

STRENGTHENING THE LINKS

An Articulation Handbook for Career Technical Education

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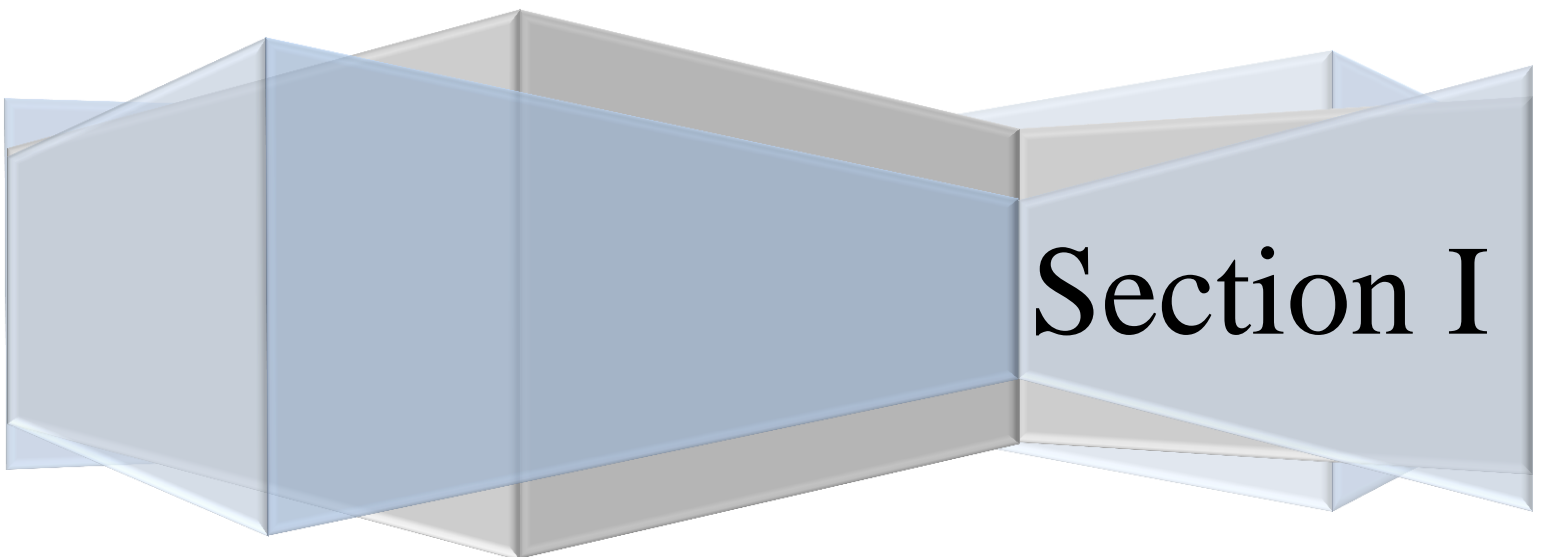
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ARTICULATION DEFINED



WHAT IS ARTICULATION?

It saves time and money, prevents confusion, and enhances the educational experience. But what exactly is articulation and why is it so important?

The general definition of articulation is a planned process that links two or more educational institutions together to facilitate a smooth transition for students to move from one course, program, or educational level to the next. Its purpose is to coordinate policies and practices among sectors of the education system, therefore minimizing or eliminating course repetition.

According to the California Articulation Policies and Procedures Handbook (2006), when the word "articulation" is used in education it can often hold different meanings and connotations, depending on the setting. Articulation, or more specifically course articulation, is the process of developing a formal, bilateral written agreement that identifies courses (or sequences of courses) on a "sending campus" that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving campus."

Successful completion of an articulated course assures faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction (<http://ciac.csusb.edu>).

ARTICULATION AGREEMENT

Prior to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), the phrase "articulation agreement" had not been defined. More importantly, policies and procedures surrounding articulation practices have been, at best, inconsistent among secondary and postsecondary educational systems in California. Research studies that provided evidence of inconsistent articulation practices pressed for the development of "definitions." Therefore, Perkins IV has provided these desired definitions to help educational agencies develop better articulation services.

According to the Perkins IV Act, the term "articulation agreement" means a written commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in a tech-prep education program.

Title 5, California Code of Regulations Section 55051 - Articulation of High School Course authorizes community colleges to articulate courses with high schools and regional occupational program centers (see chart below).

- a. For purposes of this section, the term "articulated high school course" means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section 55002, have determined to be comparable to a specific community college course.
- b. The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. Articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:
 1. Requirements for a certificate program, including the total number of units required for the certificate; or,
 2. The major or areas of emphasis requirements in a degree program.
- c. Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via **credit by examination**. (See Section II. 1.)

TYPES OF ARTICULATION

Metaphorically speaking, an articulation agreement is a handshake. Whereas articulation is defined as a planned process that links two or more institutions, an articulation agreement solidifies these links.



The Perkins IV Act has defined articulation agreement as a written commitment that is:

- a. *agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution; or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution; and*
- b. *designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions.*

There are several different forms of articulation agreements. In fact, education agencies, specifically community colleges, develop articulation agreements according to their local governing board policies and procedures. The following are three examples of articulation agreements:

INSTITUTIONAL AGREEMENTS

This is the most common type of articulation agreements. More often than not, an institutional agreement is signed by the superintendent/president from both educational institutions. The institutional agreement may be revoked by any party through written notification.

ADVANCED PLACEMENT

Prior to the Perkins IV Act, institutional agreements allowed for the alignment of courses or programs of study. Many educational agencies defined "alignment" as the identification of courses, or sequence of courses, that lead into advanced courses or programs of study. Through this process, students do not earn credit for course work completed at the secondary level. This practice is referred to as "advanced placement." For the purpose of this handbook, the definition of advanced placement differs from the commonly-known Advanced Placement, or AP, courses offered in high school curriculum (see Glossary of Terms for this definition). Instead, it is explained as the following:

For courses in which an advanced placement requirement is created, students may be cleared of a prerequisite requirement for a more advanced course. Students do not receive college credit for the high school and regional occupational program course; however, they are recognized as having met the pre-requisite for advanced courses and can move into these courses immediately.

This practice is used at educational institutions when the teaching faculty deem the course "non comparable or acceptable in lieu of each other," but still recognize that the benefits of completing this course will lead to successful preparation for advanced course work. Title 5, California Code of Regulations § 55052 - Advanced Placement Examinations, authorizes this practice. See Section II. 3.

COURSE-TO-COURSE AGREEMENTS

Course-to-course agreements identify individual courses at a sending institution (e.g. high school or ROCP) that are comparable to or acceptable in lieu of corresponding courses at a receiving institution (e.g. community college).

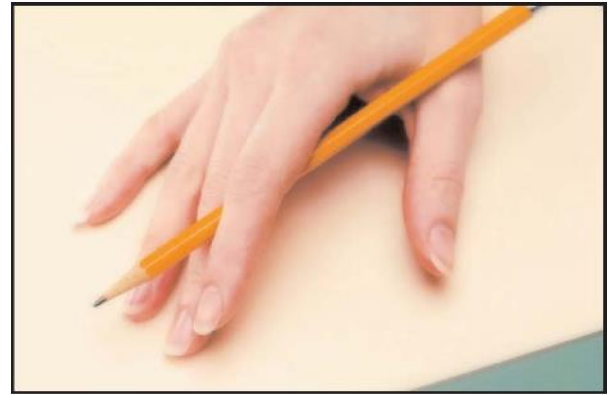
COURSE SEQUENCING

Course sequencing is the alignment of a course or series of courses at a sending institution (e.g. high school or ROCP) with a corresponding subsequent course or series of courses of an advanced level at a receiving institution (e.g. community college), resulting in a defined sequence of courses within a discipline that bridges secondary and college educational segments and allows a smooth progression of study without repetition of coursework. Course sequencing is established between educational institutions.

CREDIT BY EXAMINATION

In a "Credit by Examination" agreement, students may receive college credit for the articulated coursework based upon a written examination. This exam may be the final exam in the course at the high school and regional occupational program or an additional exam taken at the college. In addition, a minimum grade requirement must be met, as defined by the articulation agreement for the course.

This practice is authorized through, Title 5, California Code of Regulations, § 55050. See Section II. 2.



Title 5, California Code of Regulation: §55050 – Credit By Examination

- a. The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.
- b. The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
- c. The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
- d. A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
- e. The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- f. Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass - no pass" option if that option is ordinarily available for the course.
- g. Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.
- h. A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination

ROLE OF FACULTY

Faculty members serve as the foundation for articulation. Without the assistance of faculty, the articulation process could never begin.

According to the California Articulation Policies and Procedures Handbook (2006), the actual process of developing and reviewing curriculum and coursework is to determine course comparability between institutions rests with the faculty at the respective institutions.

Faculty in each discipline is responsible for the actual review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this bilateral review, identification, and formal written acceptance process has occurred, a course (or courses) is said to have been "articulated."

Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses. It is important to note that articulated courses are not to be construed as "equivalent," but rather as comparable, or acceptable in lieu of each other. Community college districts may adopt college policies or procedures that identify personnel that oversee articulation efforts at their campus(es). Articulation officers or, in many cases, Tech Prep Directors, are responsible for high school articulation.



BACKGROUND AND HISTORY

Technical Preparation education began in the early 1980s as a small, locally-driven high school improvement strategy. According to the U.S. Department of Education's Office of Vocational and Adult Education (2008), it has become a national strategy for improving students' academic knowledge and technical skills.



On August 12, 2006, the Carl D. Perkins Career and Technical Education Act of 2006 was signed into law by President George W. Bush. This relatively-new act provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability (U.S. Department of Education, Office of Vocational and Adult Education, 2008).

The Perkins IV Act changes the language from vocational education to career and technical education (CTE) and allows for the development of curriculum and career paths leading to postsecondary degree attainment including the career certificate, associate degree, and/or programs leading to the baccalaureate degree.

In addition to the inclusion of CTE programs at the baccalaureate level, Perkins IV Act requires state plans to include student definitions and measurement approaches for the core indicators of performance (U.S. Department of Education, Office of Vocational and Adult Education, Career and Technical Education, Retrieved December 15, 2007 from

<http://www.ed.gov/about/offices/list/ovae/pi/memoperkinsiv.html>).

Why is such a shift important? According to the U.S. Department of Education, research on the effectiveness of Tech Prep programs is inconclusive. State evaluations in Texas and New York found some evidence that Tech Prep improved students' grade point averages, lowered dropout rates, reduced absences, increased high school completion, and improved postsecondary enrollment. However, these evaluations did not find evidence that Tech Prep improved students' scores on standardized academic achievement tests, and findings were mixed on whether Tech Prep improved students' postsecondary achievement or labor market outcomes. The last national evaluation of Tech Prep programs, conducted in 1997, found that Tech Prep programs were not always implemented as envisioned in the legislation, perhaps lessening their impact on student outcomes.

In 2006, *The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students* (Brand & Brown, 2006) identified, summarized, and analyzed schools, programs, and policies that link secondary and postsecondary education to help students earn college credit or take college-level courses. Authors Brand and Brown (2006) were inclusive with their research and developed the term "Secondary-Postsecondary Learning Options (SPLOs)" to identify the variety of models and programs that link secondary and postsecondary education.

Through their research, Brand and Brown identified Tech Prep as a SPLOs. And, while the results from this research study proved to be inconclusive on the effectiveness of Tech Prep programs, several key factors regarding barriers to effective Tech Prep programs were identified. Articulation was listed as one of the major stumbling blocks for Tech Preps on two levels. First, high school courses are not academically rigorous enough for students to be earning postsecondary credit. Second, Tech Prep students are unaware they are earning postsecondary credit through their Tech Prep courses (Center for Occupation Research and Development, 2004). Both of these issues indicated a clear disconnect between the Tech Prep partners at the secondary and postsecondary levels.

ARTICULATION BENEFITS

Creating and maintaining partnerships among different levels in the educational system fosters communication, strengthens the connection between secondary and postsecondary education and offers students access to higher education. Everyone involved in Tech Prep programs can benefit from the articulation process.



STUDENTS

- Creates opportunities for a seamless transition from high school to college.
- Allows students to receive college credit and/or advanced placement for articulated courses completed in high school or regional occupational programs.
- Provides the opportunity for students to explore introductory courses in career and technical education programs of study; thus leading to certificate or degree completion.
- Encourages students to set educational goals and provides a framework to develop plans to achieve these goals.

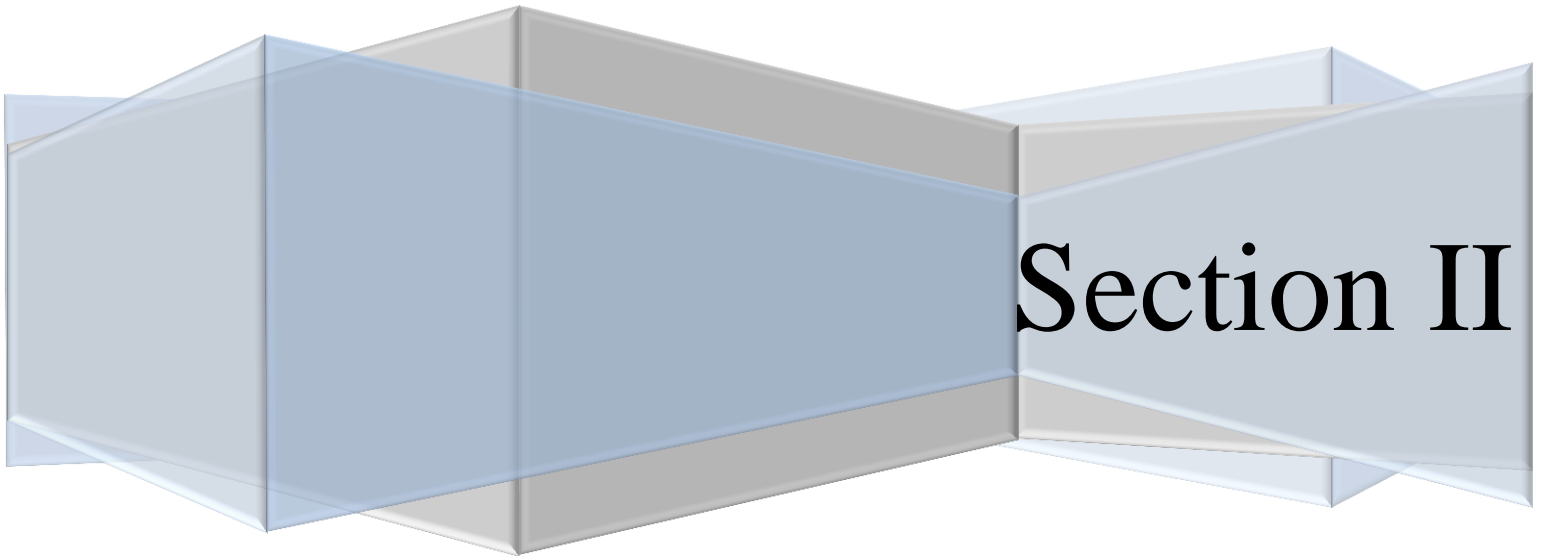
FACULTY

- Increases interactions among faculty members across institutions.
- Provides the opportunity for instructors to compare and align curriculum to streamline the educational system.
- Allows for the sharing of resources and ideas among faculty.
- Encourages enrollment in articulated high school and regional occupational programs curricula and continued enrollment in advanced courses in college.

COUNSELOR

- Builds stronger relationships with counselors from other institutions.
- Provides a structure to assist students in creating educational plans.
- Offers an educational/career and technical option for students to pursue.
- Promotes student advancement, success, and program completion.

CALIFORNIA EDUCATION CODE: TITLE V REGULATIONS



BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 6. CALIFORNIA COMMUNITY COLLEGES

CHAPTER 6. CURRICULUM AND INSTRUCTION

SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES

ARTICLE 5. ALTERNATIVE METHODS FOR AWARDING CREDIT

This database is current through 2/1/08, Register 2008, No. 5

§ 55051. Articulation of High School Courses.

(a) For purposes of this section, the term "articulated high school course" means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section 55002, have determined to be comparable to a specific community college course.

(b) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. Articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:

(1) requirements for a certificate program, including the total number of units required for the certificate; or,

(2) The major or area of emphasis requirements in a degree program.

