

## Statewide Career Pathways (“SB 70”) and Credit by Examination

Revised January 15, 2012 (MP)

### Overview

The Academic Senate’s SB70 initiative, Statewide Career Pathways: Facilitating School to College Articulation (SCP; [statewidepathways.org](http://statewidepathways.org)), has created a system that facilitates the establishment of articulation agreements between schools (high schools and ROCs) and community colleges by bringing together CTE instructors from both segments to identify the common elements of courses that are commonly taught – leading to the development of articulation templates for courses that simplifies the dialogue between CTE instructors that is necessary to establish an articulation agreement. The templates are available on a website and the resulting agreements that are developed based on the templates are added to an online database. Through the developed infrastructure, the establishment of agreements has been simplified and the resulting agreements are made available to the public.

Despite SCP’s measurable progress in the form of over 100 templates and an ever-growing list of articulation agreements, it has been reported that few students are ever awarded credit for the work completed. This is also the case nationally, according to the Community College Research Center (CCRC).

In California, in order for a student to earn transcribed community college credit for work completed at a secondary school, Title 5 regulations require that the student must 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. A barrier to receiving the credit that has been identified is the delay in earning the credit that is imposed by many colleges. Many colleges impose a “residency” requirement upon their students, requiring them to complete up to 15 units at the college before being awarded credit for having achieved the competencies for a course as defined by the community college faculty. While many California community colleges have removed or decreased the “residency” requirement in recent years, some faculty and staff have voiced the need for a clear message from the Chancellor’s Office that states with certainty that colleges need not impose any residency requirement for the awarding of credit as earned by “credit by exam” (see “Policies and Surveys”). We have confirmed with legal counsel in the Chancellor’s Office that while colleges may *choose* to implement such a “residency” requirement, in fact there is nothing in the Title 5 regulations that requires it. Some admissions and records directors in particular have expressed concern that they were always told they had to impose a residency requirement before awarding student credit by exam.

The Statewide Career Pathways initiative has also identified another element that may impede the awarding of credit earned by secondary students for articulated courses: the requirement that the student receiving credit be “registered” at the college. Discussions in a special Admissions and Registration (A and R) subcommittee formed to address these issues arrived at the conclusion that there would be no way to award credit to a student who had not completed an application to a college – because without an application the student would have no record to which the credit could be transcribed (one college *may* have this capability, i.e., one college that is not employing a system like Banner or Datatel that mandates such actions). Due to the existing restriction that a student must be “registered”, SCP is advocating for a Title 5 change that removes this requirement.

This topic was last actively considered in early 2010. Efforts to reconvene the A and R subcommittee are currently underway for the purposes of developing an effective practices guide to assist colleges in a simplified mechanism for the award of credit by exam earned within a “tech prep” context. Such a document is needed in order to ensure support for a change in Title 5.

### **Actions Needed**

- 1. Clarification from the CCCCO that there is no requirement that a student meet a “residency” requirement in order to be awarded “credit by exam”.** Received Friday January 22, 2010 in the form of an E-Mail from LM.
- 2. A Title 5 change is needed that modifies § 55051 to include a statement indicating that the phrase “who is registered” component of § 55050 (the relevant regulations are provided later in this documents) does not apply to students earning credit under § 55051 (Articulation of High School Courses).** Local policies will necessarily determine how the regulations are implemented. The change may either remove the requirement or change it to some terminology that references only the need to have completed an application. Further input from the A & R groups (and others) is needed to assure that the change accomplishes the desired goals and does not create any unintended negative consequences. *No forward movement has been made on this as of yet.*
- 3. Development of an “effective practices” document.** *(Needed to ensure support for #2).*

### **Policies and Surveys**

Since its inception, SCP has twice surveyed the field regarding their credit by exam processes for articulated CTE work. The Tech Prep Regional Project – Los Angeles (TPRCP-LA) has been active in reviewing policies regarding tech prep generally and reviewed college 2007-2008 catalogs in its region to determine the policies in place. This group also hosted a forum on CTE articulation that discussed removing residency requirements and effective tech prep practices more generally. Discussions there revealed that the delay in awarding credit leads to a need for tracking that further contributes to the likelihood of not getting credit. Some asserted that a full-time employee may need to be dedicated to facilitate the process – a need that is created by the complex process of tracking students so that delayed credit can eventually be awarded.

#### **TPRCP-LA Findings (2007-2008 catalogs, 18 colleges)**

All required “enrollment”.

Fees: 3 charged no fees, 13 charged fees

Residency: 3 had no residency requirement, 13 required 12 units, 1 required 15.

*“Unknowns” explain totals less than 18.*

**2007 Survey of Tech Prep Coordinators**

**1. Does your college presently have a residency requirement prior to awarding credit from high school articulation agreements?**

Yes 25  
 No 22  
 Not Sure 1  
 Depends 1

**a. If yes, how many units are required?**

3+ (2), 6 (4), 12 (14), 12\* for total of: 6 12's, 18  
 \*However, going to Board to have this changed to Zero.

