

Glendale Community College District

4050

Administrative Regulation

COURSE AND PROGRAM ARTICULATION

The general definition of articulation is a planned process that links two or more educational institutions together to facilitate a smooth transition for students to move from one course, program, or educational level to the next. Its purpose is to coordinate policies and practices among intersegmental institutions of the education system, therefore minimizing or eliminating course repetition.

Baccalaureate

Articulation of the District's educational programs with baccalaureate level institutions is an ongoing process overseen by the Articulation Coordinator, a faculty position appointed by the Vice President of Student Services in consultation with the Presidents of the Academic Senate and Guild. This individual develops and maintains articulation with regional and statewide transfer institutions as well as with other community colleges. He/she advises departments about changes in four-year institutions' courses/programs and the Academic Senate about changes in the four-year institutions' general education/degree requirements.

Although there are many important aspects of articulation, such as faculty-to-faculty dialogue about course competencies and expectations, this procedure on articulation will limit its discussion to the explanation of course articulation agreements.

Transferable Course List Agreements

These agreements between the University of California Office of the President (UCOP) and Glendale Community College indicate which courses at Glendale Community College are baccalaureate level in the UC system.

Baccalaureate List

These agreements between the California State University system and Glendale Community College indicate which courses at Glendale Community College are baccalaureate level in the CSU system and appropriate for transfer to the CSU.

Independent Institutions

Some individual college agreements exist.

At minimum, the TCA, Baccalaureate List, and independently agreed upon courses are acceptable for transfer electives. All subsequent articulation agreements are based on the transferable course lists.

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Major Preparation Agreements

These agreements specify which courses at Glendale Community College fulfill lower division requirements for the major at the four-year institutions. Special requirements, such as supplementing admission requirements for selected majors, may be included as part of the articulation agreement.

General Education/Breadth Agreements

These agreements indicate those courses which a student can complete at Glendale Community College to fulfill lower-division education requirements in either the CSU or UC system without the need, after transfer, to take additional lower division education requirements.

Course-by-Course Transfer Agreements

These agreements determine if a particular course at Glendale Community College is comparable to, equivalent to, or acceptable in lieu of a corresponding course at the receiving institution. Courses seldom have the same course number or title. Decisions are based on course content with consideration given to units, method of instruction (lecture/lab) and prerequisite courses, if any. It is common to articulate clusters of courses such as a year-long sequence of courses or a variety of course combinations.

HIGH SCHOOL/REGIONAL OCCUPATIONAL PROGRAMS (ROP)

Articulation of the District's educational programs with secondary institutions will be recorded in the articulation records maintained by the Office of Career and Technical Education (CTE).

The oversight of career technical high school articulation is assigned to the Dean of Career and Technical Education. The Dean will appoint a CTE Pathways Coordinator to advise departments, the Academic Senate, and secondary institutions regarding (CTE), industry sectors/career pathways, and CTE programs that are linked through credit transfer agreements between institutions.

Institutional Agreements

These agreements with local unified school districts (USD), authorized by the secondary and postsecondary agency's Superintendent/Presidents, are designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree.

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The Institutional agreement supports the course sequencing for CTE programs of study. The agreement also supports the credit granting mechanism, advanced placement options, and the provision for up to 12 units, which 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 requirements for the major or area of emphasis in a degree program.

Course-to-Course HS/GCC Articulation Agreements

A course-to-course articulation agreement is a formal, written and published document that describes which articulated high school course is accepted in lieu of coursework at Glendale Community College.

The term “articulated high school course” means a high school course that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee, have determined to be comparable to a specific community college course.

Articulated secondary courses are used to partially satisfy requirements for the certificate or major/area of emphasis and shall be clearly noted as such on the student’s academic record.

Notations of college course credit shall be made only if the agreed upon courses have been successfully completed or if credit is earned via credit by examination.

Reference:

- Title 5, Section 51022 (b); Education Code Section 66720 – 66744
- Accreditation Standard II.A.10

See Board Policy 4050

Adopted 11/8/16