(c) Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.

(d) Except through credit by examination, as defined in section 55753, high school courses may not be used to satisfy:

(1) The requirement of section 55063 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,

(2) Any general education requirement for the associate degree established by the district.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700, 70901 and 70902, Education Code

5 CCR § 55050

Cal. Admin. Code tit. 5, § 55050

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§ 55050. Credit by Examination.

- (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.
- (b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
- (c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
- (d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
- (e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- (f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.
- (g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.
- (h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

5 CCR § 55052

Cal. Admin. Code tit. 5, § 55052

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SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 5. ALTERNATIVE METHODS FOR AWARDING CREDIT
This database is current through 2/1/08, Register 2008, No. 5
§ 55052. Advanced Placement Examinations.

The governing board of a community college district may adopt policies to grant credit for satisfactory completion of advanced placement examinations typically recognized by colleges and universities as measuring competencies comparable to those achieved in baccalaureate level courses.

The faculty in the appropriate discipline must approve advanced placement examinations, scores deemed to constitute satisfactory performance, courses offered by the college for which credit will be granted, and requirements that may be met by such examinations in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The student's academic record shall be clearly annotated to reflect that credit was earned through an advanced placement examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700, 70901 and 70902, Education Code.

FREQUENTLY ASKED QUESTIONS



Section III

ADMINISTRATORS

Q Who do I contact to initiate the articulation process?

A: It will vary from college to college or within a college district. First point of contact is the CTE office at that institution. The CTE office should be able to assist you or direct you to the person(s) responsible at their college. Another point of contact is the Articulation Officer at the college or district, or faculty that teaches the course.

Q Who must be involved in the articulation process?

A: Course articulation is faculty driven. Title 5, California Code of Regulation § 55051. Articulation of High School Course clearly authorizes the faculty at the college to deem courses appropriate for articulation. It is important that faculty from both institutions participate in the process.

Other involvement may include, but is not limited to:

Discipline Specific Faculty

Administrators, both from the college and high school/ROP

Counselors, both from the college and high school/ROP

Q: Is an institutional agreement needed before we can begin the process?

A: No. However, according to the Perkins IV Act, if there is no written commitment by the lead administrators of a secondary institution and a postsecondary institution, a course articulation agreement is not valid. The process may begin prior to developing a written agreement that will be reviewed annually.

Q: Can an administrator develop course agreements?

A: No. The administrator at the high school or regional occupational program can identify courses for potential articulation, but they cannot approve or develop course agreements. This is also true for administrators at the college level. The president/superintendent may sign off on the institutional agreement to articulate courses, however, it is the faculty that approves course agreements.

Q: Can an administrator sign-off on articulation agreements?

A: It depends on the process developed at each college or district. In many cases, course agreements, once approved by the faculty, are reviewed and signed off by administrators. Administrators may be considered as:

CTE Discipline Deans

Vice Presidents of Instruction

Presidents/Superintendent

Q We have district-wide curriculum (high school), is it required for faculty from each high school to participate in the process?

A: No. If you have district-wide curriculum (taught at all high schools) it is not required for the faculty from all high schools to participate. However, it is extremely beneficial to have at least one faculty member participate from each high school to ensure that information is taken back and shared with each respective high school. This excludes regional occupation program curriculum. It should be treated as a separate agreement.

Q We have district-wide curriculum (ROP), is it required for faculty from each high school to participate in the process?

A: Yes. Regional occupational programs often offer district-wide curriculum (developed by curriculum consultants) that are taught by teachers at multiple high schools. The teaching faculty are required to participate in order to approve the course articulation.

Q Will an articulated course with your college transfer to another college?

A: It depends if the college is part of a multi-campus district and a course agreement was articulated district-wide. Usually, the course agreement is articulated at each college separately from a district-wide agreement. If a course agreement exists, then yes it will transfer. Once the student officially has the course transcribed (college transcripts), then that course is transferable to any community college and, in some cases, to the California State University System, the University of California, other private colleges and universities, and out of state colleges/universities.

Q Who will assist the student once they attend your college?

A: The student will need to participate in the college matriculation process. This may include, but is not limited to, taking an assessment placement exam, submitting a college application, attending a student orientation, and meeting with a counselor or academic advisor. The student will have to inform the counselor or academic advisor of the articulated course. This is not an automatic process. The counselor or academic advisor will then refer the student to the college's Credit by Examination policy and assist the student with appropriate paperwork.

Q How many college units can a student earn through the articulation process?

A: It varies from college to college. Title 5, California Code of Regulation § 55050. Credit by Examination, sections a, b, and g state:

- a. *policies and procedures pertaining to credit by examination in accordance with the provisions of this section*
- b. *The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.*
- g. *Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.*

The governing board at a college may decide to cap or add restrictions to units allowed through this process or when a student may apply for units. Some college policies require students to complete 12 units (in residence) prior to submitting the articulation request. This can cause problems for the student by not allowing the articulated course to be counted once they are registered at the college. If a student is enrolled part-time, it may take the student more than 1 year to complete the 12 units in residence at the college. Course agreements must be reviewed annually, therefore, by the time the student is eligible to receive credit, the course agreement may no longer be valid.

Other restrictions are fees, types of course allowed through process and grading options. Many colleges charge the unit fee for the number of units requested by the Credit by Examination or a flat fee for a course. Many colleges restrict the type of courses available through this process and will restrict the grading option for that course (i.e. credit/no credit). This is also problematic for the student. If a student requests credit for a CTE introductory (major) course that is a requirement in the associate degree or transfer, the student may not be able to use the articulated course since many colleges require a letter grade for "major" courses. See Part 3: Partnership Policies and Procedures of this handbook for specific college information



FACULTY

Q: Can a faculty member initiate the articulation process?

A: Absolutely! The process is faculty driven. Title 5, California Code of Education § 55051. Articulation of High School Courses clearly authorizes the faculty at the college to deem courses appropriate for articulation. It is important that faculty from both institutions participate in process.

Other involvement may include, but is not limited to:

- *Tech Prep Directors*
- *Administrators, both from the college and high school/ROP*
- *Counselors, both from the college and high school/ROP*

Q: Does my Dean or Department Chair need to approve the articulated course?

A: No. Faculty, within the discipline reviews and approves course articulation. Some colleges may ask the faculty to inform the dean or department chair of approved courses for articulation.

Q: What is an appropriate form of examination for the Credit by Examination process?

A: Faculty within the discipline determines an appropriate exam. Some colleges have standard exam practices. Appropriate exams may not include, but are not limited to, the following:

- The faculty may deem that a "final grade" (A, B, or C) in the articulation course be an appropriate measurement of competency.
- The faculty may request the review of portfolios (art courses) or draft papers (drafting course) to be an appropriate measurement of competency.
- The faculty may request that the student take an exam at the college to determine competency.



Q: Who determines where the exam is given? Do I have to conduct myself?

A: The faculty determines where the exam is given. However, the faculty do not have to conduct the exam themselves. Depending on the type of exam deemed appropriate for course articulation (i.e. final exam in course). Title 5, California Code of Regulation § 55051. Articulation of High School Courses reads:

The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose

Q: Where can I find the Credit by Examination procedure and form?

A: Colleges must have this information published. This information may be found in various college resources such as:

- *College catalog*
- *College schedule of classes*
- *College web site*
- *College Board Policies*

The Credit by Examination form is generally found in Admissions and Records or in the Counseling Department

STATE ISSUES

- Q. State needs to modify mandatory best practices across State i.e., that students should be awarded letter grade credit, not CRE.**
- A. Title V of the CA Education Code allows for granting of college credit for comparable courses taken in a non-collegiate setting. The process is identified as “credit by examination.” See Title V Section 55050. (f). The grade awarded – is the same as that identified in the course outline for the courses being challenged. However, the student transcript must notate that the grade or CR is acquired by “Credit By Examination.” See Section 55050 (e).
- Q. State needs to clarify and mandate that there are no Title V12 unit residency requirement/concurrent enrollment requirement for students to receive articulated credit**
- A. The only requirement – See Title V Section 55050 (b) – is that the student be “in good standing.” A memo from CCCO CP Student Services & Special Programs (Linda Michalowski) states that “there is nothing in current law or regulation that required completion of 12 units.” (See attached Alternative Methods for Awarding Credit by Exam).
- Q. State needs to clarify the implications of credit awarded in high school against the financial aid maximum unit allowance (lifetime cap)**
- A. Financial Aid is awarded based on units students are enrolled in. If the units are to be counted toward a certificate and/or degree, likewise they will be counted toward the 90 Unit financial aid cap. However, that should be clarified with local financial aid practices.
- Q. State needs to clarify the implications of earned credit in high school as it affects comprehensive education plans under the Student Success Act and the 60 unit limit.**
- A. The Student Success Act does not require that an Education Plan in place by the 15 Unit thresholds. The units earned by Credit by Exam will count towards that threshold. Confer with local Students Success Act Implementation Committee re how being implemented at local colleges.
- Q. State needs to ensure that CSU’s/UCs accept articulated/ dual enrollment/ concurrent enrollment credit for transfer – currently this is decided by counselors at the 4 year universities on an ad hoc basis.**
- A. Counselors do not decide if courses transfer, but Matriculation Officers. There is a process for making that determine if courses will transfer and it is based on content.
- Q. Faculty reimbursement for reviewing student work in articulated classes – currently many faculty are reviewing the work of high school students who never attend the community college, but who go straight to a 4 year university. Additionally Admissions and Records departments are spending a lot of time appending the credit to transcripts. They are not currently reimbursed for this work, but neither they nor their community college benefits. The State should clarify how we can reimburse these faculty members and classified personnel for this additional work.**
- A. Perkins 1-C fund has been utilized for stipends for faculty who participated in articulation meetings. Payment is only when the product is delivered – after attending the meeting and signing off on a worksheet that documents the discussion and list of participants. As far as the additional load on A & R, this is part of the institutional commitment. These students usually enroll at the college and this translates to increased funding for the college.
- Q. State needs to mandate that high school students having received articulated credit/ dual or concurrent enrollment credit should be considered to be continuing students and they would therefore qualify for priority enrollment. This would allow them to continue smoothly in their career pathways instead of being unable to get the classes they need as they are currently low priority.**
- A. Priority registration is based on policies and procedures developed by the CCCCCO. At most of the colleges, students are given a priority based on successful completion of a Counseling Course or meeting some criteria. You should check with the local colleges.
- Q. CCC Apply needs to include a checkbox for students who are dual enrolled, concurrently enrolled, or who will receive articulated credit.**
- A. The application to each college is developed by staff at each campus. Work with your CTE Dean to include these questions on the initial application.

GLOSSARY OF TERMS



Section IV

GLOSSARY OF TERMS

Advanced Placement (AP)

Overseen by the College Board, Advanced Placement (AP) courses are offered at high schools and taught by high school faculty. The AP curricula are standardized, and the exams are administered in May each year. Students with passing grades of 3 or better, out of a total score of 5, may be able to earn course credit and/or advance to higher-level courses at the colleges and universities where they enroll. (<http://www.ecs.org/clearinghouse/28/11/2811.pdf>)

Articulated Credit

Allows high school students to take courses that lead to college credit in technical courses. Course credit is awarded by the college after the student has enrolled at a participating college. (<http://www.netnet.org/students/student%20glossary.htm>)

Articulation Agreement

The term 'articulation agreement' means a written commitment that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution; or a sub baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and to a program that is designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the 2 institutions. (Perkins IV Act).

Average Daily Attendance (ADA)

The average number of students present during a given reporting period (usually a regular school session). ADA is calculated by dividing the total number of days in attendance for all students during a given reporting period by the total number of days the school is in session during a reporting period. (<http://nces.ed.gov/nationsreportcard/glossary.asp#c>)

Career and Technical Education (CTE)

The term 'career and technical education' means organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. (Perkins IV Act).

Career Guidance and Academic Counseling

The term 'career guidance and academic counseling' means guidance and counseling that provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future; and provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs. (Perkins IV Act).

CTE Concentrator - Postsecondary/Adult Level

A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. (Perkins IV Act).

CTE Concentrator- Secondary Level

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients. (Perkins IV Act).

CTE Participant -Secondary Level

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area. (Perkins IV Act).

CTE Participant - Postsecondary/Adult Level

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area. (Perkins IV Act).

Concurrent Enrollment

An arrangement that allows high school students to enroll in postsecondary courses, for postsecondary credit, but usually not for high school credit. Generally students are taught by college faculty, either at the college or high school, or through distance education.

www.ecs.org/clearinghouse/28/11/2811.pdf



Cooperative Education

The term 'cooperative education' means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. (Perkins IV Act).

Double dipping/Do no harm funding/Hold harmless

Double dipping is generally defined as seeking reimbursement from two or more funding sources for the same unit of service. In the case of Secondary- Postsecondary Learning Options (SPLO's), this means that both K-12 and postsecondary education institutions are receiving full funding amounts for students that are participating in both systems. In essence, the state pays twice to educate the same student in two systems, while he/she is actually only taking the class in one system. (Brand & Brown, 2006).

Dual Enrollment

Programs that allows high school students to enroll in college courses and earn college and high school credits simultaneously, thereby exposing them to the academic and social demands of postsecondary education. (Karp, Bailey, Hughes, and Fermin, 2004, p. 1).

Early College High School

Small schools where students earn both a high school diploma and two years of credit toward a bachelor's degree. They are designed to help young people progress toward the education and experience they need to succeed in life and family-supporting careers.

www.earlycolleges.org/

Full Time Equivalent (FTE)

For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment. (www.atlantahighered.org/archereports/fte_defined.asp)

General Educational Development (GED)

A term used to describe both a comprehensive test used to appraise the educational development of students who have not completed their formal high school education and a high school equivalency certificate that may be awarded based on achievement of satisfactory scores on this test. The test is developed and distributed by the GED Testing Service of the American Council on Education, and GEDs are awarded by states or other agencies. (US Department of Education, 2005, p. 290-291)

Middle College High Schools

A high school program on a college campus designed to serve students with college potential whose needs are not being met in a traditional high school setting. (<http://newdesigns.oregonstate.edu/compendium/Partnerships/design68.htm>)

Postsecondary Education Tech Prep Student

The term 'postsecondary education tech prep student' means a student who has completed the secondary education component of a tech prep program; and has enrolled in the postsecondary education component of a tech prep program at an institution of higher education. (Perkins IV Act).

Scholastic Assessment Test (SAT)

An examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level subjects. The SAT differs from the ACT in that it assesses students' aptitude in English, reading, and mathematics generally rather than their curricular knowledge. (www.atlantahighered.org/archereports/fte_defined.asp)

Secondary Education Tech Prep Student

The term 'secondary education tech prep student' means a secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program (Perkins IV Act).

SPLO (Secondary-Postsecondary Learning Options)

Are schools and programs that link secondary education with two- and four-year institutions of higher education and allow high school students to participate in college-level courses for credit and not for credit. (Brand & brown, 2006).

Tech Prep

Tech Prep is a 4+2, 3+2, or 2+2 planned sequence of study in a technical field beginning as early as the 9th grade of school. The sequence extends through two years of postsecondary occupational education or an apprenticeship program of at least two years following secondary instruction, and culminates in an associate's degree or certificate.

(www.ed.gov/about/offices/list/ovae/pi/cte/techprep.html)

**ALTERNATIVE METHODS FOR THE AWARDING OF
COLLEGE CREDIT: CREDIT BY EXAMINATION FOR
ARTICULATED HIGH SCHOOL COURSES
ADOPTED SPRING 2013**



Section V

**ALTERNATIVE METHODS FOR THE AWARDING OF
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ADOPTED SPRING 2013

ACKNOWLEDGEMENTS

AS WITH ALL ACADEMIC SENATE PAPERS, this paper is the result of a collaborative process. Academic Senate papers typically begin with a committee or a group of authors that then submit their work to the Academic Senate Executive Committee for further refinement. The Academic Senate wishes to thank Kris Costa, the 2012-2013 Articulation Liaison for Statewide Career Pathways, for her extensive work on this document.

NOTE: This paper focuses in on just one aspect of credit by examination. The Academic Senate for California Community colleges recognizes the importance of all forms of credit by exam and will be addressing these in the future.