**b. Are the faculty on your college discussing or considering reducing or eliminating residency requirements?**

Yes 6  
 No 18, 1\* (total 19)  
 N/A 21  
 \*Pres, VP, Sr. Admin oppose this.

**2009 Survey of Tech Prep Coordinators**

**1. Does your college presently have a residency requirement prior to awarding credit from high school articulation agreements?**

Yes	No
13	6

**a. If yes, how many units are required?**

<i>Number of Units</i>	<i>Total Number of Responses</i>
Any for credit courses	1
0.5 - 6	3
12	8
15	1
Unclear	1

**Comments regarding Question 1:**

- Our objective is to align a new policy that will remove barriers for high school CTE students in articulated programs.
- A second course is required or a division may give the final exam at the college for a transferable class.
- The course taken at the community college must show that progress toward a career goal in the industry sector that the articulated class is. Ex: Ag class/classes @ CC Ag
- We do not do articulation. We are dual enrollment based.

- This is an area of difficulty/discussion currently with our community college partners.
- We are in the process of changing this policy for high school students; new policy will be 3 units.
- As a district, we are in the process of removing this requirement for CTE pathway articulated classes. As a college, the Academic Senate has approved this requirement.
- I have shown president the Academic Senate Resolution – he still says no.
- Some agreements honor high school exams.
- For a couple of colleges in my consortium – they have residency requirements.
- Advice on this and being consistent statewide would be appreciated.
- We would like to reduce it to zero, but do not believe that Title V supports this. 55051 B states that credit may be granted only to a student who is registered at the college. 55051 C states that the articulated courses must be clearly noted on the academic record.

### **Relevant Title 5 Sections** *(comments in parentheses)*

#### **§ 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 (*this phrase may be the source of the “residency” requirement as 12 units must be completed when a student has been placed on probation and is seeking to remediate his or her record*) 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. (*while the exam may be conducted elsewhere, it is the community college faculty that are ultimately charged with ensuring the integrity of the process*)

(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 (*fees may be charged, but are not mandatory*), 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.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

**§ 55051. Articulation of High School Courses.**

(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.

(b) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. Articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:

(1) requirements for a certificate program, including the total number of units required for the certificate; or,

(2) The major or area of emphasis requirements in a degree program.

(c) Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.

(d) Except through credit by examination, as defined in section 55753, high school courses may not be used to satisfy:

(1) The requirement of section 55063 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,

(2) Any general education requirement for the associate degree established by the district.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700, 70901 and 70902, Education Code.

**§ 55052. Advanced Placement Examinations.**

The governing board of a community college district may adopt policies to grant credit for satisfactory completion of advanced placement examinations typically recognized by colleges and universities as measuring competencies comparable to those achieved in baccalaureate level courses. The faculty in the appropriate discipline must approve advanced placement examinations, scores deemed to constitute satisfactory performance, courses offered by the college for which credit will be granted, and requirements that may be met by such examinations in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The student's academic record shall be clearly annotated to reflect that credit was earned through an advanced placement examination. *(Note – some colleges require students to complete some number of units “in residency” prior to awarding AP credit – a practice that conflicts with that practices of both the CSU and UC. A clarification of the residency issue will serve CTE students AND students seeking credit for AP exams.)*

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700, 70901 and 70902, Education Code.

## Relevant Academic Senate for the California Community Colleges Resolutions

### 21.01 F07 Residency Requirements that Delay Credit in Occupational Programs Angela Echeverri, Los Angeles Mission, Educational Policies Committee

Whereas, Many California community colleges delay granting credit for articulated occupational courses that students have taken while in high school until they have completed some minimum number of units at the community college, a practice sometimes referred to as “credit in escrow”;

Whereas, National research suggests that the students who do not immediately receive the credit they earned while still in high school never end up taking advantage of the credit, so the intended benefits of this credit are lost; and

Whereas, Articulation agreements between secondary schools or Regional Occupational Centers and Programs and California community colleges that were forged under Tech Prep programs or under the Academic Senate's new *Statewide Career Pathways: Creating School to College Articulation* Project often include granting secondary students college credit, yet locally, the credit may not be awarded for one or more years;

**Resolved, That the Academic Senate for California Community Colleges encourage local senates to eliminate the practice that delays the awarding of credit to secondary students participating in legitimate articulation agreements or dual enrollment arrangements with the college.**

### 9.05 F08 Ensuring the Integrity of Credit by Exam Processes Michelle Pilati, Rio Hondo College

Whereas, Title 5 §55050 Credit by Examination establishes the following:

- (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; and
- (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;

Whereas, Resolution 9.07 F07 encourages “credit faculty to consider developing credit by exam options for credit courses that have noncredit equivalents”; and

Whereas, Credit by examination processes must be developed and evaluated by the appropriate discipline faculty;

**Resolved, That the Academic Senate for the California Community Colleges assert the right of discipline faculty to establish the content of credit by examination processes, including the use of exams administered at high schools and assessments based on portfolios; and**

Resolved, That the Academic Senate for the California Community Colleges research and share effective practices for credit by exam processes with local senates.