

Point Park University
Articulation Agreement

THIS ARTICULATION AGREEMENT (this "Agreement,") made as of this 12th day of February 2026 (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

Pittsburgh Public Schools Career and Technical Education Division, a nonprofit, public entity with the campus located at Brashear High School, 590 Crane Avenue, Pittsburgh, PA 15216.

Witnesseth

This agreement will provide a means by which PPS CTE graduates of the Emerging Educators program (CIP 13.0101) will receive advanced standing credits once accepted and enrolled in Point Park University's School of Education.

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 Credits

- a. Advanced Standing will be granted to Emerging Educators students who complete the following requirements:
 - i. Complete the Program of Study Task List (13.0101) (Exhibit A)
 - ii. Graduate with a 3.0 or greater in Emerging Educators Program
 - iii. Pass the NOCTI exam at the Competent or Advanced Level (once applicable)
- b. Credits only, not grades, will be recorded on the University's transcript for the following courses upon matriculation to the University, so these credits will not be used to calculate the student's university grade point average.
 - i. EDUC 150 Intro to the Teaching Profession
 - ii. EDUC 220 Family and Community Diversity
 - iii. EDUC 222 Assessment and Adaptation
 - iv. EDUC 228 Educational Psychology
 - v. COMM 101 Oral Comm. Pres.
- c. 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. 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.

- i. Math Elective
- ii. Explore the World (2)
- iii. Investigate Science
- iv. Investigate Mathematics
- v. Interpret Creative Works
- vi. Appreciate & Apply the Arts

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 Advanced 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 PPS. 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 PPS program of study. If the two years have 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.

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

The 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 – Middle States Commission of Higher Education).

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

PITTSBURGH PUBLIC SCHOOLS CTE DIVISION

Signature Shari Payne

Signature Angela Mike

Name Dr. Shari Payne

Name Angela Mike

Title Provost

Title PPS-CTE Executive Director

Date 05/29/2026

Date 2-25-26

EXHIBIT A: Emerging Educators (CIP 13.0101)

**Competency Task List – Secondary Component
Education, General CIP 13.0101**

100 Orientation to the Education Profession

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk	Hours
101	Research potential career paths within the education profession including requirements for coursework, training, and certification.		Level 1	27 hours
102	Develop professional goals and a postsecondary career plan based on one's individual interests and preferences.		Level 3	47 hours
103	Acquire required clearances to participate in clinical experiences.		Level 3	5 hours
104	Research the history, role, and social/political/economic context of American education and the education profession.		Level 1	18 hours
105	Reflect on one's cultural lens.		Level 1	34 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.		Level 1	11 hours

107	Identify the knowledge, skills, dispositions, and abilities necessary to succeed within the education profession.	Level 1	27 hours
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200 Planning and Preparation

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk	Hours
201	Explore the connections of content knowledge and pedagogy.		Level 1	43 hours
202	Demonstrate knowing and valuing students as part of the planning process.		Level 2	26 hours
203	Prepare instructional outcomes.		Level 3	19 hours
204	Identify educational resources and evaluate uses in the classroom.		Level 1	32 hours
205	Plan clear and thoughtful instruction aligned to standards.		Level 2	25 hours
206	Design and analyze assessments and identify how to incorporate results into the instructional planning process.		Level 2	26 hours
207	Identify the several types of assessments.		Level 1	18 hours
208	Design culturally relevant learning that brings real world experiences into educational spaces/the classroom.		Level 2	30 hours

300 Learning Environment and Classroom Management

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk	Hours
301	Identify classroom modifications and accommodations to meet the needs of all students.		Level 1	32 hours
302	Identify and practice strategies to cultivate respectful and affirming environments and a sense of belonging for all students.		Level 1	32 hours
303	Identify and practice strategies for fostering a culture for learning.		Level 1	32 hours
304	Identify and practice strategies for supporting positive student behavior.		Level 1	32 hours
305	Identify and practice strategies for organizing physical and digital spaces for learning.		Level 2	9 hours
306	Provide all learners with equitable and differentiated opportunities to learn and succeed.		Level 2	26 hours

400 Human Growth and Development

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk	Hours
401	Identify a learner's cognitive, physical, emotional, and social developmental stages (Pre-K-12).		Level 3	9 hours

402	Identify strategies for designing learning environments based on learner's developmental stages.		Level 3	17 hours
403	Identify strategies for designing and delivering instruction based on learner's developmental stages.		Level 3	17 hours
404	Discuss how social issues and relationships affect students.		Level 1	23 hours
405	Promote asset-based perspectives about differences.		Level 2	14 hours

500 Clinical Experience (Observation and Participation)

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk	
501	Observe a variety of classrooms and reflect upon learning environment and classroom management.		Level 2	34 hours
502	Participate in an elementary, middle, high school, career and technical center or cross-grade instructional program.		Level 3	19 hours
503	Meet with mentor teacher and plan for active participation in the classroom.		Level 3	10 hours
504	Maintain a log of time and activities in clinical experiences.		Level 3	10 hours
505	Design and deliver instruction that takes into consideration the diverse needs of all learners.		Level 2	28 hours

506	Seek out opportunities to both self-reflect and receive feedback from others to adjust future practice.		Level 2	9 hours
507	Assess lesson plan effectiveness.		Level 2	9 hours
508	Observe and evaluate students' performance and development.		Level 2	34 hours
509	Observe a variety of classrooms and reflect upon instructional practice.		Level 2	34 hours
510	Establish high expectations for each learner and treat them as capable and deserving of achieving success.		Level 3	19 hours

