield, President of Washington State Community College. The membership of the committee reflects a cross-section of career-technical educators at both the secondary and postsecondary level as well as representatives from the state agencies.

The CT² Advisory Committee has:

- Developed an implementation strategy that is consistent with Ohio's current articulation and transfer activities, reflects the requirements outlined in H.B. 66 and is on a timetable for completion by April 15, 2007.
- Identified Guiding Principles to guide the development of policies and practices for the transfer of career technical credit.
- Identified Nursing and Engineering Technology as pilot areas of workforce need important to Ohio's economy. The CT² Advisory Committee will focus on articulation and transfer strategies for these areas of high need first as a way of developing a model for additional disciplinary/technical areas.
- Established the need for a system for faculty (secondary and post-secondary) validation of career technical credit transfer similar to the process of validation for the current Transfer Assurance Guide courses.

The CT² Advisory Committee will identify additional career technical areas for transfer following the completion of the pilots in Nursing and Engineering Technology. Additional areas will be identified that respond to Ohio's workforce needs and enhance students' employability prospects in technical areas that adhere to recognized industry standards and reflect equivalent coursework.

Contents

Executive Summary.....	i
I. Introduction	1
II. Background	1
III. Status of Policy Development and Implementation	2
A. Model Process for Technical Course Articulation	3
B. Validation Process.....	4
IV. Next Steps and Implementation Timeline	4
V. Anticipated Implementation Issues	5
VI. Conclusion.....	6
Appendices.....	7
Appendix A: H.B. 66 Legislation	8
Appendix B: Associate Degree Listing	9
Appendix C: Narrative and List of TAGs	10
Appendix D: List of Steering Team Members	13
Appendix E: List of Advisory Committee Members.....	14
Appendix F: Guiding Principles.....	17
Appendix G: Membership Lists of Pilot Faculty Panels	19

I. Introduction

Amended Substitute H.B. 66 (ORC 3333.162) directs the Ohio Board of Regents to work collaboratively with the Ohio Department of Education's Office of Career-Technical and Adult Education (CTAE), public adult and secondary career technical education and state-supported institutions of higher education to *establish criteria, policies and procedures* for the transfer of agreed-upon technical courses from one system to another.

The intent of H.B. 66 is to build upon and extend the articulation and transfer activities of the Board of Regents as specified in the previous budget bill, H.B. 95. The existing policy and implementation practices are the foundation for the new career and technical transfer component. The specific requirements of H.B. 66 can be found in Appendix A. In summary, the revised policy will achieve the following:

- Students will be able to take agreed upon **equivalent technical courses** anywhere within the public educational system (adult workforce/ secondary career-technical education, community or technical colleges, or universities) and transfer the technical credits without unnecessary duplication or institutional barriers.
- Technical courses identified as equivalent will adhere to **recognized industry standards** and reflect agreed-upon knowledge and skills.
- The career technical credit transfer policy, where applicable, will **build upon the existing course equivalency system** and use the system as a model. The existing course equivalency system identifies courses and learning outcomes by academic major, called the Transfer Assurance Guide, and describes the knowledge and skills that students will need to gain for guaranteed transfer.
- **Student advising** will be improved and students will be able to attain their highest educational aspirations in the most efficient and effective manner as a result of **clear and consistent standards** for courses and the ability to transfer equivalent technical credits to degrees programs.

The Ohio Board of Regents is required to report to the General Assembly on progress in attaining completion of the above four components by *April 15, 2006* and to meet these objectives by *April 15, 2007*.

