

**South Carolina Course Articulation Project  
South Carolina Commission on Higher Educational**

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**South Carolina Course Articulation Project**  
**Scope of Work**  
**Educational Policy Improvement Center**  
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<b>Phase I: Development</b>	
<b>Task</b>	<b>Timeline</b>
1. EPIC conducts environmental scan and discrepancy analysis to frame the articulation issues and establish rationale for the project within the SC context.	April-May 2007
2. EPIC, in conjunction with the SCCHE, convenes major stakeholders meeting comprised of representatives from high schools, all post-secondary systems, and state and national level policymakers for input session and seek buy-in for the project.	
3. EPIC, in conjunction with the SCCHE, convenes an oversight committee as a subset of the major stakeholders charged with gaining cross system institutional participation and support and oversight of the process. This committee will meet quarterly.	
4. EPIC synthesizes a set of college readiness standards for entry-level courses in English, math and science. These will be derived largely from the Knowledge and Skills for University Success (KSUS) as the starting point, with modifications or augmentations as necessary to reflect the South Carolina context. The college readiness standards will be used as a baseline for determining course rigor and for aligning secondary and post-secondary coursework.	June-August 2007
5. EPIC builds technical capacity and support for project by developing an interactive website and a data collection systems to be used in the alignment analysis and paired course design processes.	
6. EPIC analyzes current courses offered as exit-level high school and entry-level college in English, math and science from a range of high schools and post-secondary institutions in South Carolina in order to determine the alignment that exists currently between the selected exit-level high school and entry-level university courses in English, math, and science.	September-November 2007
7. Based on the results of the alignment analysis, EPIC identifies secondary and post-secondary course pairs to be developed in English, math and science and the gaps and overlaps that currently exist in these course pairs.	
8. The oversight committee, with technical assistance from EPIC, develops a strategy or policy to encourage use of paired courses statewide. Possible strategies include creating financial incentives for postsecondary institutions to use such courses, encouraging high schools to do so, requiring high schools to utilize a common performance task in such courses, requiring or providing resources for high school and postsecondary faculty to meet locally statewide to examine the paired courses and develop strategies for implementation.	September 2007-August 2008

9. EPIC, in conjunction with the oversight committee, convenes design teams in each of the three subject areas. Teams will be composed of leading faculty statewide who are respected by their peers and who teach students in exit-level and entry-level courses. Teams will be charged to develop: 1) performance standards for the paired courses; 2) model syllabi; and 3) sample common performance tasks for each course pair. Teams will work online primarily after initial face-to-face meetings.	December 2007-February 2008
10. The oversight committee identifies high school and postsecondary institutions willing to pilot test each of the course pairs. More than one pilot may be conducted. These pilot institutions identify course instructors to review, critique the course design, provide feedback and prepare the course for implementation of the pilot in Fall 2008.	
11. EPIC develops strategic public outreach plan to generate statewide support for the initiative. This includes maintaining the interactive website, expanding the outreach to include district, campus, and building-level administrators and faculty, as well as other education stakeholders not yet engaged in the process.	January-February 2009
12. EPIC, in conjunction with the oversight committee, makes recommendations for Phase II planning.	
<b>Phase II: Pilot and Field Testing</b>	
<b>Task</b>	<b>Timeline</b>
13. EPIC implements strategies identified by the oversight committee in Phase I to encourage use of paired courses statewide.	March 2008-February 2009
14. EPIC, in conjunction with the SCCHE, meets with the oversight committee quarterly.	
15. EPIC engages external experts to analyze the content of the courses and their challenge levels against national standards or best practices state standards in each subject area. The goal is to ensure that the challenge level established by the courses is appropriately rigorous and will equip South Carolina students to be prepared to succeed in entry-level college courses.	March-April 2008
16. EPIC supports the pilot instructors to review, provide feedback, identify resources, and prepare to implement the pilot courses in Fall 2008.	
17. EPIC reconvenes design teams to revise syllabi based on feedback from pilot implementers and national experts.	May-June 2008
18. EPIC, in conjunction with the SCCHE and field representatives, conducts strategic multimedia outreach including presentations, briefings, which utilize examples and success stories from the gathered over the past year.	June-August 2008
19. EPIC conducts pilot with fourteen course pairs in secondary and public institutions of higher education. The pilot institutions implement the courses with fidelity and conduct required common assessments or assignments (performance tasks). EPIC provides technical assistance and monitoring.	September 2008-June 2009
20. EPIC builds technical capacity for project including adaptation of current data collection systems for the moderation panels.	September 2008-February 2009
21. EPIC, in conjunction with SCCHE and the oversight committee, begins outreach and recruitment of faculty at the public secondary and post-secondary institutions to implement the paired courses beginning Fall 2009.	December 2008 – February 2009

