

# Statewide Articulation Update

## SPECIAL POINTS OF INTEREST:

**Phase VII Tem-  
plates have been  
drafted**

**What you need to  
know about Title  
5 and Articulation**

**Articulation  
Events- Who has  
done them and  
had success!**

**Articulation  
Events - Do you  
know a Do from a  
Don't?**

## Statewide Career Pathways Update

In response to Senator Scott's September 2005 Vocational Education legislation, SB 70, chaptered into the Education Code section 88532, the Academic Senate for California Community Colleges has designed and is implementing a project titled *Statewide Career Pathways: Creating School to College Articulation*. The project, like the bill, focuses on improving the linkages and Career Technical Education (CTE) pathways between high schools, Regional Occupational Centers and Programs (ROCPs), and California community colleges.

The primary goal is to increase the number, efficiency and transportability of articulation agreements between schools, ROCPs, and community colleges, for the benefit of students and CTE. When successful, school to college articulation benefits everyone.



Seven phases of 45 Discipline Work Groups have met, creating over 100 templates.

In addition to the templates, several career exploration tools have been developed, including a web site

([www.WhoDoUWant2B.com](http://www.WhoDoUWant2B.com)) which we encourage you, your faculty and your students to use and bookmark for future updates.

There are over 230 articulation agreements in the *Statewide Career Pathways* public database (available at [www.statewidepathways.org](http://www.statewidepathways.org)) including agreements posted from American River College, Antelope Valley College, Bakersfield College, Coastline College, Monterey Peninsula College, Moorpark College, Palomar College, Riverside College and College of the Sequoias.

## Template Update

Since the beginning, the focus of the project has been to create and disseminate articulation templates, which are designed to be the basis for local discussion. As of this fall, over 100 templates have been drafted and 89 of those are available for use at articulation events. Below is a breakdown of the templates available by industry sector

- Agriculture and Natural Resources - 6 approved, 2 in draft
- Arts, Media, and Entertainment - 9 approved
- Building Trades and Construction - 4 approved
- Energy and Utilities - 2 in draft

- Engineering and Design - 12 approved, 1 in draft
- Fashion and Interiors - 3 approved
- Finance and Business - 6 approved, 2 in draft
- Health and Human Services - 10 approved
- Hospitality, Tourism and Recreation - 2 approved
- Information Technology - 13 approved, 1 in draft
- Manufacturing and Product Development - 4 approved
- Public and Private Education Services - 2 approved
- Public Services - 3 approved
- Retail and Wholesale Trade - 5 approved
- Transportation - 10 approved, 3 in draft



**We Did It!  
You Can Too!**

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**Do** ...Contact college faculty EARLY to match up your courses to each template available.

...Use the Articulation Handbook for ideas and guidance. Email [info@statewidepathways.org](mailto:info@statewidepathways.org) to have a copy of the Articulation Handbook mailed to you.

...Draft "articulation agreement worksheets" that can serve as the basis for the articulation discussions.

...Have a plan for what happens if college faculty don't attend your event.

...Expect agreements to be drafted and useful.

...Talk up the event at every meeting you attend.

...Give very clear instructions on the goals of the day, and the end result.

...Consider how you will make copies of draft agreements, is there a copier handy?

...Consider renting a copy machine for the day.

## Articulation Events...

**Don't** ...Expect every necessary college faculty member to attend.

...Wait to publicize your event until the templates are reviewed by faculty, and don't wait to get the templates reviewed by faculty...start today.

...Try to do it alone or reinvent the wheel - use existing resources and contacts (see sidebar).

... Forget to invite your Articulation Officer to your event.

...Forget to include Admission and Records when discussing your articulation process.

...Rely on a paper invitation. Use web, email, college newsletters, etc to get the word out about your event.

...Skimp on food for the faculty at your event.

## Title 5 - What does it mean on your campus?

**H**ave you discussed Sections 55050: Credit by Examination, 55051: Articulation of High School Courses and 55052: Advanced Placement Examinations of Title 5 with your curriculum committee? Have you looked at it and clarified the policies that exist on your campus and in your consortium? Though we all see the same language, the interpretations are different statewide.

What does it all mean to a practitioner? Here is useful information based upon discussions with the Chancellor's office.

