

Submitted to the Senate for Consideration by Curtiss Brown, David Williams, Andrew Wesley and Michael Wyly, 5.15.2017

Additions:

1. **Flow Chart showing Credit-By-Exam/HS Articulation Process**
2. **Updated form with Signature Page for tracking purposes**
3. **Timeline: March deadline for each fall term; October deadline for spring terms**
4. **Reference procedures for credit-by-exam, including determination of assessment(s)**
 - a. **Development of criteria**
 - b. **Link to SLOs**
 - c. **Question to the senate: who assesses the exam?**
5. **HS faculty to possess Min Quals per ASCCC/CCCCO**
6. **To work with Student Services and Academic Affairs to develop better transcribing process**

Proposed Procedural Elements for Consideration of the Senate—to inform direction given to the assigned task force in preparation for action at the next meeting of the Academic Senate

1. High School faculty members are encouraged to review the most recent catalogue to determine which class at Solano Community College the high school faculty member would like to be articulated.
 - a. To determine the likely viability of a successful articulation agreement, high school faculty should be directed to do the following items prior to initiating contact with the College.
 - i. High school faculty should review the current catalogue as well as the most current COR for the course, both available via the Solano Community College website.
 1. The COR can be accessed via the public access page at <http://www.curricunet.com/solano/catalog/>.
 2. High faculty should be instructed to determine that they can be reasonable sure that the proposed high school course reasonably approximates the corresponding course at Solano Community College, including course objectives, content, outcomes and methods of assessment, including the amount (e.g. word count) of reading and writing , where appropriate.
 - ii. High school faculty should review the most recent iteration of the Solano Community College Articulation Agreement form to review its requirements. Currently, this form is not up-to-date and is only accessible via the “CTE Transitions” access page on the subject, located at <http://www.ctetransitions.org/>.
 1. The senate should note that there is procedural language given here, but that it is not codified by the senate or the college, to the best of my knowledge. Moreover, it does not speak to all programs.
 2. This access, language and process should be homogenized for all programs and made available via the Solano.edu domain.
2. High School faculty should be apprised of the following items:

- a. The high school articulation agreement is with Solano Community College only, not all community colleges.
 - b. High school faculty will be asked to demonstrate clearly how the high school class meets all of the course objectives, content and outcomes of the corresponding class with which that faculty member seeks articulation.
 - c. High school faculty are encouraged to converse with full-time discipline faculty at the College as early as possible in the articulation process to determine the viability of the arrangement, as well as its requirements. To encourage clear communication and to work for as streamlined an articulation process as possible, this outreach and conversation ideally occurs prior to filling out the articulation agreement form.
 - d. For the student to receive credit at the Solano Community College for the articulated course, the student will need to satisfy the Credit by Examination criteria set by the discipline faculty at Solano Community College.
 - i. Title 5 regulations require that the student complete some sort of “credit by exam” process that confirms that they have achieved the objectives of the community course articulated to as defined by community college faculty.
 - ii. The College should identify if it will or will not impose its credit-by-examination residency requirement prior to awarding college credit for meeting the defined competencies as defined by discipline faculty at the community college.
 - iii. The successful student enrolled in the articulating course would receive a Pass grade only, and the course, per Title 5, would not count toward an associate’s degree at the College, including ADT’s. (Note: Dual Enrollment ((AB 288 Block)) has a different outcome here, but it also has a different process.)
 - e. The student should earn the grade of “A” or “B” to earn college credit.
 - f. Contact information for each discipline. This contact information is likely for the associated division/school and its academic dean. (The dean would then put the high school faculty member in contact with a point person within the appropriate discipline. See below for more here.)
 - g. A clear timeline.
3. Community College faculty should be made aware of the items identified above as well as the following items:
- a. Credit for coursework at the College can only be earned through the Credit by Examination BP/AP.
 - b. The College Curriculum committee should oversee the process and the Articulation Officer should be the appropriate faculty steward in cooperation with Academic Affairs.
 - i. Curriculum Committee should therefore have a process to review proposals.
 - ii. Curriculum Committee may choose to co-align periodic review of existing articulation agreements with curriculum review.
 - iii. The Articulation Officer should track existing and pending articulation agreements for the College, in cooperation with Academic Affairs.
 - c. All articulation agreements should be periodically reviewed to ensure on-going comparability:
 - i. A period of time for review and renewal should be set by the College.

- ii. As many articulation agreements correspond with CTE programs, one recommendation is two-year review to correspond with that program's program review.
 - iii. How to inform advisory groups of existing and/or potential articulation agreements—to be part of the regular discourse.
 - d. Any articulation agreement is course and instructor specific at the high school but is course equivalent only at the College.
- 4. A clear procedure which involves the College articulation officer for notifying high school and college discipline faculty of the status of the articulation agreement, including the following items:
 - a. Instructions to the high faculty member to be sure successful high school students are aware that the course is college-level course and that they are eligible to earn credit upon its completion, as long as they earn a grade of A or B.
 - b. Clear instructions for high school faculty and students for how to petition for the college credit, including the following items:
 - i. Process for applying to the College to obtain a Student ID Number.
 - ii. Process for the awarding of college units, including any parent permission forms, as well as the limits of the applicability of the units, including the ineligibility for credit toward an Associate's Degree, and the process for securing the student's final grade in the course.
 - iii. Explanation of how the course will be identified on the student's transcripts, as well as the note that CSU's and UC's may or may not award credit for these courses, per their own petition processes, even though the course articulates to Solano Community College.
- 5. A revised Articulation Agreement form which references/includes the following items:
 - a. Course Objectives and Student Learning Outcomes
 - b. More detailed reflecting on the Course Outline of Record
 - c. More detailed reflection on assessment
 - d. An articulation approval process which aligns with our current curriculum processes, including the vetting and approval of the proposed articulation agreement by multiple discipline faculty and the curriculum committee.
- 6. A clear, and easily located electronic resource which communicates the above points as well as the inclusion of appropriate links to identified resources and documents.