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INTRODUCTION AND BACKGROUND

COLLEGES HAVE LONG HAD MECHANISMS FOR awarding students credit for prior learning, from evaluating transcripts to establishing standards for the units and course credit to be associated with designated scores on nationally and internationally recognized curricula and exams. While the processes for awarding credit via these traditional mechanisms are generally well-developed, other avenues to college credit may not benefit from the same level of standardization and may be in need of refinement locally. Most notably, the awarding of credit in career technical education (CTE) areas for articulated high school work, including courses in Regional Occupational Career Programs (ROCPs), is an area in need of improvement, as increases in the number of articulated high school courses have not yielded a corresponding increase in the awarding of credit. While high schools offer courses in CTE areas to their traditional populations, ROCPs provide high-quality career preparation classes and services to prepare youth 16 years of age and older and adults for successful careers in response to the needs of the local labor market. For simplicity, references throughout this paper will be made to high schools only with the understanding that the entity a college is working with may be an ROCP. Local policies and practices may, in some cases, hinder the transcription of credit earned. Once an articulation agreement has been established, the awarding of credit requires a coordinated intersegmental effort that begins in a high school class and ends in a community college admissions and records office. The intervening steps must not be overly burdensome on the student and the process should not be unreasonably prolonged. Most importantly the process must ensure that the student has achieved the competencies that justify the awarding of credit.

The Academic Senate's SB70 (2005) initiative, *Statewide Career Pathways: Facilitating School to College Articulation* (SCP), has created a system that facilitates the establishment of articulation agreements between high schools and community colleges by convening CTE instructors from both segments to develop templates for courses that simplify the dialog among CTE instructors that is necessary to establish an articulation agreement. These course templates, jointly created by high school instructors and college faculty in each discipline via a statewide vetting process, establish the minimum standards for courses that are commonly taught at the secondary level for which college credit may be available. Course templates and the resulting articulation agreements based on them also serve to facilitate the portability of articulated CTE work.

Despite SCP's measurable progress in the form of over 100 templates and an ever-growing list of articulation agreements, informal surveys have indicated that few students are awarded credit for their articulated high school courses. The same situation also exists nationally, according to the Community College Research Center (Anderson, Sun & Alfonso, 2006).

Title 5 regulations permit high school students to earn college credit that is notated on a college transcript credit through credit by exam mechanisms, with no residency requirement. Local policies can enable students to earn college credit for their high school work at no cost or minimal cost to the student in a way that neither compromises the integrity of the college course nor disrupts the smooth transition of a student from high school to college. Such practices are effective in providing high school students college level coursework in a high school setting and provide faculty across segments an opportunity to collaborate to benefit students.

The Academic Senate’s resolution process has established that faculty support the use of credit by exam processes where appropriate, are concerned about ensuring the integrity of such processes, and support the removal of “residency” requirements for articulated high school work.

Resolution 09.08 F10

Credit by Exam Processes

Whereas, National and state interest in decreasing time to degree completion and increasing degree production has resulted in an interest in finding novel ways to meet these goals;

Whereas, The Academic Senate for California Community Colleges has been active in determining whether and how existing competency-based exams (e.g., College Level Examination Program, International Baccalaureate, Advanced Placement) can be translated into course credit; and

Whereas, “Credit by exam” is a mechanism long in existence that can be used to award credit for demonstrated learning;

Resolved, That the Academic Senate for California Community develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanisms;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes; and

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available.

Resolution 09.05 F08

Ensuring the Integrity of Credit by Exam Processes

Whereas, Title 5 §55050 Credit by Examination establishes the following:

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section;

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college; and

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted;

Whereas, Resolution 9.07 F07 encourages «credit faculty to consider developing credit by exam options for credit courses that have noncredit equivalents»; and

Whereas, Credit by examination processes must be developed and evaluated by the appropriate discipline faculty;

Resolved, That the Academic Senate for the California Community Colleges assert the right of discipline faculty to establish the content of credit by examination processes, including the use of exams administered at high schools and assessments based on portfolios; and

Resolved, That the Academic Senate for the California Community Colleges research and share effective practices for credit by exam processes with local senates.

Resolution 21.01 F07

Residency Requirements that Delay Credit in Occupational Programs

Whereas, Many California community colleges delay granting credit for articulated occupational courses that students have taken while in high school until they have completed some minimum number of units at the community college, a practice sometimes referred to as “credit in escrow”;

Whereas, National research suggests that the students who do not immediately receive the credit they earned while still in high school never end up taking advantage of the credit, so the intended benefits of this credit are lost; and

Whereas, Articulation agreements between secondary schools or Regional Occupational Centers and Programs and California community colleges that were forged under Tech Prep programs or under the Academic Senate’s new “Statewide Career Pathways: Creating School to College Articulation” Project often include granting secondary students college credit, yet locally, the credit may not be awarded for one or more years;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to eliminate the practice that delays the awarding of credit to secondary students participating in legitimate articulation agreements or dual enrollment arrangements with the college.

In discussions focused on simplifying the process of awarding credit by exam for articulated work completed at the secondary level, a committee, composed of Admissions and Records specialists, faculty, student services deans, and CTE Transitions Coordinators (formerly known as “Tech Prep Coordinators”), proposed that a paper delineating effective practices be developed in order to ensure the integrity of the credit by exam process and to provide guidance to colleges seeking to improve their existing processes for developing and implementing high school articulation agreements and the subsequent awarding of credit. A college’s policy

on articulating high school coursework must provide a framework to develop processes for articulating high school courses, and its policy on credit by exam must facilitate the awarding of college credit for work completed in high school. Absent the latter, the promise of the former is not realized. Colleges statewide are encouraged to review the practices and guidance outlined in this paper and to develop an articulation and credit by exam protocol of their own.

The process of developing this paper also produced a collection of documents that can inform effective implementation practices at the local level. CTE practitioners offered forms, letters, “how-tos,” and fliers, all of which illustrate local practices. These documents are available at <http://www.statewidepathways.org/resources.html> and can be used to develop or modify existing practices.

REGULATORY REQUIREMENTS: WHAT IS AND WHAT IS NOT

IN CALIFORNIA, IN ORDER FOR A student to earn transcribed community college credit for work completed at a secondary school, Title 5 regulations require that the student complete a credit by exam process that confirms that he or she has achieved the objectives of the comparable college course as defined by the community college faculty. A review of the regulations is necessary to understand the origins of current practices that interfere with the awarding of earned credit. The regulatory language that defines high school articulation and credit by examination can be found in Title 5, Division 6, Chapter 6, Subchapter 1, Article 5. Alternative Methods for Awarding Credit, §55050 – 55051:

§ 55050. Credit by Examination.

- (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.
- (b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
- (c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

§ 55051. Articulation of High School Courses.

(a) For purposes of this section, the term "articulated high school course" means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section 55002, have determined to be comparable to a specific community college course.

(b) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. Articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:

(1) requirements for a certificate program, including the total number of units required for the certificate; or,

(2) The major or area of emphasis requirements in a degree program.

(c) Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.

(d) Except through credit by examination, as defined in section 55753, high school courses may not be used to satisfy:

- (1) The requirement of section 55063 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,
- (2) Any general education requirement for the associate degree established by the district.

Some colleges impose a “residency” requirement on incoming students. Students are thus required to complete as many as 15 units at the college “in residence” before the earned credit can be notated on the transcript. The California Community Colleges Chancellor’s Office has stated that while a college may choose to implement such a “residency” requirement, nothing in Title 5 regulations requires it (L. Michalowski, personal communication, January 22, 2010).

Requiring residency for acquisition of articulated credit may stem from a debatable interpretation of Title 5 §55050b, which states, “The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing...” Some colleges use this statement to justify the use of college course completion as a condition to be met prior to the transcription of credit and delay the awarding and subsequent transcription of credit until the student has completed some minimum number of units or specified courses at the college, impacting the portability of articulated high school work. In order to receive credit via credit by exam for articulated high school work, the student must be “registered” and “in good standing” at the college (Title 5 §55050). The terms “registered” and “in good standing” are ambiguous: “registered” could mean either that the student has completed an application for admission or that he or she is enrolled in courses, while the only definitions in regulation for “in good standing” relate to the criteria for regaining good standing and do not indicate clearly that a student is in good standing until that standing is lost. Local district policy should explicitly define these terms in order to facilitate the awarding of credit earned for work completed at a secondary school.

Title 5 §55051 creates two possible objectives for high school to college articulation. While the emphasis of this paper is on the awarding of credit for high school or ROCP work using credit by examination, Title 5 also allows colleges to waive local degree or certificate requirements based upon course work completed at a high school. This practice may be used to fulfill a prerequisite or to allow a student to waive a requirement involving an introductory or other major or area of emphasis course. It does not allow the waiving of required units (i.e., the 60 semester units needed to earn a degree) or general education requirements.

When credit by examination is employed to award credit for articulated secondary course work, the units earned can be applied towards the units needed to earn a certificate or degree and, if the course for which credit had been awarded is a transferable course, the course credit would transfer as the college course for which credit was awarded. While a college may use high school work to waive a college course requirement, §55050 prohibits the granting of college credit unless the student takes a college course, or is assessed through examination and found competent as defined in that course’s course outline of record.

Everyone involved in the secondary course articulation process must be clear about these end-goal distinctions; while the actual process for establishing and implementing articulation may be the same, the outcome for students is significantly different. Such clarity is particularly important when one is informing students regarding the process, as misunderstandings could potentially impede their progress. For example,

if an articulation agreement waives the college's local requirement for beginning Excel based on an Excel course taught at the high school, then the student is deemed to have met the prerequisite for intermediate Excel as well as having waived the beginning Excel as a course needed for their certificate or degree, but he or she does not have college credit for such a course. If the student then transfers to a university and college credit for the beginning Excel is required, they will be lacking this coursework unless they earned college credit via the credit by exam process.

Although credit by examination does take place outside of the high school to college context, such an application of the concept is beyond the scope of this paper. Local processes for implementing credit by examination protocols, be they for articulated courses or otherwise, may greatly overlap. To prevent confusion, colleges should consider implementing local policies that discuss each type of credit by examination as a singular process.

ROLES AND RESPONSIBILITIES

ACADEMIC SENATE RESPONSIBILITIES: OVERSIGHT AND POLICY DEVELOPMENT

TITLE 5 §53200 (B) GRANTS THE academic senate the responsibility for recommendations regarding curriculum development, grading policies, and education program development. Credit by exam and high school course articulation therefore fall under the purview of the academic senate. However, the senate role in this context is primarily one of oversight and policy development. Decisions regarding articulation and credit by exam are most properly made by articulation experts and by faculty in the relevant disciplines working with their high school colleagues and approved as necessary by the local curriculum committee. The academic senate should ensure that all processes are followed and that the voices and expertise of discipline faculty and curriculum committee are respected, but as long as all agreements and decisions are reached through appropriate consultation and processes, the senate will generally have no reason to become involved with the decisions themselves.

FACULTY RESPONSIBILITIES: CURRICULUM AND ASSESSMENT

Central to the intent of Title 5 regulations on articulation of high school courses and credit by exam is the faculty's purview of ensuring quality instruction through the development of integrated course outlines of record and the end of course assessment that will be the basis for awarding credit. Faculty must therefore take a leading role in developing appropriate processes and instruments in these areas.

CTE faculty and others teaching articulated courses across segments should, ideally, meet at least once every two years to ensure that articulated courses are similar in content and rigor and that exams offer accurate measure of the explicit outcomes delineated in the course outline of record.

Central to the discussion among intersegmental faculty is the assessment tool or credit by exam mechanism used to determine the accomplishment of the objectives delineated in the course outline of record. College faculty determine what is included in the assessment and may either be the authors of the exam or may work with their high school counterparts to develop assessments that both meet the rigor required to be the basis for granting college credit and serve a purpose in the context of the high school course. Regardless, college faculty alone are the authority for the assessment.

While college faculty are responsible for determining the end of course assessment tool to be used, the assessment process is likely to be facilitated by CTE transitions staff or other CTE personnel when the articulated high school work is in CTE areas. While the exam is the purview of college faculty, it is best developed in consultation with high school faculty, as is the location and administering of the exam. Exams may be administered in numerous ways: the college may host high school students on its site to administer an exam, hire a test proctor to visit schools, or visit schools to administer the exam. Additionally, college faculty may opt to use the final exam administered at the high school as the credit by exam mechanism.

While all forms of articulation serve to benefit students and facilitate student movement between institutions, federal requirements attach funding to the establishment of articulation agreements between secondary and postsecondary institutions in CTE areas. As a consequence, accessing these funds is dependent upon the establishment of the required articulation agreements by faculty. The Carl D. Perkins Act (2008) language provides the guidelines for administering “programs of study” that include articulation of high school courses:

As mandated by Section 122(c)(1)(A) of Perkins IV, each Local Education Agency (LEA) receiving Section 131 or 132 funds must provide at least one program of study that incorporates secondary and postsecondary elements; includes coherent and rigorous content aligned with challenging academic standards and relevant CTE in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. In addition, programs of study must also satisfy the organization and operation requirements specified in policies 2, 3, and 4. Programs of study developed by districts receiving Section 131 funds must include not less than one district-funded course (<http://www.cde.ca.gov/ci/ct/pk/>)

The Perkins Act defines a program of study as a planned sequence of articulated courses in a recognized CTE industry sector. The sequence must include both secondary and postsecondary elements and must be aligned with the California Career Technical Education Model Curriculum Standards, CTE Framework, and academic content standards (<http://www.cde.ca.gov/ci/ct/pk/>). Establishment of articulated CTE pathways between schools and community colleges is necessary to ensure the availability of Perkins Act funding: colleges statewide rely on this funding source for occupationally-relevant equipment, vocational curriculum materials, materials for learning labs, curriculum development or modification, staff development, career counseling and guidance activities, efforts for academic-vocational integration, supplemental services for special populations, hiring vocational staff, basic skills classes, and expansion of tech prep programs.

Ideally, community college faculty work in collaboration with the high school teachers who teach potentially articulated courses to establish articulation agreements and then establish an ongoing conversation regarding student success in the program of study. To foster this relationship, many districts have formed consortia for the purpose of engaging in conversations, activities, and collaborative work related to Perkins-aligned Programs of Study. These consortia often host regular meetings and events to bring together faculty across segments. Some consortia have developed a schedule for hosting articulation meetings for a specific program of study or discipline.

The responsibilities of community college faculty regarding articulation of high school courses and credit by exam include:

- ▶ Regularly revisiting the curriculum and articulation agreements with high school teachers to ensure consistency, relevance, and details of the pathway for students.
- ▶ Establishing and maintaining the assessment to be used for the awarding of credit by exam, including how the assessment will be administered.
- ▶ As needed, working with high school and community college counselors, administrators, CTE Transitions Coordinators, or others involved in communicating the articulation agreement and the credit by exam process for students in the given pathway; in general, increasing communication with all stakeholders and those who will be responsible for communicating with students on the college campus.

CTE TRANSITIONS COORDINATOR RESPONSIBILITIES: FACILITATION

The title held by a college's principle coordinator of articulation with schools (high schools and ROCPs) has changed over time: yesterday's "Tech Prep Coordinator" is today's "CTE Transitions Coordinator." Regardless of the title, this individual facilitates the establishment of articulation between schools and colleges in CTE areas. While this responsibility may be assumed by an articulation officer, the articulation in question differs from that normally overseen by an articulation officer in that the community college is the receiving institution and credit (if granted) can only be awarded upon completion of some form of credit by exam. Thus, the work of the CTE Transitions Coordinator typically involves facilitating the establishment of articulation, the maintenance of articulation, and the credit by exam process. Due to a lack of dedicated funding, many colleges may not have a CTE Transitions Coordinator and may assign these duties to an employee who has other primary responsibilities. Local policies and practices should be designed to ensure that students can readily obtain the help and information they need regarding credit by exam. All relevant parties, including counseling faculty, Admissions and Records staff, and CTE faculty, should be prepared to properly direct students to the information they need.

CTE Transitions Coordinators typically maintain records of articulation relationships as documented by the agreement as well as the articulation data (e.g., articulating students names, identifying information, course name, credits earned) through high school articulation agreements. Their charge is to provide the information to faculty across segments, facilitate the relationships for agreements to occur, and keep students aware and informed of the opportunities available to them. Additionally, CTE Transitions Coordinators

must communicate with counseling faculty, who will ultimately advise the students who have earned credit via exam and subsequently help them enroll in college courses.