Section 55050 outlines the minimum regulations for Credit By Examination for existing college students. This includes information regarding the exam that must be used (approved or conducted by the college), who determines the exam content (college discipline faculty) and the role of the curriculum committee in developing policy to support these functions.

Each course must have its own assessment and the student's transcript must show that credit was earned by examination.

Section 55051 outlines the minimum regulations for the articulation of high school courses. It explains that articulated high school work can be used to fill college requirements, but that college credit can only be awarded for high school work when a credit by exam mechanism is employed. And, as noted above, the transcript must indicate that the credit was awarded by exam.

Section 55052 outlines the minimum requirements for acceptance of Advanced Placement Examinations.

Remember that Title 5 only outlines the minimum regulations. Ultimately articulation of high school course(s) occurs when faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee have determined a course to be comparable to a specific community college course.

## Phase VII Update



Six discipline work groups convened in October 2008 to draft templates in a variety of areas. Newly drafted templates, available for review from the field in the coming months, are listed below.

### **Automotive: Small Gas Engines**

Introduction to Diesel Engines  
Introduction to Internal Combustion Engines  
Small Gasoline Engines

### **Financial Services**

Introduction to Personal Finance/  
Introduction to Money Management

### **Green/Environmental Technology**

Introduction to Alternative, Transitional, and Renewable Energy  
Introduction to Environmental Science and Technology

### **MCSE**

Client/Workstation Administration

### **Real Estate**

Real Estate Principals

### **Robotics**

Principles and Applications in Robotics Technology

## Title 5 continued...

How would your curriculum committee interpret those sections? How would your articulation officer interpret those same sections? How would your Admission and Records Director interpret those sections?

Take a look at your local articulation policy and determine how your campus has interpreted the language and have

conversations with the stakeholders regarding the implications for articulation.



The *Statewide Career Pathways* Project will be further exploring the subject of Title 5 and its many interpretations statewide. Look for more information to assist you with your local discussion.

## Are you simply the best?

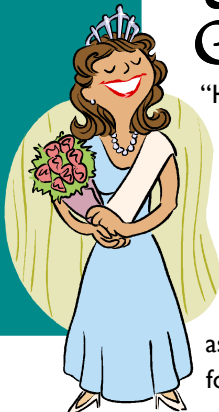
Throughout the course of the *Statewide Career Pathways* Project, the steering committee has asked, "How do you...?" Finish the sentence with any of the following: "draft articulation agreements," "collect student data," or "transcript credit," to just name a few. In an effort to document and distribute to consortia everywhere the best practices that exist, we are asking for your input. Weigh-in on the following categories of Tech Prep Activi-

ties, by answering the question, "What is your great method for..."

- communicating with partners
- granting articulated credit
- providing for end-of-course assessment
- dealing with residency requirements
- giving immediate transcribed credit
- utilizing the statewide templates, or
- hosting an articulation event.

Let us know by emailing your response to Kris Costa at [kriscc@cos.edu](mailto:kriscc@cos.edu)

Toot  
your  
own  
horn!  
We want  
to hear  
you loud  
and  
clear!



# Upcoming Activities

- Phase VIII - Discipline Work Group - February 20-21, 2009, Orange County Hyatt
- Educating for Careers Conference - February 22-25, 2009, Orange County Hyatt

Check us out in the Pre-Conference:

**Articulation Made Easy - Statewide Career Pathways: Creating School to College Articulation**

*Conference Description:* This SB 70 project created an infrastructure for articulation by bringing together high school, ROCP and community college faculty to develop articulation templates, making subsequent articulation agreements available for local articulation discussions. The session will discuss the project, showcase available resources, and provide materials for local articulation.

And during the Conference:

**Coordinating Articulation Events with Statewide Career Pathways: Creating School to College Articulation**

*Conference Description:* Convening High school, ROCP, and community college faculty, this SB 70 project has constructed a statewide infrastructure for articulation. This session will discuss the project, showcase its available resources, and discuss how to work with the provided materials to plan your own Articulation Event!

- Phase IX - Discipline Work Group - May 1-2, 2009 - Location To Be Announced
- Tech Prep Online Directory - Be sure to update your contact information with the Tech Prep Online Directory, available at [www.statewidepathways.org](http://www.statewidepathways.org) to receive important project news and updates.

Statewide Career Pathways:  
 Creating School To College  
 Articulation

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We're on the web  
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