

# **POINT PARK UNIVERSITY**

## **ARTICULATION AGREEMENT**

### **CENTRAL WESTMORELAND CAREER AND TECHNICAL CENTER AND POINT PARK UNIVERSITY**

THIS ARTICULATION AGREEMENT (this “Agreement,”) made as of this 12<sup>th</sup> day of February 2024 (the “Effective Date”), by and between Point Park University, a Pennsylvania non-profit corporation (the “University”), located at 201 Wood Street, Pittsburgh, PA 15222-1984, each of which are referred to herein as a “Party” and collectively as the “Parties,,”

And

Central Westmoreland Career and Technical Center, (“CWCTC”), a non-profit, public entity with their campus located at 240 Arona Rd. New Stanton, PA 15672

#### **WITNESSETH**

This agreement will provide a means by which CWCTC graduates (“Eligible Students”) of the Secondary Component Education (CIP 13.0101) can receive advanced standing credits in the Elementary Education – PreK through 4<sup>th</sup> grade or Special Education K-12 program at the University.

Therefore, in consideration of the foregoing, and for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, intending to be legally bound, hereby covenant and agree to the following terms:

1. Transfer of Credit. Advanced Standing will be granted to Eligible Students who complete the requirements as shown in Exhibit C. The student must earn a B average (3.00 GPA) in all CWCTC courses and pass the NOCTI exam with a score of 80% or above. Credits only, not grades, will be recorded on the University’s transcript for these courses upon matriculation to the University, so these credits will not be used to calculate the student’s university grade point average. Also, Point Park University may accept additional college credits for students who take and pass College in High School courses that correspond to their program.

#### **CWCTC**

**Competency Task List-  
Secondary Component Education  
General CIP 13.0101**

#### **Point Park University**

EDUC 150 Intro to the Teaching Profession  
EDUC 220 Family and Community Diversity  
EDUC 222 Assessment and Adaptation  
EDUC 228 Educational Psychology  
COMM 101 Oral Comm. Pres.

Eligible students have the opportunity to enroll in up to 23 credits through AP/College in High School and/or Dual Enrollment programs (refer to Exhibit C for details). Below is a list of core requirements that these credits may fulfill.

- 1) Math Elective
- 2) Explore the World (2)
- 3) Investigate Science
- 4) Investigate Mathematics
- 5) Interpret Creative Works
- 6) Appreciate & Apply the Arts

Exhibit C exclusively displays the courses available at Mount Pleasant High School. Please note that the course offerings may differ at each high school. We strongly advise students to consider enrolling in the courses listed in Exhibit C to maximize their credit transfers, particularly for Education majors.

2. Program requirements. Acceptance will be granted to Eligible Students who complete the requirements for high school graduation. The students must apply to the University and complete all necessary requirements. Eligible Students will complete the signed Letter of Intent (Exhibit B).
3. Advertisement. Neither Party shall make use of the other Party's trademarks, trade names, and service marks nor shall a Party advertise or publicize the Advance Standing Program externally without the other Party's prior written consent, which will not be unreasonably withheld. Both parties will market the program to students, guidance counselors, teachers, and administrators.
4. Period. This articulation agreement and awarding of credit is acceptable up to two years after the student has graduated from CWCTC. Students who apply for credit after the two-year period must be able to document that they have been employed or are currently working in an area related to their CWCTC program of study. If the two years has passed, they can appeal to the Managing Director of Articulation, Transfer, and Prior Learning for a special review.
5. Advisor. The Eligible Students would have an advisor in the School of Education
6. Cost. There will not be a charge for credits awarded through this Agreement.
7. Notice of Non-Discrimination, Equal Opportunity and Diversity Initiatives. Inquiries regarding Title IX and the Title IX regulations should be referred to the Title IX Coordinator and the Office of Compliance & Integrity (OCI) by email at [oci@pointpark.edu](mailto:oci@pointpark.edu).
8. Parties. Both Parties will work together for the Eligible Student's interest.
9. Term. This Agreement shall commence on the Effective Date and shall remain in effect until terminated as provided for below.
10. Termination for Convenience. Either Party may terminate this Agreement for any reason with one hundred eighty (180) days written notice to the other Party. Eligible Students already admitted into the University at the time of such notice or those admitted one semester following the notice date will be allowed to obtain Advanced Standing.
11. Written Modification. This Agreement may be modified by mutual agreement as needed, in the event of cancellation, discontinuance, or disapproval of any course or program by either Party.
12. Compliance. This Agreement is subject to institutional compliance with all state, local, and federal laws as well as compliance with policies of the relevant regional accrediting body (MSCHE).

