



# ***EVERYTHING* YOU WANTED TO KNOW ABOUT *ARTICULATION***

## **INTRODUCTION**

Secondary courses at the capstone level and post-secondary courses at the introductory level often are taught with overlapping, similar curricula. In order to prevent students from taking duplicative courses, a process known as articulation has been developed. Articulation recognizes those secondary courses whose content is essentially the same as a college course, and allows credit to be awarded for the high school course as if it were the college course.

On the following pages, procedures have been outlined, terminology has been defined, and a copy of each form is included. All forms may be reproduced.

If you have questions after reviewing this material, please feel free to contact Jackie Slabaugh, [jackie\\_slabaugh@wvm.edu](mailto:jackie_slabaugh@wvm.edu).



## **ARTICULATION BENEFITS**

### ***General Benefits:***

1. Streamlines access and opportunity for students as they transition between education systems.
2. Promotes cooperation in curriculum planning and development.
3. Coordinates local educational programs and services offered in secondary schools/programs, community colleges, and four-year colleges and universities.

### ***Benefits to the Students:***

- Provides incentives for students to continue their education.
- Reduces duplication of effort and time, thus lowering costs for both the student and the State of California.
- Allows students to receive college credit through effort and achievement at the secondary schools/programs.
- Encourages the setting of educational/career goals and the development of plans to achieve these goals.
- Shows how education is associated with career preparation.
- Smooths transition from secondary schools to colleges.
- Enhances job opportunities by helping students quickly acquire specific marketable job skills.
- Helps prepare students for a college level curriculum.
- **ULTIMATE BENEFIT OF ARTICULATED PROGRAMS IS STUDENT SUCCESS**



## **GLOSSARY OF TERMS**

### ***Articulated Course:***

A high school course that has been reviewed by appropriate high school/ROP and college faculty and instructional directors and found to duplicate competencies and/or knowledge. Agreements are developed according to certain formats to indicate the number of units awarded, and the terms of the assessment process which must be completed before credit can be awarded.

### ***Articulated Credit Request Form:***

A form used by a high school/ROP student to register credit earned through an articulation agreement. (Sample follows)

### ***Articulation:***

A planned process linking two or more educational systems together to help students make a smooth transition and be academically prepared to move from one level to another. In an instructional context, articulation is a systematic process which helps students successfully make the transition into the college environment.

### ***Articulation Agreements:***

Formal institutional agreements to allow for the student's smooth transition and transfer from one segment or level to another. These agreements occur between high school districts/ROPs, adult education programs and community college districts.

### ***Course Competencies:***

A description of what the student will be able to do after completing a course, or for the purpose of articulation protocols, what the student must be able to perform or demonstrate knowledge of, in order to receive articulation credit.

***Program of Study:*** From the Carl D Perkins Reauthorization of 2006, Section 122(c)(1)(A), “career and technical *programs of study* are sequences of courses of at least three years that:

- (i) incorporate secondary education and postsecondary education elements;
- (ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- (iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- (iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;...”

***Tech Prep:*** Tech Prep education is a 4+2, 3+2 or 2+2 planned pathway or sequence of study in a technical field beginning as early as the ninth year 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 degree or certificate.



## **ARTICULATION PROCESS ELEMENTS**

The following should be modified to meet the needs of the individual entity:

1. **Identification:** College or secondary faculty identifies the course or program where duplication of instruction may be occurring. (This procedure may also be used to identify areas where curriculum may need to be revised or where new curriculum may need to be developed.) Any secondary or college faculty member may request that a course or program be considered for articulation
  - a. Review official Community College Course Outline to ensure that the course is eligible for Credit-by-Examination Please note: If the course is not eligible, the recourse, other than abandoning the articulation process is to seek to change official Community College Course Outline through Curriculum Review Committee.
2. **Pre-Agreement:** Secondary school or college faculty reviews the SB-70 website to view current articulation status and find appropriate contacts. Instructors exchange course outlines, communicate as needed prior to articulation event.
3. **Faculty-to-Faculty Dialogue:** Submitting a request to create an articulation does not imply that one will be established. Only through direct faculty-to-faculty dialogue may a course or program be articulated. When teaching faculty meet to develop an articulation, the following steps must be followed:
  - a. Discuss the set of competencies for the college course or program, and then discuss how the secondary school course(s) or program(s) meet those competencies. Prepare to share:
    - 1) course outline
    - 2) syllabus
    - 3) text book
    - 4) final assessment or exam

- b. Complete alignment chart by pairing secondary school and college:
  - 1) course content/objectives
  - 2) student learning outcomes

Course content/objectives and student learning outcomes need not match 100% but should come fairly close

- c. Document mutually agreeable Credit-by-Exam method that demonstrates proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, problem solving exercises, or skills demonstrations by students.

