

San Diego and Imperial Counties Community Colleges Regional Consortium

DEFINITIONS RELATED TO EARLY COLLEGE CREDIT (ECC) OPPORTUNITIES

Context: Regional Strong Workforce Program Workgroup 1 Career Pathways efforts include acceleration of pathways from adult education and high school to college. Early college credit opportunities are a key strategy to accelerating college degree and certificate completion. As such, the San Diego Imperial County Regional Consortium is committed to supporting K-12, adult education, and community college practitioners in working together to build meaningful early college credit opportunities for career pathway completion.

Through WG1 activities, the need to establish common regionally approved definitions related to early college credit was identified as a priority first step.

Establishing regionally agreed upon definitions related to early college credit will help bridge gaps across K-14 career pathways and create consistency for K-12, adult education, and community college practitioners.

Once agreed upon definitions are finalized and adopted, the goal is to integrate these common terms into K-12 and adult education focused materials to support practitioner and student understanding and participation (Fall 2021). Additionally, definitions and materials will be integrated into a future a regional guide on early college credit.

The definitions included within this document were compiled by WestEd from existing local, regional, and statewide resources. WG1 members provided feedback via an online shared document and within previous workgroup meeting discussions. Earlier versions were shared at previous regional deans meeting, CCTE directors' meetings, and other outlets. Constituents were encouraged to provide feedback.

Action needed: WG1 members respectfully request that each community college carefully review the below definitions and share edits, feedback, and/or questions. WG1 members recommend that each college distribute this document to those within their institution most closely engaged in CCAP and CTE Transitions Credit by Exam processes and facilitate discussion about the definitions. Senior leadership engagement is also encouraged.

Timeline:

- **Feedback due Friday, June 28, 2021.** Please provide feedback via [this online form](#).
- Finalized definitions will be presented to ROC in September.

TYPES OF EARLY COLLEGE CREDIT OPPORTUNITIES (IN ALPHABETICAL ORDER)

Advanced Placement ([AP](#))

Purpose. AP is a program created by the College Board that offers college-level courses in high schools, enabling students to earn college credit upon successful completion of an examination at the end of the course.

Key Components. Teachers must authorize their courses with the College Board in order to confirm teacher awareness of course scope and gain access to practice exams and other resources.

AP courses are held at the high school campus as part of the regular day. They are offered in most academic disciplines, ranging from Arts to World Languages. Courses taught by CTE-credentialed teachers such as computer science and environmental science are also included in AP offerings.

Students take an exam at the end of the course to determine eligibility for college credit. At some high schools, students who take AP courses may receive an additional boost to their high school grade point average, since AP courses may be “weighted” and offer higher grade points compared to regular high school courses.

How Students Receive College Credit. Each postsecondary institution has its own AP policy that determines minimum AP exam scores required to earn credit for equivalent courses. That information is found on the AP website as well as through postsecondary institutions’ own websites and college catalogs.

Critical Issues. Process issues to be aware of include:

- Each exam costs students \$95, though fee waivers may be arranged by some schools or community-based institutions.
- Along with a high school diploma, earning a 3 or better on two AP exams is considered a “College Readiness Measure” in California. Students who meet this criterion are classified as “Prepared” in California’s College and Career Indicator (CCI) accountability system.

Articulation and Articulation Credit by Exam

Articulation is a high school, adult education, or noncredit CTE course to college course alignment process that results in course-to-course equivalency. It begins with the evaluation of the high school, adult education, or noncredit course by college faculty to determine whether coursework completed at the high school, ROCP (see below), adult education program, or noncredit institution will meet the requirements at the college for the purpose of advancing students’ placement in the college program.

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Purpose. The goal of articulation is to minimize or eliminate course repetition for students by coordinating policies and practices among segments of the education system. The articulation process assures college faculty that upon successful completion of an articulated course, the high school, adult education, or noncredit student has received the necessary instruction and preparation, and, often pending a Credit by Examination process, can progress to the next level of postsecondary instruction (see below regarding credit by examination)

Key Components. Articulation requires an articulation agreement, a written agreement between the high school, ROC/P, adult education program, or noncredit institution and the college that establishes the course-to-course equivalency with the postsecondary course. Conditions of the college credit and prerequisite requirements are outlined in the written agreement and determined by the college. Articulation agreements are valid for 2-3 years, depending on the institution, but most colleges review the agreement annually to align with the California Community College Chancellor's Office (CCCCO) requirements for each college career education course to be reviewed every two years. Each postsecondary institution determines its own requirements for students to request articulated credit. Some colleges also require additional steps that support data sharing and student success tracking such as creating a student account in CATEMA (see below).