22. EPIC, in conjunction with SCCHE and the oversight committee, explores the assessment issues related to articulation and K-16 alignment in SC to produce a set of recommendations regarding how the learning from these courses can be used in relation to the state assessment systems.	December 2008 – February 2009
23. EPIC, in conjunction with SCCHE and the oversight committee, makes recommendations for Phase III planning.	January-February 2009
<b>Phase III: Implementation</b>	
<b>Task</b>	<b>Timeline</b>
24. EPIC coordinates moderation panels to calibrate the course pair designs and to identify benchmark and exemplar documents. The moderation panels will be comprised of SC secondary and higher education curriculum and instruction experts.	March-June 2009
25. EPIC, in collaboration with SCCHE, continues strategic public outreach plan designed in Phase I and II. This includes maintaining the interactive website, continuing the outreach to include district, campus and building-based administrators and faculty, as well as other education stakeholders.	March 2009-February 2010
26. EPIC, in collaboration with SCCHE, implements strategies identified by the oversight committee in Phase I and II to encourage use of paired courses statewide.	
27. EPIC, in conjunction with the SCCHE, convenes major stakeholders comprised of representatives from secondary and all post-secondary systems, and state and national level policymakers for report on the project progress and to seek continued input and support for the project.	June 2009
28. Based on the findings from the pilot and input from stakeholders, EPIC prepares and disseminates report.	July-August 2009
29. EPIC, in collaboration with SCCHE, provides technical assistance and monitoring for all course pairs in secondary and public institutions of higher education.	September 2009 - Spring 2010
30. EPIC, in conjunction with SCCHE, establishes a framework for key communicator networks to facilitate vertical teaming, collaboration, on-going paired course oversight, and professional development statewide.	September-December 2009
31. EPIC builds technical capacity for project including adaptation of current data collection systems for the assessment and placement analysis.	January-March 2010
32. EPIC analyzes how the aligned course designs fit with existing state assessments and post-secondary placement procedures. EPIC will update recommendations regarding state assessment from Phase II.	
33. EPIC collects course variations to create inventory for SCCHE.	
34. EPIC, in collaboration with SCHHE, prepares and disseminates findings from the first year of implementation.	Summer 2010

## South Carolina Course Articulation Project - Phase I

### List of Deliverables

**DRAFT**

Step	Product	Description	Who's involved?
<b>Collaborative Planning</b>	Successful project results and activities derived from mutual efforts of both staffs.	Staffs of EPIC and SCCHE work together on a range of planning and implementation issues and strategies	EPIC and SCCHE
<b>Discrepancy Analysis</b>	Report of SC college-readiness context and alignment gaps between KSUS standards and South Carolina high school standards	This study will review the college-readiness issues in SC specifically how the high school and college standards align.	EPIC conducts an environmental scan of SC system and compares KSUS and SC high school standards
<b>Key Stakeholder Meeting</b>	Meeting of key stakeholders in SC educational system including: P-12 organizations, High School Key Administrators, PTAs, Teachers Unions, Higher Education Organizations, Higher Education Key Administrators, and Policy Makers	This meeting will generate awareness, input and buy-in for the project.	EPIC and SCCHE will conduct the meeting with involved partners, such as SCDOE and SREB, to lend additional legitimacy with the SC education community.
<b>Oversight Committee Meetings</b>	Quarterly meetings of an identified subset of the key stakeholders.	These meetings will serve as opportunities to report on progress and gather input from stakeholders.	EPIC and SCCHE will conduct the meetings with an identified set of key stakeholders charged with gaining statewide institutional participation and support, and process oversight.
<b>Website</b>	An interactive communication site about the issue of P-16 Alignment in South Caroling for stakeholders, project participants and other interested parties	The website will provide a medium to communicate, give input and feedback, ask questions, exchange information, and build relationships or collaborations. This site will also be the site for all strategic public and multimedia outreach materials and information	EPIC will oversee design, construction, and maintenance of website.

<b>Step</b>	<b>Product</b>	<b>Description</b>	<b>Who's involved?</b>
<b>Course Alignment Analysis</b>	Report of alignment between KSUS standards and both high school and college classes.	The study will review high school and college courses for evidence of alignment to KSUS standards, including the level of importance, the way standards are taught, and the amount of time spent on each standard. This will allow SC to assess the differences between actual classes at the high school and colleges to identify similarities and differences and informs the course development in the next step.	EPIC gathers information from faculty in high school and college. Expert reviewers judge the alignment.
<b>Paired Course Design</b>	Draft of syllabi for model courses at the high school and post secondary level. Product would include model syllabi, sample performance tasks, and performance expectations. Review of the draft would be conducted by pilot faculty and experts in national best practice.	Design teams use the information gathered in the course alignment analysis to construct model course pairs at the high school and college levels. Course pilot faculty at the high school and college level review, critique, provide feedback on, and prepare for course implementation. Feedback is used to refine the drafted syllabi. Reviewers compare the designed courses to national standards to ensure the challenge level and content is appropriate. They provide feedback about how courses could better align with standards. Design teams reconvene to incorporate the feedback from the course review into the syllabi.	EPIC works with South Carolina curriculum experts, and high school and college faculty to construct syllabi. EPIC employs national expert reviewers to review the syllabi against national best practice standards.

