

ARTICULATION

Table of Contents

GOAL	283
RESPONSIBILITY	283
DEFINITIONS	283
RATIONALE	284
INITIATIVES	285
ORGANIZATIONS	288

ARTICULATION

GOAL

The primary goal for articulation is to help students achieve their Family and Consumer Sciences educational and career goals by improving and clarifying articulation processes.

Objectives:

- Simplify transfer between educational segments, enabling students to transition in an organized and sequential manner without duplication from course to course, program to program, among and between segments.
- Advise students into courses appropriate to their level of competency, educational career goal and learning style.
- Encourage and assist students to pursue post secondary educational and/or advanced occupational training opportunities.
- Provide students with training that matches current and projected workforce needs.
- Assess student progress through the systems to evaluate the effectiveness of articulation agreements.

RESPONSIBILITY FOR ARTICULATION

Articulation is a shared responsibility between and within educational segments. Family and Consumer Sciences faculty must first strive to develop the most current and relevant courses and programs of study to serve students and industry. They must then work with articulation officers, vocational/technical coordinators and other faculty in other segments to create sound articulation agreements. Periodically all interested parties must examine and revise these agreements to meet changing market demands. To accomplish the FCS articulation goal, articulation agreements must be coherent, consistent, accessible and well documented. The ongoing relationship between education and business, industry and professional organizations through advisory committees, which meet to review curricular programs and course materials, is essential for the delivery of relevant courses and programs.

DEFINITIONS

When the word "articulation" is used in education, it often has different meanings and connotations, depending on the setting. Articulation, for purposes of this handbook, however, refers specifically to course articulation -- that is, the process of developing a formal, bilateral, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures

the student and the 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 at the receiving institution. (Reference: *California Intersegmental Articulation Council {CIAC} Handbook – Spring 2006*)

“Articulation Agreement” means a written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions. (Reference: CTE/VETA Definition)

RATIONALE

Articulation enables providers of education to define and delineate roles, responsibilities and relationships between each segment of public education and the broader educational community. The agencies involved may include secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, four-year colleges and universities, business and industry and community based educational agencies.

Individual courses, programs of study and student support services may be articulated. Course articulation develops agreements between two institutions to accept courses completed at the sending institution as meeting specific course requirements at the receiving institution. Program articulation identifies the courses and the sequence of courses that enable students to achieve their educational goals. Cohesive and clear articulation agreements are the basis for successful transition between segments and are vital to the realization of students’ educational and vocational goals, as well as the integrity of public education in California.

Factors that support the need for articulation include:

- Significant numbers of students who complete secondary requirements and continue with advanced education at either community colleges or four-year colleges and universities including high school graduation, advanced placement courses and college credit for applicable secondary course work.
- Significant numbers of students who enter the community college system prior to transferring to the four-year colleges and universities.
- Significant numbers of individuals who seek to reenter the educational system after spending time in the workforce.
- Complexity of the system for students who transition from one segment to another.
- Significant numbers of students entering post-secondary education with below college-level skills in English, Math and English as a Second Language.
- Increased demands on available financial resources at all levels.

- Legislative mandates for increased accountability at all levels of the educational system.
- Changing conditions in the state and national economy, and specific societal conditions that have resulted in greater emphasis on and demand for occupational training.
- Mobility of individuals and families within the State.
- Emerging occupations resulting from new technologies.
- Regional and state-wide collaborations on curriculum.

ARTICULATION INITIATIVES

In recent history there were two projects that facilitated articulation between the California Community Colleges, the California State Universities, and the University of California. These projects were the California Articulation Number (CAN) System and the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project. New projects that make use of the CAN and IMPAC forums are: the California Community College (C-ID) project, the UC Statewide Transfer Preparation Paths (also known as the “streamlining”), CSU LDTP/TCSU project and the Career Pathways (SB70) project.

California Articulation Number (CAN) System

The California Articulation Number (CAN) System was a cross-reference course identification system for many lower-division, transferable major preparation courses commonly taught on college campuses. CAN is based on course articulation - - courses considered to be comparable, but not necessarily identical, and acceptable "in lieu of" each other. CAN was simple, functional, and flexible, yet was structured to provide accuracy and consistency. CAN allowed for each campus to retain its own course number, prefix, and title. When a course had met the criteria and was qualified to use a CAN, it was printed as an addendum to the campus's course number and prefix in catalogs and other publications. The CAN System is being phased out and replaced with other transfer models to enhance articulation efforts statewide.

Intersegmental Major Preparation Articulated Curriculum (IMPAC)

The Intersegmental Major Preparation Articulated Curriculum (IMPAC) project was a unique faculty-designed and faculty-run project to ensure that students transferring from the community colleges to the UC and CSU are prepared for work in their chosen major and can avoid having to repeat coursework. The project was funded by a five year, \$2.75 million grant that enabled faculty from the three higher education systems to meet regionally to discuss issues, concerns, and academic procedures that impinge upon the transfer of students in those majors. Specifically, the grant funded regional and state-wide faculty disciplinary and interdisciplinary discussions to address prerequisite and lower division courses students must complete prior to transfer to either CSU or UC.