Whether or not a college has a dedicated CTE Transitions Coordinator, certain critical functions must be maintained if a college is to award credit by exam for articulated courses completed at a high school or ROCP. The individual or office that will handle these functions must be identified, advertised, and known by the campus community. The tasks necessary for ensuring that articulated credit is awarded involve facilitation across all aspects of the process: maintaining contact with all faculty regarding established agreements or agreements being developed, confirming the faculty role in the credit by exam process, and conducting regular review of all processes and agreements. Articulation agreements must be communicated and readily available to counseling staff at the high school and college and to parents, students, and instructors across segments via the college website, the catalog, or other mechanisms to ensure their usage and efficacy.

The duties of the CTE Transitions Coordinator include:

- ▶ Maintaining all records of articulation agreements between high schools and the college, students participating in the pathway, and the results of the credit by exam process for each course and pathway.
- ▶ Providing communication and information to faculty of both segments including data on student success.
- ▶ Seeking to solve problems realized from either segment, parents, faculty, or students.

STUDENT RESPONSIBILITIES: OPT-IN AND FOLLOW THROUGH

In order to obtain college credit for articulated high school work, a student must complete the high school or ROCP course, engage in the established assessment, and navigate a system for which guidance is needed. The student assumes a level of responsibility when he or she chooses to pursue articulated credit. That responsibility includes educating himself or herself on the key points of the credit by exam process from the student's perspective. Such knowledge is particularly important in the absence of a CTE Transitions Coordinator, who would otherwise be communicating this information to the high school teachers and students.

Students must be aware of the opportunity to earn college credit (versus waiving local requirements) and what doing so may mean for their course of study. The number of units that students may acquire via credit by exam, per the approved policy of each college, may be limited, and students should be aware of any potential to exceed such limits. Students also may have the option of Pass/No Pass grading for a class for which credit by exam is to be received if that option is available to students who take the course at the college. However, the University of California System will allow no more than 14 units to transfer as Pass/No Pass. Additionally, some colleges require a letter grade for major courses and lower division pre-requisites. Students should not opt for a Pass/No Pass grading option without due consideration of the potential impact. Finally, for the California State University System, Executive Order 1036 (2008) addresses the issue of credit by exam limits for transfer admission: "Except for International Baccalaureate and Advanced Placement Tests, no more than 30 semester (45 quarter) units of credit shall be applied to the calculation of admission

eligibility nor to the baccalaureate degree on the basis of passing externally developed tests. Advanced Placement and International Baccalaureate are excluded from this limit.” Students must understand these various limitations and options in order to make appropriate decisions regarding any application for credit by exam.

Some colleges employ an “opt-in” method for identifying students who wish to pursue articulated credit by exam. Students must understand that the course has been articulated for college credit and that if they choose to take the college-determined assessment, they can receive a grade on their college transcript that, if passed, shows their mastery of the college’s course outline of record for the comparable course. Local policies must delineate the consequence, if any, of not successfully passing an exam designed for the awarding of credit. Students must also understand the process to follow in order to claim their earned credit, including the timeline for completion if one exists. Clear delineation should be given however, to clarify the difference between the high school and college grade.

Students who have opted in for college credit by examination have also opted in for the follow-through of the process. Once students have completed the assessment, for example, colleges may collect student grades and, in some cases, send the student a certificate with a letter detailing their next steps. Students that have opted in for college credit must be aware of the processes to follow and be included in the communication regarding the next steps. Specific examples are available on the resource site, *statewidepathways.org*.

Student responsibilities include:

- ▶ While in high school, obtaining all the information available from the high school about the pathway, courses required while in high school as well as courses and program requirements at the community college.
- ▶ To the best of his or her ability, completing the high school courses with high grades in order to be on track to earn college credit through credit by exam.
- ▶ Understanding what is required to “opt-in” to the credit by exam process; knowing the timelines, expected content to master, features or special requirements of the assessments for each course where college credit may be obtained.
- ▶ Keeping copies of required forms, assessment scores, and other documentation to help facilitate all the benefits earned through the credit by exam process.
- ▶ Meeting with a community college counselor prior to enrolling in college classes to ensure that requirements, earned credit, prerequisites, and limits on credit by exam are understood and recorded.

BEST PRACTICES AND CRITICAL COMPONENTS

EFFECTIVE ARTICULATION AGREEMENTS

THE FIRST CRITICAL COMPONENT OF EFFECTIVE articulation is a comprehensive district policy regarding articulation of high school courses. This policy should be established through a multi-step process that is likely to begin with CTE faculty but also is reviewed by others prior to final approval and adoption by a district's board. The articulation officer, counseling faculty, discipline faculty, Admissions and Records staff members, and ideally, the chief instructional officer can each review the policy from a unique perspective and provide a viewpoint based upon the effects the policy will have on his or her role in the process. Statewide initiatives will continue to influence local policies and practices, so as a college develops a local policy, the language should ensure that the policy is a living document, with flexibility such that the subsequent procedures can be fluid and responsive.

Once a policy is adopted, colleges may develop a procedures manual which outlines in detail all of the specifics of articulation, including the process, the requirements, and responsibilities. This manual can be given to high school teachers and college faculty and should be readily available electronically.

When a district policy is in place, the next step to effective articulation is identifying the partners. Because the process should be faculty-driven, both teachers at the high school or ROCP and college faculty must be included. In convening such intersegmental faculty groups, colleges should not confuse credit by exam with the requirements for concurrent or dual enrollment. Dually and concurrently enrolled students are enrolled in and attend the college course, while students who earn credit by exam are receiving college credit for learning that occurred in a high school course. Therefore, high school teachers who participate in these articulation discussions are not subject to the Board of Governors minimum qualifications in their articulated area, as these courses are not college courses. Furthermore, high school instructors are not agents of the college when they teach a high school course that has been articulated.

Relationships between segments are critical to the integrity, quality, and usefulness of articulation agreements and programs of study. Effective practices assure that the high school teacher is well-informed of the expectations of the college faculty and facilitate open and regular communication. Often, this connection is facilitated by the CTE dean or his or her designee. The communication between instructors at each institution is necessary to ensure that the appropriate end of course assessment is used to determine mastery of the course outline of record and to clarify any questions or issues that may arise with respect to the administration of the examination.

Though the conversation occurs between faculty, a CTE Transitions Coordinator or some other individual with articulation expertise can be beneficial to the process. Whoever is facilitating CTE transitions relationships should also ensure that all relevant Title 5 regulations are adhered to. This person should be responsible for drafting the agreement and ensuring that all parties have a copy and understand the expectations. Official signatures indicating approval by CTE staff, faculty, administration, and others involved must be included. The written agreement should also include course content, hours, titles, and descriptions.

Details regarding the end of course assessment (the credit by examination mechanism) must be stated in the articulation agreement, as this document is the contract to which all stakeholders have agreed. Such details should include minimum course grade needed to be eligible for credit (if desired), how the exam will be administered, what will be covered, and expectations for students' work. For college faculty, credit by exam is the mechanism that ensures that high school students have mastered the competencies that justify the awarding of college credit on the transcript for their high school work and are prepared for more advanced work. For high school teachers, the exam is the indicator of a high school student's ability to be effective at the college level. In addition, not all high school students in an articulated class may earn credit; credit is awarded to students performing at college level as demonstrated through the credit by exam process. A clearly written agreement regarding the content, process, and expectations for the exam will help to prevent confusion later and to provide clarity for teachers who are explaining the opportunities to their high school students.

Agreement review cycles should be listed on the articulation agreement to ensure the integrity of the process and regular review of the agreement. Changes in curriculum and staffing influence articulation and should be reviewed at least every two years. In the best of worlds, CTE articulation agreements are not completely person-dependent, and do not strictly rely on relationships established between high school instructors and community college faculty. Processes should be in place to ensure continuity as personnel, curriculum, and programs change.

Many colleges hold annual articulation meetings or events to discuss the details of each articulation agreement. Such discussions often focus on the specifics of the end of course assessment. Time might also be spent developing a study guide for high school students to use in preparation for the exam.

Larger community college districts may participate in articulation as a district, with each college choosing to apply the agreement or not. Such agreements are made in the name of the district, and the faculty who teach the course may or may not choose to participate in the agreement with high school teachers. Local practices regarding district alignment of curriculum may call for internal district conversations prior to the adoption of articulation agreements.

Statewide Career Pathways has an extensive list of templates that may guide the articulation discussion. More than 100 templates have been developed since 2006. These articulation templates represent CTE courses that may be offered at high schools or ROCPs and community colleges and that are typically articulated. Written by discipline work groups comprised of faculty from both segments and informed by input from the broader discipline field, the templates provide a general overview of the content and structure of classes offered throughout the state. Should a template be used as a basis for an agreement, that alignment should be noted on the agreement. Identifying the course in question as one that is aligned with an existing SCP template is intended to facilitate the portability of credit earned; students who took a course articulated by one college and aligned with an SCP template may be eligible to earn credit at another college that also articulates courses aligned with the SCP template.

EFFECTIVE CREDIT BY EXAM PROCESSES

It is important to note that a high school transcript does not suffice for the awarding of community college credit for articulated work. Earning college credit is dependent upon a credit by exam mechanism, which may or may not relate to the student's grade in his or her high school course. Students may earn college credit for their performance on the credit by examination assessment regardless of their high school course grades unless a minimum course grade has been established as a condition of receiving credit.

After articulation has been established, colleges determine the specific processes by which credit is earned, granted, and applied to the transcript. In addition, colleges must also consider how students are made aware of credit opportunities at the secondary school and how the college will be alerted to a student who has taken an articulated high school course. Some colleges have added a question to their application for admission that identifies a student as an individual who has taken an articulated course in high school and has opted in for college credit. This question may then be used to generate a list for automatic emails and correspondence regarding the process for receiving credit for articulated work.

At some colleges, the process of ensuring that students receive college credit for articulated high school work begins once an articulation agreement exists and a student begins the articulated high school course. A college representative then visits each school and provides students the information regarding the process for opting-in for college credit, including some pertinent information about CTE majors on the college campus. This representative also adds students who opt-in or indicate that they will pursue credit to the college's articulation database, establishing that the student may be awarded credit by examination and should be tracked by whatever mechanisms the college has in place for doing so. In late spring, the high school teachers are emailed a list of students for review. High school teachers review the list of students and determine that the list is accurate – i.e., that the list reflects the students whom are opting in, that the students are still enrolled in the class, and that the spelling and information is recorded accurately. At the end of the term, grades are earned, recorded, and provided to the designated office or individual at the college. If the end of course assessment has been administered at the secondary institution, this information is communicated to the college. Once this information is received, the responsible college personnel or office verifies the information by reviewing the details of each student's record for accuracy. At this point the college personnel may also prepare a list of students earning credit based upon the exam scores, and provide it to Admissions and Records staff to include the credit onto the college transcript.

When utilizing an articulation database system, such as CATEMA (Career and Technical Education Management Application), the information is acquired through the secure database. The assessment administrator (proctor, high school teacher, or college faculty) enters the student's end of course assessment score into the online database. If a student's score is sufficient, any minimum grade requirement has been met, the college does not require any form of residency, and the student has completed an application for admission to the college and has been given a college student identification number, then the Admissions and Records staff may enter the credit earned onto the college transcript. As is often the case, procedural details need to be in place to create a smooth process with as few hurdles and barriers as possible. The receiving college needs to recognize when an incoming student is eligible for articulated requirement waivers or credit by exam as they are transitioning into the college. This may require annual visits to the high schools by college personnel to have eligible students complete an application for admission to the college

and begin the process for assuring articulation waivers and credit are correctly awarded to the students. Internet based registration and data systems in common use today by colleges and high schools can facilitate these processes, and in all cases these processes need to be developed with the guidance of the college's Admissions and Records personnel.

Articulated course listings should be posted via the web, a course catalog, or other print media through the articulation and/or CTE Transitions offices. Information regarding the opportunity for college credit should accompany an updated list of courses that are currently articulated.

A possible method to facilitate the process of ensuring that students receive credit for articulated high school work is ensuring that students complete a college admission application at the commencement of the articulated course. The high school could guide the student through completing the application or a college representative could visit the school and not only assist the student in completing the application, but provide additional information about the college. At the completion of the articulated course, after the exam has been administered and all requirements have been met as stipulated in the articulation agreement, the CTE Transitions office, or the equivalent, could verify successful completion of the exam, and work with an Admissions and Records specialist to enter credits onto the college transcript.

Articulated credit data (i.e., students who have completed articulated courses, high school grades, and assessment performance) can be collected via numerous means; however, two are most prevalent:

- ▶ Online database systems are available, such as CATEMA (Career and Technical Education Management Application), which can collect the data via secure networks and create reports for use in the Admissions and Records office. Likewise, software packages or patches may be used to integrate articulated credit data from the online database into student data systems at the receiving college, such as Banner, DataTel, or PeopleSoft, or with existing online course modules such as Blackboard.
- ▶ Hand-written reports created through conversations and communication with high school teachers are also an effective way to gather the information needed to determine which students are eligible for credit; however, it is more labor intensive and comes with differing but parallel needs for record security and protecting student privacy.

A combination of methods can be used to benefit from the secure data feature of the online database and the hand-written entries of the reporting method.

While some districts are adapting existing data management systems to better facilitate the transition of records from high schools to colleges, developing interconnectivity among data systems is no small task due to the hundreds of high school and college districts in California. This issue is well-recognized across all segments of education, and a number of efforts are underway to create state recognized connection points. The Course Identification Numbering System and the Statewide Career Pathways processes are examples. Also needed are means to uniquely identify the students as they transition both vertically and laterally within California institutions and on into the workforce, and such means are being studied and considered by numerous state agencies.

Limits on the number of units a student may earn via credit by exam will vary by college. Likewise, campuses have restrictions as to the number of units earned toward the attainment of a degree or certificate which may be earned by examination. This information may also be included in an articulation policy.

Local policies and practices regarding credit by exam for articulated high school classes must address all of the following questions:

- › Who drafts articulation agreements, where are they housed, and who is responsible for updating them?
- › Where is information regarding the credit by exam process maintained and who is responsible for maintaining this information?
- › How are students informed of the established credit by exam opportunity?
- › How do students indicate their desire to be awarded credit?
- › Who drafts the credit by exam assessment and how is it administered?
- › What is the college's role in granting credit?
- › What is the student's role in earning credit?
- › When and how will credit earned be notated on the transcript?
- › Are there specific timelines within which credit must be claimed?
- › How and when will agreements be reviewed?
- › What limits exist on the number of units that may be awarded via credit by exam?

SUMMARY OF EFFECTIVE PRACTICES

IN AN EFFORT TO INFORM SECONDARY to postsecondary transition activities occurring on community college campuses statewide, the Academic Senate for California Community Colleges has developed the following summary of effective practices. This summary provides a step-by-step guide to developing effective credit by examination protocols for awarding college credit based for articulated high school courses.

A. Colleges adopt articulation policies that allow for courses taught at high schools and ROCPs to be articulated for both the waiver of college course requirements and for college credit to be earned by exam.

B. Colleges adopt policies regarding credit by examination for articulated high school courses that permit the awarding of credit without a residency requirement. The credit earned must be noted on the transcript as being earned "by examination." Local discussions should establish what limits, if any, to place on the units a student may be awarded for credit by exam for both articulated high school courses and in general.

C. Once appropriate policies have been adopted, procedures and practices may be put into effect. These practices should be published in a medium that allows all involved educators to have clarity. Colleges should

develop print media that explain the practices, in detail. Flowcharts and handbooks are effective documents to serve this purpose.

D. Articulation agreements created following the approved practices and policies of the college should include details of the course content as well as the expectation for the credit by examination assessment, as determined by the college faculty. If a minimum grade in the articulate course is required to be eligible for the awarding of credit, this requirement should be indicated.

E. Students enrolled in articulated courses must be informed of the opportunity for college credit and provided an opportunity to “opt-in” for credit. Effective practices may include a visit to classrooms by a college representative and student completion of a credit by examination enrollment form.