13. Entire Agreement. This Agreement and any applicable incorporated Exhibits contain the entire understanding with respect to the subject matter hereof and may not be amended except by a written agreement executed by the Parties.

**INTENDING TO BE LEGALLY BOUND, the Parties hereto have executed this Agreement as of the date first written above.**

**POINT PARK UNIVERSITY**

Signature: 

Name: Michael Soto, PhD

Title: Provost

Date: February 21, 2024

**CENTRAL WESTMORELAND CAREER AND TECHNICAL CENTER**

Signature: 

Name: Jason Lucia

Title: Administrative Director

Date: 2/16/2024

## EXHIBIT A: CWCTC-Secondary Component Education (CIP:13.0101) (attached)

### 100 Orientation to the Education Profession

Item	Task	(X) Indicates Proficiency <sup>1</sup>	Secondary Course Crosswalk	Hours Spent on Task
101	Research potential career paths within the education profession including requirements for coursework, training, and certification.		Yr. 1 MP 1	14 hours
102	Develop professional goals and a postsecondary career plan based on one's individual interests and preferences.		Yr. 1 MP 4	40 hours
103	Acquire required clearances to participate in clinical experiences.		Yr. 1 MP 1	14 hours
104	Research the history, role, and social/political/economic context of American education and the education profession.		Yr. 1 MP 1	40 hours
105	Reflect on one's cultural lens.		Yr. 1 MP 1	40 hours
106	Develop a personal mission statement that summarizes one's motivation for entering the education profession based on one's personal experiences, values, and goals.		Yr. 2 MP 2	80 hours
107	Identify the knowledge, skills, dispositions, and abilities necessary to succeed within the education profession.		Yr. 1 MP 1	40 hours

### 200 Planning and Preparation

Item	Task	(X) Indicates Proficiency <sup>1</sup>	Secondary Course Crosswalk	Hours Spent on Task
201	Explore the connections of content knowledge and pedagogy.		Yr. 1 MP 2	40 hours
202	Demonstrate knowing and valuing students as part of the planning process.		Yr. 1 MP 2	80 hours
203	Prepare instructional outcomes.		Yr. 1 MP 3	80 hours
204	Identify educational resources and evaluate uses in the classroom.		Yr. 1 MP 2	30 hours
205	Plan clear and thoughtful instruction aligned to standards.		Yr. 1 MP 3	40 hours

206	Design and analyze assessments and identify how to incorporate results into the instructional planning process.		Yr. 1 MP 2	100 hours
207	Identify the several types of assessments.		Yr. 1 MP 2	40 hours
208	Design culturally relevant learning that brings real-world experiences into educational spaces/the classroom.		Yr. 1 MP 4	40 hours

### 300 Learning Environment and Classroom Management

Item	Task	(X) Indicates Proficiency <sup>1</sup>	Secondary Course Crosswalk	Hours Spent on Task
301	Identify classroom modifications and accommodations to meet the needs of all students.		Yr. 1 MP 2	100 hours
302	Identify and practice strategies to cultivate respectful and affirming environments and a sense of belonging for all students.		Yr. 1 MP 4	100 hours
303	Identify and practice strategies for fostering a culture for learning.		Yr. 1 MP 3	100 hours
304	Identify and practice strategies for supporting positive student behavior.		Yr. 2 MP 2	100 hours
305	Identify and practice strategies for organizing physical and digital spaces for learning.		Yr. 1 MP 1	40 hours
306	Provide all learners with equitable and differentiated opportunities to learn and succeed.		Yr. 2 Mp 1	100 hours