The IMPAC Project has since been replaced with other transfer models to enhance articulation efforts statewide. The programs are: the California Community College (C-ID) project, the UC Statewide Transfer Preparation Paths, and CSU LDTP/TCSU project.

UC Statewide Transfer Preparation Paths

The UC Statewide Transfer Preparation Paths (also known as the “streamlining” project) initiative helps students, faculty, and counselors identify coursework that prepares a student for multiple UC campuses. These Paths summarize the requirements and major preparation coursework at each UC campus for similar majors, and highlight the common requirements shared by a majority of UC campuses.

It is important to know, however that each UC campus may have separate articulation agreements with each community college, even when colleges are in the same district. Also different majors at the same UC campuses may apply community college courses differently. All of the UC articulation agreements are available at www.assist.org. Directions for using ASSIST are available at the website. Further information about this articulation initiative is available at http://uctransfer.org/statewide_paths.html

The CSU Lower-Division Transfer Pattern Project

The Lower Division Transfer Pattern (LDTP) by Major project is one of several ways that California community college (CCC) students may use to prepare for study at the California State University (CSU). For CCC students who know the major they wish to pursue at which CSU campus, traditional major preparation articulation and transfer admission agreements are valuable. However, for transfer students who are uncertain about which CSU campus they will attend, the LDTP provides a measure of flexibility and options for preparation. LDTP may provide articulation for students whose community college does not have existing CSU articulation.

Each LDTP major discipline has a statewide and campus-specific component. The statewide component of the LDTP is appropriate for any CSU campus offering the major and is comprised of general education coursework and courses within the discipline. The campus-specific component identifies discipline related coursework relevant to the major at the specific CSU campus. These components for an LDTP discipline will total at least sixty units, the number needed to transfer to CSU as an upper-division student.

Further information about this project is available at: <http://www.calstate.edu/acadaff/ldtp/>

Course Identification Number Systems (C-ID) **California Community Colleges Project**

C-ID is a supranumber, a faculty-driven system to assign that number to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the [California Community Colleges](#) and the Universities of California and the California State Universities, as well as with many of California's independent colleges and universities.

This C-ID number reflects a specific course descriptor, developed by intersegmental discipline faculty and reviewed statewide. Ultimately, it will provide guidelines to students and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities or fulfill general education requirements. The C-ID descriptor also provides guidelines for on-going curriculum development and revision of lower division courses.

<http://www.c-id.net/about.html>

For additional information about this project, contact: C-IDinformation@asccc.org

Statewide Career Pathways **Creating School to College Articulation**

In September 2005 Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code section 88532. The bill focuses on improving the linkages and career-technical pathways between high school and California community colleges. Statewide Career Pathways: Creating School to College Articulation will provide an opportunity for high school and college faculty to meet, collaborate and develop articulation agreements. Agreements that result will vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options. While our schools and colleges have already participated in many efforts to align curriculum and develop articulation agreements especially through Tech Prep programs, faculty have indicated several unmet needs which this project will address. This project will:

- Develop a database of articulation agreements, accessible across the state.
- Provide opportunities and support for faculty at schools and colleges to meet and develop agreements.
- Create outreach strategies to encourage participation of students, parents and schools/college personnel.

Further information about this project is available at: <http://www.statewidepathways.org/>

The following organizations support Family and Consumer Sciences articulation:

The Intersegmental Coordinating Council (ICC)

www.certicc.org/

California Department of Education

www.cde.ca.gov

The Academic Senate for California Community Colleges

www.asccc.org

California Community Colleges Chancellor's Office (CCCCO)

www.cccco.edu

California Intersegmental Articulation Council (CIAC)

ciac.csusb.edu/ciac

California State University System

www.calstate.edu/

University of California System

www.universityofcalifornia.edu/

Association of Independent California Colleges and Universities (AICCU)

www.aiccu.edu/About/publications.asp

The American Association of Family and Consumer Sciences - California Affiliate (AAFCS-CA)

www.aafcs-ca.org/ca/home

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)

www.acteonline.org/

Association for Career and Technical Education Research

www.agri.wsu.edu/acter/

Home Economics Teachers Association of California

www.hetac.org/index.html

California Community College Early Childhood Educators

www.cccece.org/

California Association for Education of Young Children

www.caeyc.org

National Association for Education of Young Children

www.naeyc.org

American Society of Interior Designers

www.asid.org/

Foundation for Interior Design Education and Research

interiordesign.lovetoknow.com/FIDER_-

[Foundation for Interior Design Education](http://www.fider.org/)

American Dietetic Association,

www.eatright.org/

Council on Hotel, Restaurant and Institutional Education

<http://www.chrie.org/>

Institute of Food Technologists

www.ift.org/cms/

American Culinary Federation

www.acfchefs.org/

California Community College Association of Occupational Education

www.cccaoc.org/