F. Students who have opted-in for college credit apply to the college in order to be admitted and obtain a college identification number. At this point, students are considered registered with the college and can begin their academic record. Absent the completion of an application the secondary student does not formally exist in the college’s database and can not be awarded credit.

G. Students are then entered into a data repository at the college to store their information until the credit can be awarded. The creation of a database of students who potentially will earn credit by exam for articulated high school courses provides a means of tracking such students and enables the college to proactively assist them if resources are available to do so.

H. The high school/ROCP teacher, college faculty, or test proctor provides agreed-upon testing and/or assessments and completes certification for those students who meet all conditions of the articulation agreement. The certification may include completion of a form for submission to Admissions and Records or entering the assessment grade into the online student data repository.

I. Designated college staff facilitate the end of course assessment process (i.e., the credit by exam mechanism) in collaboration with secondary teachers and college faculty and ensures that grades are entered and recorded properly at the college.

J. Designated college staff provides the information to the Admissions and Records office for inclusion on the students’ college transcripts. Credit is noted on the transcript as being earned “by examination.”

RECOMMENDATIONS

IN AN EFFORT TO SUPPORT SECONDARY to postsecondary transition activities occurring on community college campuses statewide, the Academic Senate for California Community Colleges has developed the following recommendations:

- ▶ Local senates should develop a high school articulation and credit by exam policy that is consistent with current language in Title 5; further, that policy should facilitate the awarding of credit and not impose unnecessary barriers.
- ▶ Community college personnel who are assigned to facilitate articulation relationships should work with their high school counterparts to communicate the details of the process by which credit by exam is awarded and provide them an opportunity to opt-in or out.
- ▶ Community college articulation policies and practices should not require residency prior to the awarding of credit for articulated high school work.
- ▶ Because articulation and credit by exam processes are complex and ever-evolving and college personnel are constantly turning over, ongoing professional development of college and high school personnel is necessary to ensure the success of these efforts. Colleges should support local and regional activities that both inform participants and provide opportunities for them to build these pathways.
- ▶ In order to ensure that credit is awarded for articulated high school work when warranted, every college should have a designated individual or individuals who facilitates both the establishment of articulation and the credit by exam process.

RESOURCES

REFERENCES

Anderson, G. M., Sun, J. C., & Alfonso, M. (2006). Effectiveness of statewide articulation agreements on the probability of transfer: A preliminary policy analysis. *Review of Higher Education*, 29(3), 261-291.

California Department of Education. Instructions and guidelines for the development of the 2008-2012 Career Technical Education (CTE) Local Plan. <http://www.cde.ca.gov/ci/ct/pk/>

California State University. (2008). Executive Order 1036. Retrieved July 10, 2013, from <http://www.calstate.edu/eo/EO-1036.html>

US Department of Education. Office of Career Technical Education, Perkins Act Education. <http://www2.ed.gov/offices/OVAE/CTE/perkins.html>

MEMO FROM VICE CHANCELLOR MICHALOWSKI

Dear Colleagues,

As many of you are aware, implementation of SB 70 has resulted in a great deal of work between the Chancellor's Office and the California Department of Education to promote Career Technical Education pathways for California students. The Academic Senate for California Community Colleges has been involved in significant efforts to articulate secondary and community college CTE courses, with the result that many high school and ROP students are completing coursework that enables them to earn Credit by Exam for articulated community college courses.

In order to apply for Credit by Exam, current regulations require that a student be "enrolled in good standing" at the institution. Some community colleges have interpreted this to mean that a student must complete 12 units at the community college in order to be determined to be "in good standing." While there is currently nothing to preclude a college from adopting that policy, I want to clarify that there is nothing in current law or regulations that requires it. A student who enrolls at the college can be considered "in good standing" until the student's actions or performance result in loss of "good standing" status. There is no requirement in Title 5 that local policies require any units to be completed before the awarding of "credit by exam."

The Academic Senate for California Community Colleges has held discussions with CACCRAO representatives as well as CTE administrators from colleges and the Chancellor's Office to explore ways to improve the transition of secondary CTE students into community college programs. These discussions will resume and further refinements in this area, including possible regulatory changes, may be proposed. You will be further advised and consulted as these discussions move forward.

Feel free to contact me if you have questions.

Linda

Linda Michalowski
Vice Chancellor, Student Services and Special Programs
California Community Colleges Chancellor's Office
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(916) 327-5361 (916) 804-9392 (916) 327-8232
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WEB RESOURCE LINKS

Sample Documents for Articulation

Summary: These documents demonstrate the varying policies, practices and protocols that districts use to institute articulation locally.

Link: statewidepathways.org/resources.html

Articulation Templates

These articulation templates represent CTE (career technical education) courses typically offered at high schools/ROCPs and community colleges. Written by Discipline Work Groups comprised of faculty from high schools, ROCPs, and community colleges, with input from the broader discipline field, the templates provide a general overview of the content and structure of such classes offered throughout the state.

Link: <http://statewidepathways.org/showtemplates.php>

Useful Articulation Publications

These documents have been created and posted in an effort to support the activities of local articulation and CTE transitions staff statewide and can be used as a resource for CTE transitions staff.

Link: www.statewidepathways.org/publications

Community College Research Center (CCRC)

The CCRC is the leading independent authority on the nation's nearly 1,200 two-year colleges. Since its inception, CCRC's consortium of researchers has strategically assessed the problems and performances of community colleges.

Link: ccrc.tc.columbia.edu

Perkins

The Carl Perkins Federal act was established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs and is the regulatory language for CTE programs.

Link: <http://www.cde.ca.gov/ci/ct/pkl/>

CATEMA

This web application is designed to provide a simple method to enter, update, display and report course articulation outcomes and career and technology education related information.

Link: www.catema.net or www.statcodb.com

Chaffey College Tech Prep

The Chaffey College Tech Prep program is designed to help create pathways that lead to an associate or baccalaureate degree or a post-secondary certificate in a specific career field. Students combine high school and ROP CTE classes, real-world experience, and/or college classes, to form a balanced and practical educational experience.

Link: www.chaffey.edu/tech_prep

Title 5 Web Search

This link is provided as an efficient way to search for Title 5 regulatory language, via a search for specific regulatory section.

Link: government.westlaw.com/linkedslice/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000&Action=Welcome

PARTNERSHIP POLICIES AND PROCEDURES



Section VI

CERRITOS COLLEGE

11110 Alondra Boulevard

Norwalk, CA 90650-6298

Website: <http://www.cerritos.edu>



Cerritos Community College District Procedure**No. 4050****Academic Affairs****1 AP 4050 ARTICULATION****2 References:**

- 3 Title 5, Section 51022(b);
4 Accreditation Standard II.A.6.a

5 High School, Regional Occupational Programs (ROP)

6 Articulation with high schools and ROPs may be course to course or program to
7 program. In either case, the Executive Dean of Community, Industry and Technology
8 Education (CITE) or his/her designee shall coordinate the process with the appropriate
9 faculty and dean, both of whom must approve all written articulation agreements.

10 Other Colleges and Universities

11 Designated responsibility for the processes associated with articulation between
12 Cerritos College and other colleges rests with a counseling faculty member with the title
13 of Articulation Officer. These processes incorporate the development, maintenance,
14 and distribution of articulation agreements.

15 The processes followed by the Articulation Officer follow guidelines provided in the
16 California Articulation Policies and Procedures Handbook developed by the California
17 Intersegmental Articulation Council (CIAC).

18 Articulation responsibilities and processes include, but are not limited to, the following:

- 19 1. Consulting with disciplinary faculty, department chairs, counseling faculty, and
20 others, as appropriate;
- 21 2. Providing necessary materials and information about course articulation
22 proposals and acceptances;
- 23 3. Initiating faculty-approved articulation agreements between Cerritos College and
24 other institutions of higher education;
- 25 4. Providing final review and approval for new articulation proposals and
26 agreements between Cerritos College and institutions where agreements had not
27 previously existed;
- 28 5. Monitoring each stage of the articulation process and following up with
29 department chairs, if necessary, for timely responses and decisions about
30 articulation questions;

- 31 6. Managing, reviewing, and updating campus articulation data on a regular basis;
32 and
- 33 7. Disseminating current, accurate articulation information to students, counseling
34 faculty, department chairs and disciplinary faculty, and other appropriate campus
35 personnel.
- 36 Office of Primary Responsibility: Vice President, Academic Affairs

Date Approved: August 20, 2007

Academic Affairs

1 **AP 4235 CREDIT BY EXAMINATION**

2 **Reference:**

3 Title 5, Section 55050

4 **Advanced Placement Exam**

5 Cerritos College may provide students with advanced placement and credit if they score
6 a 3, 4 or 5 on a College Board Advanced Placement Examination and the following
7 conditions are met:

- 8 • The student must be admitted and enrolled in the College during the semester in
9 which the advanced placement is accepted and credit is awarded.
- 10 • The student can only receive advanced placement and credit in those subject
11 areas that have been identified and approved by faculty and division
12 administrators.
- 13 • The student shall be responsible for submitting official documentation from the
14 College Board verifying test scores to the Cerritos College Counseling Office
15 and/or the Admissions and Records Office.
- 16 • The College will accept up to five (5) College Board Tests for credit provided that
17 the student has achieved satisfactory test scores on each of the five (5) tests.

18 **College Level Examination Program (CLEP) Examinations**

19 Cerritos College may grant students credit for CLEP examinations under the following
20 conditions:

- 21 • Cerritos College will grant six units of credit for each general examination on
22 which a student scores 500 or higher.
- 23 • CLEP general examination credit may be used to satisfy General Education
24 requirements for the Associate in Arts degree. It cannot be used to certify
25 general education requirements for transfer. Requests for CLEP general
26 education credit should be submitted to the Admissions and Records Office on a
27 Petition to the Academic Records and Standards Committee.
- 28 • Credit for Subject Examinations may be granted by Cerritos College for scores of
29 50 or more.

- 30 • A residency of 12 units of satisfactory work must be completed at Cerritos
31 College before CLEP credit can be granted.
- 32 • A maximum of 30 units of CLEP credit may be used for the Associate in Arts
33 degree.
- 34 • CLEP credit may not be used to improve a previous grade earned in a course.
- 35 • No CLEP credit may be earned for any course in which the student has already
36 received a grade.
- 37 • CLEP credit posted to another institution's transcript is reevaluated based on
38 Cerritos College's standards.
- 39 • CLEP examinations cannot be repeated until after a six-month waiting period has
40 elapsed.

41 **District Administered Credit by Exam**

42 Cerritos College may grant students course credit for district-administered examinations
43 under the following conditions:

- 44 1. The student is currently enrolled at Cerritos College.
- 45 2. The student's overall GPA in all college units attempted at Cerritos College is 2.0
46 (This requirement is waived for new entering students.)
- 47 3. The course is approved for "Credit by Examination." (See Schedule of Classes for
48 list of approved courses.)
- 49 4. The student has met prerequisite(s) for the course.
- 50 5. The student has not already received credit for a more advanced course which
51 follows this course in sequence.
- 52 6. The student has not previously attempted credit by exam for this course.
- 53 7. The course is one for which high school or college credit has not been previously
54 granted, unless there is a course articulation agreement between Cerritos
55 College and an educational institution or agency.
- 56 8. The student has not already earned the maximum of 12 units through district-
57 administered "Credit by Examination."
- 58 9. The student is currently registered in the college and in good standing.
- 59 10. The course is listed in the College Catalog.

- 60 Credits acquired by examination do not meet unit load requirements such as Selective
61 Service deferment, Veteran's or Social Security benefits.
- 62 Credits acquired by examination shall not be counted in determining the 12 semester
63 hours of credit in residence required for an Associate degree.
- 64 Office of Primary Responsibility: Vice President, Academic Affairs

Date Approved: August 20, 2007

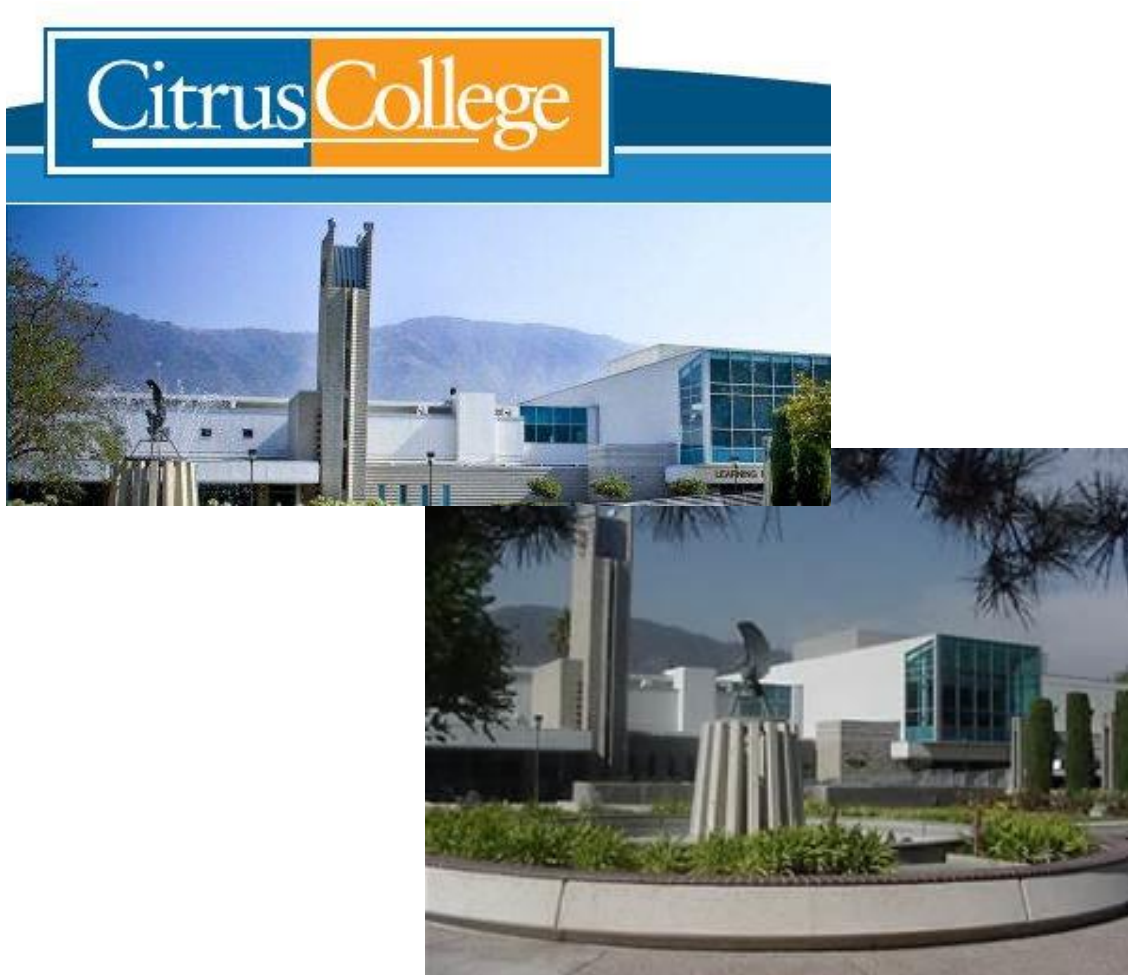
Date Revised: June 18, 2008

(Replaces former Cerritos College Policy 3014)

CITRUS COLLEGE

1000 West Foothill
Boulevard Glendora,
CA 91741-1899

Web site: www.citruscollege.edu



CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4050 ARTICULATION

References: Education Code Sections 66720 - 66744;
 Title 5 Sections 51022(b) and 55051

The general definition of articulation is a planned process that links two or more educational institutions together to facilitate a smooth transition for students to move from one course, program, or educational level to the next. Its purpose is to coordinate policies and practices among sectors of the education system, therefore minimizing or eliminating course repetition.

Baccalaureate

Articulation of the District's educational programs with baccalaureate level institutions is an ongoing process overseen by the Articulation Officer, a faculty position appointed by the Office of Student Services. This individual develops and maintains articulation with regional and statewide transfer institutions as well as with other community colleges. He/she advises departments about changes in four-year institutions' courses/programs and the Academic Senate about changes in their general education/degree requirements.

Although there are many important aspects of articulation, such as faculty-to-faculty dialogue about course competencies and expectations, this procedure on articulation will limit its discussion to the explanation of course articulation agreements.