### 400 Human Growth and Development

Item	Task	(X) Indicates Proficiency <sup>1</sup>	Secondary Course Crosswalk	Hours Spent on Task
401	Identify a learner's cognitive, physical, emotional, and social developmental stages (Pre-K-12).		Yr. 1 MP 2	40 hours
402	Identify strategies for designing learning environments based on learner's developmental stages.		Yr. 1 MP 3	40 hours
403	Identify strategies for designing and delivering instruction based on learner's developmental stages.		Yr. 1 MP 3	100 hours

404	Discuss how social issues and relationships affect students.		Yr. 1 MP 2	40 hours
405	Promote asset-based perspectives about differences.		Yr. 2 MP 1	40 hours

### 500 Clinical Experience (Observation and Participation)

Item	Task	(X) Indicates Proficiency <sup>1</sup>	Secondary Course Crosswalk	Hours Spent on Task
501	Observe a variety of classrooms and reflect upon learning environment and classroom management.		Yr. 1 MP 4	40 hours
502	Participate in an elementary, middle, high school, career and technical center or cross-grade instructional program.		Yr. 2 MP 3	80 hours
503	Meet with mentor teacher and plan for active participation in the classroom.		Yr. 2 MP 3	20 hours
504	Maintain a log of time and activities in clinical experiences.		Yr. 2 MP 4	140 hours
505	Design and deliver instruction that takes into consideration the diverse needs of all learners.		Yr. 2 MP 4	80 hours
506	Seek out opportunities to both self-reflect and receive feedback from others to adjust future practice.		Yr. 1 MP 3	20 hours minimum
507	Assess lesson plan effectiveness.		Yr. 2 MP 4	20 hours
508	Observe and evaluate students' performance and development.		Yr. 2 MP 4	140 hours
509	Observe a variety of classrooms and reflect upon instructional practice.		Yr. 1 MP 4	40 hours
510	Establish high expectations for each learner and treat them as capable and deserving of achieving success.		Yr. 2 MP 3	20 hours

### 600 Culturally Relevant and Sustaining Education and Inclusion

Item	Task	(X) Indicates Proficiency <sup>1</sup>	Secondary Course Crosswalk	Hours Spent on Task
601	Research students' rights in the public education setting (e.g., IDEA, Title IX, ESSA, FERPA).		Yr. 1 MP 2	40 hours

602	Describe ways educators can support students identified as needing special services (e.g., emerging multilinguals, special education).		Yr. 1 MP 3	40 hours
603	Identify, deepen understanding of, and take steps to address bias in the system.		Yr. 1 MP 1	40 hours
604	Communicate in linguistically and culturally relevant ways that demonstrate respect for learners, educators, educational leaders, and families.		Yr. 2 MP 4	40 hours
605	Educate oneself about microaggressions and their impact on diverse learners, educators, and families.		Yr. 1 MP 4	40 hours
606	Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.		Yr. 2 MP 2	20 hours

### 700 Professionalism, Ethics and Reflective Practice

Item	Task	(X) Indicates Proficiency <sup>1</sup>	Secondary Course Crosswalk	Hours Spent on Task
701	Research and adhere to school, district, and program rules, regulations, and policies in all applicable education settings.		Yr. 2 MP 2	100 hours
702	Determine and employ the professional demeanor and social-emotional competencies needed to maintain professionalism.		Yr. 1 MP 2	40 hours
703	Identify and adhere to the professional ethics competencies and code of conduct practice for educators as established by the Pennsylvania Department of Education under Chapter 49, as well as other legal requirements (e.g., FERPA, mandated reporting).		Yr. 1 MP 3	40 hours
704	Communicate professionally in oral, written, and electronic communication, including maintaining a professional digital footprint.		Yr. 2 MP 1	100 hours
705	Practice planning, sharing, and working collaboratively to improve instructional skills, student success, and the professional culture and climate of the school.		Yr. 1 MP 4	100 hours
706	Identify resources for engaging in professional learning, inquiry, and growth.		Yr. 1 MP 4	40 hours
707	Identify and use resources to support self-care wellness.		Yr. 1 MP 4	20 hours