II. Background

The development of criteria, policies and procedures for the transfer of agreed-upon technical courses builds on a foundation of related initiatives established by the Department of Education and the Board of Regents for improving pathways to careers and college credit transfer. The following are examples of initiatives by both state agencies:

- **Establishment of Career Fields** – The Ohio Career Field Initiative has begun under the Office of Career Technical & Adult Education, Ohio Department of Education, to foster an educational shift needed to respond to the needs of a rapidly changing global environment. This initiative is based on the premise that for today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that: incorporates a broad, long-term conception of work in combination with the depth of specialization skills; emphasizes the acquisition of strong academic knowledge and skills; and facilitates high school-to-postsecondary transitions.
- **College Tech Prep** – A partnership among business, industry, labor, secondary, and higher education, is a primary strategy for systemic educational change in Ohio that prepares students for technology based careers demanded by the increasingly competitive global economic community. College Tech Prep normally begins in the 11th grade and leads to a minimum of an associate’s degree. (Appendix B lists types of Associate’s degrees)
- **Transfer Assurance Guides (TAG)** - Advising tool for 38 majors identifying specific courses guaranteed to transfer and apply to degrees. Each TAG is made up of recommended general education and beginning courses within the major or pre-major. This effort has been the largest collaborative higher education curriculum project in the history of the state (Appendix C for list).

The implementation of H.B. 66 requirements for the transfer of technical courses and competencies will significantly move these efforts forward and further establish pathways to degree completion for students.

III. Status of Policy Development and Implementation

A steering team from the Ohio Board of Regents and the Ohio Department of Education, Office of Career-Technical and Adult Education, is providing overall staff support for the implementation of H.B. 66 requirements. The steering team is responsible for project planning and implementation and will ensure that all aspects of H.B. 66 are addressed by April 15, 2007 (Appendix D).

A statewide *Career Technical Credit Transfer Advisory Committee (CT²)* has been established to guide the development of policies and practices for the transfer of agreed-upon technical courses. The CT² Advisory Committee is co-chaired by Marsha Leonard, Superintendent of the Greene County Career Center and Dr. Charlotte Hatfield, President of Washington State Community College. Members represent Ohio’s public-assisted adult and secondary career-technical schools as well as state-assisted community and technical colleges and universities (A full membership list is included in Appendix E).

The charge to the CT² Advisory Committee is:

- Identify issues/challenges in the implementation of H.B. 66
- Recommend appropriate policies and practices for the transfer of equivalent technical courses
- Develop strategies for the implementation of the new policy
- Advocate for processes and products of CT²
- Provide recommendations for implementation

The statewide *Advisory Committee* is under the auspices of the Ohio Board of Regents' Articulation and Transfer Council and will provide recommendations to both the Articulation and Transfer Advisory Council and the staff steering team.

Following an extensive orientation to Ohio's articulation and transfer policy and H.B. 66, the Advisory Committee developed and approved Guiding Principles to assist in the development of the policies and practices for the transfer of career technical credit (Appendix F) and addressed various implementation issues. In addition, the statewide *Career Technical Credit Transfer Advisory Committee* developed a pilot process for identifying and validating equivalent technical courses. The model will focus on nursing and engineering technologies, and is described in the next section.

A. Model Process for Technical Course Articulation

The *Career Technical Credit Transfer Advisory Committee* identified nursing and engineering technologies as areas of workforce need important to Ohio's economy for a beginning pilot. As pilot areas, the statewide Advisory Committee will focus on articulation and transfer strategies for these high need areas first as a way of developing a model for additional disciplinary/technical areas. Faculty panels have been established for each area. The Nursing and the Engineering Technologies panels (Electro-Mechanical and Electrical/Mechanical Engineering Technologies, Industrial Technology) met first on March 15, 2006 (panel lists included, Appendix G). Each panel will develop the criteria for identifying appropriate technical courses and/or competencies and will examine the knowledge and skills for the course outcomes. Based upon these discussions, the panels will identify learning outcomes matched to credit equivalencies. Industry standards in each technical area or discipline will guide the development of the learning outcomes.

The Nursing and Engineering Technologies Panels will continue to meet in the coming months to further develop the criteria and courses/competencies for technical transfer. As part of the process, the Panels will report progress to the statewide *Career Technical Credit Transfer Advisory Committee* and seek input from colleges and schools.