Transferable Course List Agreements

These agreements indicate which courses at Citrus are baccalaureate level. At minimum, these courses are acceptable for transfer electives. All subsequent articulation agreements are based on the transferable course lists.

Major Preparation Agreements

These agreements specify which courses at Citrus fulfill lower division major requirements at the four-year institutions. Special requirements, such as supplementing admission requirements for selected majors, may be included as part of the articulation agreement.

General Education/Breadth Agreements

These agreements indicate those courses which a student can complete at Citrus to satisfy the GE/Breadth requirements at the four-year institutions.

Course-by-Course Agreements

These determine if a particular course at Citrus is comparable to, equivalent to, or acceptable in lieu of a corresponding course at the receiving institution. Courses seldom have the same course number or title. Decisions are based on course content with consideration given to units, method of instruction (lecture/lab) and prerequisite course, if any. It is common to articulate clusters of courses such as a year-long sequence of courses or a variety of course combinations.

High School/Regional Occupational Programs (ROP)

Articulation of the District's educational programs with secondary institutions will be recorded in the centralized articulation records maintained by the curriculum committee. The oversight of career technical high school articulation is assigned to the division of Career and Technical Education. The division will appoint someone to advise departments, the Academic Senate, and secondary institutions regarding career technical education (CTE), industry sectors/career pathways, and CTE programs of study linked through credit transfer agreements between institutions.

Institutional Agreements

These agreements are with local unified school districts (USD), authorized by the secondary and postsecondary agency's Superintendent/President, and designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree. The Institutional Agreement supports the course sequencing for CTE programs of study, credit granting mechanism, advanced placement option, and provision for up to 12 units, accepted in lieu of comparable community college courses, to partially satisfy:

1. Requirements for a certificate program, including the total number of units required for the certificate; or,
2. The major or areas of emphasis requirements in a degree program.

Course to Course Articulation Agreements

A course to course articulation agreement is a formal, written and published document that describes which articulated high school course is accepted to or in lieu of coursework at Citrus College.

The term "articulated high school course" means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee have determined to be comparable to a specific community college course.

Articulated secondary courses are used to partially satisfy certificate or major/area of emphasis and shall be clearly noted as such on the student's academic record. Notations of college course credit shall be made only if college courses are successfully completed or if credit is earned via credit by examination.

Board Approved 07/21/09
Desk Review 09/17/12

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4235 CREDIT BY EXAMINATION

Reference: Title 5 Section 55050

Individual departments and/or specialty areas may elect to grant course credit to enable students, who can demonstrate proficiency in bodies of subject matter, to plan a relevant educational program that will exclude courses in which essential levels of mastery of subject matter material have been previously attained.

Credits acquired by examination are not applicable to meet unit load requirements for Selective Service deferment, Veteran's or Social Security benefits.

The examination shall include written, oral, skill tests, portfolio review or a combination of the aforementioned as determined appropriate by the department faculty.

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

Credit by Examination shall be recorded on the permanent transcript record and shall be designated as credit earned by examination. A fee will be assessed in accordance with AP 5030.

Students may earn a maximum of 12 units through district administered "Credit by Exam".

Credit by Examination -District (Local) Administered Examination

Citrus College may grant students course credit through district-administered examinations under the following conditions:

- The student is currently enrolled at Citrus College ~~and has earned twelve units.~~
- The student is in good standing.
- The student has met the prerequisite for the course.
- The student may not be currently enrolled (*beyond the census date*) in the same course.
- The student may not be currently enrolled in a more advanced course.
- The student has not already received credit for a more advanced course which follows the course in sequence.
- The student has not previously attempted credit by exam for this course.
- The course is listed in the college catalog.
- The course has been approved by the Curriculum Committee for "Credit by Examination" or is an high school articulated course.

- High school students may receive course credit through District-administered credit by exam for high school articulated courses without having to pay the credit by exam fee.

Credit by Examination - Externally Administered Examination

- The student must be currently enrolled to receive externally administered credit by exam.
- Advanced Placement - The District will grant three to six (3 –6) units of area or elective credit for an examination score of three, four or five (3, 4 or 5) in subjects of the Advanced Placement (AP) program of the College Entrance Examination Board.
- International Baccalaureate – The District will grant three to four (3-4) units of area or elective credit for an examination score of five, six or seven (5, 6 or 7), in the subjects of the International Baccalaureate (IB) Higher Level exams. Subject credit rather than elective credit may be granted upon recommendation of the department.
- Credit Through the College Level Examination Program - The District will grant up to six (6) units area, subject, or elective credit for a score of 50 or above in a General Examination of the College Level Examination Program (CLEP) of the College Entrance Examination Board.
- A student may be granted no more than 30 units through any combination of credit by examination (AP, CLEP, IB or local examinations) and evaluation of military service or other non-classroom experiences.

Credit by Examination – Articulated Career Technical Education Courses

The high school student may be issued Career Technical Education (CTE) course credit under the following conditions:

- An Institutional Articulation Agreement is in place between the college and the unified school district (USD)/regional occupational program (ROP);
- A course-to-course articulation agreement has been approved by faculty the high school instructor completes required form and the course assessment has been administered as authorized;
- Faculty responsible for the course have completed, and submitted, documentation and grade within 90 days of the administration of exam;
- The student earned a grade of B- or better on the authorized exam; and
- The student is registered at the college beyond the census date in at least one course and within nine months of exam administration.

Institutional and course-to-course articulation agreements, secondary course rosters/assessment results, and CTE course credit documents are administered by the division dean responsible for Articulated Career Technical Education course credit. Documentation that verifies the earning of credit by exam will be provided to Admissions and Records in a timely manner; ultimately the transcript of the student registered at the college will reflect the awarding of credit during the semester it was earned.

Operational procedures will assist students, with CTE articulated course credit, to enroll and register in the next level course in their program of study upon entry to Citrus College.

Board Approved	08/17/10
Revised	05/06/13
Revised	07/13/13

Articulation helps students transition from one course, program, educational level, or from one institution to the next by minimizing or eliminating course repetition. Course-level Articulation Agreements authorize a credit-granting mechanism when college (postsecondary) faculty determine the high school/ROP (secondary) course is comparable to the college CTE course. The determination of comparability is first documented as an agreement between the instructional personnel at both institutions. Title 5 provides the legal basis for HS articulated career technical education (CTE) course credit by examination and board/administrative policies (BP/AP) 4050 and 4235 summarizing college governance. Oversight is assigned to Academic Affairs, and the division of Curriculum, Career/Technical, and Continuing Education in cooperation with Student Services divisions. Implementing procedures are reflected in this document as part one (1) and two (2) for articulation and credit by examination respectively.

Part 1

CTE courses, eligible for high school (HS) articulation consideration, are available on the Citrus College webpage. The course to course articulation agreement process begins when the HS instructor makes an initial request for review of course comparability. Next, the Citrus College faculty member, in the CTE discipline, reviews the high school course to determine comparability with the college course. Faculty are uniquely authorized to approve course comparability and the resulting course-level articulation agreement documents HS curriculum, HS instructor's adherence to the HS course outline of record, and credit by examination provisions. Course-level agreements end annually on June 30th and renewals must be in effect by January 31st of each school year.

Step-by-Step Process to Request a Review for Comparability of High School CTE Course:

1. HS instructor reviews the Citrus College CTE course outline of record (available at: www.citruscollege.edu>A-Z Index > Course Outlines of Record (CurricUNET). [link](#))
2. HS instructor emails the current high school course outline with a synopsis (outline of comparability with a focus on college CTE course's student learning outcomes/assessment) to Marti DeYoung, mdeyoung@citruscollege.edu. Internally, the Citrus College CTE faculty member reviews the request and may contact the HS instructor to dialogue, visit the program, explore supplemental materials, and gather information pertinent to the decision of comparability.
3. The CTE office tracks requests, maintain timelines, follows-up, and communicates decisions. Upon faculty authorization, the CTE office initiates course-level articulation agreement signature process. Parenthetically, an Institutional Articulation Agreement must also be in place between the college and the USD; the CTE Office will assist personnel to complete an institutional agreement.

Part 2

Credit by Examination opportunities for HS articulated courses are established and implemented by the Citrus College faculty member of record (lead). The CTE office (staff) support faculty effort to engage HS students enrolled in the articulated course, i.e., dissemination of flyers (CTE program outreach), announcement of examination (date, time, location and registration information), and student authorization forms. [Ideally dates are communicated to HS instructors no later than March 15th with materials to encourage students, enrolled in the HS articulated course, to attempt the exam.] CTE staff support the faculty lead's proctoring of the credit by examination by maintaining registration, attendance and logistics as helpful to facilitate optimal HS student participation.


Faculty provide CTE staff with grades and examination documents to be held in escrow pending student enrollment and attendance, past the census date, at Citrus College during the fall immediately following the credit by examination. CTE staff will communicate credit by examination held in escrow status, and process to claim credit, to eligible students throughout the summer and until the fall census date. Paperwork will be completed by eligible students to result in credit by exam appearing on their transcript (CTE staff to Admissions & Records).


NOTE: Agreements are to be in place, or renewed, prior to January 31st for each school year.


*If an Institutional Agreement between the districts, supporting course sequencing for CTE programs of study, credit granting mechanism, and advanced placement option is not in place it must be finalized when the course-level articulation agreement is finalized (both required).

Step-by-Step Process for Credit-Held-in-Escrow and to Request Credit on Transcript:

4. With agreements in place, including the required "Application for Articulated CTE Credit by Examination" form signed by the HS instructor, Citrus College faculty proctor the college course assessment (date and time specified to eligible students). The college does not use the high school transcript in lieu of credit by exam.
5. Successful HS students (earning a B or higher) on the faculty proctored course assessment are eligible to receive credit on their transcript which is held in escrow according to Citrus College AP 4235.
6. Lastly, the incoming HS student, working with the CTE Office, upon enrollment at Citrus College, and after the census date of their first course college course, the credit is moved from escrow to his or her permanent transcript.

- 
- High School (HS) instructor reviews CTE course outline of record on Curricunet and prepares outline of HS course comparability
 - HS instructor initiates process with an email request for review for comparability (CTE office via Marti DeYoung, mdeyoung@citruscollege.edu)
 - Citrus College faculty lead reviews the request and communicates his/her determination via CTE office

- 
- CTE office processes course-level articulation agreement
 - Faculty lead determines credit by exam logistics (communicated to HS instructor via CTE office)
 - HS students register & complete faculty proctored exam; transmittal of grades and exams by faculty to CTE office authorizes college credit held in "escrow" (for students earning B or higher)

- 
- CTE office communicates status and next steps to HS students eligible for college credit held in escrow conditional to enrollment in the contiguous summer or fall semester (reminders are sent) **and**
 - After the census date of their first course college course, the student completes paperwork, with CTE staff, requesting credit held in escrow to be placed on his or her permanent transcript

**EL CAMINO
COLLEGE** 16007

Crenshaw Blvd.

Torrance, CA 90506

Website: <http://www.elcamino.edu/>



Board Policy 5045 Articulation

The District will articulate baccalaureate level courses and programs with colleges and universities in its transfer region. It will also establish appropriate articulation for courses with area high schools and occupational centers.

Because of the size, complexity, and diversity of secondary and postsecondary education in California, articulation procedures will be used to enable students to achieve a seamless transfer. For articulation with colleges and universities, El Camino College follows the latest version of the Handbook of California Articulation Policies and Procedures. For articulation of courses with high schools and the Regional Occupational Centers (ROC), it follows procedures established by the College Curriculum Committee.

Reference:

Title 5, Section 51022()

Replaces Board Policy 6201.
(Renumbered from 4050 to 5045)

El Camino College
Adopted: 4/21/03

Credit by Examination

Credit by Examination

Board Policy 4235

The El Camino Community College District is committed to allowing students to receive credit for a specific course by demonstrating mastery of the subject matter and/or skills by credit by exam.

Updated lists of courses eligible for credit by examination, as determined by appropriate faculty, shall be kept in the academic and counseling division offices as well as the records office. It shall be established that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course objectives for which credit is requested. Proficiency in subject matter or skills shall be assessed through examination, portfolio, or skills demonstration, and must be at the level expected of students who have successfully completed the course at El Camino College.

The eligibility and fee requirements, along with the procedures and restrictions for obtaining credit by examination, shall be on file in the Administrative Procedures Handbook. These are available in the College records office, counseling services, and all academic division offices. They are also published in the College Catalog and Schedule of Classes.

Credit by Examination

For eligibility requirements and procedure for earning credit by exam, visit the El Camino College Admissions Web page www.elcamino.edu/admissions/credit.asp.

Restrictions

Units earned by examination are not to be considered a part of the student's subject load. Units shall not be used for reports to Selective Service, Social Security, Veterans Administration, or similar agencies and shall not be considered in verifying eligibility for athletics or student government.

Courses Eligible for Credit by Examination

Business Division

Computer Information Systems 13

Health Sciences and Athletics Division

Contemporary Health 1, 3

First Aid 1

Nursing 48

Physical Education 260

Radiologic Technology A, 111, 123

Respiratory Care 170, 172, 174, 176, 178, 280, 282, 284, 286

Humanities Division

Chinese 1, 2

English 1A

French 1, 2, 3, 4

German 1, 2

Italian 1, 2

Japanese 1, 2, 3, 4

Spanish 1, 2, 3, 4

Industry and Technology Division

Administration of Justice 15, 100, 103, 106, 107, 109, 111, 115, 126, 130, 131, 133, 134, 135, 170

Air Conditioning and Refrigeration 5, 6, 20, 21, 22, 23, 25, 27, 30, 32, 34

Architecture 100, 104, 119, 121, 125, 150A, 150B, 158, 170, 172, 199

Automotive Collision Repair/Painting 1A, 1B, 1C, 1D, 2A, 2B, 2C, 4A, 4B, 5A, 5B, 6, 20, 22, 24, 26

Automotive Technology 1, 14, 16, 21, 23, 24, 25, 43, 81

Computer Aided Design/Drafting 5, 10, 28, 31, 32, 33, 37, 43, 45

Electronics and Computer Hardware Technology 11, 110, 120, 122, 124, 130, 191ab, 192

Engineering Technology 10, 12, 14, 16, 18

Fashion 4, 10, 11, 14, 15, 16, 20, 24, 26A, 26B, 27, 28, 29, 31, 35, 41

Fire and Emergency Technology 1, 2, 3, 4, 5, 6, 9, 10, 11, 19, 20

Machine Tool Technology 2, 10A, 10B, 10J, 10K, 16, 40, 46, 101, 103, 105, 107

Manufacturing Technology 70, 75

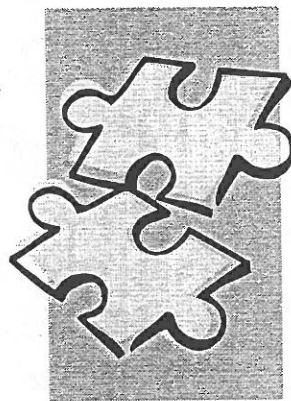
Welding 2, 15, 21, 23, 40, 45

El Camino College



High School and Career Technical Education Articulation

How to Articulate High School and Career Technical Education Courses with El Camino College



I. Preparation

A. Identify the course

1. Identify the high school/career technical education course to request articulation with El Camino College
2. Identify the El Camino College course and number
*use the website for the current catalog www.elcamino.edu

B. Initial Contact

1. Contact the academic division at El Camino College to obtain contact numbers or email addresses of discipline faculty at ECC
2. Speak with an instructor at El Camino College that teaches the course you are seeking articulation.