Specifically: 1) The course provides for measurement of student performance in terms of the stated course objectives and expected student outcomes and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Section 55758, Ed Code\*.

2) The nature and content of the measurement shall be determined solely by the faculty in the discipline that normally teaches 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, Ed Code\*.

3) The college faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of the record.

- d. College credit awarded in Credit-by-Examination policy (Section 55805.5 Ed Code Standards for Approval\*) should reflect the following:
  - 1) Grading Policy
  - 2) # Units
  - 3) Intensity
  - 4) Prerequisites and Co-requisites
  - 5) Basic skills Requirements
  - 6) Difficulty
  - 7) Level deemed appropriate for a college course

Final Cumulative Assessment may be:

1. Offered onsite/offsite by college faculty.
2. Offered onsite/offsite and grant authority to secondary entity.
3. If examinations are to occur offsite with articulated partner faculty administering the examination, then check mark “offsite examination” (if such a box appears on your form). The agreement shall grant authority to secondary school to conduct, grade, and report on examination.
4. Examination may include all measurement methods used by secondary faculty throughout the entire course with authority granted to secondary faculty to conduct, grade, and report examination results.
5. Special notation “Credit-by-Examination” will appear on college transcript.
6. Courses apply to 60-semester units, and/or general education requirements to earn an associate degree.
7. If course or program does not align then identify obstacles to alignment, and report to Tech Prep Office. Progressing through them may occur though:
  - a. Viewing them as an opportunity that exists to update or revise secondary’s or college’s program
  - b. The two partners co-hosting an industry advisory council to assess program content and align course/program objectives and student learning outcomes
  - c. Identifying a need that may exist for new instructional materials, faculty development, or class equipment.
  - d. One entity is unwilling to change their curriculum. (Potential solution may be to offer Catch-up Class (for lack of better term)
  - e. College may offer something like a 0.5 credit course (~10 hours) during Summer and Winter breaks to complete the course content not included in secondary school/program’s curriculum.
  - f. If student scores a **B** or higher on agreed upon assessment, student receives college credit
  - g. Courses will not apply to 60-semester unit’s requirement to earn an associate degree.
  - h. Courses will not apply to general education requirements for associate degree.)

**4. Transfer-level Courses:** The integrity of the college courses articulated must be upheld to qualify as transferable to the university or four-year college, when applicable. Review college catalog to see if the course is acceptable for transfer credit to CSU, UC. This only applies to credit-by-examination courses. Such transfer is the responsibility of the student.

**5. Complete Articulation Agreement:**

a. Complete the online form and print two hard copies to obtain necessary signatures in ink, other than black, on both, to include:

- 1) Secondary faculty
- 2) College faculty
- 3) Secondary curriculum coordinator
- 4) College lead administrator
- 5) Attach course outlines/syllabi, class flyers, and final exam (if applicable)

**6. Articulation Agreement Form With Original Signatures to be Distributed to:**

- a. Tech Prep Office
- b. Secondary partner curriculum coordinator or designee.

**7. Faculty and administration must review and sign Articulation Agreement once per year. Articulated Courses will be available on the Tech Prep website for download, or through the Tech Prep Office.**

a. If no changes, then note on signature page – “Articulation Agreement effective academic year”, sign, date, and send only signature page to the Tech Prep Office.

b. If changes occur, then face-to-face meeting process must occur and all forms must be re-submitted according to the above process.

**8. Effective Date Agreements:** Agreements are effective for only one academic year. The intent is to have yearly review of the articulated course or program through faculty-to-faculty communication. Please, do not submit articulation agreements that extend far into the future. While articulation agreements may be created at anytime all future renewals will adhere to a posted yearly schedule to effectively serve all partners.

**9. Follow-up Faculty-to-Faculty Dialogue:** College faculty shall monitor and evaluate the competencies of articulated students for the purpose of advising secondary instructors if there is a need for revising/updating the curriculum. This can be accomplished through a comparison of final course exam scores, articulated vs. non-articulated students.