

This handbook describes the process of establishing course-to-course articulation agreements between secondary districts and Riverside Community College District and the process for students to receive articulated credit.

Articulation Handbook

Secondary to Post-Secondary

Revised: November 2020

Riverside Community College District

Moreno Valley College ● Norco College ● Riverside City College

Riverside Community College District Board Policy and Administrative Procedure 4050

References:

Title 5 Section 55051

Accreditation Standard II.A.6.a

Education Code Sections 66700, 70901, 70902

GENERAL INFORMATION

Purpose/Background

Secondary to post-secondary articulation provides a method by which college credit is awarded for the successful completion of equivalent high school and/or regional occupational programs (ROP) coursework. Articulation reduces the need for students to repeat coursework in college and facilitates a smooth transition from secondary to post-secondary education. It allows students to more efficiently reach their educational and career goals.

Guiding Principles of Articulation:

- The standards and requirements for articulated courses shall be set at a collegiate level and the recommendation whether or not to articulate a particular course is determined by the colleges' academic disciplines.
- The terms and conditions of individual course articulations are outlined in an Articulation Agreement. Agreements shall be between secondary districts, not individual campuses or school sites, and RCCD colleges.
- The articulated credit shall be transcribed as a letter grade on a student's RCCD college transcript. The minimum grade required for articulated credit is a "B".
- Transcribed credit shall be notated externally on the student's RCCD college transcript as Credit by Exam (CE).
- Students cannot be required to apply for articulated credit. Once credit is transcribed, it will not be removed.
- Students will have up to four academic years in which to request articulated credit.
- Students may not earn more than 16 units of articulated credit.

Guidelines and processes covered in this handbook are exclusive to secondary to post-secondary articulation within Riverside Community College District

The terms and conditions of articulation agreements and the procedures for awarding students' credit are outlined in this handbook and standardized across the District. This does not preclude individual colleges from developing articulation agreements between their college and individual educational institutions along with alternate processes and procedures for awarding student credit.

Currently, the RCCD CTE Projects Office is responsible for the development and maintenance of standard articulation agreements and facilitating the awarding of student credit under those agreements. Individual RCCD colleges are expected to assume full responsibility for all non-standard agreements they enter into.

Definitions

Agreement—This is the “official” agreement between RCCD and a secondary district which outlines which two courses (secondary and post-secondary) are “equivalent” in content and student learning outcomes.

Articulation—For the purposes of this document, articulation is course-to-course equivalency between a secondary course and a post-secondary course.

CATEMA—Career and Technical Education Management Application. This is an online software utilized to award student credit through articulation.

COR—Course Outline of Record or Course Outline. This is the “official” district-level course outline for the class that is articulated. A teacher’s syllabus is not the course outline of record. The format for course outlines vary by district, but at a minimum, the COR should include:

- Course Title
- Course Summary
- Length of the course in hours
- Number of credits or units awarded
- Prerequisites (if any)
- Student Learning Outcomes or Course Objectives (skills and competencies)
- Measurement methods
- Required equipment
- Required/recommended textbooks

Post-secondary—For the purpose of this articulation handbook, the term post-secondary means Riverside Community College District or one of its three colleges: Moreno Valley College, Norco College, or Riverside City College.

ROP—Regional Occupational Program. The four ROPs in Riverside and San Bernardino County are: Riverside County Office of Education (RCOE) CTE/ROP, Baldy View ROP, Colton-Redlands-Yucaipa ROP, and San Bernardino County Superintendent of Schools (SBCSS) ROP.

Secondary—For the purpose of articulation, the term secondary normally means high school or regional occupational program (ROP), however, it sometimes includes adult schools and other secondary sites. Typically, the secondary teacher initiates the articulation development process. They also promote articulation to their students.

Transcripted Credit—This refers to the process of posting articulated courses to a student’s college transcript.

Units/Credits—This is a numerical value associated with a course. A typical secondary course is between 5 and 10 credits and a typical RCCD course is around 3 units.

TEACHERS/ FACULTY

Process for Developing Articulation Agreements

The process of developing articulation agreements shall be a collaborative effort between RCCD college faculty and secondary instructors. This collaborative process has a secondary benefit of enhancing communication between secondary and post-secondary faculty within programs and between sites. The process identified below is for Career and Technical Education (CTE) articulation. The process for developing non-CTE course articulation agreements shall be determined by the corresponding college discipline/department.

Secondary (High School/ROP) Teachers

For the purpose of articulation, the term secondary normally means high school or regional occupational program (ROP), however, it sometimes includes adult schools and other secondary sites. Typically, the secondary teacher initiates the articulation development process. They also promote articulation to their students.

Secondary Teachers:

- Identify where course-to-course alignment might exist
- Complete an articulation proposal
- Set up articulated courses in CATEMA each semester/year
- Assist students in applying for articulated credit through CATEMA
- Submit official end of semester/year course grades in CATEMA

Role of Secondary Teachers:

- Ensure that the curriculum standards of the post-secondary articulated course are maintained.
- Promote articulation opportunities to students and facilitate student receipt of credit.
- Add articulated class sections into RCCD's online articulation system, CATEMA.
- At the end of the semester/year, enter a letter grade and recommend credit for students who successfully complete the course in CATEMA.

Developing the Agreement

Documents Needed:

1. Secondary district official course outline of record (COR) (see step 1).
2. Sample final exam(s) from teachers within the district who are teaching the secondary course.
3. Proposal to Articulate Secondary to Post Secondary Coursework form (see step 2).

Step 1: Obtain the secondary district official COR for the course being proposed for articulation with RCCD. The secondary COR should identify the standards to which a course is taught regardless of the site or the individual teaching the course. Since articulation agreements are between secondary districts (not individual sites or teachers), it is essential that district-level standards exist for the course being proposed for articulation.

Note: Agreements can only be executed for courses offered by the college. To identify the specific RCCD course that appears equivalent to the secondary course being proposed for articulation, it may be helpful to review the RCCD course outline. Short descriptions for courses can be viewed in the college catalog. Then, for further examination, RCCD course outlines may be viewed online. Compare the secondary district COR to RCCD's COR (Figure 1, next page).

Links to college catalogs:

Moreno Valley College: <http://mvc.edu/catalog.cfm>

Norco College: <https://www.norcocollege.edu/catalogs/Pages/catalogs.aspx>

Riverside City College: <https://www.rcc.edu/academics/college-catalog.html>

Special Note: Post-secondary to college articulation is outside the scope of this handbook and the RCCD CTE Projects Office. Adult education centers, private or other non-traditional education institutions may only be considered if the class is secondary. A prerequisite of a high school diploma or GED would indicate the class to be post-secondary.

Go to: <http://rccd.curricunet.com/PublicSearch/Index>

Click on Course button:

Program Course

Department Accounting

Degree Type Area of Emphasis

Title

Search Cancel

Select Subject from the drop-down menu, then click Search:

Program Course

Subject ACC

Course Number

Title

This will open up a list of all the subject related courses offered.

Program Course

Subject ACC

Course Number

Title

1. Click the Paper icon,
2. Click on Course Outline

ACC 1A - Principles of Accounting I Course Outline 2

ACC 1B - Principles of Accounting II

Click on the Paper icon, then click on Course Outline to view the corresponding outline.

Figure 1: Accessing RCCD Course Outlines

Step 2: Complete and submit a Proposal to Articulate Secondary to Post-Secondary Coursework form (Figure 2). The form can be found at <http://explorecte.com/articulation-resources>.

Riverside Community College District		
Proposal to Articulate Secondary to Post Secondary Coursework		
This request is for (place an "X" in the box): <input type="checkbox"/> Renewal of an existing agreement <input type="checkbox"/> New Articulation		
This proposal was prepared by:		
Name of Secondary District		Submitted by (Name/E-mail)
Oftentimes, RCCD faculty will want to meet with the secondary faculty who teach this course to help them determine whether or not articulation is feasible. Please list <u>all</u> faculty within the secondary district who teach the course.		
Faculty Name	School Site	E-mail Address
<input type="checkbox"/> Secondary Course Equivalency <i>(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B)</i>		
Course Number	Course Name/Title	
Length of Course (semester/year)	CALPADS Code	
<input type="checkbox"/> Post-secondary (RCCD) Course Equivalency <i>(List only one RCCD course per form**)</i>		
Course Number	Course Name/Title	Number of Units
Please use one form for each request. The proposal packet should be accompanied by the <u>secondary</u> school district or <u>ROP</u> official course outline of record (COR*), and sample final exams. Send the complete proposal packet, via e-mail attachment, to:		
Riverside Community College District CTE Projects Office, cte-info@rccd.edu		
*Do not submit an RCCD course outline with this proposal.		

