



Handbook

Statewide Career Pathways: Creating School to College Articulation

Handbook for articulating with secondary schools and ROCPs

April 2008



Table of Contents

Purpose of Handbook.....	1
What is the Statewide Career Pathways Project?	2
Why Should I Participate in This Project?	4
What is Articulation?.....	6
What are the Different Types of Articulation?	7
What Are the Benefits for My College, School or Program?	8
How Does Statewide Career Pathways Stimulate the Articulation of Courses?	10
Why Should I Host an Articulation Day Event?.....	12
How Do I Hold an Articulation Day Event?	13
Step One: Logistics for Holding Articulation Day	13
Step Two: Updating List of Potential Articulated Classes/Courses.....	15
Step Three: Announcement of Articulation Day Event	16
Step Four: Proposed Sequence for Creating School to College Articulation	17
Step Five: Creating/Updating Articulation Agreements	22
What Additional Resources are Available to Me?	23
Conclusion	24

What is the Purpose of this Handbook?

Welcome to the *Statewide Career Pathways: Creating School to College Articulation Project*. This handbook has been developed to assist with the practices and procedures of articulation with secondary schools and ROCPs using the Statewide Career Pathways: Creating School to College Articulation model. We hope that this handbook will provide a convenient and centralized place where high school/ROCP and community college faculty, counselors, administrators, and staff are able to find information related to high school articulation and college credit. This handbook provides the following:

- Explanations of the types of articulation agreements
- Components of high school and ROCP to college articulation
- Instructions for how to use Statewide Career Pathways: Creating School to Articulation templates to simplify and shorten the process of articulation
- Sample forms that you can modify as needed and use to create and/or renew and review articulation agreements
- Title 5 Information
- Terms and Acronyms used in articulation
- Helpful web sites for articulation

We have also included a Supplemental CD in the back page of this document. This CD contains additional resources that will be helpful in your articulation work. You can find this CD and other resources on our website at www.statewidecareerpathways.org. You may also contact us via email at info@statewidecareerpathways.org or by telephone at the Academic Senate for California Community Colleges office at (916) 445-4753.

What is the Statewide Career Pathways Project?

Statewide Career Pathways: Creating School to College Articulation

In September 2005 Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code section 88532. The bill focused on improving the linkages and career-technical pathways between high schools, ROCPs, and California community colleges. Most of the community college response to the legislation is being coordinated directly from the System Office, however, the Academic Senate for California Community Colleges is designing and implementing the largest project called *Statewide Career Pathways: Creating School to College Articulation*.

Statewide Career Pathways: Creating School to College Articulation promotes opportunities for high school, ROCP and community college faculty to meet, collaborate and develop articulation templates which will then be made available to faculty throughout the state to be used as guides in forging new or updating existing local articulation agreements. Each agreement that mirrors an articulation template will be administered by the local community college and may include alignment of course skills, concepts and sequences, advanced placement possibilities, and credit by examination options as determined by college discipline faculty. However, all agreements that are developed through this project will be collected and added to a statewide database, with the aim to encourage transportability of agreements across California.



While our high schools, ROCPs and colleges have already participated in many efforts to align curriculum and develop articulation agreements especially through Tech Prep programs, faculty have indicated several unmet needs which this project is addressing. This project:

- Developed a database of articulation templates and agreements, accessible across the state.
- Provides opportunities and support for faculty at schools, ROCPs and colleges to meet and develop templates and agreements.
- Created outreach strategies to inform and encourage participation of students, parents and school/college personnel.



The project is led by an executive council and a steering committee, which include community college faculty, high school and ROCP teachers, administrators, and representatives from the California Department of Education, the System Office for the California Community Colleges, articulation officers and Tech Prep coordinators. The committee began its work in July 2006. The project is funded through the California Community Colleges for two years for a total of \$4 million. Efforts are underway to secure ongoing funding.

For a listing of disciplines or subject areas that have thus far participated in the project, please visit our website at www.statewidepathways.org. If you have names of people who might be interested in participating in the project or have questions, please contact the project office at info@statewidepathways.org or call the Academic Senate at (916) 445-4753.

Why Should I Participate in this Project?

If you receive Perkins funding for your programs, your articulation agreements must align with this project, which is explained below.

Perkins IV and Articulation with High Schools and ROCs

The new Perkins requirements and the new state plan provide some information important to articulation between secondary institutions and colleges.

