

Early College Credit Definitions

Draft Definitions for Discussion

November 2020 - WG1 Career Pathways ECC Discussion

Types of Early College Credit Opportunities

Articulation – Course-to-course equivalency between a secondary course and a post-secondary course. Articulation is the process of evaluating courses to determine whether course-work completed at a high school or adult ed program or noncredit institution will meet the requirements at a community college for the purpose of advanced placement or credit by exam units. Its purpose is to coordinate policies and practices among sectors of the education system, minimizing or eliminating course repetition. 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.

An Articulated Course is a course that has a written agreement in the form of an Articulation Agreement between the high school or adult ed program or noncredit institution and a post-secondary college. These courses are a progression of the coursework taken at the high school and taught by a high school teacher. Articulated courses may sometimes earn a student college credit and/or may satisfy a prerequisite requirement at the post-secondary if they successfully complete the course. Conditions of the college credit and prerequisite requirement are outlined in the written agreement.

- Currently, the State requires only CTE articulated courses be reported to CALPADS.
- Regionally, some high school districts give weighted credit for articulated courses.

Articulated Credit by Examination – Students receive college credit for completing articulated coursework based upon a final assessment (written examination, portfolio, or other demonstration of course mastery). The content and format of this demonstration is the purview of the college faculty member. The exam may be the final exam within the course at the secondary site proctored by the secondary teacher or an additional exam proctored by the college. In addition, a minimum grade in the secondary course may be required, as defined by the articulation agreement for the course.

Through the credit by examination process, students may receive college credit for articulated courses. Credit by examination means that a high school 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. Credit by Exam allows the college credit to be transcribed to the student’s official transcript. The grade earned on the final assessment is the grade that will appear on the student’s college transcript. This process varies by college.

- Regionally, most colleges require credit by exam for all articulated courses.
- Articulated Credit by Exam courses require the student to earn a B or higher on the final assessment to receive college credit.

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Regionally, Articulated Courses are paired with Credit by Exam and most often require the following core elements to receive college credit:

- Receive a B or higher in the course and on the approved final assessment.
- Have an active college application on file
- Complete a request for college credit or student petition form

Some colleges also require additional steps that support data sharing and student success tracking such as the completion of a student account in CATEMA¹.

Dual Enrollment – College and Career Access Partnership (CCAP) Agreements – Authorized by AB288² an agreement or contract between a community college and K12 school district that documents how the partners will provide college and career pathways to students for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. A participating community college district may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The required contents of these agreements are identified in the law and in guidelines.

- http://extranet.cccco.edu/Portals/1/AA/MCHS/Dual%20Enrollment/AB_288_College_and_Career_Access_Pathways_Apportionment_Eligibility_Guidelines_3-11-16.pdf
- http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=76004.&lawCode=EDC

Common characteristics include:

- Taught at the high school
- Part of regular school day

¹ **CATEMA–Career and Technical Education Management Application.** This is an online software utilized to award student credit through articulation. Most common tool utilized to manage Articulated Credit by Exam agreements, enrollments, and student outcomes. Initially, the State covered the cost of CATEMA, then the State allowed Perkins Reserve Funds to be used annually to cover the cost of CATEMA. Currently, institutions must find alternative sources to cover the cost of maintaining CATEMA. Regionally, not all colleges utilize CATEMA.

² **AB288 - [Assembly Bill 288 \(2015\)](#)** authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The bill authorizes specified high school pupils to enroll in up to 15 units per term if those units are required for these pupils’ partnership programs and specified conditions are satisfied, and would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements.

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- High school and college credit
- Free tuition and textbooks

Dual Enrollment – Non-CCAP - Non-AB 288 dual enrollment also requires a legal agreement between educational partners. This agreement may be a special admit student agreement, an MOU, an Instructional Service Agreement (ISA), or other type of official agreement between participating partners. To avoid confusion between the types of agreements, AB 288 agreements must be referred to as “AB 288 CCAP Partnership Agreements” while non-AB 288 agreements may be referred to as “Agreements,” “MOUs,” or “ISAs.” The requirements of CCAP Partnership Agreements are more specific than other agreements.

Existing non-AB 288 agreements require special admit students be determined or affirmed as being ready to undertake degree-applicable credit coursework as a precondition for the admission to a community college. This “readiness” is determined by the submission of a form that must be signed by the student, their parent or guardian, and the school principal or their designee. Each college’s form may be slightly different. Some colleges also include expectations and/or responsibilities of the student on this form.