Figure 2: Proposal to Articulate

Step 3: E-mail the Proposal to Articulate Secondary to Post Secondary Coursework, a sample final exam(s), and the secondary district COR to the RCCD CTE Projects Office at cte-info@rccd.edu. All proposals will be forwarded to the appropriate college academic discipline for review.

The CTE Projects Office will notify the secondary district once the proposal has been reviewed by the college faculty and a decision has been made. Prior to a decision being made, secondary faculty may be contacted for more information and may be asked to attend a meeting with the college faculty.

Riverside Community College District
 CTE Projects Office, cte-info@rccd.edu

The Secondary Teacher’s Role in Awarding of Student Credit

To facilitate the awarding of student credit, RCCD subscribes to an online articulation system called CATEMA (www.catema.com/rccd). Teachers (and students) will need to create a CATEMA account in order to utilize the system. Once students successfully complete an articulated class, the teacher will indicate the final grade received in the class in CATEMA, which triggers the process of awarding transcribed credit at RCCD.

Step 1: Go to the www.catema.com/rccd webpage. Select “Create Account” under the heading “New Teachers” (Figure 3).

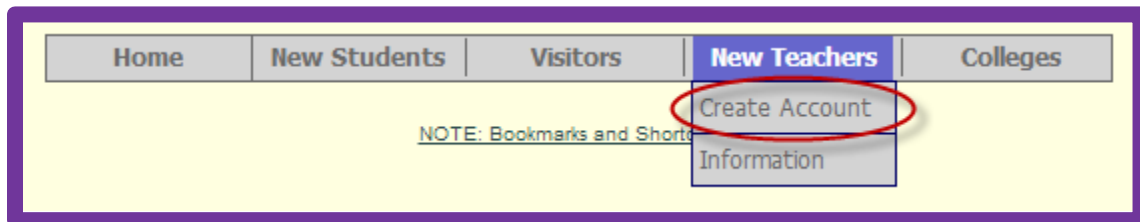


Figure 3: Create Account

Step 2: Create a teacher account (Figure 4). After creating an account, a notice is automatically sent to the RCCD CTE Projects Office to verify the new teacher account. This verification process is the first step in ensuring the integrity of the online system. After RCCD approves the new account, the teacher will receive an e-mail notification. Teachers only need to create their teacher account one time. If a teacher sets up an account but forgets their password, they should contact the RCCD CTE Projects Office at cte-info@rccd.edu or call (951) 328-3871 for assistance.

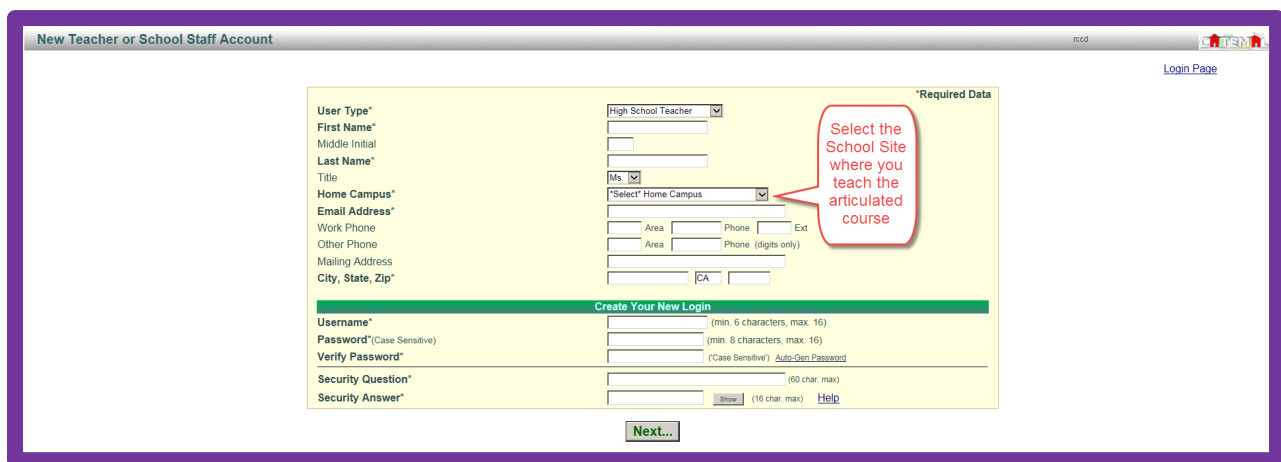
A screenshot of the 'New Teacher or School Staff Account' creation form in CATEMA. The form is titled 'New Teacher or School Staff Account' and has a 'Login Page' link in the top right. The form is divided into two sections: 'Required Data' and 'Create Your New Login'. The 'Required Data' section includes fields for 'User Type*' (High School Teacher), 'First Name*', 'Middle Initial', 'Last Name*', 'Title' (Ms.), 'Home Campus*' (a dropdown menu), 'Email Address*', 'Work Phone' (Area, Phone, Ext), 'Other Phone' (Area, Phone (digits only)), 'Mailing Address', and 'City, State, Zip*' (CA). The 'Create Your New Login' section includes fields for 'Username*' (min. 6 characters, max. 16), 'Password*' (Case Sensitive, min. 8 characters, max. 16), 'Verify Password*' (Case Sensitive, Auto-Save Password), 'Security Question*' (60 char. max), and 'Security Answer*' (16 char. max). A red callout box points to the 'Home Campus*' dropdown menu with the text: 'Select the School Site where you teach the articulated course'. A 'Next...' button is located at the bottom of the form.

Figure 4: Create a teacher account in CATEMA

Step 3: At the beginning of each school year, add articulated classes in CATEMA (Figure 5). After setting up a class, a notice is automatically sent to RCCD CTE Projects to approve. This is the second step in ensuring the integrity of the online system. The process of setting up classes must be repeated every semester/year (depending upon the length of the class, see chart below). In rare instances one high school course is articulated with more than one RCCD college. Teachers will select just one RCCD course when setting up their class in CATEMA. Refer to the current list of articulation agreements (<http://explorecte.com/articulation-list>) to confirm the correct College and Course Name. College/Course Names in the drop down menu have a prefix that identifies the college associated with that course (M - for Moreno Valley, N - for Norco, R - for Riverside City).

Figure 5: Setting up a class in CATEMA

What classes should teachers set up in CATEMA? Every class period where an articulated course is offered should be set up as a “new class record” in CATEMA.

	First Semester	Second Semester	Scenario	Teachers will:
Period 1	Computers 1	Computers 1	This is a one-semester class. Students enrolled in the 1 st semester are different than students enrolled in the 2 nd semester class. Students completing Computers 1 are eligible for articulated credit.	Set up two classes in CATEMA for Computers 1 1) First Semester, Period 1 2) Second Semester, Period 1
Period 2	Computers 1A	Computers 1B	Students must successfully complete both Computers 1A and 1B to be eligible for articulated credit.	Set up one class in CATEMA for Computers 1A/1B 1) All Year, Period 2
Period 3	Advanced Computers	Advanced Computers (continued)	This is a year-long class. Students enrolled in 1 st semester are the same students enrolled in the 2 nd semester. Students must complete the year-long class to be eligible for articulated credit.	Set up one class in CATEMA for Advanced Computers 1) All Year, Period 3

When two or more high school/ROP classes are required for one college course:

	First Year	Second Year	Scenario	Teachers will:
Period 1	ASL 1 (all year)	ASL 2 (all year)	Sequenced classes: These are two one-year classes that students must take sequentially. (In this example, ASL 1 is a pre-requisite for ASL-2)	Set up one class in CATEMA for ASL 1/ASL 2 1) All Year, Period 1 Teachers will only accept enrollments for students that successfully completed ASL 1, and are currently in their ASL 2 class
Period 2	Cooking 1	Baking 1	Non-Sequenced classes: These are two one-year classes taken in no particular order. Teachers are responsible for verifying students have successfully completed their first class and are currently enrolled in their second class.	Set up one class in CATEMA for Cooking 1/Baking 1 1) All Year, Period 2

Special Note: Occasionally students will split a one-year class between two academic years. When this occurs, students must apply for credit via Transcript Review process. CATEMA is only used when both semesters are completed in the same academic year.