Federal Perkins IV

Perkins IV is more specific than previous Perkins guidelines in that articulation must include a credit transfer mechanism (given that the student qualifies). Perkins III was less specific, and typically was interpreted more broadly to include alignment alone.

Excerpts from Perkins IV:

(1) ARTICULATION AGREEMENT - The term 'articulation agreement' means a written commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to degrees or certificates in a tech-prep education program.

(4) ARTICULATION AGREEMENT - The term 'articulation agreement' means a written commitment—

(A) that is agreed upon at the State level or approved annually by the lead administrators of—

(i) a secondary institution and a postsecondary educational institution; or

(ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and

(B) to a program that is—

(i) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and

(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).





CTE State Plan

The State Plan explains how colleges will be asked to use the structure developed by this Statewide Career Pathways project. Here are some relevant excerpts from that Plan, which was approved by the Community Colleges Board of Governors March 2008.

... Additionally, the Tech-Prep consortium articulation agreements must: align with standard formats and guidelines as approved by the State, and as developed by the California Community College Academic Senate's regional articulation structure."

(c) How the State will support eligible recipients in developing and sustaining articulation agreements:

Response: Beginning in the 2005-06 program year and continuing through the 2013-14 program year, California is using state funds through its Initiative on Economic Development and Career Technical Education (SB70, SB1133) to support regional and statewide articulation. Led by the Academic Senate of the California Community Colleges, the Statewide Career Pathways project (www.statewidepathways.org) is working to systematize the State's articulation efforts and promoting regional and statewide articulation."

... The Statewide Career Pathways project will also coordinate with grant-funded regional articulation projects to assure that appropriate resources are available to the faculty tasked to develop articulation agreements. The State's implementation of the Perkins IV Title I and Title II guidelines will be brought into alignment with these emerging articulation templates and standards."

What is Articulation?

Articulation, as it is used herein, is the process of evaluating courses to determine whether coursework completed at a high school or ROCP will meet the requirements at a community college for the purpose of advanced placement or credit-by-exam units. The articulation process is designed to help students advance from one course, program or educational level to the next without the unnecessary repetition of essentially similar courses for which credit has been received. When students obtain advanced placement in or credit for college while still enrolled in high school or ROCP, it enables them to achieve their goal of completing a certificate or degree in a shorter time. Specifically, Title 5 says:

§ 55051. Articulation of High School Courses. (new section as of July 2007)

(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.

Articulation Agreement: An articulation agreement is a formal, written, and published document that describes which coursework from the “sending” institution (e.g. high school or ROCP) is accepted as comparable to or in lieu of coursework at the “receiving” institution (e.g. community college).



What are the Different Types of Articulation?

(See Title 5 §§55050, 55051, 55052 on the Supplemental CD)

Course-to-Course: 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).

Credit by Exam: Through the credit by examination process, high school/ROCP students may receive college credit for some articulated courses. Credit by examination means that a high school or ROCP student has demonstrated proficiency in college-level studies by satisfactorily passing an exam approved or conducted by a discipline faculty member of the “receiving” community college, and that the student will receive college credit for the comparable community college course named in the articulation agreement. This process varies by college.



Advanced Placement: Per some articulation agreements, students taking an articulated course at their high school/ROCP may receive advanced placement in college. Advanced placement means that a high school or ROCP student who satisfies the terms of such an articulation agreement may proceed in taking the subsequent advanced level course when enrolled at the college involved in the agreement.

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 a 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.

What Are the Benefits for My College, School, or Program?

Benefits of Articulation to Colleges and their CTE programs

- New regulations (e.g., AB2448) regarding career technical education funding ask schools and colleges to show a sequencing of courses to qualify for funding. Articulated courses may be an ideal way to substantiate the sequencing of courses.
- Strong, positive relationships can develop between high school, ROCP and community college CTE faculty as they develop articulation agreements. The faculty dialogue results in better alignment of course content and expected outcomes.
- CTE programs can “target” their recruiting and marketing efforts to students that already have made a career decision through high school course selection..
- Student retention can improve when students enter college with a career focus.
- Students who participate in articulation agreements enter college with foundational skills and knowledge; they are more likely to complete a college certificate or degree program. Students can avoid the boredom and frustration of having to cover the same material a second time at the community college.
- Faculty appreciate the opportunity to offer more second-level courses when students enter with foundational coursework completed.