Articulated CTE courses are taught on the high school campus, ROC/Ps, adult schools, or noncredit schools by the teachers who normally teach those courses.

In the San Diego and Imperial Valley County region, Articulated Course Agreements usually feature a **Credit by Examination process**, by which high school students demonstrate proficiency in college-level studies by satisfactorily passing an exam approved or conducted by a discipline faculty member of the "receiving" community college. If this condition is met, the student receives college credit for the comparable community college course named in the articulation agreement. Though this process varies by college, Articulated Credit by Exam allows the college credit to be transcribed to the student's official transcript. Articulated credit without credit by examination does not provide this opportunity. The grade earned on the final assessment is the grade that will appear on the student's college transcript.

How Students Receive College Credit. Students who complete an articulated course without credit by examination cannot get college credit but may satisfy/waive a prerequisite requirement at the college if they successfully complete the course and meet all agreement requirements. Successful completion is often established by students' final grade in the course. Students who complete an articulated credit by examination course may earn college credit if they successfully complete the course and meet all agreement requirements. Successful completion is established by students' final grade in the course and their grade on the final approved assessment (credit by examination). The grade received on the final assessment is the grade that will be transcribed to the student's college transcript. College credit is transcribed after the course is completed and all agreement requirements are met. This process can often take months to complete following course completion. Depending on the course, the credit can

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be applied to certificate programs, degree programs, or transferred to another postsecondary institution.

Critical Issues. Important things to remember about articulation include:

- If a K-12, adult education, or noncredit institution's local community college does not have a program with which to articulate, districts are free to partner with another community college that offers a program that aligns better.
- Some colleges in the region transcript a P for Pass, and others transcript the passing grade earned on the final exam/assessment.
- Most, but not all, colleges require a B or higher in the course and on the approved final assessment in order to earn college credit and/or satisfy/waive a prerequisite requirement.
- Student must have an active college application on file to receive credit.
- Student must complete a request for college credit or student petition or opt-in form, depending on each college's particular process.
- There is no cost to the student.
- Students should be counseled that depending on the articulating college, they may need to proactively opt in to take the Credit by exam, or they may not earn college credit for the course (although they may satisfy/waive a prerequisite requirement at the articulating college). Students should further be counseled that if they do not opt in, they will not receive college credit. This has ramifications for students who wish to transfer to a university, because there may not be credits to transfer.¹
- Along with a high school diploma, earning 1) a C- or better for 2 semesters (or 3 quarters) of college credit courses or 2) completing a CTE pathway and earning a C- or better for 1 semester (or 2 quarters) of college credit courses are Career Readiness Measures. Students who meet this criterion are classified as "Prepared" in the CCI system. *Students must earn the college credit upon completing the course, while still in high school, to qualify for the "Prepared" classification.* For this reason, articulated courses might best be offered to sophomores and juniors to give colleges time to transcript the credit(s).
- Articulated courses and articulated credit by examination courses should be tied to college courses that are part of college degree or certificate programs.
- The development of articulation agreements with or without credit by examination provide a valuable opportunity for college faculty to develop relationships with high school, adult education, or noncredit career pathway programs.
- Outreach events and activities tied to agreements often increase the likelihood that students who receive college credit through the agreement will attend the college.

¹ Academic Senate for California Community Colleges. *Alternative methods for the awarding of college credit: Credit by Examination for articulated high school courses.* Pp. 5-6.
<https://www.asccc.org/sites/default/files/AlternativeMethodsForAwardingOfCollegeCredit.pdf>

College Level Examination Program ([CLEP](#))

CLEP is a collection of standardized tests created by the College Board that assesses a student's knowledge in introductory college-level material for potential college credit.

Purpose. CLEP allows students to earn college credit based on prior knowledge, whether that knowledge came from advanced high school courses, independent reading and study, online courseware or textbooks, noncredit courses, or on-the-job training. CLEP exams were developed for adult students and military service members to save time and money while earning degrees, but now high school and college students take the exams as well.

Key Components. There is no coursework associated with CLEP; the exams function more like Credit for Prior Learning (CPL, see below). CLEP exams cover a wide range of disciplines, from Business and Finance to World Languages. Students register to take CLEP exams, either at a CLEP test center or from their home.

How Students Receive College Credit. Although CLEP exam scores are widely accepted for college credit, colleges and universities have varying policies on granting college credit or course exemption without credit. CLEP recommends students check university websites prior to taking the exams.

Critical Issues. Important things to remember about CLEP include:

- Each exam costs students \$89, which is non-refundable. If a student wishes to take the test from home, there is a \$30 remote proctoring fee. Some test centers charge an additional \$25 administration fee.
- Some colleges do not grant credit for a CLEP exam if the student has already attempted a college-level course closely aligned with that exam.

Concurrent Enrollment

Concurrent enrollment allows high school students to enroll in postsecondary courses — for postsecondary credit. Some high schools, but not all, provide high school credit as well.

Purpose. Concurrent enrollment allows high school students to accelerate their education by enrolling in college-level courses for college credit prior to high school graduation.

Key Components. A high school student can enroll in classes offered at the local college (with parental and principal permission) by completing the normal college application, admissions, and assessment requirements prior to enrollment.

Unlike dual enrollment, concurrent enrollment is a student-initiated process (there is no required agreement between institutions). When tied to a Memorandum of Understanding (MOU, see below), however, concurrent enrollment opportunities may be part of high school career pathways and involve the college “holding” seats within certain courses to ensure high school students are able to enroll in the college course, most often for the goal of completing a

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certificate prior to high school graduation. When offered through an MOU, additional partnership opportunities may be included (including waiving of fees, special activities, etc.).

Courses are taught at the college campus (or through a college online portal) during the regular school day or after school. Courses are taught by college faculty. Depending on the high school, students might receive high school credit in addition to college credit for successfully completing the course. Students have access to an abundant selection of classes that is not limited by their pathway. Students are financially responsible for all regular college fees and textbooks, although this varies by college.

How Students Receive College Credit. Students receive a grade which is transcribed like that of any college student. All grades earned become part of the student's permanent college student transcript and record. Credit earned through concurrent enrollment can generally be applied toward the student's high school graduation requirements. Additionally, these credits usually transfer to most colleges and universities.

Critical Issues. Important things to remember about concurrent enrollment include:

- The college course is a regularly scheduled college class, meaning high school students need to check the scheduled days and times to avoid conflict with their high school course schedule.
- The student is treated the same as all other enrolled college students, meaning they are responsible for all deadlines set by the college to enroll, drop, or withdraw.
- Non-high school students will be enrolled in the class.
- Along with a high school diploma, earning a C- or better for 2 semesters (or 3 quarters) of college credit courses is a College Readiness Measure. Students who meet this criterion are classified as "Prepared" in the CCI system. If the concurrent enrollment is a CTE course, completing a CTE pathway and earning a C- or better for 1 semester (or 2 quarters) of college credit courses is a Career Readiness Measure. Students who meet this criterion are also classified as "Prepared" in the CCI system.
- Colleges may want to consider how to provide concurrent enrollment opportunities for adult education students.

Dual Enrollment

Dual enrollment includes Dual Enrollment through College and Career Access Pathways (CCAP) Partnership Agreements, Non-CCAP Dual Enrollment, and SB 554 Dual Enrollment. Definitions are below.

Dual Enrollment through College and Career Access Pathways (CCAP) Partnership Agreements.

Purpose. Dual Enrollment through CCAP partnership agreements is intended to offer or expand dual enrollment opportunities for students who may not already be "college bound"

— ready for college — or who are underrepresented in higher education and participate in high school college and career pathways.

Key Components. Authorized by [AB 288](#), dual enrollment through CCAP requires a CCAP partnership agreement or contract between a community college district and K-12 school district. According to the CCCCO’s Dual Enrollment and Assembly Bill 288 (CCAP) [Legal Opinion 16-02](#) (see p. 9, II. CCAP Track, Section F), Colleges are advised to use the title “College and Career Access Pathways (CCAP) Partnership Agreement.” These agreements document how the partners will provide access to college and career pathways for this group of students, including student eligibility criteria and the institutional allocation of instructional time. Other required contents of these agreements are identified in the law and in guidelines, such as the August 2020 [update to AB 288--Chancellor’s Office Memorandum](#).

The governing board of each district in the CCAP dual enrollment partnership agreement must present the agreement as an informational item at an open public meeting of that board prior to adopting it.

Courses are usually held at the high school campus as part of the regular day. Students receive high school and college credit for the course. Tuition and textbooks are free.

How Students Receive College Credit. Students must have a current college application and dual enrollment permit on file, and be enrolled in the college course. All grades earned become part of the student’s permanent college student transcript and record. Each college defines its own course enrollment process.

Critical Issues. Process issues to be aware of include:

- Courses can be taught by either high school or community college instructors—but if taught by a high school teacher, s/he/they must meet California Community College minimum qualifications.
- Developmental math or English are allowed [under certain circumstances](#) (i.e., to juniors or seniors).
- Along with a high school diploma, earning 1) a C- or better for 2 semesters (or 3 quarters) of college credit courses or 2) completing a CTE pathway and earning a C- or better for 1 semester (or 2 quarters) of college credit courses are Career Readiness Measures. Students who meet this criterion are classified as “Prepared” in the CCI system.
- In contrast to non-CCAP dual enrollment, [the goal of CCAP dual enrollment](#) requires partners to focus on ensuring access to students who may not already be “college bound” or who are underrepresented in higher education and who participate in high school college and career pathways.

Dual Enrollment (Non-CCAP).

Purpose. Dual enrollment existed prior to AB 288, and schools and colleges can partner to serve non-AB 288 students through non-CCAP dual enrollment. Non-CCAP dual enrollment courses are not restricted to students meeting the AB 288 requirements. Existing non-CCAP agreements require students (called “special admit” students in the community colleges) be determined or affirmed as ready to undertake degree-applicable credit coursework as a precondition for 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.

Key Components. Non-CCAP dual enrollment courses, like CCAP dual enrollment courses, require legal agreements between educational partners. These agreements may be “special admit” student agreements, MOUs, Instructional Service Agreements (ISA, see below), or other types of official agreements between participating partners. These agreements may be created at the school-to-school or district-to-district level. To avoid confusion between the types of agreements, non-CCAP agreements may be referred to as “Agreements,” “MOUs,” or “ISAs,” while CCAP agreements must be referred to as “CCAP Partnership Agreements.”

Courses may be held at the high school campus, but not during normal school hours. Students receive high school and college credit for the course. Tuition is free, but other fees apply. Students have access to an abundant selection of classes that is not limited by their pathway.

How Students Receive College Credit. Students must have a current college application and dual enrollment permit on file, and be enrolled in the college course. All grades earned become part of the student’s permanent college student transcript and record.

Critical Issues. Important things to remember about non-CCAP dual enrollment include:

- Each college determines the course enrollment process.
- Because they are considered college students, students have access to college counselors and all their resources, as well as career services and health services.
- In contrast to CCAP dual enrollment, [the goal of non-CCAP dual enrollment](#) is to provide advanced scholastic and vocational training to students who are determined to be ready to undertake college credit coursework.
- Along with a high school diploma, earning a C- or better for 2 semesters (or 3 quarters) of college credit courses is a College Readiness Measure. Students who meet this criterion are classified as “Prepared” in the CCI system. If the non-CCAP dual enrollment is a CTE course, completing a CTE pathway and earning a C- or better for 1 semester (or 2 quarters) of college credit courses is a Career Readiness

Measure. Students who meet this criterion are also classified as “Prepared” in the CCI system.

SB 554 Dual Enrollment.

Purpose. [SB 554](#) provides for dual enrollment for adult and noncredit education students, allowing them to benefit from the same accelerated transition to postsecondary education opportunities that are available to high school students.

Key Components. SB 554 authorizes the governing board of a school district overseeing an adult education program (or the governing board of a community college district overseeing a noncredit program) to allow students who are pursuing a high school diploma or equivalency certificate to enroll as special part-time students at a community college.

How Students Receive College Credit. Students must have a current college application and dual enrollment permit on file, and be enrolled in the college course. All grades earned become part of the student’s permanent college student transcript and record. Each college defines its own course enrollment process.

Critical Issues. Important things to remember about SB 544 dual enrollment include:

- The community college is reimbursed through the apportionment process, provided that no other school district is receiving reimbursement for the same instructional activity.
- Because they are considered college students, students have access to college counselors and all their resources, as well as career services and health services.
- As with high school dual enrollment options, there is an 11-credit limit per semester and adult and noncredit students may not displace regularly admitted community college students.
- SB 554 is new as of 2019. Colleges may not yet have fully developed systems to implement SB 554. The CCCCO released a [memo in August 2020](#) with basic guidance on implementation.
- Currently, in San Diego Imperial County Region, only Grossmont College actively provides dual enrollment opportunities to adult education students through SB 554.

IMPLEMENTATION TERMS

Apportionment. Apportionment is how funding is allocated in education. It is done differently in the K-12 and community college systems, as described below:

ADA. ADA stands for “Average Daily Attendance” in the K-12 system. In grades 9-12, a minimum of 240 instructional minutes per day must be met. This is often one of the challenges to establishing CCAP partnership agreements and holding classes during the regular school day because the high school cannot claim ADA if the college is using the attendance to count towards their FTES (see below). An exception is made for dual and concurrently enrolled special admit students in grades 9-12 to allow for 180 instructional minutes that generate a maximum $\frac{3}{4}$ of an ADA. According to a [Career Ladders Project interview](#) with an instructional time specialist in the California Department of Education, “A common misperception is that community college classes count towards the minimum daily minutes, and they typically do not.”

Full-Time Equivalent Faculty (FTEF). FTEF stands for “Full-Time Equivalent Faculty,” the metric used by colleges to standardize faculty workload and calculate instructional cost. It is not the actual number of faculty members, but based on a formula using standard course hours and teaching load.

Full-Time Equivalent Student (FTES). FTES stands for “Full-Time Equivalent Student,” the metric used by colleges to standardize student enrollment for allocating funding. It is not headcount or enrollment, but based on a formula using enrollment, contact hours, and term length.

Career and Technical Education Management Application (CATEMA). CATEMA is an online application and database used to award student credit through articulation. It is the most common tool used in the state to manage Articulated Credit by Exam agreements, enrollments, and student outcomes. High school teachers need a CATEMA account to enter student grades. Students need a CATEMA account in order to be in the system to receive college credit. Regionally, not all colleges use CATEMA.

Course Outline of Record or Course Outline (COR). This is the “official” district-level course outline for the college course. A faculty syllabus is not the course outline of record. The format for course outlines varies 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, and required/recommended textbooks.

Credit for Prior Learning (CPL). This is an umbrella term used within the community college system that includes early college credit opportunities as well as credit for industry credentials, portfolios, regular credit by exam, and more. CPL primarily targets adult learners and military, but it can benefit all students.

CTE Transitions. In many community colleges, this is the office that handles articulation. These offices may have formerly been known as Tech Prep offices. The work of the CTE Transitions Coordinator typically involves facilitating the establishment of an articulation, the maintenance of the articulation, and the credit by exam process. Both titles (CTE Transitions and Tech Prep) came from Perkins funding (Perkins Reserve Funds). As of 2020-2021, Perkins no longer includes designated CTE Transitions or Tech Prep funds. However, many institutions continue to leverage Perkins dollars to support this work.

Instructional Service Agreement (ISA). An Instructional Service Agreement (ISA) is an agreement between a community college and an outside organization, such as a K-12 district, to deliver college-level education or training. Instructional costs are often shared, and students may receive college credit.

K-12 College and Career Readiness Indicator. Measures of college and career readiness were developed to show how well California high schools are preparing students for success after high school graduation. Several of the measures include early college credit, which incentivizes K-12 districts to develop college credit opportunities. Examples include AP exams, articulation credit by exam (see the qualifier in the Articulation Credit by Exam entry above), concurrent enrollment, CCAP dual enrollment, and non-CCAP dual enrollment. Details are provided in the “Critical Issues” section of these entries above, but in general involve earning a grade of C- or better in one or more semesters/quarters.

Memorandum of Understanding (MOU). A Memorandum of Understanding (MOU) is an official agreement between agencies or districts that establishes the terms and conditions of the partnership.

Regional Occupational Centers and Programs (ROC/P). These centers provide high school students 16 years of age and older and adult students with career and technical education. Most ROC/Ps offer courses during the regular school day (with students sometimes bused to the centers), in the late afternoon and evening, and during the summer months.

Special Admit Students. High school students who participate in dual enrollment or concurrent enrollment with community colleges are designated “special admit students” at the colleges.

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