B. Validation Process

Courses and learning outcomes for technical transfer could be validated using a similar model currently being used for the Transfer Assurance Guides. This process could involve faculty panels in each technical area to review documentation such as course syllabi, expected learning outcomes, texts used, etc. from participating schools and colleges. The faculty panels would validate that the knowledge and skills in courses and programs from participating institutions (adult workforce/secondary career-technical education, community or technical colleges) meet the established learning outcomes. This process will be time-consuming, but ensures that the course work submitted is rigorous and matches the established equivalencies.

Upon completion of the pilot work and successful identification of transferable courses among institutions in the Nursing and the Engineering Technologies, additional programs will be identified by the state Advisory Committee for the next round of development.

IV. Next Steps and Implementation Timeline

The statewide *Advisory Committee* will review the work of the pilot faculty panels and accompanying recommendations. In addition, the statewide *Advisory Committee* will identify and prioritize areas, in addition to Nursing and Engineering Technologies, for technical credit transfer which meets the criteria set forth in the legislation. New faculty panels will be convened to identify the agreed upon equivalent technical courses and develop learning outcomes based upon industry standards and required knowledge and skills. The staff steering team (ODE and Regents) will continue to provide overall guidance, development of policies and procedures and oversight of the validation process. The results of this work will be shared with various stakeholders for additional input. At the conclusion of this process, the statewide Advisory Committee will make recommendations to the Articulation and Transfer Advisory Council and the Ohio Board of Regents for implementation and adoption. The following timeline provides an overview of the work to be accomplished by the April 15, 2007 deadline.

Preliminary Identification of Equivalencies

February – March 2006	Establish membership of faculty panels
March 15, 2006	Initial meeting of pilot faculty panels. Overview of charge and timeline
April 15, 2006	Report to the General Assembly
April 25, 2006	Two pilot faculty panels commence review of agreed-upon, industry-based technical courses that would be appropriate for expanded pathways through the Transfer Assurance Guides (TAGs)
May 2006	Complete research on applicable adult/secondary

May – June 2006	career technical areas to be articulated Advisory Committee to recommend the next set of programs to review.
June 2006	Articulation and Transfer Council to approve recommendations from the Advisory Committee.
June 2006	Continue identification of courses for credit transfer. Examine commonalities among courses to determine equivalencies
June – September 2006	Recommendations from the Nursing panel and Engineering Technologies panels posted to the web site for stakeholder review and comment
June 2006 – March 2007	Continue work of panels in identified career technical areas
On-going September 2006 – March 2007	Review by secondary/adult career technical schools and campuses
November 15, 2006	Completion of panel reviews resulting in Career Transfer Credit Transfer agreements for agreed-upon, industry-based technical courses with recommendations for an ongoing process of review and publication
November 2006	Submission of draft final recommendations to secondary/adult career technical institutions and campuses

Final Recommendations and Adoption

March 2007	Action on recommendations by the Ohio Board of Regents and the Ohio Department of Education: Career Technical Adult Education Division
April 15, 2007	H. B. 66 mandates fully implemented

V. Anticipated Implementation Issues

The issues outlined below are those identified by the statewide Advisory Committee as likely to arise over the next several months as the various aspects of initiative unfold. The Advisory Committee will prioritize and address these topics in turn.

- Finding common ground among all stakeholders who focus on different aspects of education: For instance, adult education's emphasis is on meeting industry standards, versus earning course credit. The existing focus is on learning a particular skill versus structuring an educational model coursework along the lines of hours spent in a lab, in lecture, etc.
- Establishing a common language for learning outcomes which reflect course alignments or equivalencies.

- Collaborating with other current initiatives such as Post-Secondary Educational Options, Dual Enrollments, Advanced Placement, College Tech Prep and Career Fields.
- Maintaining consistency in granting course credit on all levels

VI. Conclusion

As this process moves forward, lessons learned from the development of the Transfer Assurance Guides will be used. One fundamental lesson learned has been the value of faculty panels representing a cross section of institutions to review and validate submitted course materials for equivalency. While the TAGs covered the 36 state-supported institutions of higher education, this effort encompasses a broader range of potential partners. The use of innovative faculty review strategies will need to be employed to accomplish this work. It is anticipated that the review process will extend throughout the 2007 – 2008 academic year.