For example, if a student takes the second semester Business Law during spring of their junior year; and the first semester during fall of their senior year, they should not request credit via the CATEMA process. Students can request credit via the Transcript Review process. **Please refer students to pages 33 and 34 in the Student section of this handbook for complete instructions on how to complete the Request for Articulated Credit via Transcript Review form.**

When one high school class is equivalent to two or more college courses:

	High School/ROP class	College Courses	Teachers will:	Students will:
Period 1	Spells and Potions 1A & 1B (one year)	MAG-10 and MAG-20	Set up TWO classes in CATEMA: MAG-10 – All Year, Period 1 MAG-20 – All Year, Period 1 Grades entered for MAG-10 and MAG-20 for the same student must be identical, or no credit will be awarded.	Students will need to enroll in both MAG-10 and MAG-20 for Period 1. If a student enrolls in just one of the two courses, they will only receive credit for the course with their enrollment.

Step 4: Some time during the class term, teachers will assist their students in completing the student application process in CATEMA, after which the teacher “accepts” (Figures 6, 7 and 8) the students on their CATEMA class roster(s).

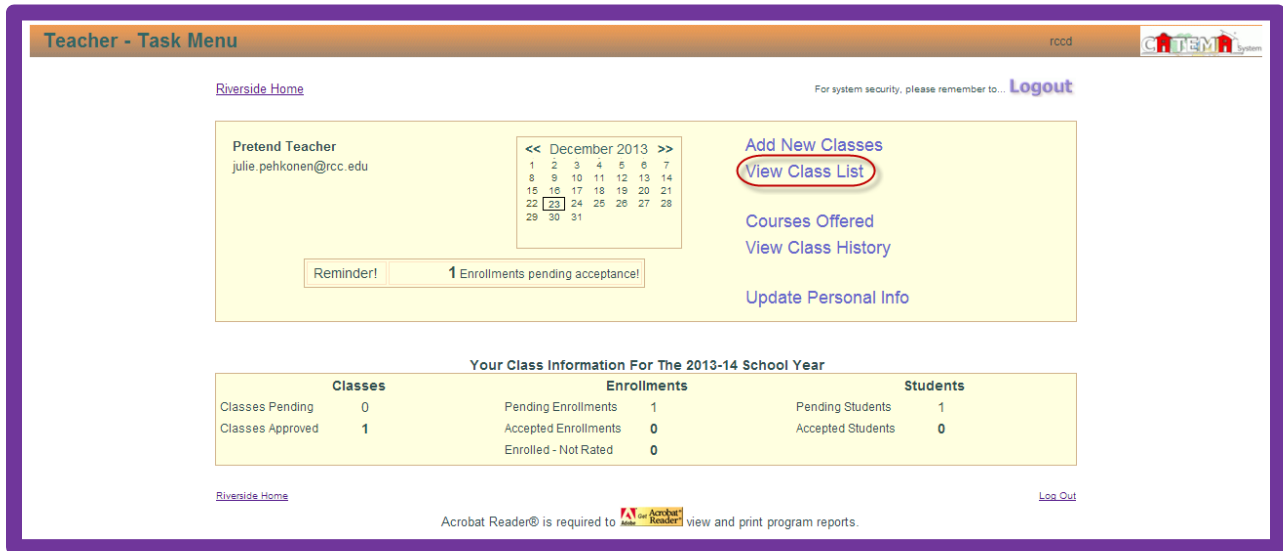


Figure 6: Teacher views all classes they have set up

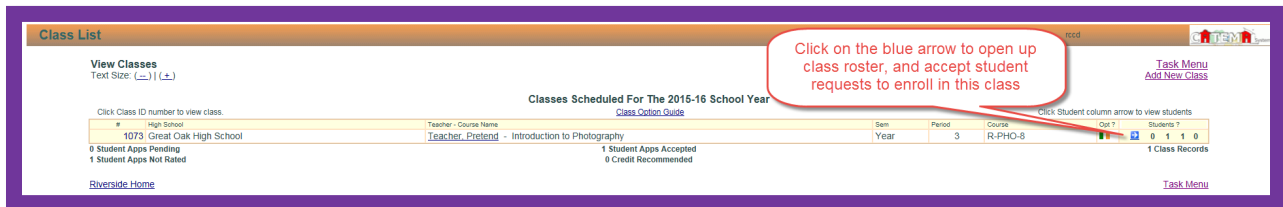


Figure 7: Teacher views all students enrolled through CATEMA in each class section

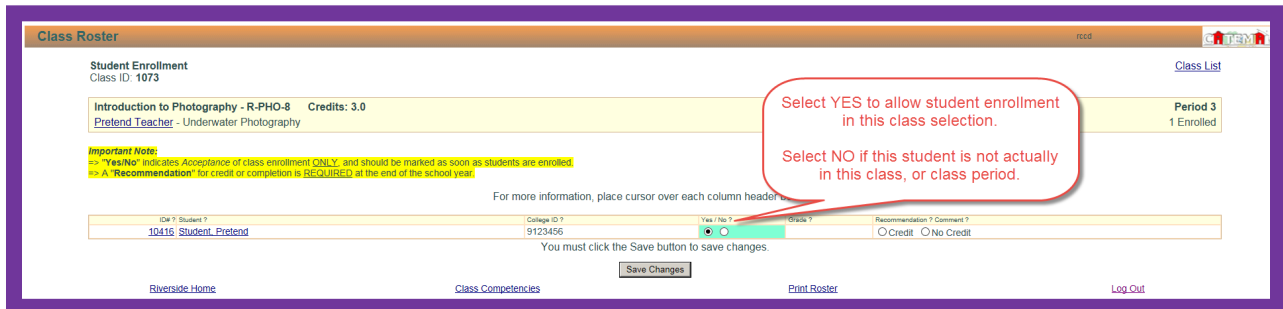


Figure 8: Teacher selects each individual student to be added to their CATEMA class section

Step 5: At the end of the class term (some articulated classes are only one semester and others are a full year), teachers record their students' grades on their CATEMA class roster (Figure 9). Once grades have been entered and recommended for credit, the RCCD CTE Projects Office will facilitate the awarding of student credit at the college level.

The screenshot shows the 'Class Roster' interface for Class ID 1073. The class is 'Introduction to Photography - R-PHO-8' with 3.0 credits. The teacher is 'Pretend Teacher - Underwater Photography'. An important note states: 'Yes/No indicates Acceptance of class enrollment ONLY, and should be marked as soon as students are enrolled. A Recommendation for credit or completion is REQUIRED at the end of the school year.' A table below has columns for Student ID, College ID, Yes/No, Grade, and Recommendation/Comment. A red callout box points to the Grade and Recommendation columns with the text: 'At end of semester/year: 1) Type letter grade in Grade? field, 2) indicate either Credit or No Credit'. A 'Save Changes' button is at the bottom.

Figure 9: Teacher awards grade and recommends articulated credit

The CATEMA system can only be used to award credit for the current school year. Teachers have until June 30th to enter their grades. After the school year is closed, students will independently have to request credit via transcript review to determine eligibility for articulated credit. **Please refer students to pages 33 and 34 in the Student section of this handbook for complete instructions on how to complete the Request for Articulated Credit via Transcript Review form.**

Please note the following:

Students must successfully pass both the class and the final exam in order to be recommended for articulated credit. If a student receives a “B” or better on their high school transcript, it is assumed that they also received a “B” or better on their final exam. In cases where a course spans more than one semester, and both semester grades are reflected on the student’s high school transcript, the student must receive a passing grade of “C” or better in the first semester and must receive a final grade of “B” or better in the second semester and on their final exam. The final grade for the second semester is the one to be entered in CATEMA. Semester grades are not to be averaged.