708	Reflect upon practice through the lens of culturally relevant and sustaining education, as outlined in the CR-SE competencies.		Yr. 2 MP 3	140 hours
-----	--	--	------------	-----------

<sup>1</sup> Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**EXHIBIT B: LETTER OF INTENT TO ENTER POINT PARK UNIVERSITY**

I plan to enroll at Point Park University (PPU) upon completion of the Secondary Component Education (CIP: 13.0101) at Central Westmoreland Career and Technical Center (CWCTC). I understand that my signature on this letter entitles me to advanced standing credit for courses completed at CWCTC as outlined in the articulation agreement between CWCTC and PPU. I am familiar with the terms of the Agreement between CWCTC and PPU including the following requirements and conditions:

The student must earn a minimal overall C average (2.0 average) in all CWCTC courses, and an overall high school GPA of 3.0 or better. Credits only, not grades, will be recorded on the University’s transcript for these courses, so these credits will not be used to calculate the student’s university grade point average.

I must apply to the program to gain acceptance and complete all necessary requirements. Any credits will be listed on a PPU transcript.

PPU is not responsible if these credits do not transfer to another college or university.

<b>Parents/Guardian</b>		<b>Student</b>
<b>Name</b>		<b>Name</b>
<b>Signature</b>		<b>Email Address</b>
<b>Parent Phone</b>		<b>Student Phone</b>
<b>Date</b>		

Please email this document when completed to [tcolonie@pointpark.edu](mailto:tcolonie@pointpark.edu)

**EXHIBIT C: College In High School Course Listing at Mount Pleasant High School.**

**Westmoreland County Community College (WCCC)**

<b>Mt. Pleasant Course</b>	<b>WCCC Course</b>	<b>PPU Course Equivalent</b>
AP Chemistry	CHM155- General Chemistry I	Investigate Science
Precalculus	MTH158- Precalculus Mathematics	Math Elective
Spanish 3	SPA155- Beginning Spanish 1	Explore the World
Spanish 4	SPA156- Beginning Spanish 2	Explore the World

**Mt. Aloysius College**

<b>Mt. Pleasant Course</b>	<b>Mount Aloysius Course</b>	<b>PPU Course Equivalent</b>
AP Literature	EN102- Introduction to Literature	Appreciate & Apply the Arts
Anatomy	BL201- Anatomy and Physiology	Investigate Science
AP Calculus	CM117- Calculus I	Math Elective

**Seton Hill University**

<b>Mt. Pleasant Course</b>	<b>Seton Hill University Course</b>	<b>PPU Course Equivalent</b>
AP Calculus	SMA130-Calculus 1 with Analytic Geometry	Investigate Mathematics
AP Chemistry * (Fall)	SCH140-General Chemistry I SCH141- General Chemistry I Lab	Investigate Science
AP Chemistry * (Spring)	SCH142-General Chemistry II SCH143-General Chemistry II Lab	Investigate Science

AP English Literature 11	SEL151-Topics in Literature	Appreciate & Apply the Arts
Advanced Painting & Design	SAR120- 2-D Design	Interpret Creative Works

### Saint Vincent College

<b>Mt. Pleasant Course</b>	<b>Saint Vincent College Course</b>	<b>PPU Course Equivalent</b>
AP Calculus	MA 109 - Calculus 1	Investigate Mathematics
AP Chemistry	CH 101/103 - General Chemistry I and Lab	Investigate Science
AP English Literature 11	EL103 - Principles of Literary Study	Appreciate & Apply the Arts
Adv. Ceramics (Gr. 11 & 12)	AR 238 - Clay and Pottery	Interpret Creative Works
Adv. Painting and Design (Grade 11 & 12)	AR 225 - Painting	Interpret Creative Works
Precalculus	MA 104 - Elementary Functions	Math Elective
Spanish 4 (w/Mrs. Snyder)	SP 203 - Intermediate Spanish 1	Explore the World