<b>Step</b>	<b>Product</b>	<b>Description</b>	<b>Who's involved?</b>
<b>Strategic public and multi-media outreach</b>	General categories of product include: presentations, press releases and briefings for statewide stakeholders, training for pilot course faculty and professional development for other high school and higher education faculty, and additional marketing tools to increase support for the initiative statewide	The outreach plan will be geared toward disseminating information to and securing support from those groups involved in Phase II and Phase III of the project.	EPIC in collaboration with SCCHE. Field representatives will conduct on site trainings and presentations.
<b>Final Report</b>	Report of methodology and results of Phase I.	Different versions of the report geared toward different audiences (high school faculty, college faculty, policy makers, etc). Options for disseminating the report(s) include policy briefs, a website, a public service campaign, and field representatives.	EPIC

**South Carolina Course Articulation Project - Phase I (Development)**  
**Project Team and Management Responsibilities**  
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<b>Project Team</b>	<b>Role and Responsibilities</b>
<b>EPIC STAFF</b>	
<i>Project Director</i>	Provides overall direction and project design, and serves as liaison between SCHEB and EPIC
<i>Lead Research Staff</i>	Conducts and updates a detailed task analysis and flow chart to gauge and monitor project progress on an ongoing basis.
	Responsible for immediate trouble-shooting.
	Responsible for staff management including supervision of research support staff and consultants, and collaboration with IT team.
	Responsible for client relations.
	Responsible for school relations and interactions on procedural matters related to the SC Course Articulation project processes.
	Responsible for data analysis and reporting.
<i>Research Support Staff</i>	Manage all aspects of data collection.
<i>IT Team - Specialist/Computer Programmer/Technician</i>	Develop (Adapt), test, implement, support, and maintain online instrument functionality for the SC Course Articulation Project, including the Alignment Study and Paired Course Development and Review.
	Develop and maintain all data dictionaries, the structure of data tables, and reports to be generated from the databases. Develop data definitions, organize and document data tables, clean and verify data, generate data reports, oversee reports quality, conduct data analyses.
	Collaborate with consultant to design and format all user interface components and test for usability and visual appeal.
<i>Technical Writer</i>	Edit and proof all text, including website and online instrumentation, participant communications, and reports.
<i>Operations Management</i>	Main human resources contact, responsible for staff recruitment, orientation and retention, employee personnel paperwork and performance reviews, problem-solving and general operations support
	Main travel and events coordinator, responsible for travel planning, on-site support for large-scale meetings and events, and travel expense reimbursement.
<i>Controller</i>	Responsible for all accounting related aspects of the organization, including payroll, accounts payable and financial statements
	Oversee corporate insurance, legal counsel and CPAs.
	Oversees the execution and management of Professional Services Contracts

<i>General Staff Support</i>	Provides general administrative support, manages documents, tracks material, supports recruitment of clients and liaisons, assists with travel and event management.
<b>EPIC CONSULTANTS</b>	
<i>Web design</i>	Consultant hired by EPIC to design and build interactive website for SC Course Articulation Project staff, participants and stakeholders.
<i>Marketing and Outreach</i>	Consultant hired by EPIC to design a multimedia outreach strategy for SC Course Articulation Project. This person will oversee the planning and development of all related materials, scheduling of presentations/briefings/press releases, and training of field representatives.
<i>Institutional Liaisons</i>	85 (35 post-secondary and 50 secondary institutions or districts). SC liaisons work to secure the necessary level of participation in the alignment study by their secondary or post-secondary institution. Liaisons also serve as the institution's primary contact person for the SC Course Articulation Project.
<i>Alignment Study Faculty</i>	595 (1 course each for 7 subcontent areas at 85 pilot sites). SC secondary and post-secondary faculty will submit course documentation for the course alignment.
<i>Alignment Study Senior Reviewers</i>	2 English, 2 Math, 4 Science representing each sub-content area. Senior reviewers will design training for alignment study reviewers and serve as content-based assistance.
<i>Alignment Study Reviewers</i>	42 (16 reviewers per content area; 14 courses per reviewer@1.25 hour per review). Reviewers will rate documents submitted by faculty statewide against the SC KSUS standards.
<i>Paired Course Design Teams</i>	35 (1 team per 7 sub-content areas consisting of up to 5 members). SC curriculum experts identified to design the paired courses based on the alignment analyses and refine based on input from pilot faculty and expert reviewers
<i>Paired Course Pilot Faculty</i>	28 (2 course pairs per 7 sub content area; 14 course pairs total). SC secondary and post-secondary faculty who have agreed to teach a pilot course during the 2008-2009 academic year. During Phase I these faculty will review the paired course design, undertake course preparations and participate in pilot training
<i>Paired Course Best Practice Reviewers</i>	21 (3 reviewers per 7 sub content areas). National curriculum experts familiar with college-readiness standards and P-16 alignment best practices.
<i>Research and analysis</i>	Consultant hired by EPIC to provide research design and analysis support for the Alignment Study and Paired Course Design.
<i>SC Field Representatives</i>	3 content-based South Carolina educators for presentations and issue identification. Support content-based pilot faculty and build support and buy-in among state education leaders. Suggested based on WAA Pilot - not included in Task Analysis