When one high school/ROP course is equivalent to two college courses teachers will set up both college courses in CATEMA (see example at the bottom of page 11). Students will enroll in both courses in CATEMA. Ideally, the student rosters should be identical for both courses. When entering grades at the end of the year, teachers **must** post the same letter grade for students enrolled in both classes. Using the previous example (on page 11), if an A grade is posted for a student’s MAG-10 course and a B grade is posted for their MAG-20 course, then no credit will be awarded for this student as they should only have one final grade for their Spells and Potions class.

Change in Course Name:

Articulation agreements are very specific to secondary course names. Should the official course name (as it will appear on a student transcript) change, secondary districts may seek an amendment to an articulation agreement via the **Correction to Course Name Only** form (Figure 10). This form may also be used if different schools within the district have different names for the same course, as long as the course content and official outlines are the same. Correction forms must have the certification signature of a District level administrator, and may be emailed, along with official course outlines with corrected or additional names, to cte-info@rccd.edu.

Riverside Community College District		
Secondary to Post Secondary Articulation - CORRECTION TO COURSE NAME ONLY		
Riverside Community College District on behalf of	and	
<small>Name of RCCD College</small>		<small>Name of Secondary District</small>
Post-secondary Course Equivalency		
<small>Course Number</small>	<small>Course Name/Title</small>	
Secondary Course Name on original agreement:		
	<small>Course Name/Title</small>	
CORRECTED or ADDITIONAL Secondary Course Name:		
	<small>Course Name/Title</small>	
<input type="checkbox"/>	I certify that this request is for a Course Name change ONLY, there is no change to the official Course Outline of Record, or to the final exam previously approved by RCCD faculty.	
<input type="checkbox"/>	I certify that BOTH secondary course names are used in this district, and both use the same official Course Outline of Record and final exam previously approved by RCCD faculty.	
District Responsible Administrator:		
	<small>Printed Name</small>	<small>Signature</small>
<small>+</small>	<small>Change Effective Date:</small>	<small>7/1/</small>
Email the completed form along with official course outline showing updated course name to:		
Riverside Community College District CTE Projects Office, cte-info@rccd.edu		

Figure 10: Correction to Course Name Only form

Additional resources for high school teachers can be found by visiting:

<http://explorecte.com/articulation-resources>

Year-End Audit of Records

To maintain the integrity of RCCD's secondary to post-secondary articulation process, the CTE Projects Office will conduct an audit at year-end to validate the information in CATEMA.

What information is reviewed during an audit?

- Term student completed the course
- Final grade submitted for student

How will information be verified?

- CTE Projects Office staff will contact High School Registrar and ask them to confirm the validity of CATEMA class roster
 - Was each student on the CATEMA roster actually in the teacher's class that term?
 - Does the final grade posted in CATEMA match the grade posted in the high school's system?
- **Or**, the Registrar or student will be asked to provide official high school transcripts to verify course name, the term it was completed, and student's grade(s)

What is the potential for an audit?

If, during the academic year, it is discovered that students enrolled in CATEMA actually took the class during a prior academic year, all classes for that teacher, and possibly the school, will be subject to an audit for a period of two academic years. Students not currently in the class will be removed from CATEMA roster, and will be directed to apply for articulation via Transcript Review process.

When a final grade in CATEMA is discovered to be different from that posted to a student's official high school transcript, CATEMA rosters for that teacher will be subject to an audit for a period of two academic years.

If audit discrepancies continue, RCCD may no longer accept CATEMA submission of grades for the teacher, and potentially the school site. Students will still be able to earn credit, they will be directed to apply for credit via the Transcript Review process (see page 33 and 34).

Post-Secondary (College) Faculty

For the purpose of this articulation handbook, the term post-secondary means Riverside Community College District or one of its three colleges: Moreno Valley College, Norco College, or Riverside City College. The decision whether or not to articulate rests with college faculty.

Role of Post-Secondary Faculty:

- Work collaboratively with secondary teachers and other college personnel to review requests to articulate coursework and recommend approval (or not).
- Promote ongoing dialogue between secondary sites with similar programs, especially those that articulate, to ensure that the curriculum standards set by the college are being maintained and promote progression from secondary to post-secondary CTE through the CTE pathways.

College Faculty

- Review requests for articulated credit within their discipline
- Meet with secondary teachers when necessary
- Communicate articulation decisions to appropriate college committees/departments
- Engage in ongoing dialogue with secondary teachers

Reviewing and Approving Requests to Articulate Courses

Step 1: When the RCCD CTE Projects Office receives a Proposal to Articulate Secondary to Post-Secondary Coursework form from the secondary district, a Secondary to Post-Secondary Articulation Agreement will be drafted and forwarded to the appropriate department/discipline for review.

Step 2: The department/discipline will assign a faculty member to lead the review process. The purpose of the review process is to determine whether or not the secondary and RCCD college courses align and course equivalency exists. Part of the review process often includes a face-to-face meeting between the secondary teachers and RCCD faculty. When possible, college faculty should recommend changes to the secondary curriculum that would allow articulation to occur.

Step 3: After thorough review of the secondary course curriculum (which includes course outlines, final exams, and other supplementary materials that may have been submitted with the proposal) and meeting with the secondary teachers when necessary, the faculty member leading the review process will indicate on the Agreement whether or not the course is recommended for articulation. The department chair/discipline lead will sign the Agreement and will return the Agreement, along with course outlines and final exams, to the CTE Projects Office.

Step 4: The department chair or faculty member who led the articulation review process, will inform their college curriculum committee chair when a course is recommended for articulation so that it can be placed on next curriculum committee agenda as an information item. In addition, the department chair or faculty member who led the articulation review process, should also forward a copy of the agreement to their college post-secondary articulation officer for their files.

The Articulation “Agreement”

For the purpose of this articulation handbook, the term “Agreement” refers to the formal agreement between a secondary district and one of RCCD’s three colleges. This Agreement allows students to receive RCCD credit for coursework completed at the secondary district.

RCCD CTE Projects Office:

When the academic department/discipline recommends articulation, the CTE Projects Office will obtain the following additional signatures on the Secondary to Post-Secondary Articulation Agreement:

- Secondary District Superintendent
- College Vice President of Academic Affairs
- College President

Once the agreement is fully signed, the CTE Projects Office will send a copy of the final agreement to the college’s CTE Dean for their records.

The CTE Projects Office will maintain files for all articulation agreements and will keep an updated list of articulated courses. This list shall be made available through related District/College CTE webpages and on the <http://explorecte.com/articulation> website.

The CTE Projects Office will prepare an annual report on the status of secondary articulation, which will include a list of all current articulation agreements, and will forward it to college curriculum chairs, CTE Deans, and the District Educational Services office.

CTE Projects Office staff and/or college articulation coordinators will promote awareness of articulation to secondary and post-secondary counselors and other school personnel.

Effective Dates and Renewal

The Secondary to Post-Secondary Articulation Agreement will become effective once all signatures have been obtained. Proposals received prior to March 31 will be considered for the current academic year. Proposals received on or after April 1 will generally be considered to begin July 1, for the new academic year. The Agreement becomes effective on effective date indicated at the bottom of the agreement and will be in effect for three years, ending on June 30 of the third year. Agreements shall be evaluated annually and shall be considered for renewal every three years.

HIGH SCHOOL COUNSELORS

Why Articulation?

- No risk to student if unsuccessful, only A's and B's are transcribed
- Helps students get a head start on their education
- Increases college and career readiness
- Free college credit for students

Counselors can set up a Counselor Account in CATEMA to view teacher and student activity for their school site. While teachers can only view the current academic year, counselors have the ability to view past academic years. This is helpful if the school is compiling data around articulation for prior years.

Setting up a Counselor Account in CATEMA

Go to <https://www.catema.com> and scroll down to select the appropriate college/district: **Riverside Community College District** (Figure 11).



Figure 11: CATEMA website

Click on New Teachers, then Create Account in the bar at the top (Figure 12).

