

ARTICULATION OF COURSES AND PROGRAMS

The college catalogs and websites shall contain the most recent information regarding articulation with secondary institutions and the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) website shall be the principal repository of all articulation information among higher education institutions.

I. ARTICULATION WITH POSTSECONDARY INSTITUTIONS

A. Categories of articulation agreements with post-secondary institutions:

1. Courses accepted for baccalaureate credit;
2. Transfer credit agreement;
3. General education-breadth agreements;
4. Course-to-course agreements;
5. Lower division major preparation agreements;
6. System-wide transfer degrees and course articulation agreements developed in response to legislative and Title 5 changes;
7. Courses accepted for Career Technical Education (CTE) program (certificate) completion.

B. Responsibility

1. The process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective institutions.
2. Faculty members in each discipline are responsible for the review of course content and the identification and authorization of comparable courses.
3. Designated responsibility for the processes associated with articulation between the colleges of the District and other colleges rests with a counseling faculty member with the title of Articulation Officer.
4. The processes followed by the Articulation Officer follow guidelines provided in the California Articulation Policies and Procedures Handbook developed by the California Intersegmental Articulation Council (CIAC).
5. The Articulation Officer is responsible for the following:
 - a. Initiating faculty-approved articulation agreements between institutions of higher education.

- b. Serving as a consultant to faculty and academic divisions, and providing needed materials, and information about course articulation proposals and acceptances.
- c. Serving as an advocate for the faculty and college academic programs.
- d. Accurately communicating and conveying information and concerns from the articulating institutions about their curriculum to the college faculty.
- e. Serving as a moderator and mediator of problems or disagreements between the faculties of the college and the articulating institutions.
- f. Serving as the college liaison to the segmental system-wide office (i.e. Association of Independent California Colleges and Universities (AICCU), California Community Colleges Chancellor’s Office (CCCCO), California State University Chancellor’s Office (CSUCO), University of California Office of the President (UCOP), and responsible for disseminating policy changes and updated information.
- g. Serving on the Curriculum Committee.
- h. Managing and updating campus articulation data and information.
- i. Disseminating current, accurate, articulation data to appropriate departments, staff, students, and campuses.
- j. Facilitating college participation in inter-segmental programs (i.e., CIAC, Course Identification Numbering System (C-ID), ASSIST, Intersegmental Coordinating Committee (ICC), Intersegmental Committee of the Academic Senates (ICAS), counselor conferences, and segmental meetings).
- k. Advocating for transfer students and seeking to ease the transfer process with an equity lens.
- l. Assisting with developing and/or updating transfer associate degrees and providing articulation documentation as needed.
- m. Responding to CCCCCO questions/requests related to the degree application (i.e. articulation documentation).
- n. Ensuring compliance with the legislation and the Program and Course Approval Handbook (PCAH) as it pertains to articulation.
- o. Attending and participating in conferences and workshops on articulation issues.

II. ARTICULATION WITH SECONDARY SCHOOL DISTRICTS AND ROPs

A. Recognizing the importance of supporting the articulation of courses between the colleges of the District, area high school districts, and the Regional Occupational Programs (ROPs), the colleges may develop a process through which high school students are provided the opportunity to earn college credit for articulated courses. The program will enhance cooperation and communication between local education agencies (LEAs) and the District’s colleges.

B. Process

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Reviewed: 04-13-17 Revised: 06-15-22

1. A CTE 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.
2. CTE articulated high school courses may be accepted in lieu of comparable community college courses with credit to partially satisfy:
 - a. Requirements for a certificate program with provision for the student to satisfy the requirements for the certificate; or
 - b. The major or area of emphasis requirement in a degree program.
3. CTE articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements without credit shall be clearly noted as such on the student's academic record.
4. Credit may be granted to any student enrolled in a CTE articulated high school course who satisfactorily passes an examination process according to the policies described in BP and AR 4235 *Credit for Prior Learning* (Section V.E Credit by Examination). Notations of community college course credit shall be made only if the credit is earned via credit by examination with the following requirements:
 - a. The nature and content of the articulated course and examination process shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with BP and AR 4235 *Credit for Prior Learning*.
 - b. The faculty shall determine that content of the articulated course is aligned with the course outline of record; and
 - c. Examination processes adequately measure mastery of the course content as set forth in the course outline of record.
5. The student's academic record shall be clearly annotated to reflect that credit was earned by examination. Students who successfully complete a CTE articulated high school course offered through a partnering high school or ROP district AND receive a grade of A or B, will be eligible to receive Credit by Exam units. A letter grade may be assigned to the students' official college transcript.

For the purpose of establishing academic records, CTE students must complete the admissions' application process at the respective college.
6. Grading shall be according to the regular grading system, as recorded on the course outline of record, including the "pass-no-pass" option if that option is available for the course and published in the college catalog.
7. 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.
8. Except through credit by examination, as defined in Title 5, high school courses may not be used to satisfy:

- a. The minimum 60 degree applicable semester units in order to receive an associate degree; or
 - b. Any general education requirements for the associate degree established by the District.
9. Fees: Enrollment and/or credit by examination fees are waived for student participants in the high school articulation.

References:

Title 5, California Code of Regulations, Section 51002 and 55051

California Education Code, Sections 66700-66744

ACCJC Accreditation Standard 2

CSU Executive Order 595, Handbook of California Articulation Policies and Procedures