600 Culturally Relevant and Sustaining Education and Inclusion

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk	Hours
601	Research students' rights in the public education setting (e.g., IDEA, Title IX, ESSA, FERPA).		Level 1	23 hours
602	Describe ways educators can support students identified as needing special services (e.g., emerging multilinguals, special education).		Level 3	17 hours
603	Identify, deepen understanding of, and take steps to address bias in the system.		Level 3	17 hours
604	Communicate in linguistically and culturally relevant ways that demonstrate respect for learners, educators, educational leaders, and families.		Level 3	19 hours

605	Educate oneself about microaggressions and their impact on diverse learners, educators, and families.	Level 2	32 hours
606	Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.	Level 2	32 hours

700 Professionalism, Ethics and Reflective Practice

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk	Hours
701	Research and adhere to school, district, and program rules, regulations, and policies in all applicable education settings.		Level 3	19 hours
702	Determine and employ the professional demeanor and social emotional competencies needed to maintain professionalism.		Level 3	19 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).		Level 3	19 hours
704	Communicate professionally in oral, written, and electronic communication, including maintaining a professional digital footprint.		Level 3	19 hours
705	Practice planning, sharing, and working collaboratively to improve instructional skills, student success and the professional culture and climate of the school.		Level 3	10 hours

706	Identify resources for engaging in professional learning, inquiry, and growth.		Level 3	27 hours
707	Identify and use resources to support self-care wellness.		Level 3	27 hours
708	Reflect upon practice through the lens of culturally relevant and sustaining education, as outlined in the CR-SE competencies.		Level 3	10 hours

EXHIBIT B: LETTER OF INTENT TO ENTER POINT PARK UNIVERSITY

I plan to enroll at Point Park University (PPU) upon completion of the Emerging Educators program (CIP 13.0101) at Pittsburgh Public Schools CTE. I understand that my signature on this letter entitles me to advanced standing credit for courses completed at PPS CTE as outlined in the articulation agreement between PPS CTE and PPU. I am familiar with the terms of the Agreement between PPS CTE and PPU including the following requirements and conditions:

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.

Parent/Guardian

Student

Name _____

Name _____

Signature _____

Signature _____

Phone
number _____

Email Address _____

Date _____

Student Phone
Number _____

Date _____

Please email this complete document to lcolonie@pointpark.edu

Exhibit C: AP, Dual Enrollment, College in High School

AP Courses	PPU Equivalent
Eng AP Lang/Comp	ENGL 101
Eng AP Lit/Comp	ENGL 101
AP French Language	Language Elective
AP Spanish Language	Language Elective
AP Calculus AB	MATH 190
AP Calculus BC	MATH 210
AP Computer Science A	CMPS Elective
US History AP	HIST 203
European Hist AP	HIST 201
US History CAS w/AP	HIST 203
Art History AP	ART 100
AP Statistics	MATH 175
Biology AP	BIOL 101/103
AP Chemistry	CHEM 101/103
Physics 2C AP	PHYS Elective
Music Theory AP	MUSC 206
AP Psychology	PSYC 150
US Government AP	POLS 250
AP Drawing	ART 213
AP 3-D Art and Design	ART 295
AP 2-D Art and Design	ART 295
AP Computer Science Principles	CMPS Elective
AP Comp Science A	CMPS Elective
Japanese 5AP	Language Elective
Italian 5AP	Language Elective
AP Italian Language	Language Elective
AP Spanish Literature	SPAN 101
Spanish 6 AP (AP Spanish Literature)	Language Elective
Calculus AP AB	MATH 190
Calculus AB AP	MATH210
Seminar AP	Elective
Research AP	Elective
AP Environmental Sci	NSET 111
Phys 2C AP Mag	PHYS 101/103
AP Physics 1	PHYS 101/103
AP Physics 2	PHYS 102/104
Chemistry 2AP	CHEM 101/103
Human Geography AP	POLS 205
AP World History: Modern	HIST 101
African Am History AP Pilot	Elective
Microeconomics AP	ECON 202
AP Macroeconomics	ECON 201
CCAC College Algebra 1	MATH 180

CCAC Dual Enrollment

CCAC Course	PPU Equivalent
CCAC Mus-121	Music Elective
CCAC CLR 211 Menu Design	Elective
CCAC Medical Terminology	Elective
CCAC Spanish 101	SPAN 101
CCAC Algebra Fundamentals	No credit
CCAC Arithmetic Fundamentals	No credit
CCAC 080	No credit
CCAC 090	No credit
CCAC College Algebra 1	MATH 180
CCAC MAT 108	MATH 180
CCAC- CIT-100 Comp Fund/App	CMPS 114
CCAC-SDS-101 Career Planning	Elective
CCAC-SDS-102 Acad/Pers Develp	Elective
CCAC-SOC-101 Intro Sociology	SOC 100
CCAC Bio 100	NSET 111
CCAC Bio 151	BIOL 101/103
CCAC Chem 110	CHEM Elective
CCAC Chem 111	CHEM Elective
Ccac Phs-107	NSET 110
CCAC HAC 101 Basic Wiring	Elective
CCAC HAC 120 HVAC Tech	Elective
Eng 4- African Am Lit - PSP	
African Am Hist AP Pilot	Elective
CCAC Math for Trades	Math Elective

College in High School – University of Pittsburgh

College in High School	Point Park Equivalent
French CHS Pitt	Language Elective
Italian CHS Pitt	Language Elective
Univ Pitt Chem 1	CHEM 101/103
Spanish CHS Pitt	Language Elective
Intro of Computing - Pitt CHS	CMPS Elective
Theories of Leadership - CHS Pitt	Elective
Biology CHS Pitt	BIOL 101/103
African American History CHS	History Elective
Intro to Social Justice CHS	SJS Elective
US History CHS	HIST 203
Broadcasting - CHS Pitt	Elective
CCAC-PSY-106-Psy Afrian Amer	Psychology Elective