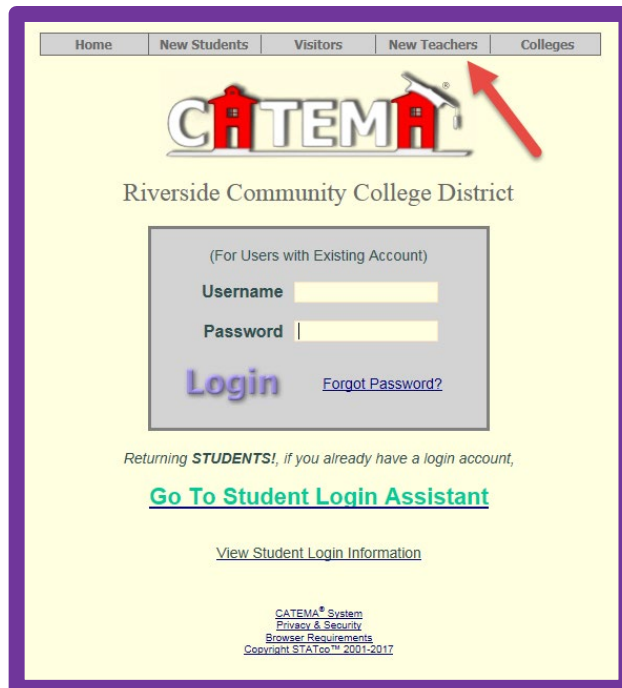


Figure 12: Create Account

Open the drop down menu, and select School Counselor/Admin option (Figure 13).

Figure 13: Create Counselor/Admin Account

Then fill in the rest of the information (only bolded information is required*). Make sure to select your high school site from the drop down menu for Home Campus.

Make sure to save your Username and Password in a safe place.

Once you login in the future your screen will look like this. Click on Classes to see which teachers have set up their class periods (Figure 14):

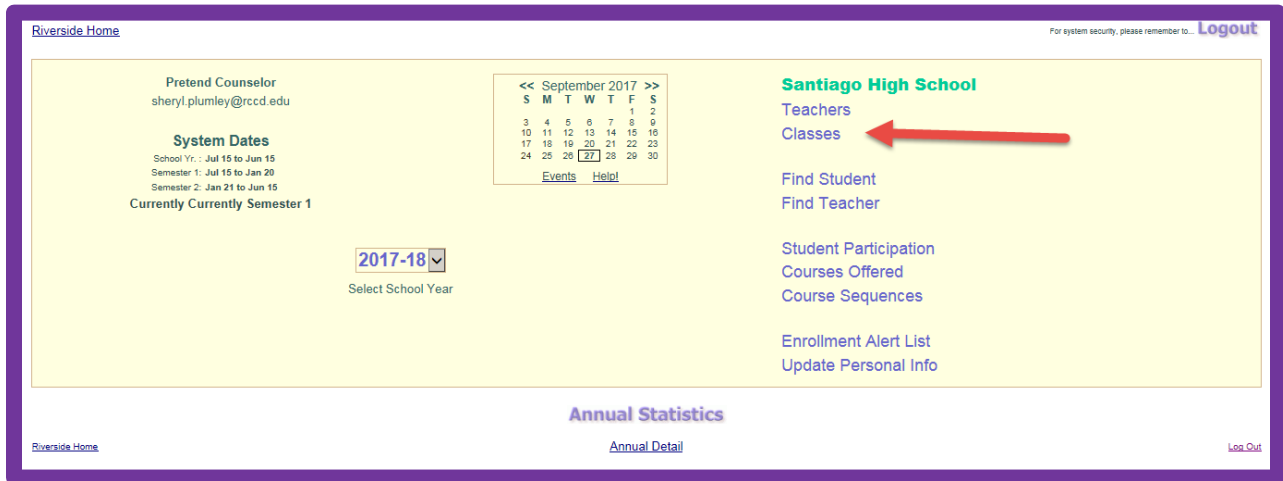


Figure 14: Counselor Screen in CATEMA

The screen will show each class period that each teacher has set up. The columns on the far right will show the number of students that have enrolled, been accepted, are awaiting a grade, and were recommended for credit (Figure 15):

The screenshot shows the 'View Classes' screen for Santiago High School. It displays a table of classes scheduled for the 2017-18 school year. The table has columns for Class ID, High School, Teacher - Course Name, Sem, Period, Course, and a 'Students' column with sub-columns for enrollment, acceptance, and credit recommendations. The table lists 26 classes, including courses like 'Survey of Human Anatomy and Physiology', 'Architectural Drafting', and 'Introduction to Computer Information Systems'.

#	High School	Teacher - Course Name	Sem	Period	Course	Enroll	Accept	Wait	Recomm
1639	Santiago High School	Baker_Erin - Survey of Human Anatomy and Physiology	Year	1	N-AMY-10	0	0	0	0
1640	Santiago High School	Baker_Erin - Survey of Human Anatomy and Physiology	Year	2	N-AMY-10	0	0	0	0
1641	Santiago High School	Baker_Erin - Survey of Human Anatomy and Physiology	Year	3	N-AMY-10	0	0	0	0
1642	Santiago High School	Baker_Erin - Survey of Human Anatomy and Physiology	Year	5	N-AMY-10	0	0	0	0
1643	Santiago High School	Baker_Erin - Survey of Human Anatomy and Physiology	Year	6	N-AMY-10	0	0	0	0
1650	Santiago High School	Bakos_Kayla - Survey of Human Anatomy and Physiology	Year	1	N-AMY-10	0	0	0	0
1651	Santiago High School	Bakos_Kayla - Survey of Human Anatomy and Physiology	Year	3	N-AMY-10	0	0	0	0
1652	Santiago High School	Bakos_Kayla - Survey of Human Anatomy and Physiology	Year	4	N-AMY-10	0	0	0	0
1653	Santiago High School	Bakos_Kayla - Survey of Human Anatomy and Physiology	Year	5	N-AMY-10	0	0	0	0
1654	Santiago High School	Bakos_Kayla - Survey of Human Anatomy and Physiology	Year	6	N-AMY-10	0	0	0	0
1637	Santiago High School	Brown_Bill - Architectural Drafting	Year	2	N-ARE-24	0	0	0	0
1638	Santiago High School	Brown_Bill - Advanced Architectural Drafting	Year	2	N-ARE-25	0	0	0	0
1631	Santiago High School	Brown_Bill - Drafting	Year	1	N-ENE-21	0	0	0	0
1633	Santiago High School	Brown_Bill - Drafting	Year	5	N-ENE-21	0	0	0	0
1635	Santiago High School	Brown_Bill - Drafting	Year	6	N-ENE-21	0	0	0	0
1632	Santiago High School	Brown_Bill - Computer Aided Drafting (CAD)	Year	1	N-ENE-30	0	0	0	0
1634	Santiago High School	Brown_Bill - Computer Aided Drafting (CAD)	Year	5	N-ENE-30	0	0	0	0
1636	Santiago High School	Brown_Bill - Computer Aided Drafting (CAD)	Year	6	N-ENE-30	0	0	0	0
1546	Santiago High School	Galley_Jon - Introduction to Computer Information Systems	Year	6	N-CIS-1A	0	0	0	0
1559	Santiago High School	Galley_Jon - Game Design Principles	Year	3	N-GAM-22	0	0	0	0
1557	Santiago High School	Galley_Jon - Digital Drawing for Game Art	Year	3	N-GAM-80	0	0	0	0
1558	Santiago High School	Galley_Jon - Digital Drawing for Game Art	Year	5	N-GAM-80	0	0	0	0
1545	Santiago High School	Galley_Jon - History of Video Games	1st	1	N-GAM-21	0	0	0	0
1560	Santiago High School	Galley_Jon - Introduction to Simulation and Game Development	1st	4	N-GAM-35	0	0	0	0
1562	Santiago High School	Galley_Jon - History of Video Games	2nd	1	N-GAM-21	0	0	0	0

Figure 15: Classes set up in CATEMA

Click on the little blue arrows to open up a class roster to see what students have enrolled in the CATEMA class (Figure 16):

Click Student column arrow to view students

35 Ttl Classes - Pg 1 of 2 Pages

Period	Course	Opt ?	Students ?
1	N-AMY-10		0 1 0 1
2	N-AMY-10		0 1 0 1
3	N-AMY-10		0 0 0 0
4	N-AMY-10		0 5 0 5
5	N-AMY-10		0 3 0 3
6	N-AMY-10		0 1 0 1
2	N-AMY-10		0 12 0 12
3	N-AMY-10		0 9 0 9
4	N-AMY-10		0 8 0 7
6	N-AMY-10		0 3 0 3
1	N-ARE-24		0 14 0 10
1	N-ARE-25		0 14 0 10
2	N-ENE-21		0 12 0 11
5	N-ENE-21		0 13 0 12
6	N-ENE-21		0 7 0 6
2	N-ENE-30		0 12 0 11
5	N-ENE-30		0 13 0 11
6	N-ENE-30		0 6 0 5
1	N-BUS-10		0 15 0 9
2	N-BUS-18A		0 13 0 9
3	N-BUS-18A		0 11 0 10
3	N-ENE-42		0 23 0 14
6	R-CAT-34A		0 1 0 1
4	R-CAT-65		0 3 0 3
2	N-CAT-65		0 17 0 13

Figure 16: Detailing in to Class Roster

In this example 12 student enrollments were accepted, and 12 students were recommended for credit.