II. Completing the Process

A. Forms

1. Complete the Request for Articulation with El Camino College
2. Review Checklist

B. Email or mail forms, course outline, and materials (samples of assignments, exams, etc...) *email preferred

Lori Suekawa
Articulation Coordinator
El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506
lsuekawa@elcamino.edu
310-660-3593 Ext. 3517

C. El Camino College Review

1. The Division Curriculum Committee will review the submitted materials and make a decision to accept or deny the request
2. If approved, the committee will review course equivalency and forward request to the El Camino College Curriculum Chair and Advisor
3. Articulation request will be submitted to the College Curriculum Committee for approval

D. The Signed Agreement

1. Approvals will need a signed agreement by the instructor and administrator
2. Competencies will need to be reviewed every two years

Articulation Checklist

- Identify the course to be articulated by course name and number
- Identify the El Camino College course for articulation
- Discussion with El Camino College faculty regarding course competencies
- Complete the “Request for Articulation” form
- Include copies of the course outline, samples of the assignments, exams, and other relevant materials
- Mail or email forms and materials to the Articulation Coordinator



Request for Articulation with El Camino College

Date Submitted _____

School District _____

School Site(s) _____

Contact Person _____

Address

Phone

High School or Occupational Center course number and title (or related courses) to be considered from College

El Camino College course number to be articulated

List of competencies/objectives/skill requirements

Length of course

Measurement Methods (i.e. exams, labs, projects, demonstrations)

Instructional Methodology

Name of Textbook(s) and publication date(s)

Equipment

**Name of teaching faculty at the high school or occupational center:
Name, Telephone #, Contact Hours, email address**

To be completed by Academic Division at El Camino College
Proposed College Courses: Course Name and Number

Dean Signature/Date

Faculty Discipline Signature/Date

El Camino College

Academic Divisions List

Behavioral and Social Sciences

Dr. Gloria Miranda, Dean
310-660-3593 Ext. 3735
gmiranda@elcamino.edu

Business

Dr. Virginia Rapp, Dean
310-660-3593 Ext. 3770
vrapp@elcamino.edu

Fine Arts

Ms. Constance Fitzsimons, Dean
310-660-3593 Ext. 3715
cfitzsimons@elcamino.edu

Health Sciences and Athletics

Mr. Rory Natividad, Dean
310-660-3593 Ext. 3545
jschwartz@elcamino.edu

Humanities

Mr. Thomas Lew, Dean
310-660-3593 Ext. 3316
tlew@elcamino.edu

Industry and Technology

Dr. Stephanie Rodriguez, Dean
310-660-3593 Ext. 3600
srodriguez@elcamino.edu

Dr. Thomas Jackson,
Associate Dean
tjackson@elcamino.edu

Mathematical Sciences

Dr. Virginia Rapp, Interim Deam
310-660-3593 Ext. 3200
dgoldberg@elcamino.edu

Natural Sciences

Dr. Jean Shankweiler, Dean
310-660-3593 Ext. 3343
jshankweiler@elcamino.edu

GLENDALE COMMUNITY COLLEGE

1500 North Verdugo Road

Glendale, CA 91208-2894

Web site: <http://www.glendale.edu>



Glendale Community College

4235

Administrative Regulation

Credit by Examination

Credit by Examination may be obtained by one of the following methods:

- Achievement of a score of 3 (three) or higher on an Advanced Placement Examination administered by the College Entrance Examination Board.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program.
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of an approved course listed for Credit by Examination in the college catalog.
- Successful completion of an examination administered by other agencies approved by the college.

Determination for Credit Examination Administered by the College:

- The student must currently be registered in the college, in good standing and have completed 12 or more units in residence
- Courses open to Credit by Examination as listed in the College catalog
- Student has not attempted, completed or failed the course previously
- The course can not be at a lower level than the coursework the student has completed

Credits acquired by examination are not applicable in meeting unit load requirements for Selective Service deferment, Veteran's or Social Security benefits.

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

The maximum number of credits allowable for credit by examination units shall not exceed 30 units. Credit by examination units transferred from other institutions is counted toward this maximum.

The student's academic record shall clearly indicate that the credit was earned by examination.

Reference:

- Title 5 Section 55050

Adopted: 10/12/2010

Glendale Community College 2013-2014

Courses open to Credit by Examination include the following:

Accounting 105, 110

Administration of Justice 101,108,110,116,118,120'

Architecture 101

AT 114 (Commercial Pilot Certification required), 117 (Flight Instructor Certification required), 119 (Private Pilot Certificate required), 120 (private Pilot Certification required), 122 (Instrument Rating required), 125 (Instrument Rating required), 135 (FAA Commercial Pilot Certificate required or satisfactory score on FAA Commercial Pilot Knowledge Exam)

Business Administration 111, 112, 113, 114, 115, 201, 204

CABOT 106, 155, 205

Chemistry 101, 102, 110

Economics 101*, 102*

Electronics and Computer Technology 101,102,103,110

Engineering 101

Geology 101, 105

Health 101, 102, 104, 106, 110

History 101, 102, 117*, 118*

Machine Technology 101, 111

Metallurgy 150

Metals 150

Nursing Science (all)

Political Science 101*, 105, 106

Psychology 101*

Sociology 101*

Technical Education 142, 143

NOTE: No student may earn more than 12 units by "examination".

*Also available through CLEP

LONG BEACH CITY COLLEGE

Liberal Arts Campus

4901 East Carson Street
Long Beach, CA 90808

Pacific Coast Campus

4305 East Pacific Coast Hwy.
Long Beach, CA 90806
Website: <http://www.lbcc.edu>



French Literature	HUMAN 99P (3), to fulfill GE Humanities requirement and FREN 99P (3)
German Language	GER 4P (5) and GER 99P (1) with an AP score of 5 GER 3P (5) and GER 99P (1) with an AP score of 4 GER 99P (6) with an AP score of 3
Human Geography	GEOG 2P (3)
Latin/Vergil	HUMAN 99P (3) to fulfill GE Humanities requirement
Latin/Catullus, Horace	HUMAN 99P (3) to fulfill GE Humanities requirement
Macro-Economics	ECON 1AP (3)
Micro-Economics	ECON 1BP (3)
Music Theory	MUSIC 1P (3) and MUSIC 99P (3)
Physics B	PHYS 99P (4) with an AP score of 3 PHYS 2AP (4) with an AP score of 4 PHYS 2AP (4) and PHYS 2BP (4) with an AP score of 5
Physics C Mechanics	PHYS 2AP (4) with an AP score of 3 PHYS 3AP (5) with an AP score of 4 or 5
Physics C Electricity/Magnetism	PHYS 99P (4) with an AP score of 3 PHYS 3BP (4) with an AP score of 4 or 5
Psychology	PSYCH 1P (3)
Spanish Language	SPAN 4P (5) and SPAN 99P (1) with an AP score of 5 SPAN 3P (5) and SPAN 99P (1) with an AP score of 4 SPAN 99P (6) with an AP score of 3
Spanish Literature	HUMAN 99P (3), to fulfill GE Humanities requirement and SPAN 99P (3)
Statistics	STAT 1P (3)
Studio Art - Drawing	ART 15P (3)
United States Government/Politics	POLSC 1P (3)-To receive credit for POLSC 1P, student must take POLSC 48 (1), which covers California government and which may be taken Credit by Exam.
United States History	HIST 10P (3)
World History	HIST 2BP (3) and HIST 2CP (3)

High School Articulation Project

Long Beach City College (LBCC) is involved in the High School Articulation Project, which is a joint program with local high schools primarily in the Long Beach Unified School District (LBUSD) and the Long Beach Regional Occupational Program (ROP). The aim of the High School Articulation Project is to assist students to move seamlessly from high school to LBCC. Students interested in completing articulated courses must adhere to the criteria set forth by both the LBUSD/ROP and LBCC faculty.

Students who have received a high school/ROP Articulation Certificate and/or have questions regarding current agreements must contact the Office of School and College Articulation at (562) 938-4469.

Credit by Examination

Credit by Examination is a provision whereby a student who is enrolled in the college and is in good standing may, with departmental approval, take an examination for credit in a specific course. The student must have completed at least 12 semester units at Long Beach City College and have the prior approval of the department head and school dean before being allowed to take the examination for credit. Exceptions to the 12-unit limitation must be approved by the office of the School Dean. For courses identified in the High School Articulation Project as eligible for Credit by Examination, the 12-unit limitation does not apply. In all cases, courses eligible for Credit by Examination will be determined by the department. It is up to the Department to determine how many times credit by examination is offered to an individual student per semester and how many times students are allowed to attempt to pass the exam.

1. In addition, the department concerned also determines specific standards of student eligibility.
2. The method of evaluation, including a copy of any written exam or a description of its contents, must be approved by the department and kept on file in the department and the office of the School Dean. For courses identified in the High School Articulation Project, a description of the contents of the examination, as developed and approved in the articulation process, must be kept on file in the department.
3. Students who take an exam for credit will be given the grade earned. For high school articulated courses, they will be given the grade earned or receive a "Credit" depending on the method of grading for the course; if they do not pass the examination, there will be no notation made on the transcript and no credit awarded. Units earned through Credit by Examination may not be counted toward the 20-unit residence requirement for the associate degree.
4. A fee will be charged to take Credit by Examination. The fee will be waived for participants in the High School Articulation Project.

MOUNT SAN ANTONIO COLLEGE

1100 North Grand Avenue

Walnut, CA 91789

Web site: <http://www.mtsac.edu>





**Board Policy & Academic Procedures
for
Articulation & Credit by Exam**

February 28, 2014

Chapter 4 – Academic Affairs BP 4050 Articulation

Reference:

Title 5, Section 51022(b), BP 3255

The College President/CEO in consultation with the Academic Senate shall establish procedures that assure appropriate articulation of the College's educational programs with proximate high schools and baccalaureate level institutions.

The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the College.

Adopted May 26, 2004 January 24, 2007

Chapter 4 – Academic Affairs

AP 4050 Articulation

References:

Title 5 Section 51022(b); Accreditation Standard II.A.6.a; Section 55753.5, CSU Executive Order 595, Handbook of California Articulation Policies and Procedures

Articulation with Post-Secondary Institutions

Articulation is the process of developing, a formal, written and published agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus.

Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

Course articulation agreements are classified under the following categories: • Courses accepted for baccalaureate credit;

- Transfer credit agreement;
- General education-breadth agreements;

- Course-to-course agreements;
- Lower division major preparation agreements

The process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective

institutions. Faculty members in each discipline are responsible for the review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students.

The Articulation Officer is responsible for the following:

- Initiating faculty-approved articulation agreements between institutions of higher education.

- Serving as a consultant to faculty and academic units, providing needed materials, and information about course articulation proposals and acceptances.
- Serving as an advocate for the faculty and campus academic programs.
- Serving as an advocate for the other articulating institution, responsible for accurately communicating and conveying information and concerns about that institution's curriculum to the faculty.
- Serving as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulating institutions.
- Serving as the campus liaison to the segmental system-wide office – often responsible for disseminating policy changes and update information.
- Serving on Educational Design Committee
- Managing and updating campus articulation data and information.
- Disseminating current, accurate, articulation data to appropriate departments, staff, students, and campuses.
- Facilitating campus participation in intersegmental programs (i.e., CIAC, CAN, ASSIST, ICC, ICAS, counselor conferences, and segmental meetings).
- Advocating for the transfer student and seeking to ease the transfer process.

The Mt. San Antonio College Catalog contains the most recent information regarding articulation with high schools, ROPs, and Adult Schools. This document is updated annually for currency and correctness.

Articulation with High Schools, ROPs, and Adult Schools

Articulation Agreements with secondary schools (high schools, Regional Occupational Programs and Adult Education) are established annually during the fall and are valid for the current school year. Articulation is a faculty driven process with three possible methods of rewarding student achievement in the Career Technical Education courses taken at the secondary level. The three types of articulation include Project Credit, Course Equivalency and College Units of Credit.

Project Credit is the minimum level of articulation and results in a certificate to be submitted in a specified college course in lieu of a specific required project or projects. Course Equivalency recognizes the information gained from the secondary experience and allows students to use that experience to continue their career education by taking an advanced college level course. Project Credit and Course Equivalency articulation will not result in units of credit at the college.

College Units of Credit is the most common form of articulation between the college and secondary schools. Students participating in these agreements must meet an exam requirement as stated in California Code of Regulations, Title 5. Students that successfully meet the exam requirement and supply the correct paperwork will be awarded a grade and units of credit. The credits will appear with a notation of “by exam” on a Mt. SAC transcript in the semester closest to the completion of their secondary course.

Articulation with secondary programs is a time sensitive process. Secondary students must complete the required paperwork and pass required exams at the completion of their secondary course. If a course sequence is required at the secondary level, the student must request the units at the completion of the course sequence. The required paperwork must be submitted by the instructor of record on the Articulation Agreement within two months of course or sequence completion. Students may not seek college units retroactively.

Required paperwork includes:

- 2+2 Articulation Equivalency Form (Student Articulation Request Form)
- High School Transcript
- ROP/Adult Education Certificate of Completion

Forms are available from participating high school instructors. Secondary instructors submit all required paperwork to the Tech Prep office at Mt. San Antonio College. Articulation forms will be accepted from authorized secondary instructors only.

College credit issued by ROP and/or Adult Education centers will be accepted if the issuing program is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) or the Senior College Commission, under the auspices of the Western Association of Schools and Colleges (WASC).

For more information on articulations with high schools, ROPs and adult schools, please contact the CTE Transitions Office, Bldg. 21D, at (909) 274-5252.

Chapter 4 – Academic Affairs BP 4235 Credit by Examination

Reference:

Title 5, Section 55050, Board Policy 3255

Credit may be earned by students who satisfactorily pass authorized examinations. The College President/CEO in consultation with the Academic Senate shall establish administrative procedures to implement this policy.

Adopted May 26, 2004 Revised January 24, 2007 References revised June 2008

Chapter 4 – Academic Affairs

AP 4235 Credit by Examination Reference:

Title 5 Sections 55050-55052

Mt. San Antonio College may elect to grant course credit to students who can demonstrate through process of examination the mastery of subject matter previously attained. Units acquired by examination are not applicable to meet unit load requirements for financial aid benefits and shall not be counted in determining graduation residency requirements. All units earned by this process shall be recorded on the transcript so as to make it clear that the units were earned by examination.

Externally Administered Examinations

The College shall maintain and publish in its catalog a listing of acceptable externally administered examinations. Such listing shall include the score needed to earn credit, the Mt. SAC course considered equivalent to the exam (if any), the number of units to be awarded for the exam, and (if applicable) the General Education area to which the awarded units may be applied. The decisions related to externally administered examinations shall be made by the faculty in the subject discipline, subject to approval by the Academic Senate. All units awarded by externally administered examinations shall be on a “pass/no-pass” basis.

Advanced Placement - The College may grant not more than six units of credit for an examination score of three, four, or five in subjects of the Advanced Placement (AP) program of the College Entrance Examination Board.

International Baccalaureate – The College may grant not more than five units of credit for an examination score of five, six, or seven in subjects of the International Baccalaureate (IB).

College Level Examination Program – The College may grant not more than six units of credit for an examination score of fifty or above in a General Examination of the College Level Examination Program (CLEP) of the College Entrance Examination Board.

Internally Administered Examinations

The College shall maintain at each division office a listing of courses from the College Catalog which have been designated by departments as being eligible for credit by examination. The department faculty shall establish written guidelines by which the eligibility of a student to take such an examination is determined. If a “pass/no-pass” option is ordinarily available for the course, the option shall be offered to the student prior to the evaluation of the examination.

At a minimum, the eligibility guidelines shall require:

- A. The student is currently registered and in good standing at Mt. San Antonio College (unless a current high school articulation exists);
- B. The student has not already received credit for the course or for a more advanced course which follows the course in sequence;
- C. The student has not been enrolled in the same course or for a more advanced course which follows the course in sequence for more than six weeks.

Departments choosing to offer credit by examination shall provide the faculty in the relevant discipline sole authority to determine the nature and content of the examination, including whether and to what extent the examination includes written, oral, skills-based, and portfolio- based components. The discipline faculty shall determine that the examination adequately measures mastery of the course content as set forth in the Course Outline of Record.

Petitions for credit by examination shall be available at each division office. Upon receiving a petition, the division dean shall contact the appropriate department chair, who shall assign a faculty member who has taught the course in question within the past five years. This faculty member shall oversee the department’s examination and evaluate the results, using the same grading system as normally used for the course.