Ohio's articulation and transfer policy and initiatives provide the vital framework for easier transfer across the educational system and enable courses to be applied to variety of degree programs. This will improve the ability of students to make the progress toward their highest educational aspirations without unnecessary duplication or cost.

Appendices

Appendix A:

H.B. 66 Legislature

Am. Sub. H. B. No. 66

Sec. 3333.162. (A) As used in this section, "state institution of higher education" means an institution of higher education as defined in section 3345.12 of the Revised Code.

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

(C) By April 15, 2006, the board shall report to the general assembly on its progress in establishing these policies and procedures.

Appendix B:

Associate Degree List

Several types of degrees exist at the associate degree level:

The Associate of Arts (AA) and Associate of Science (AS) - Represent one type of degree designed as the first two years of a baccalaureate program. All courses successfully completed by students as part of the AA/AS will transfer to a university. Faculty teams from colleges and universities are developing Transfer Assurance Guides to increase course in the pre-major and major that will transfer and apply to the major degree.

The Associate of Applied Business (AAB) and Associate of Applied Science (AAS) - Degrees designed specifically for technical careers that enter directly into the workforce. These degree programs are mainly comprised of technical courses focused in the major (i.e. mechanical engineering technology, health technology) and will require far fewer general education courses. Consequently, fewer courses from these degrees will transfer to baccalaureate degree programs.

The Associate of Technical Study (ATS) and the Associate of Individualized Study (AIS) - Degrees awarded to individually planned technical education programs designed by the student and advisors to meet a specific need or serve an educational objective that is not available in any of the current campus programs.

Appendix C:

List of TAGS and Narrative

Transfer Assurance Guide Narrative

Changes to Ohio's existing articulation and transfer policy (1990) eliminate unnecessary barriers to transfer and assure students articulation of credit to degree requirements. Revisions/enhancements were added to the existing Ohio Transfer Module structure with its focus on general education courses by guaranteeing transfer among public institutions of higher education on a course-by course basis. A universal course equivalency system was created to assist students in making progress to degrees. Senior campus leaders and faculty worked collaboratively to develop 38 degree pathways for students in eight disciplines/professions: arts and humanities, business, communications, education, health, mathematics and science, engineering and engineering technologies, and social sciences. These pathways, termed **Transfer Assurance Guides (TAGs)** build on the existing Transfer Module courses and identify pre-major and major courses for guaranteed transfer and application as an addition to the courses already included in the Ohio Transfer Module. The Career Technical Credit Transfer (CT²) initiative will build on the transfer and articulation process by guaranteeing students transferability of agreed-upon technical courses completed through an adult career-technical education institution, a public secondary career-technical institution or a state institution of higher education to another state institution of higher education.

In 1990, the Board of Regents, in response to actions of the 119th General Assembly, established a statewide Articulation and Transfer Policy council to develop a policy framework for guiding the transfer of students among public colleges and universities. The original policy established an Ohio Transfer Module comprised of an array of general education courses that, when taken in its entirety, guaranteed acceptance at all public institutions of higher education in the state. In 2002, the Ohio General Assembly mandated additional improvements to transfer in its adoption of Amended Substitute House Bill 95. Following a comprehensive review of transfer policy, the Articulation and Transfer Council recommended in January 2004 to the Ohio Board of Regents, changes that were comprehensive and consistent with the H. B. 95 mandates, thus accelerating the transfer of credit across public institutions in Ohio. These changes included:

- Revisions to the existing Ohio Transfer Module (OTM) structure that is the foundation of the transfer and articulation process with its focus on general education. Now students are guaranteed the opportunity for transfer on a course-by course basis.
- The changes added the Transfer Assurance Guide (TAG) concept: 38 different degree pathways over eight broad professional

- /disciplinary areas. These provide guaranteed pathways that enable students to reach their bachelor's degree goals in the most efficient and effective manner.
- Transfer students and students who begin and end study at the same institution (i.e. "native" students will be treated equitably with regard to institutional or major/program admissions requirements.)
 - All campuses have agreed to the revisions so that there is consistent statewide implementation of the policy. Campuses are changing courses to comply with the TAG requirements and in case of specific curricular issues, a statewide appeals process has been developed to address such issues.
 - The Articulation and Transfer Advisory Council established an Oversight Committee to act as an executive body in addressing issues surrounding policy implementation.
 - A universal course equivalency system has been developed through the resources of the Higher Education Information system (HEI). The system performs three basic functions: 1) electronic management of the universal documentation of course equivalences; 2) elimination of inconsistent and irrational judgments in the application of transfer credit; and 3) ensuring equitable student consideration for acceptance into degree programs.

The Transfer Assurance Guides were formally endorsed by the Articulation and Transfer Council in June 2005. The Regents adopted the recommendations at the July 2005 Board meeting and directed staff to implement the changes to the Articulation and Transfer Policy in response to the mandates of H. B. 95. The policy changes add to the structure of credit transfer across public institutions in Ohio. The work of the CT² project will receive the same TAG guarantee when the agreed upon coursework aligns to the established TAG learning outcomes. Students will benefit by having a choice of pathways through a selection of multiple degree options.

Transfer Assurance Guides

<p><u>1. Arts & Humanities</u></p> <ul style="list-style-type: none"> - Art History - Dance - English Literature - Fine Arts - Music - Philosophy - Theatre 	<p><u>2. Social and Behavioral Sciences</u></p> <ul style="list-style-type: none"> - Anthropology - Economics - Geography - History - Political Science - Psychology - Sociology
<p><u>3. Education</u></p> <ul style="list-style-type: none"> - Professional Education Module - Professional Education Module with Advising Recommendations for Middle School Math - Professional Education Module with Advising Recommendations for Middle School Science - Professional Education Module with Advising Recommendations for AYA Math - Professional Education Module with Advising Recommendations for AYA Science - Professional Education Module with Advising Recommendations for Intervention Specialist 	
<p><u>4. Engineering & Engineering Technology</u></p> <ul style="list-style-type: none"> - Aerospace, Agriculture, Civil, Mechanical Engineering - Bioengineering, Biomedical Engineering - Chemical, Environmental Engineering - Computer, Electrical Engineering - Industrial Engineering <p><u>Memorandum of Understanding</u> Bachelor of Science in Engineering Technologies</p> <ul style="list-style-type: none"> o Electrical Engineering Tech o Mechanical Engineering Tech o Construction Engineering Tech o Industrial Tech <p>Bachelor of Individualized Studies Baccalaureate in Organizational Leadership</p>	<p><u>5. Science and Mathematics</u></p> <ul style="list-style-type: none"> - Biology - Chemistry - Geology - Mathematics - Physics
<p><u>6. Health</u></p> <ul style="list-style-type: none"> - Dietetics - Health Information Management - Medical Laboratory - Nursing 	
<p><u>7. Business</u></p> <ul style="list-style-type: none"> - Business 	<p><u>8. Communications</u></p> <ul style="list-style-type: none"> - Communication Studies - Journalism - Public Relations & Advertising - Telecommunication

Appendix D:

List of Steering Team Members

HB 66 Joint OBR/ODE Steering Committee

OBR Staff

Paula Compton
Director, Articulation and Transfer
614.466.3344
pcompton@regents.state.oh.us

Jocelyn Frasier
Assistant Director, Communications
614.644.9602
jfrasier@regents.state.oh.us

Cathy Hill
Administrator, Workforce
Development
614.466.1314
chill@regents.state.oh.us

Neal McNally
Assistant Director, Finance and
Government Relations
614.752-9531
nmcnally@regents.state.oh.us

Ryan Scribner
Legislative Liaison
614.728-5944
rscibner@regents.state.oh.us

Jonathan Tafel
Vice Chancellor, Educational Linkages
and Access
614.466.3561
jtafel@regents.state.oh.us

Michael Taggart
Director, Workforce Development
614.752-9487
mtaggart@regents.state.oh.us

Judith Taylor
OBR Consultant
740.373-9016
judietaylor@charter.net

E. Garrison Walters
Vice Chancellor, Academic Affairs and
Economic Advancement
614.466.0885
gwalters@regents.state.oh.us

Nick Wilson
Assistant Director, Articulation and
Transfer
614.466.4158
nwilson@regents.state.oh.us

ODE Staff

Joyce Boudreau
Consultant, Career Technical & Adult
Education
614.644.6732
Joyce.Boudreau@ode.state.oh.us

David L. Burns
Executive Director, Secondary
Education & Workforce Development
614.466.5701
David.Burns@ode.state.oh.us

Pat Huston
Manager – Products & Customer
Services
Career Technical & Adult Education
614.644.7388
Pat.Huston@ode.state.oh.us

Barb Nicol
Assistant Director, Career Technical &
Adult Education
614.644.5704
Barb.Nicol@ode.state.oh.us

Kathy Shibley
Director, Career Technical & Adult
Education
614.644.6312
Kathy.Shibley@ode.state.oh.us

Kathy Sommers
Assistant Director, CTAE
614.466.2901
Kathy.Sommers@ode.state.oh.us

Appendix E:

List of Advisory Team Members

Career Technical Credit Transfer Articulation Advisory Statewide

1. John O'Donnell
President, Stark State College of Technology
6200 Frank Ave. N.W.
Canto, OH 44720-7299
jodonnell@starkstate.edu
330-494-6170 ext. 4789
2. Charlotte Hatfield
President, Washington State Community College
710 Colegate Ave.
Marietta, OH 45750
chatfield@wscc.edu
740-374-8716
3. Paul Unger
Provost, Owens Community College
P.O. Box 10,000 Oregon Road
Toledo, OH 43699
punger@owens.edu
(567) 661-7005
4. Becki Kurtz
Chief Academic Officer, Belmont Technology College
120 Fox-Shannon Place
St. Clairsville, OH 43950
bkurtz@btc.edu
(740)695-9500 Ext: 1024
5. Anthony Perzigian
Senior VP & Provost
University of Cincinnati
P.O. Box Box 210097
Cincinnati, OH 45221-0097
anthony.perzigian@uc.edu
513-556-2588
6. Elizabeth Stroble
Senior VP & Provost
University of Akron
302 Buchtel Mall
Akron, OH
stroble@uakron.edu
330-972-7593

7. Randy Smith
Vice Provost for Curriculum & Institutional Relations
The Ohio State University
203 Bricker Hall
190 North Oval Mall
Columbus, OH
smith.70@osu.edu
614-292-5881
8. Steve Dodgion, Superintendent
Collins Career Center
11627 St Rt 243
Chesapeake, OH 45619-7962
SKDodgion@collins-cc.k12.oh.us
740-867-6641
9. Michael McDaniel, Superintendent
Ashland Co – West Holmes Career Center
1783 St Rt 60
Ashland, OH 44805-9287
awhj_mcdanie@tccsa.net
419-289-3313
10. Marsha Leonard, Superintendent
Greene County Career Center
2960 West Enon Road
Xenia, OH 45385-8548
mleonard@greeneccc.com
937-372-6941
11. Stan Jennings, Superintendent
Scioto County JVS
951 Vern Riffe Drive
Lucasville, OH 45648-8437
sjennings_sj@scoca-k12.org
740-259-5522
12. Sherry Minton, Director - CTAE
South-Western Career Academy
4750 Big Run South Road
Grove City, OH 434123
sherry_minton@swcs.k12.oh.us
614-801-3006

13. Howard Lawson, Director
Career Development/Education
Akron Public Schools
OTT Miller Staff Development Center
65 Steiner Ave.
Akron, OH 44301
hlawson@akron.k12.oh.us
Phone: (330) 761-3130
Fax: (330) 761-3242

Appendix F:
Guiding Principles

Background

The language in section 3333.162 of the Ohio Revised Code requires the Board of Regents and the Ohio Department of Education to develop policies and procedures ensuring that students at an adult career-technical education institution or secondary career-technical education institution can transfer agreed upon technical courses completed there (that adhere to recognized industry standards) to any state institution of higher education "without unnecessary duplication or institutional barriers."

Guiding Principles

The following principles will guide the successful implementation of the project.

- Where applicable, the policies and procedures developed will build upon the articulation agreement and transfer initiative course equivalency system required by section 3333.162 of the Ohio Revised Code.
- The project will build upon the "lessons learned" from previous articulation and transfer work.
- This learner-centered project requires a system to be developed that will enable commonly agreed-upon course work, based on recognized industry standards and successfully completed by either adult or secondary career-technical students, to be transferable and applicable to any state supported institution of higher education. This initiative does not alter the mission of participating schools and does not imply the evolution of adult-career schools into associate or baccalaureate degree offering entities.
- The overall goal of this initiative will be to allow identified technical courses/content to transfer "without unnecessary duplication or institutional barriers."
- This project is being implemented by the Regents in collaboration with the Ohio Department of Education and other key stakeholders.
- Consensus decision-making will guide the project work to effect a change in Ohio's educational system by providing a guarantee that enables learners to reach their educational goals in the most efficient manner. However, the primary foci and missions of career technical centers or comprehensive high schools and the public institutions of higher education will remain unaltered.
- Continuous communication about the progress of this project is important and will be ensured through a variety of media. A website will be developed at the Ohio Board of Regents to disseminate information relevant to the work of the committees.
- Project work will be completed in a timely manner to support delivery of a progress report to the General Assembly by April 15, 2006 and completion of the project by April 15, 2007.

The above Articulation and Transfer principles provide a context for understanding the enhancements to the policy and to provide a clearer P-16

continuum and enhancement of workforce development. The principles are a result of the leadership of the Career-Technical Credit Transfer Advisory Committee of the Articulation and Transfer Advisory Council, a representative committee drawn from various segments of the state's educational community.

Appendix G:
Membership Lists of Pilot
Faculty Panels

**Career Technical Credit Transfer (CT²) Articulation
Faculty Panel Electro-Mechanical/Electrical & Industrial
Engineering Technology**

CTAE

Ken Bentley, CWI, CWE
Collins Career Center
Lawrence County Joint Vocational
School District
11627 State Route 243
Chesapeake, OH 45619
740-867-6641
kjbentley@collins-cc.k12.oh.us

Russell Crosthwaite
Curriculum & Instruction Specialist,
Industry & Engineering Department
Great Oaks Institute of Technology
3254 East Kemper Rd.
Cincinnati, OH 45241
513-612-3688
crostwr@greatoaks.com

Jim Geraldts
Instructor of Adult Programs,
Integrated Systems Technology
Ohio Hi Point Career Center
2280 St. Rt. 540
Bellefontaine, OH 43311
937-599-3010 x 376
jgeraldts@ohp.k12.oh.us

David Leeson
Engineering Technology Instructor
Columbiana County Career & Technical
Center
9364 SR. 45
Lisbon, OH 44432
330-424-9561 x 188
covs_dl@access-k12.org

Toby Prinsen
Manufacturing Instructor
Apollo Career Center
3325 Shawnee Rd.
Lima, OH 45806
419-998-2939
ap_prinsen@noacsc.org

Dale Toukonen
CAD Engineering/PLTW Instructor
Auburn Career Center
8140 Auburn Rd.
Concord Twp., OH 44077
440-357-7542, x 8107
dtoukonen@auburncc.org

**COMMUNITY AND TECHNICAL
COLLEGES**

Vernon Sproat
Assistant Professor, Engineering
Technology
Stark State College
6200 Frank Ave. NW.
North Canton, OH 44720-7299
330.966.5461 X 4379
vsproat@starkstate.edu