When opening up that class roster of 12 students (Figure 17):

- We can see that the enrollments for all 12 students were accepted by the teacher.
- Letter grades were posted for all 12 students.
- All 12 students were recommended for credit
- But only 2 were awarded credit.

College ID ?	Yes / No ?	Grade?	Recommendation ? Comment ?	Credit Status ?	College ?
3	Accepted	B	Recommend Credit	-	-
3	Accepted	A	Recommend Credit	-	-
3	Accepted	A	Recommend Credit	-	-
3	Accepted	A	Recommend Credit	-	-
3	Accepted	A	Recommend Credit	-	-
3	Accepted	A	Recommend Credit	-	-
3	Accepted	B	Recommend Credit	Awarded	NC
3	Accepted	A	Recommend Credit	Awarded	NC
3	Accepted	B	Recommend Credit	-	-
3	Accepted	B	Recommend Credit	-	-
3	Accepted	B	Recommend Credit	-	-
3	Accepted	B	Recommend Credit	-	-

etencies [Print Roster](#) [Log Out](#)

Figure 17: Individual Class Roster in CATEMA

This is because only 2 students had valid ID numbers for the college. The remaining 10 did not complete an online application, therefore no student record was created. Credit cannot be awarded for a student that “does not exist” in the eyes of the college. If the students that were not awarded credit are still in high school, you might reach out to them and encourage them to apply for credit via Transcript Review process (see page 33 and 34).

How Can Counselors Help?

Know which classes at your school are articulated.

Make students aware of all their early college credit opportunities (via Advanced Placement (AP), articulation, and dual enrollment).

Check in CATEMA to see which teachers have set up their classes, and whether students are enrolling. Offer assistance, or encouragement to teachers and students in articulated classes that are not participating.

Email cte-info@rccd.edu for current list of articulated courses, or for resources to assist teachers and students with the application and CATEMA process.

STUDENTS

What is articulation?

Articulation is a process that allows a student to receive a letter grade, along with the unit value of the college course, on their college transcript for high school courses. The credit appears on a student's college transcript with the same letter grade they received in their high school class (see Figure 18). For example, if a student receives a grade of "A" in their high school articulated course, their college transcript will show the grade of "A" next to the articulated college course. Active articulation agreements must be in place between the student's high school district and an RCCD college at the time the student was enrolled in the high school class. To view a current list of articulation agreements, go to <http://explorecte.com/articulation>.

1 of 3
07/06/11

Student, Pretend
12345 Any Street
Anytown, USA

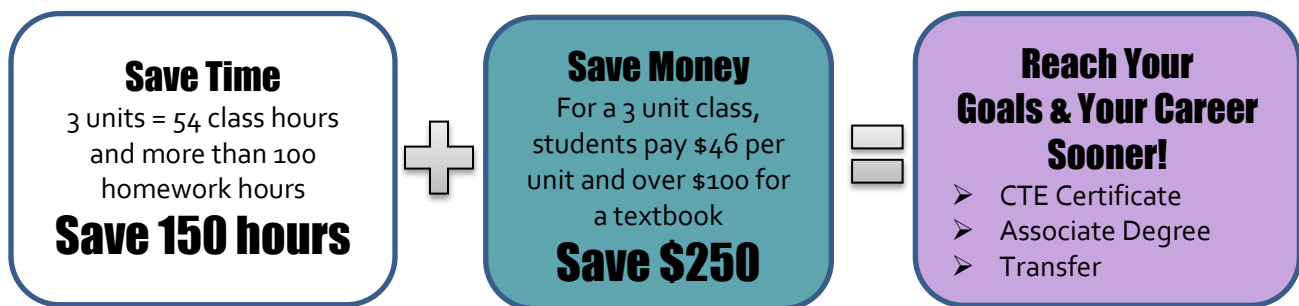
Articulated grades are notated on a student's college transcript with a CE next to the grade (signifying that credit was earned via "credit by exam").

COLL	IGETC	GE CSU Level	Course Number	Course Title	Grade	Notatn	GPA Units Attempted	Units Completed	Grade Points	G.P.A.
----- 1995 Spring (01/1995 - 06/1995) -----										
RIV	3B	C2	A	HOM-10	World Religions	A	3.00	3.00	12.00	
RIV	2A	B4	A	MAT-12	Statistics	B	3.00	3.00	9.00	
RIV			B	OFC-71	Business Communications	A	3.00	3.00	12.00	
RIV				OFC-66	Transcrip Skills for Bus	A CE	4.00	4.00	16.00	
SEMESTER TOTAL							12.00	13.00	49.00	3.7692
CUMULATIVE TOTALS							31.00	31.50	121.00	3.9032

President's Honor List

Figure 18: Sample RCCD student transcript.

Articulation allows students to meet prerequisite course requirements before they get to college, saving them TIME. Since there is no cost to take an articulated course, students save MONEY. These advantages allow students to advance more quickly toward their **GOAL** of a certificate, degree, or transfer. Students can earn up to 16 college units through secondary articulation.



How to Obtain College Credit through Secondary Articulation

Credit will only be awarded to students who complete an articulation application, either through CATEMA or through a Request for Articulated Credit via Transcript Review form. Both of these processes are initiated online. This is a voluntary process, however, once credit is transcribed, it will not be removed. Students will have up to four academic years in which to request articulated credit.

Process to Apply for Articulated Credit (Students)

There are two ways for students to apply for articulated credit. Both require that a student have an RCCD student identification number.

Student Process

- Obtain an RCCD student ID number
- Apply for articulated credit
 - Via CATEMA or
 - Via transcript review (online form)
- Complete the class with a grade of “B” or better

How to obtain an RCCD student ID number

All students who have completed an RCCD college application (at Moreno Valley College, Norco College, or Riverside City College) have been assigned an RCCD student ID number. There is **NO COST** to apply to RCCD colleges—it is a free application.

Students: Have you ever applied to ANY RCCD college (Moreno Valley College, Norco College, or Riverside City College)?

YES

You have a student ID number! Your student ID number is seven digits. If you have forgotten your student ID number, but you provided RCCD your social security number when you completed your college application, go to RCCD's WebAdvisor, click the link "Learn your WebAdvisor User Name and Password" (see Figure 19), and follow the instructions (your WebAdvisor user name is your first initial, last initial, followed by your seven digit student ID number). If you did not give RCCD your social security number, you will need to go to the Admissions Office at one of the three colleges to obtain your student ID number.