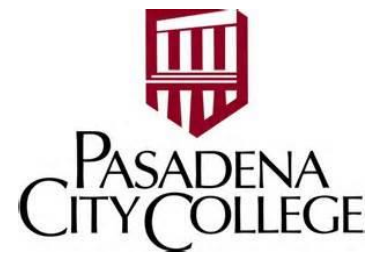
References revised June 2008 Revised April 5, 2011

PASADENA CITY COLLEGE

1570 East Colorado Boulevard

Pasadena, CA 91106-2003

Web site: <http://www.pasadena.edu>





PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

Title: College Credit for Articulated High School Courses

Policy No. 4117

Legal Authority: Title 5 Section 55051

Page 1 of 3

It is the policy of the Pasadena Area Community College District to accept articulated high school courses in lieu of comparable community college courses to partially satisfy requirements for a certificate program or the major/area of emphasis requirements in a degree program. Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if the articulated high school courses are successfully completed and college units are granted through credit by examination in accordance with Section 55051 of the Education Code.

**PASADENA AREA COMMUNITY COLLEGE DISTRICT
PROCEDURES
For Policy No. 4117**

Title: Articulation of High School Courses

**Procedure No. 4117.10
Page 2 of 3**

1. Articulated high school courses are those that the faculties in the appropriate discipline, at both the secondary and college levels, deem to be comparable to specific community college courses that have been approved by the curriculum committee in accordance with Section 55002 of the Education Code.

2. Application Process for Articulation of High School Courses
 - a. Students wishing to apply for Credit by Examination should begin the process by meeting with their high school counselor to determine which courses can be articulated followed by a meeting with a PCC Counselor to complete the necessary documents and pay the required fees (no fee is required if the exam is taken while the students are still in high school). The documents include an official copy of the high school transcript, enrollment in at least one PCC course, and evidence that the course was completed with a B grade or better.
 - b. Following a meeting with the PCC Counselor, students should meet with the appropriate Division Dean and/or faculty to schedule the exam. The process for this step shall be developed and implemented at the division level. Once the division has determined that a student has passed the examination with a C grade or better for the articulated course, the Credit by Examination form should be completed and signed by the appropriate faculty and division dean and forwarded to the Records Office for notation on the student's record.

3. Requirements
 - a. In order for credit by examination for articulated high school courses to be granted:
 - (1) Students must satisfy a three (3) unit residency requirement;
 - (2) Students must be currently enrolled and attending the College in at least one graded course (the credit by exam course doesn't meet this requirement);
 - (3) The course must be listed in the College Catalog and is not primarily of an activity nature or in the remedial category;
 - (4) Students must be in good standing with all required documents on file;
 - (5) Students should not have previously failed the course or be enrolled in the course during the semester for which the examination is being requested;
 - (6) Credit by examination may only be granted once per course;
 - (7) Credit by Examination for high school articulated courses shall be restricted to a total of 12 units;
 - (8) Credit will be recorded in the term in process when the examination results are submitted to the Records Office. Credit will not be posted to prior terms.
 - b. Under the direction of the appropriate Division Dean, all examinations shall be developed and administered by the course and/or program faculty.
 - c. The examinations may consist of any of the following:
 - (1) An essay
 - (2) An objective written test
 - (3) A portfolio
 - (4) An oral review
 - (5) A student demonstration

- d. The high school and college faculty in the subject area shall collaborate on administration and evaluation of the exam.
- e. The grading options (letter or credit/no credit) shall be determined by the College.
- f. The units granted for credit by examination shall not be used to determine eligibility for college activities, certification for financial aid, veteran's educational assistance, social security, or enrollment in another college.
- g. Credit by examination for articulated high school courses may be used to satisfy the requirements for prerequisites for course work in both the Certificate of Achievement and Occupational Skills Certificate programs.

RIO HONDO COLLEGE

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Whittier, CA 90601-1699

Web Site: www.riohondo.edu



ARTICULATION

AP No. 4050

Board Reviewed: 8/15/07

Page 1 of 1

- I. Articulation is the responsibility of the Articulation Officer.
- II. Articulation requests may come from faculty at the college or from four-year institutions. All course outlines must be current (revised within the last five years) before an articulation request can be made. Baccalaureate institutions reserve the right to approve or deny any articulation request.
- III. Articulation information is disseminated to faculty, deans and counselors when established and on an on-going basis.
- IV. All articulation agreements for four-year public institutions in California can be found on ASSIST. Courses submitted for UC approval as transferable to all UC's (UC TCA), Intersegmental General Education Courses (IGETC), and CSU General Education breadth courses are submitted through OSCAR to UC or CSU.
- V. Emphasis on establishing articulation is with proximate baccalaureate institutions.
- VI. The Tech Prep Coordinator is responsible for articulation with local high schools.
- VII. Reference:
Title 5, Section 51022(b); Accreditation Standard II.A.6.a.

CREDIT BY EXAMINATION

AP No. 4235

Board Reviewed: 8/15/07; 12/14/11; 6/13/12

Page 1 of 1

- I. The Board of Trustees of Rio Hondo College authorizes the college to grant appropriate semester unit credit to any student who is currently enrolled and successfully passes certain authorized examination(s).
- II. Individual departments and/or specialty areas may elect to grant course credit to enable students who can demonstrate proficiency in bodies of subject matter, to plan a relevant educational program that will exclude courses in which essential levels of mastery of subject matter material have been previously attained.
- III. To challenge a course and receive Credit by Examination a student must be registered in the college and be in good standing. Course(s) must be listed in the college catalog. Students may be exempt from this if they are requesting to challenge and receive credit by examination for a high school / Regional Occupational Program Career and Technical Education (CTE) articulated pathway (Title 5 Section 55052).
- IV. Students may not be enrolled in the course for which they may want to challenge and receive Credit by Examination; students may receive credit by completing courses in high school Regional Occupation Programs (ROP), Career Technical Education (CTE), and articulated programs.
- V. Students shall be given course credit to a limit of twelve (12) Rio Hondo College units upon the successful completion of examinations (s), which may be applied to an Associate degree. These courses should not count as 12 units in residence.
- VI. Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.
- VII. Credit by External Examination: After completing 12 units in residence, a student will be awarded credit by external examination with passing scores from the College Level Examination Program (CLEP) and Advanced Placement (AP) examination. Specific course credit and/or general education credit will be granted toward the Associate degree and/or transfer. Details on scores and how credit is applied can be found in the Rio Hondo College catalog.
- VIII. The student's academic record must clearly indicate that the credit(s) have been earned by examination
- IX. Reference: Title 5 Section 55050, Title 5 Section 55052

CREDIT THROUGH NON-COLLEGIATE PROGRAMS

AP No. 4236

Board Reviewed: 8/15/07

Page 1 of 2

- I. Credit By Examination may be obtained by one of the following methods:
 - A. Achievement of a score of [3 or higher] on an Advanced Placement Examination administered by the College Entrance Examination Board.
 - B. Achievement of a score that qualifies for credit by examination in the College Level Examination Program. That score has been determined to be 500 or higher in any category of the general test. In addition to the general education credit in the proper category, advanced placement will be considered in the areas of the natural sciences and mathematics subject to the approval of the division dean.
- II. Credit will be granted for service courses or schools as described in the "Guide to the Evaluations of Educational Experiences in the Armed Forces," by the American Council on Education. Course work from the Community College of the Air Force will be granted credit on the basis of similarity to Rio Hondo programs. Requests for military credit will be evaluated after a student has completed 12 units of work at Rio Hondo College.
- III. Credit may be granted to students who have successfully passed all six parts of the Certificated Professional Secretary Examination. A maximum of twelve (12) units of credit may be applied toward the Executive Secretary A.S. degree to students who have completed a minimum of twelve (12) units at Rio Hondo College, and are currently enrolled in the college.
- IV. Determination of Eligibility to Take the Examination:
 - A. The student must be currently registered in the college and in good standing,
 - B. The course is listed in the college catalog,
 - C. Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.
- V. Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.
- VI. Additional local procedures may be inserted, which must include:
 - A. the student's academic record clearly indicates that the credit was earned by examination.
 - B. Limits on the number of units that may be applied to the Associate degree.

CREDIT THROUGH NON-COLLEGIATE PROGRAMS

AP No. 4236

Board Reviewed: 8/15/07

Page 2 of 2

- C. Other limits on student and course eligibility for credit by examination.
- VII. Reference:
- Title 5, Section 55753

SANTA MONICA COLLEGE

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Santa Monica, CA 90405-1644

Web Site: <http://www.smc.edu>





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ARTICLE 4300 STUDENT PROGRESS AND GRADUATION

AR 4314.1 Credit by Examination – High School Articulation

For purposes of this section, the term “High School Articulation” means a high school or adult education course or courses that the faculty in the appropriate Career Technical Education discipline at Santa Monica College, using policies and procedures approved by the curriculum committee established pursuant to Title 5 section §55002, have determined to be comparable to a specific community college course.

1. Before taking the high school (H.S) articulated class - credit by examination

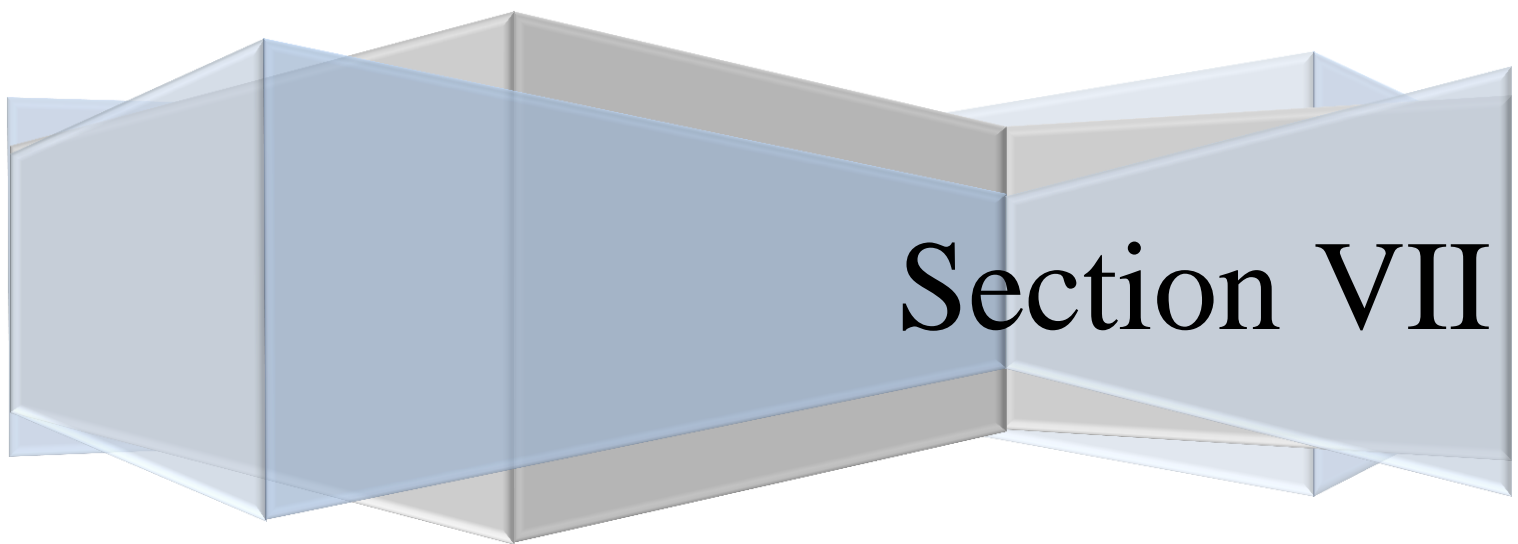
- a. A list of approved H.S. articulations shall be available from the SMC Tech Prep office.
- b. In order to receive credit, a student must achieve the designated requirements outlined in the H.S. articulation agreement established by the SMC department, high school faculty and Tech Prep program.
- c. The H.S. articulation credit by examination includes written, oral, or skill tests- or a combination of all three as determined appropriate by the department that has established the H.S. articulation.
- d. Prior to receiving H.S. articulation credit, a student must complete the SMC application resulting in an identification number, be in good academic standing at Santa Monica College and successfully complete the credit by exam requirements.
- e. Each H.S. articulated class may be challenged by exam only once.

2. Obtaining credit for the high school articulated class - after completing the credit by examination

- a. A maximum of 18 units of credit by exam may be attempted at Santa Monica College. A maximum of 15 units of credit by exam may be completed at Santa Monica College.
- b. A student must submit the required paperwork to the SMC Tech Prep office within 90 days of the completion of the high school articulated course.
- c. Once records are verified and eligibility determined, the student will receive appropriate units for the H.S. articulated class. No grade will be given and the units will be posted on the transcript with a “credit by exam” notation.
- d. Credit awarded through an H.S. articulation credit by exam may be used to satisfy SMC graduation requirements toward the Associate of Arts degree, Certificate of Achievement, and Departmental Certificate requirements if the equivalent SMC course meets the requirement. However, credit may not be transferable to a four-year college and university.
- e. High school articulation credits will not apply toward financial aid nor can they be used to satisfy the 12 unit residency requirement for graduation.

Approved: 11/2/10

ARTICULATION TEMPLATE





Discipline: Business and Finance

Date Accepted: 4/11/07

ARTICULATION TEMPLATE

General Course Title: Introduction to Business		
General Course Description: Examines the basic concepts of business and the application of economic principles to the operation of business. Explores economic systems, global markets, ethics, entrepreneurship, management, human resources, marketing, accounting, finance, securities markets, money supply, the impact of information technology on business, and personal financial planning.		
College Units:	HS/ROCP Credits:	Hours:
College Prerequisite(s): None	HS/ROCP Prerequisite(s): None	
Advisories/Recommendations: Business English or Intro. to College Writing		
Course Content		
<p>A. Introduction to Business: History and trends, global opportunities and ethics</p> <p>B. Economics: Supply and Demand, Inflation, Micro vs Macro</p> <p>C. Entrepreneurship: small business, components of a business plan</p> <p>D. Government and Business: Laws, taxes</p> <p>E. Technology and Business: E-Commerce, Computer Applications, Value-chain linkages</p> <p>F. International Business/Global Markets: Impact of trade, import/export</p> <p>G. Financial Management: Financial planning and budgeting, consumer credit</p> <p>H. Marketing: Market research, Consumer and business marketing</p> <p>I. Human Resources: Recruiting, Retention, Interpersonal Skills, and Customer Service</p>		
Competencies and Skill Requirements (Use additional pages as necessary)		
At the conclusion of this course, the student should be able to:		
<ul style="list-style-type: none"> • Demonstrate how business plays a role in providing the goods, services, jobs and benefits that society requires, including the consideration of ethics, social responsibility, and diversity. Differentiate the relationship between business and the social, physical, and political environment, including the role of government in business and the economy. • Analyze the forms of a business organization and explain their advantages and disadvantages. Evaluate the interconnections between business and economics, such as money and banks, markets and prices, in the context of an ever-changing global economy and advances in technology. • Distinguish the primary internal functions of a business such as marketing, production and operations, human resources, accounting, finance, budgeting, and management and construct a business plan. • Read, analyze, and discuss articles and periodicals dealing with business and economic topics. Apply analytical, interpersonal, and communication skills through case study and group and individual projects. • Prepare a personal financial plan • Demonstrate how to market and promote a product or service • Demonstrate the ability to utilize computer skills to enhance effective business communications and presentations. • Understanding of the components of a business plan 		
Measurement Methods (include any industry certification or licensure):		
<ul style="list-style-type: none"> • Case studies analysis 		

- Written evaluations of information obtained from the Internet
- Essays on assigned topics
- Chapter analyses
- Assigned readings from the text and business periodicals
- Assigned writings
- Field observations
- Cooperative group work
- Stock market game/analysis
- Internet-based research, spreadsheet analysis, e-mail communications, preparation of PowerPoint presentations, etc.
- In-class debates, seminars, and discussions
- Analysis of a variety of stocks, bonds, or mutual funds

Sample Textbooks or Other Support Materials (including Software):

Business, Griffin, Ricky and Ebert, Ronald, Prentice-Hall

Business Math, Thomson

Business Principles and Management, Thomson Learning

Introduction to Business, Glencoe

Introduction to Business, Dlabay, Burrow, Egglund, Thomsom/Southwestern, 6th edition

Marketing Essentials, Farese, Kimbroll, Woloszyk, Glencoe/McGraw Hill

Succeeding in the World of Work, Glencoe/McGraw Hill

Surviving on the Job, Glencoe

Understanding Business, Nickels, William, et al, Irwin/McGraw Hill, 7th edition

DWG Facilitator's Signature:

Date:

[Office use only.]

[Office use only.]

TOPs Code:

Internal Tracking Number:

Date Accepted by Steering Committee: