

GROSSMONT COLLEGE



CUYAMACA COLLEGE

# Early College Credit for Career Education

High School to College Articulation and Credit by Exam



Presented by:  
Eric Anthony



SAN DIEGO COMMUNITY COLLEGE DISTRICT

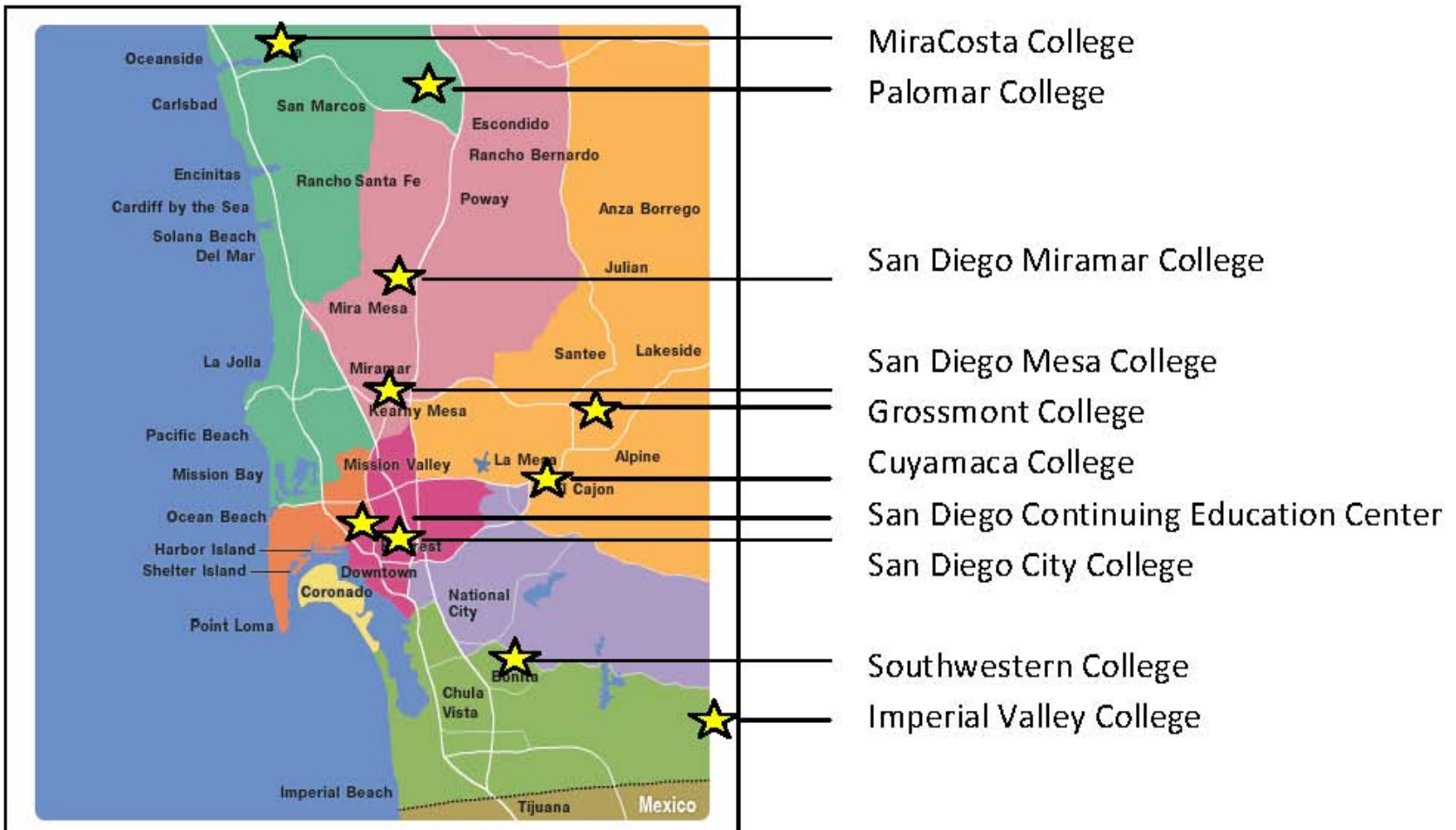
# Introduction

- \* Eric Anthony
- \* Program Support Technician/CTE Transitions
- \* San Diego Community College District
  - \* San Diego City College
  - \* San Diego Mesa College
  - \* San Diego Miramar College
  - \* San Diego Continuing Education

# Who's in the Room?

- \* K-12 Counselors
- \* K-12 Teachers
- \* Adult Education partners
- \* College Faculty
- \* College Counselors
- \* College Administrators

# The San Diego Region



# The San Diego Region CTE Transitions Contacts

- \* Cuyamaca College  
Kate Miller
- \* Grossmont College  
Erica Olmos
- \* Imperial Valley College  
Roxanne Nunez
- \* MiraCosta College  
Amy Pimentel
- \* Palomar College  
Suzanne Sebring
- \* San Diego City College  
Eric Anthony
- \* San Diego Mesa College  
Eric Anthony
- \* San Diego Miramar College  
Eric Anthony
- \* Southwestern College  
Anthony Griffen

# CTE Transitions

- \* CTE Transitions requires designated community colleges to fund activities related to CTE Transitions objectives with the goal of helping Career Technical Education students' transition from secondary to postsecondary education and on to the world of work.
- \* CTE Transitions is funded through the Carl D. Perkins Career and Technical Education Improvement ACT of 2006 (Perkins IV) using the option of a “10% Reserve” set-aside from Title I, Part C Funding.
- \* CTE Transitions focuses on five objectives: outreach/career exploration, **articulation**, concurrent enrollment, **credit by exam**, and work-based learning.

Reference: California Community Colleges, <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CTETransitions.aspx>

# CTE Transitions

## \* **Articulation:**

Articulation is the process of evaluating courses to determine whether course-work completed at a high school will meet the requirements at a community college for the purpose of advanced placement or credit by exam units.

Reference: State Career Pathways, [www.statewidepathways.org](http://www.statewidepathways.org)

# CTE Transitions

## \* **Benefits to Articulation**

- \* Accelerates college degree completion through advanced placement and/or college credit
- \* Saves students time in completing college certificates or degrees
- \* Minimizes course duplication
- \* Reduces costs to students
- \* Transitions students from high school to college
- \* Develops collaboration between institutions
- \* Helps students *get on a path, stay on a path*



# Methods of Articulation

- \* **Dual Enrollment**

- \* Dual enrollment programs introduce high school students to college-level work, but allowing them to take certain college courses along with their regular high school courses
  - \* AB 288 College and Career Pathways Partnership (CCAP)

- \* **Concurrent Enrollment**

- \* An arrangement between a high school and community college that allows students to take courses, outside of the traditional school day, for college credit (but not always for high school credit). Courses are usually taught by college faculty, on the college or high school campus, or through distance education.

# Methods of Articulation

- \* **Credit by Exam**

- \* Through the credit by examination process, high school students may receive college credit for some 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. This process varies by college.

Reference: State Career Pathways, [www.statewidepathways.org](http://www.statewidepathways.org)

# Title 5 Credit by Exam

## \* Title 5 § 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.

# CTE Transitions Credit by Exam Articulation Process

## Agreement Development

- Request agreement
- Exchange curriculum
- Agree on method of examination
- Approved by college faculty

## Implementation

- Agreement signed by all participating high school teachers and principals
- High school teachers and students maintain CATEMA accounts
- Student's exam grades become college transcript grade

## Awarding College Credit

- Valid CATEMA account
- Earn grade of A or B in class and exam
- Complete college admission application
- Submit Petition for Credit form with signature
- Submit official high school transcript

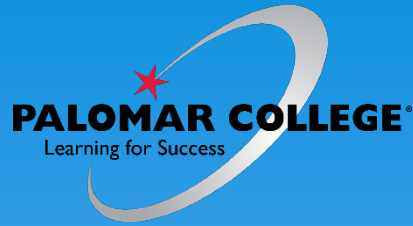
# Career and Technology Education Management Application

## \* **CATEMA**

- \* Web-based application and database used for student record keeping for the awarding of articulated college credit.
- \* CATEMA is used to:
  - \* Minimize the tasks necessary for the students, teachers, and system staff
  - \* Provide easily accessible and printable data in detail & summary reports
  - \* Assure data is accurate and secure, with separation of student, teacher, and school information
  - \* Validate all data at the point of entry to reduce entry errors
  - \* Provides intersegmental access to everyone involved in the process

# The San Diego Region CTE Transitions Contacts

- \* Cuyamaca College  
Kate Miller
- \* Grossmont College  
Erica Olmos
- \* Imperial Valley College  
Roxanne Nunez
- \* MiraCosta College  
Amy Pimentel
- \* Palomar College  
Suzanne Sebring
- \* San Diego City College  
Eric Anthony
- \* San Diego Mesa College  
Eric Anthony
- \* San Diego Miramar College  
Eric Anthony
- \* Southwestern College  
Anthony Griffen



GROSSMONT  
COLLEGE



CUYAMACA  
COLLEGE

THANK YOU!

SAN DIEGO  
CITY COLLEGE

SAN DIEGO  
MESA COLLEGE

SAN DIEGO  
MIRAMAR  
COLLEGE