Benefits of Articulation to High Schools, ROCPs and their CTE programs:

- Articulation helps to foster the development of strong, positive relationships between high school, ROCP and community college CTE faculty through opportunities to meet and develop articulation agreements.
- The high school teachers often become strong supporters of the college program and refer a greater number of students to the college.
- CTE programs in California's schools and ROCPs are strengthened when our students are successful and when they stay in school and complete programs.
- New students will be attracted to CTE programs when they see that their peers used articulation agreements and moved on to college studies. Students are more motivated when they see where secondary courses can take them.

How Does Statewide Career Pathways Project Stimulate the Articulation of Courses?

The *Statewide Career Pathways: Creating School to College Articulation Project* has created templates for articulation for your use when creating your articulation agreements. These templates were developed by community college, high school, and ROCP instructors to simplify and facilitate articulation. All templates developed through this project may be viewed on the project website at: <http://www.statewidepathways.org/DWG/Templates.aspx>.

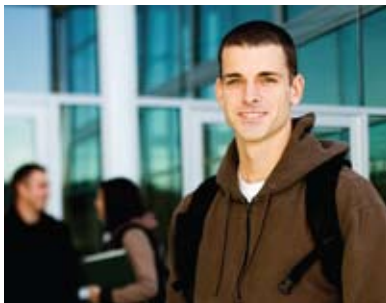
We believe that the work of creating or updating articulation agreements will be made easier and more effective with the use of these templates, resulting in an overall greater number of usable agreements. **These templates are not mandates that must be followed, but rather are recommended starting points for discussion, and can be adapted to fit your actual course offerings. If your local agreements closely match the templates, however, your agreements will be eligible for inclusion in our state database.**

As you use these templates, feel free to adapt their content as you complete your articulation form to fit the needs of your college. The *Statewide Career Pathways: Creating School to College Articulation Project* has also created a blank articulation form (included on the Supplemental CD) to use in creating your final agreement. If your college is ready/willing to revise its standard articulation form, we recommend using this or a similar format. As more colleges use this format, then articulation across the state can be more easily transportable. Feel free to adapt this form to suit your needs, as well.



As articulation agreements are formed based on these templates, they will be collected in an online database along with the templates, so that they will be accessible for review by students, parents, and educators throughout California. By posting these detailed articulation agreements and their supporting information for easy assessment by all, their transportability and acceptance over greater regions, and even statewide, will be advanced and encouraged.

Please send your completed agreements to the project staff (see contact information listed on the back of this handbook) for inclusion in this important database.



Why Should I Host an Articulation Day?

This project encourages local colleges to host articulation events and has developed materials to assist you in hosting an event. The purpose of a Statewide Career Pathways-sponsored articulation meeting is to bring community college faculty together with teachers from high schools and ROCPs who teach similar courses to write new local articulation agreements and refresh existing agreements. It is expected that it will be a *working* meeting to produce agreements, rather than simply a chance to discuss the topic of articulation in general.

Through this event, in conjunction with the *Statewide Career Pathways: Creating School to College Articulation Project*, you will not only have access to project resources for creating articulation agreements, but will also have access to processes for ongoing review and renewal of articulation. Approved finalized agreements based on *Statewide Career Pathways: Creating School to College Articulation* templates will be added to a statewide database, making them available to educators, school/college staff, students and their parents. The project's outreach efforts to students, parents, counselors, teachers and administrators will result in greater awareness of your programs and an increased number of students taking advantage of articulation opportunities.

In addition, included in the new state Perkins Plan is a requirement for schools receiving Perkins funding who work within the *Statewide Career Pathways: Creating School to College Articulation* framework. Hosting an articulation event will help your college in meeting that goal.



How do I Host an Articulation Day?

An Articulation event can be an excellent opportunity to bring together the teachers/instructors from the secondary schools and colleges. Ideally, Articulation Days should become annual events on community college campuses, allowing for an increased number of available articulation agreements and for the opportunity to review and update existing agreements, as well as for faculty face-to-face dialogue on issues surrounding curriculum changes, course additions, discussion of current industry skills needs, and obstacles to course alignment. Our hope is that this guide will help to make the process for holding an Articulation Day easier to manage and facilitate.



STEP ONE: LOGISTICS FOR HOLDING ARTICULATION DAY

- A.** Secure appropriate funding sources. Check with your Department Head/Administrator to see if funding exists. You can also contact the *Statewide Career Pathways: Creating School to College Articulation* office for possible resources.
- B.** Choose an appropriate date, location and time. You will want to identify a location that is centrally located and easily accessible by all attendees. You will also want to plan a date and time that does not conflict with other events and work schedules that may prevent faculty (both community college and high school/ROCP) from attending. You will want the event to allow sufficient time for discussion and work to take place. Please provide a time block that includes most of the day for faculty to complete their work, although it may not take that long. It is suggested that faculty be able to leave the event once their work is complete, as each group may finish at a different time.

- C.** Consider having internet access, some computers and a copier available for use by attendees if possible. This may require some additional coordination, but generally this service is useful for everyone. **You should ensure that any agreements created are submitted to *Statewide Career Pathways: Creating School to College Articulation* for posting on the project website.** Statewide Career Pathways staff will follow up on agreements that are not completed on this day so that they can also be posted on the website database. If a copier and computers are not available, then ask attendees to bring an appropriate number of copies of the materials suggested within the sample confirmation letter.
- D.** Note on the event announcement if there is a maximum number of attendees that you can accommodate for the event.
- E.** Consider the number and/or size for the rooms your attendees will be working in, taking noise into account, as well. You will want to ensure that they have adequate space to spread out their materials and work, while maintaining conversations. Adequate space is necessary so that faculty groups can work effectively and efficiently to create agreements. If you expect there to be a large number of attendees, it may require use of additional rooms; typically, if 45 or more are registered, it is a good idea to use breakout rooms. If you are including several disciplines in your event, you may want to consider a separate room for each discipline, with a larger room for the whole group to meet early in the day and for lunch (if you are providing a lunch).
- F.** Consider providing refreshments and/or lunch depending on the time and length of the event. Contact *Statewide Career Pathways* staff to discuss possible assistance with providing meals at your event. The choice of food will be dependent upon your budget and the number of attendees.





- G.** Consider asking a Tech Prep Coordinator or Articulation Officer to explain the articulation process to the whole group at the start of the day. The *Statewide Career Pathways: Creating School to College Articulation Project* may send a representative to speak at your event about this project but regardless, we will provide you with an introductory 12 minute DVD that you can show the attendees, which lays the groundwork for the day. You should preview the DVD as soon as you receive it, as it explains how attendees can use the templates for their subject area.

STEP TWO: UPDATING LIST OF POTENTIAL ARTICULATED CLASSES/COURSES

- A.** Contact each of the college's Career and Technical Education (CTE) faculty so you can update your master list of college courses that could be articulated with the high schools or ROCPs. Tech Prep Coordinators should work with faculty to cross match templates to the college courses.
- B.** Review the listing of templates currently available through *Statewide Career Pathways: Creating School to College Articulation* to compile a comprehensive listing of courses with existing templates that can be used for articulation.
- C.** Update your master list of local secondary school and ROCP classes that potentially could be articulated at the college by searching secondary schools' websites and/or contacting administrators. Ask for CTE instructors' names, telephone numbers, subjects taught, and email addresses.
- D.** Provide these lists to the attendees.

STEP THREE: ANNOUNCEMENT OF ARTICULATION DAY

- A.** Publicity: Consider using an **Articulation Day Flyer** (see the Supplemental CD), and making personal phone calls to secondary school teachers and college faculty to announce the event. The flyer will be used to send a “Save the Date” email blast for the Articulation Day to community college faculty and secondary school CTE instructors and administrators. Email reminder flyers could be sent three to four weeks prior to the event. We encourage you to also send your announcements and flyers to the community college academic senate(s), your Regional Consortium, tech prep coordinator(s) and articulations officer(s) at least once per month prior to the event.
- B.** Create a **Registration Form** to be sent at this time (see the Supplemental CD). You will want to customize this form as well, to indicate the means by which you’d like them to reply (email, fax, etc.).
- C.** Create a **Confirmation Letter** (see the Supplemental CD), to be sent to those who register. Personal phone calls and additional email reminder flyers should be sent until an adequate number of school and college teachers confirm their intention to attend.





STEP FOUR: PROPOSED SEQUENCE FOR CREATING SCHOOL TO COLLEGE ARTICULATION

The following outline suggests the steps to creating school to college articulation. Please note that this list is not exhaustive but rather is intended to provide guidance for those seeking to develop more articulation. **We encourage you to send the information in this section to faculty participants prior to the Articulation Day Event.**

Identification of Courses: College or secondary faculty members need to identify the course or program where duplication of instruction may occur. They may also 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. Secondary school or community college faculty members should identify an appropriate contact person. The point of contact is typically the local Tech Prep coordinator, articulation officer, teacher/instructor in the subject area or a dean. Once local processes are in place, ideally all the high school teachers and college faculty would know who initiates and coordinates their articulation processes. Secondary educators can find the appropriate contact people at a college by contacting the college's vocational education dean.

Faculty-to-Faculty Dialogue: Title 5 is very clear about the faculty role in curriculum development at the community college level. It is the community college faculty members who determine and authorize the appropriate curriculum and articulation. Once courses or programs have been identified, the appropriate faculty/teachers will need to meet to compare course outlines, competencies and end of course assessment other vital information to determine if an agreement is possible. A starting point for their conversations should be the course templates that have been developed in the subject area/discipline. This will vary from campus to campus.

During these articulation discussions teachers/faculty should:

- 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(s) those competencies.

Review any templates for articulation that have been developed in your discipline by *Statewide Career Pathways: Creating School to College Articulation* by going to

<http://www.statewidepathways.org/DWG/Templates.aspx>. We suggest you tell

participants to bring to the meeting the following:

- college course outlines of record
 - curriculum overviews, including college catalog
 - competencies and skill requirements
 - industry standards and expectations
 - high school framework/standards
 - measurement methods
 - any articulation protocols and forms required by the college
 - completed sample articulation form
 - your previously written articulation agreements in the discipline you would like to articulate
 - laptop and thumb drive (optional)
- B.** Determine curriculum alignment by comparing the secondary school and college:
- course content/objectives
 - student learning outcomes
 - competencies/skill requirements
 - measurement methods and end of course assessment
 - textbooks and other supporting materials used



Note: Course content/objectives and student learning outcomes need not match 100% but should come fairly close. The college faculty will determine the needed level of comparability.

- C. Determine a measurement method that demonstrates proficiency in subject matter and the mastery of the course outline content and the ability to demonstrate that proficiency, at least in part, by means of essays, problem solving exercises, portfolios, industry exam, or skills demonstrations by students.
- 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.
 - The nature and content of the measurement shall be determined solely by the college faculty in the discipline that normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the community college involved (see Title 5 on the Supplemental CD).
 - The college faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of the record.



College Credit (see the Supplemental CD)

Once faculty have determined the competencies and skills, and how best to measure the students' proficiency, faculty will need to determine how college credit will be awarded. Below are two options for awarding college credit. This will vary campus to campus.

Option 1: Advanced Placement: College credit is awarded if the student achieves the agreed upon competencies at the established performance standards and earned an agreed upon grade in the secondary school course. Course applies towards completion of certificates and major degree requirements at the community college.

- Courses may not apply to 60-semester units requirement to earn an associate degree.
- Courses may not apply to general education requirements for associate degree.

Option 2: Credit-by-Examination:

In Title 5 §55050 (revised August 2007), are the regulations for awarding credit:

§ 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.

Transfer-level Courses: The integrity of the college courses articulated must be upheld to qualify as transferable to the university, when applicable. Review the applicable community college catalog to see if the course is acceptable for transfer credit to CSU or UC. (This only applies to courses for which credit-by-examination is given). Universities are sometimes reluctant to accept credit earned through examination, particularly when the course counts toward a major or general education requirement at the university. Receiving credit-by-exam could affect a student's ability to enroll in a course that is needed for transfer admissions. Therefore, it would be wise to speak to your articulation officer about any courses where transferability might be jeopardized.

Articulation Form: Each articulation agreement must have an official, signed articulation form that confirms the details of the agreement made between the corresponding faculty members. The *Statewide Career Pathways: Creating School to Career Articulation* project has developed a generic form for your use in developing agreements (see the Supplemental CD). However, please note that many colleges have specific requirements for submitting articulation agreement forms. Many require that you use the college-approved form, which is submitted under specific requirements. We suggest you check with your local articulation officer or tech prep coordinator for how your college formalizes articulation agreements.

Once the agreement is formed, necessary signatures in ink, other than black, are required by the community college faculty and administrators. Attached to the agreement should be the course outlines/syllabi, class flyers, and final exam (if applicable). The final approved articulation form with original signatures should be distributed to the appropriate staff or faculty at community college involved, secondary partner curriculum coordinator or designee, and the *Statewide Career Pathways: Creating School to College Articulation Project* for posting on its website.

Effective Date Agreements: Agreements are effective for the term prescribed in each agreement. The intent is to have regular review of the articulated course or program through faculty-to-faculty dialogue.

Review and Renewal: Community College faculty should monitor and evaluate the competencies of students using an articulation agreement for the purpose of advising secondary instructors if there is a need for revising/updating the curriculum. This could be accomplished through a comparison of final course exam scores of students using articulation agreements vs. students not using articulation agreements. *The Statewide Career Pathways: Creating School to Career Articulation Project* has created a generic form for your use in renewing current articulation agreements (see the Supplemental CD).



STEP FIVE: CREATING/UPDATING ARTICULATION AGREEMENTS

A. In advance of your articulation event, send an *Articulation Form with Instructions* as well as *How to Use Articulation Agreement Templates* (see the Supplemental CD) to all participants who have indicated an interest in articulating courses. This form asks them to bring items such as course outlines/, objectives, anticipated student outcomes, textbooks used, and final exams (if applicable). You may adapt our standard form for use at your college. Whenever high school/ ROCP and college faculty meet together to write articulation agreements, we recommend they use the Statewide Career Pathways templates to simplify their work.



What Additional Resources are Available?

Besides this Handbook and the project website, college curriculum committees have well-developed guidelines to assist faculty in writing effective course outlines. Those resources can help discipline faculty when writing articulation agreements too. In addition, the Academic Senate for California Community Colleges has extensive curriculum resources to assist faculty with such things as writing course objectives, course content and student learning outcomes. We recommend that faculty who are engaged in articulation efforts turn to their curriculum committee, their articulation officer, their SLO coordinator and to the Academic Senate at www.asccc.org for tips and assistance. In particular, turn to the Curriculum pages within the Academic Senate site <http://www.ccccurriculum.info> for a wealth of information and guidance such as the 1995 publication, Components of a Model Course Outline of Record Model. At time of publication, the 1995 Academic Senate paper is being considered for revision. Please see the Academic Senate curriculum website after Spring 2008 for a possible updated document.

In the Supplemental CD, you will find information about Writing Cognitive Outcomes, A Glossary of Terms/Acronyms and articulation websites. We include the Writing Cognitive Outcomes list (see the Supplemental CD) because good practice tells us that when we use measurable action verbs, and ensure that both lower and higher levels of knowledge are included, that course outlines (and subsequent articulation agreements) are more accurate and reliable.

The Glossary of Terms (see the Supplemental CD) is included because when faculty from schools and colleges get together, sometimes they use unfamiliar acronyms and jargon and in some cases we use the same term to mean different things. This list is a reference for teachers/ faculty as they develop articulation.

The articulation websites (see the Supplemental CD) will provide additional resources for anyone involved in creating school to college articulation agreements.

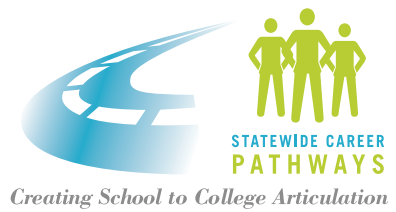
Conclusion

As mentioned in the beginning of this document, the purpose of this handbook is to provide a convenient and centralized place to find information about high school to college articulation. *Statewide Career Pathways Project: Creating School to College Articulation* developed this handbook to streamline articulation efforts and to support and encourage the development of articulation agreements throughout California. We encourage your schools and colleges to take advantage of the templates that have been developed, to send in your resulting articulation agreements for inclusion in the statewide database, and inform school/college personnel about the opportunities to work with this project. It is also important that each college have processes in place to ensure that student records reflect the credit they have earned.

There may be revisions to this Handbook in the future, please check our website for any updates. Your participation in this project is an important link to the overall success of the *Statewide Career Pathways Project*, which ultimately will result in a smoother transition for students as they move from secondary schools to community colleges.







429 J Street, Suite 430
Sacramento, CA 95814

website: www.statewidepathways.org
email: info@statewidepathways.org