<https://was02.rcc.edu/RCCD/RCCD?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=1418801965>

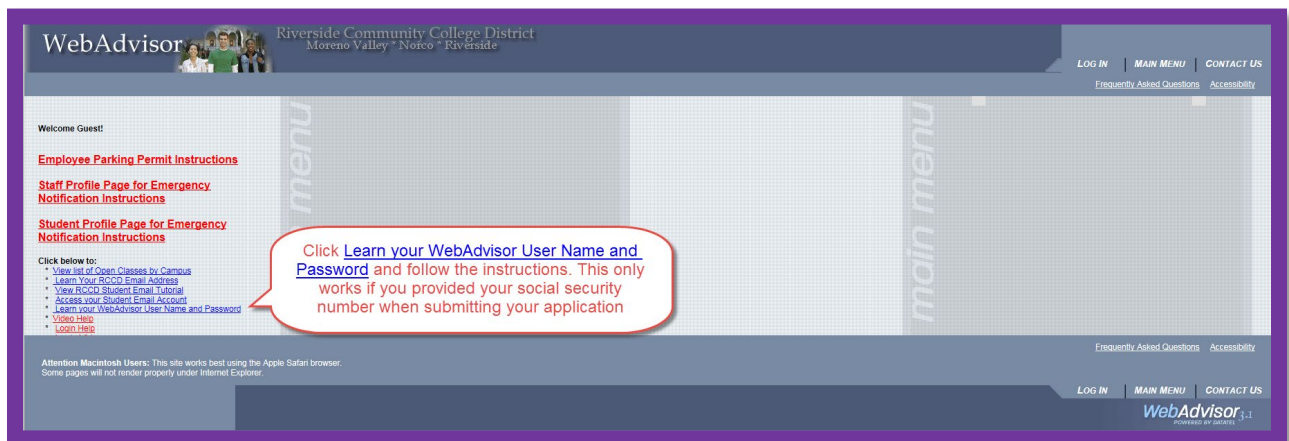


Figure 19: RCCD WebAdvisor

NO

You need to apply to RCCD in order to obtain a student ID number. Select a college website, and look for the CLICK HERE or APPLY ONLINE link to begin application:

Moreno Valley: <http://www.mvc.edu/services/ar/apply.cfm>

Norco: <https://www.norcollege.edu/stepstoenroll/Pages/enroll.aspx>

RCC: <https://www.rcc.edu/become-a-student/index.html>

Note: Students who plan to attend RCCD after high school graduation will need to update their RCCD application in order to get information about assessment testing, orientation and registration.

The Articulation Application Process

Once students have an RCCD student ID number, they will follow one of the two processes described below.

Students: Are you CURRENTLY ENROLLED in a high school class that is articulated with RCCD? Typically, your teacher or counselor will tell you that a class you are taking (or have already taken) is articulated.

YES

You will apply via **CATEMA**, RCCD's online articulation system. Credit will be placed on your RCCD transcript once you complete the class with a grade of "A" or "B".

www.catema.com/rccd

NO

If you have already **COMPLETED** an articulated class and you **DID NOT** apply for articulated credit via CATEMA while you were still enrolled in the class, then you will apply by submitting the Request for Articulated Credit via Transcript Review form.

This form can be found at <http://explorecte.com/request>

Apply Via CATEMA

Students may apply for articulated credit through RCCD's online system, CATEMA, if the following conditions exist:

- The student is currently enrolled in a secondary class that is articulated.
- The student has applied to one of RCCD's three colleges and has obtained an RCCD student ID number.
- The student has set up an individual student CATEMA account.
- The student's teacher has also set up their class section(s) in CATEMA.

A class "section" refers to a specific class period at the high school. For example: **Student A** is taking Mr. Jones' 3rd period Principles of Engineering and **Student B** is taking Mr. Jones' 5th period Principles of Engineering. These are two different class sections.

Step 1: Go to www.catema.com/rccd log in screen (Figure 20).

Step 2: Create a student account (Figure 20).

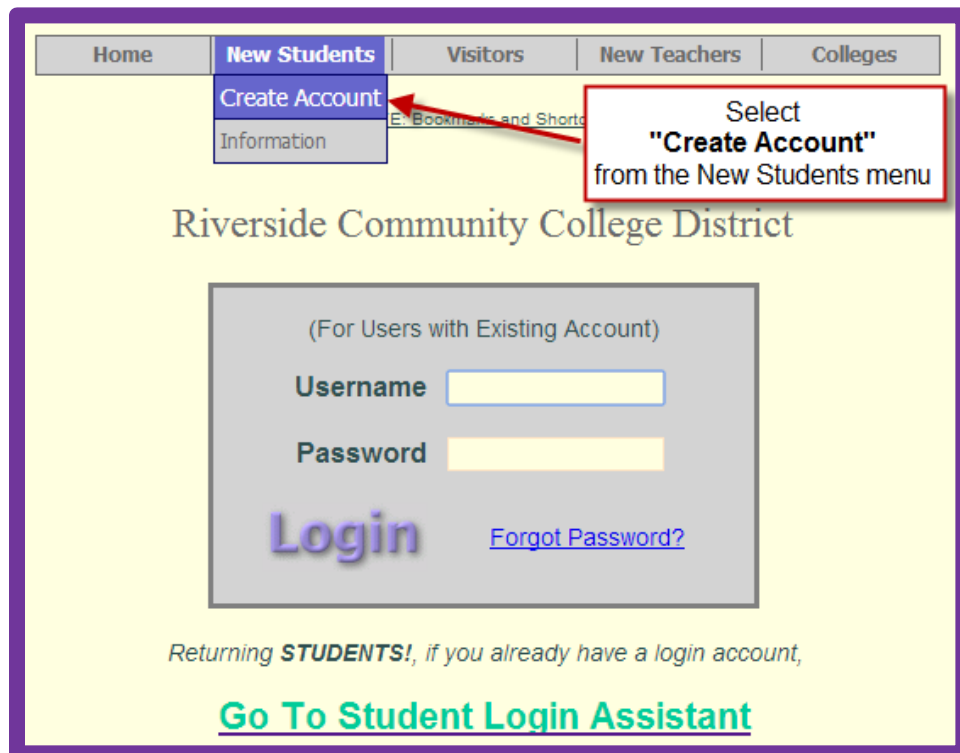


Figure 20: CATEMA New Students – Create Account

(<https://www.catema.com/acsys/login.php?sdb=rccd>)

Step 3: Complete the fields on this screen (Figure 21) to create a student account.

***Required Data**

First Name*
Middle Initial
Last Name*
College ID* (enter your 7 digit College ID)
Date of Birth* (Month, Day, Year)
Ethnicity* (*Select*)
Gender* (*Select*)
High School & Grad Yr* (*Select* Your High School, Year)
Email Address*
Phone Number (<Area, <(7 digit#, no dashes)
Mail Addr* (St., P.O. Box, and Apt.#)
City, State, Zip* (CA)

Items in **BOLD** text are required fields

Select your high school name, and the year you will graduate from high school

For Username and Password explanation, [click here](#)
Click Next to continue... Your Username and Password will be auto-assigned.

Next...

Figure 21: Set up student account in CATEMA

College ID*:

A seven-digit RCCD Student ID number is required to receive articulated credit. Only students with a valid RCCD ID number can be awarded articulated credit.

High School & Grad Yr*:

For **HIGH SCHOOL**, students should select their high school from the drop down menu. Then select the **YEAR** they will graduate high school, not the year they are taking the articulated class.

Step 4: Students will select their teacher and their class period (section) to “enroll” (Figure 22).

CR#	High School	School Class Name (Teacher)	Sem	Period	Course ID	Status
10416	Great Oak High School	Underwater Photography, (Teacher)	Year	Period 3	R-PHO-8	Not Yet Rated

Figure 22: CATEMA Class Enrollment

After completing the CATEMA student application and enrollment process, students should focus on completing the class successfully. Once students successfully complete their high school articulated course, the high school teacher will submit their official class grades via CATEMA. The final grade in the class will be the grade the student receives on their RCCD college transcript. Only letter grades of A or B will be posted on a student’s RCCD transcript.

Repeating an articulated course:

Credit for an articulated course will only be awarded the first time a student requests credit for the course. If an articulated course is repeated in high school/ROP, it shall not be transcripted again.

Request for Articulated Credit via Transcript Review Form

Students who have already completed a high school or ROP articulated course, and who **DID NOT** apply via CATEMA, can still apply for articulated credit through a transcript review process, when the following conditions are met:

- The student has applied to one of RCCD's three colleges and has obtained an RCCD student ID number.
- The student has an official high school transcript on file at one of RCCD's three colleges.
- The name of the articulated course shown on the student's high school transcript matches the course name that appears on the official Articulation Agreement. To see a list of articulated courses, go to <http://explorecte.com/articulation>.
- The student received a final grade of either an "A" or a "B" in their high school articulated course.
- The high school course was completed within the last four (4) years.

Step 1: Students should obtain their "official" high school transcript and send it to RCCD. To obtain an "official" high school transcript, students will contact their high school registrar's office and request that an "official" transcript be sent to:

Riverside Community College District
Attn: CTE Projects Office/Articulation-2nd Floor
3801 Market Street
Riverside, CA 92501

If a student already has their high school transcripts on file at RCCD, they do not need to send it again.

When would a student already have their transcripts on file at RCCD?