Jain Surinder*
Chair/Professor, Elec. Eng.
Tech/Electrical & Electronics Repair
Sinclair Community College
444 W. Third St.
Dayton, OH 45402
937-512.2721
surinder.jain@sinclair.edu

*Attending for Dr. Jain 3/15/06 will be
Jeffrey Donbar
Associate Professor/Coordinator
Automation and Control Technology
Department
Sinclair Community College
Room 11-224
444 W. Third St.
Dayton, OH 45402-1460
Ph: 937-512-3049
Fax: 937-512-5164
Jeffrey.Donbar@Sinclair.edu

Jay Taylor
Faculty, Electrical/Electronics
Engineering Technology
Owens Community College
P. O. Box 10,000
Toledo, OH 43699-1947
567.661.7461
Jay_Taylor@Owens.edu

UNIVERSITIES

Carl Hilgarth
Professor & Dept. Chair, Dept. of
Industrial & Engineering Technology
Shawnee State University
940 Second St.
Portsmouth, OH 45662
740-351-3595
chilgarth@shawnee.edu

Carol M. Lamb
Assistant Professor, School of
Technology
Youngstown State University
1 University Plaza
Youngstown, OH 44555
330.941.4625
cmlamb@ysu.edu

Robert Speckert
Chair & Professor, Engineering
Technology
Miami University – Hamilton
301A Mosler Hall
Hamilton, OH 45011
513.785.3130
speckere@muohio.edu

**Career Technical Credit Transfer
(CT²) Articulation**

CTAE

Anne Conner
Allied Health Teacher
Eastland-Fairfield Career Center
4000 Columbus-Lancaster Rd., NW
Carroll, OH 43112
614-837-9443
aconner@efcts.us

Karen Flaig
Adult Workforce Education Supervisor
For Health Programs
Butler Technology & Career
Development Schools
3603 Hamilton Middletown Rd.
Fairfield, Twp., OH 45011
513-645-8255
flaigk@butlertech.org

Amy Main
Instructor, Nancy Knight School of
Nursing
Ohio High Point Career Center
2280 St. Rt. 540
Bellefontaine, OH 43311
937-537-1332
amain@ohp.k12.oh.us

Linda Reader
Practical Nursing Coordinator,
Secondary & Adult Nursing
Trumbull Career & Technical Center
528 Educational Hwy.
Warren, OH 44483
330-847-0503 x 1421
Linda.reader@neomin.org

Kay Swartzwelder
Associate Director Allied Health
Collins Career Center
11627 St. Rt. 243
Chesapeake, OH 45619
740-867-6641 x 418
akswartzwelder@collins-cc.k12.oh.us

Faculty Panel Nursing

Tami Yahle
Instructor, Allied Health & Med. Tech
Prep
Upper Valley JVS
8811 Career Drive
Piqua, OH 45356
937-778-1980
yahlet@uvjvs.org

**COMMUNITY AND TECHNICAL
COLLEGES**

Dottie Hathaway
Associate Professor of Nursing
Rhodes State College
4240 Campus Drive
Lima, OH 45804
419-995-8347
Hathaway.d@rhodesstate.edu

Hope Moon
Associate Professor
Lorain Community College
1005 Abbe Rd., HS 223 U
Elyria, OH 44035
440-366-7183
hmoon@lorainccc.edu

Polly Owen
Chair, Nursing & Related Services Dept.
Columbus State Community College
550 E. Spring St.
Columbus, OH 43215
614-287-2507
psowen@csc.edu

Ann Stewart
Professor, Practical Nursing
Washington State Community College
710 Colegate Drive
Marietta, OH 45750
740-374-8716 x 1671
astewart@wscc.edu

UNIVERSITIES

Cheryl Buchanan
Associate Professor & Coordinator Of
BSN Programs
University of Akron College of Nursing
209 Carroll St.
Akron, OH 44325-3701
330-972-7465
cb12@uakron.edu

Lou Ann Emerson
Associate Dean, College of Nursing
University of Cincinnati
ML0038
Cincinnati, OH 45221-0038
513-558-5218
louann.emerson@uc.edu