Common characteristics include:

- Taught at the college campus
- High school and college credit
- Abundant selection of classes
- Free tuition (other fees apply)

Concurrent Enrollment – An arrangement that allows high school students to enroll in postsecondary courses, for postsecondary credit, but usually not for high school credit. Concurrent Enrollment allows a high school student to enroll in college-level courses for credit prior to high school graduation. Courses are taught at the college campus during the regular school day or after school by college faculty. Credit earned through concurrent enrollment: can be applied to the student’s high school graduate requirements; transferred to most colleges and universities; and can be applied to the student’s college transcript. Unlike dual enrollment, concurrent enrollment is a student-initiated process and students are financially responsible for textbooks and any other course-related fees.

Concurrent Enrollment:

- HS student enrolls in classes offered at the local college
- The college course is not offered during the HS instructional hours.
- Need permission from the HS Principal and Parent
- Student must complete normal application, admissions, and assessment requirement prior to enrollment
- Student is responsible for all deadlines set by the college to enroll, drop, or withdraw
- Student is treated the same as all other enrolled students

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- All grades earned are part of the student’s permanent college student transcript and record

Source: [2019 CPA Articulation Handout](#)

When tied to an **MOU**, concurrent enrollment opportunities may be tied to HS career pathways and involve the College Dean “holding” seats within certain courses to ensure HS students are able to enroll in the college course – most often for the goal of completing a certificate prior to high school graduation.

Dual Enrollment versus Concurrent Enrollment

Across California, the terms dual enrollment and concurrent enrollment are often used interchangeably. Students referred to as dual enrollment or concurrent enrollment students are all considered “special admit” students³.

- **Dual enrollment** as an early college credit strategy has referred to courses taught at the high school campus during the instructional day for which students receive high school and college credit at the same time.
- **Concurrent enrollment**⁴, on the other hand, has referred to a strategy wherein high schools take regular college courses, which may or may not be approved by high schools for high school credit.

Dual Enrollment	Concurrent Enrollment
<ul style="list-style-type: none">- Embedded into students’ school day- Usually taught on the high school campus- Students are provided with systematic supports to enroll and successfully complete the course- College and high school credits systematically issued- Transcripts are provided to high schools in bulk and credits are automatically issued by the high school- Free to students (<11 units), school buys books/materials	<ul style="list-style-type: none">- Students are expected to enroll themselves into an existing college class- At the college campus- During a time that the student is available outside of their school schedule- Students must manage the enrollment process on their own, including obtaining transcripts and ensuring credits get transferred onto their high school transcript- Free to students (<11 units) but must purchase books/materials

³ **Special Admit Students** – Traditional high school students who take college courses offered by postsecondary institutions are designated as “special admit” students by their college.

⁴ *Note: the term “concurrent enrollment” is not found in California Education Code (see California Community Colleges Chancellor’s Office’s March 11, 2016 Legal Opinion 16-02, page 1).*

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RECAP OF THE THREE PRIMARY TYPES OF OPPORTUNITIES

	Articulated HS Course	Dual Enrollment	Concurrent Enrollment
Instructor	High School Teacher	College Faculty or HS instructor who meets college faculty requirements	College Faculty
Location	High School	High School	College
Cost of Course to HS Student	Free	\$19 (with some exceptions)	\$19 health fee \$1/unit Student Center Fee
Cost of textbooks to HS student	Free	Free	Student pays
Grading	Only A, B, or P (Pass) transcribed if recommended for credit. Each college establishes grading policy.	Grade earned transcribed	Grade earned transcribed

Advanced Placement (AP) – AP is a program created by College Board that offers college-level courses within high school where students can earn college credit by examination at the end of the course. At some high schools, students who take AP courses may receive an additional boost to their high school grade point average, since AP course may have higher grade points than regular high school courses. <https://apstudent.collegeboard.org/exploreap>

College Level Examination Program (CLEP) – CLEP is a collection of standardized tests created by College Board, that assess a student's knowledge in introductory college-level material and grants college credit in a variety of subjects. Examinations are administered by and at College Board testing centers. Although CLEP is widely accepted, colleges and universities have varying policies on how credit is granted through CLEP. <https://clep.collegeboard.org/about-clep/how-clep-works>

Definitions Related to Implementation

Memorandum of Understanding (MOU) - Contract between two entities defining terms of an agreement. In the Dual Enrollment context, many non-AB288 CCAP agreements are codified through MOUs. MOUs are also often used for concurrent enrollment and non-CCAP Dual Enrollment.

Transcribed Credit – The process of posting articulated courses to the student's official college transcript.

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COR – Course Outline of Record or Course Outline – This is the “official” district-level course outline for the class that is articulated. A teacher’s syllabus is not the course outline of record. The format for course outlines vary by district, but at a minimum, the COR should include: Course Title, Course Summary, Length of the course in hours, Number of credits or units awarded, Prerequisites (if any), Student Learning Outcomes or Course Objectives (skills and competencies), Measurement methods, Required equipment, Required/recommended textbooks.