Typically, students are asked to obtain their "official" transcripts when they meet with a college counselor for the first time. The transcript is scanned into the student database and the RCCD Projects Office can then view it and make a determination regarding their eligibility for articulated credit.

Step 2: If the student is not already an RCCD student, then they must apply to one of RCCD's three colleges to obtain an RCCD student ID number. See page 28 for directions.

Step 3: Complete the online (<http://explorecte.com/request>) Request for Articulated Credit via Transcript Review form (Figure 23).

Request for Articulated Credit via Transcript Review

ROP / High School Name *

Fields marked with an asterisk (*) are required. Incomplete forms will be rejected.

RCCD Student ID# (mandatory) *

Name *

Date of Birth *

Phone *

Email *

Current Status
 A High School Student
 A College Student

What class are you requesting articulated credit for? (Note: Only list one class per form submission.)

Class Name *

Month/Year Class was Completed (MM/YYYY) *

*The class name must appear on the current list of articulated classes. [Click here to see the current list.](#)

Have you turned in your official transcript at one of RCCD's three colleges? *
 Yes
 No - See Mailing Instructions below

Figure 23: Requesting articulation credit via transcript review

How long does it take for articulated credit to appear on a student's RCCD college transcript?

Once the student completes their high school class (enrolls in class via CATEMA) or submits their online Request for Articulated Credit via Transcript Review form, it takes approximately 8 weeks for the articulated credit to appear on the student's college transcript. If the articulated course is a **PREREQUISITE** for a course the student needs to register for and their registration date is within that 8 week period, please contact the Career and Technical Education (CTE) Projects Office at cte-info@rccd.edu and ask for the articulation request to be expedited.

ADMINISTRATION OF THE ARTICULATION PROGRAM AT RCCD

Process for Awarding of Articulated Credit

CTE Projects Office

The CTE Projects Office will evaluate student requests for articulation to determine eligibility for credit.

The minimum grade required for articulation is a “B”. If the Articulation Agreement indicates more than one secondary course is equivalent to one RCCD college course, the student must have received a passing grade (“C” or better) in the first semester course and final grade of a “B” or better in the second semester and a “B” or better on the final exam. If the student applies via transcript review, it is assumed that a final grade of “B” or better indicates that the student also received a “B” or better on their final exam.

After determining that a student is eligible for articulated credit, the CTE Projects Office will forward the articulation request to the appropriate college evaluations office for processing.

Appeals may be emailed to cte-info@rccd.edu. Examples of issues that might be appealed: if student completed the high school course more than four years ago, or if student has exceeded the 16 unit maximum for articulated credit. Examples of issues that may not be appealed: course was completed outside the effective dates of the agreement, or final grade earned was less than a B. Decisions by CTE Projects Office are final.

College Evaluations Department

The college evaluations office will place credit on the student’s transcript.

The student’s **final grade** in the secondary course shall be the grade that appears on their RCCD college transcript; the semester reflected on the transcript will be the RCCD college semester that is closest to the time the student completed the secondary course. *For example, a high school student completes their articulated class in May 2016 and doesn’t apply for articulated credit until December 2017. The semester shown on the student’s RCCD transcript will be spring 2016.*

The grade will be notated as earned via “credit by exam.” Differentiation between traditional credit by exam and credit by exam earned through articulation shall be maintained via an **internal** notation on the student’s record. A status of AE shall designate an articulated course; whereas a CE status will be used for traditional credit by exam. Also, course section #99999 will be used. (Figure 24.)

Students may not have more than 16 units of articulated credit placed on their college transcript, without prior approval by CTE Projects Office.

Credit for an articulated course will only be awarded the first time a student requests credit for the course. If an articulated course is repeated in high school/ROP, it shall not be posted again, nor will the grade or semester be updated.

The screenshot shows a course entry form with the following fields and values:

- Course ID/Name/Sec: 1949, AML-1, 99999
- Title: American Sign Language 1
- Subject: AML American Sign Language
- Acad Lvl/Course Lvl: UG Under Graduate, E Non-Occupational
- Departments: 1 R2200 World Languages
- Credit Type: 1 Credit, Degree Applicable
- Start/End Dt: 02/18/14, 06/12/14
- Term/Reporting Term: 14SPR Spring 2014
- Status/Dt/Time/Reason: 1, AE
- Grade Scheme/Grade: UG Undergraduate
- Cred/Conversion: 4.00000
- Att/Cmpl/GPA/Pts: 4.00000, 4.00000, 4.00000, 16.00000
- Cum Att/Cmpl/GPA/Pts: 4.00000, 4.00000, 4.00000, 16.00000
- Alt Att/Cmpl/GPA/Pts: 4.00000, 4.00000, 4.00000, 16.00000
- CEUs/Att/Cmpl: [empty], [empty], [empty]
- Mark/Dt: [empty], [empty]
- Mark Acad Credential: 1
- Manual Cred: [empty]
- Replaced Code: [empty]
- Replace Allowed: Yes
- Notes/Comments: [empty]

Callouts in the image:

- A blue arrow points to the '99999' field with the text: "Sec. #99999 used for articulated courses"
- A blue arrow points to the 'AE' status field with the text: "AE Status is specific to HS Articulation"

Figure 24: Internal notation differentiating Articulated Credit vs Credit by Exam

Determining Which RCCD College Will Be Indicated on the Student’s Transcript

First, if the secondary course is articulated with only one of RCCD’s three colleges, that college will appear on the student’s transcript for articulated credit.

Next, if more than one RCCD college has an Articulation Agreement in place for the same secondary course, the teacher will select the class by college when they set up their class in CATEMA. College course names in CATEMA include a prefix that indicates the associated college (M = Moreno Valley, N = Norco, R = Riverside City). For example if CAT-80 is articulated with both Norco College and Riverside City College for a particular secondary district, the teacher will choose either N-CAT-80 or R-CAT-80 when they initially set up their class.

Finally, for students applying for credit via transcript review when two or more RCCD colleges have an agreement for that course, CTE Projects Office will contact student to ask from which college they’d like the course transcribed.

CONTACT INFORMATION:

Riverside Community College District
Attn: CTE Projects Office-2nd Floor
3801 Market Street
Riverside, CA 92501
E-mail: cte-info@rccd.edu
Phone: (951) 328-3871

Appendix

Proposal to Articulate Secondary to Post Secondary Coursework

This request is for (place an "X" in the box): Renewal of an existing agreement New Articulation

This proposal was prepared by:

Name of Secondary District

Submitted by (Name/E-mail)

Oftentimes, RCCD faculty will want to meet with the secondary faculty who teach this course to help them determine whether or not articulation is feasible. Please list all faculty within the secondary district who teach the course.

Faculty Name	School Site	E-mail Address

Secondary Course Equivalency *(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B)*

Course Number	Course Name/Title
Length of Course (semester/year)	CALPADS Code

Post-secondary (RCCD) Course Equivalency *(List only one RCCD course per form**)*

Course Number	Course Name/Title	Number of Units
---------------	-------------------	-----------------

Please use one form for each request. The proposal packet should be accompanied by the secondary school district or **ROP** official course outline of record (COR*), and sample final exams. Send the complete proposal packet, via e-mail attachment, to:

Riverside Community College District
CTE Projects Office, cte-info@rccd.edu

***Do not submit an RCCD course outline with this proposal.**

****View RCCD course outlines to determine which course(s) might align by following the directions below.**

Step 1: Search RCCD course outlines at:
<http://rccd.curricunet.com/PublicSearch/Index>

Step 2: Click the Course button

Step 3: Select the Subject from the drop-down menu, then click Search.

Step 4: This will open up a list of all the subject related course offered. To view specific outline, on corresponding course:

- a) Click the Paper icon
- b) Click on Course Outline

Riverside Community College District
Secondary to Post Secondary Articulation Agreement

This Agreement is between

and

Name of RCCD College

Name of Secondary District

The purpose of this Agreement is to provide an opportunity for secondary students to receive college credit and/or a waiver of prerequisites for successfully completing college equivalent coursework at the secondary level.

Post-secondary Course Equivalency *(List only one college course per Agreement)*

Course Number	Course Name/Title
Number of Units	TOPS Code
	Industry Sector

Secondary Course Equivalency *(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B)*

Course Number	Course Name/Title
Length of Course (semester/year)	CALPADS Code

The secondary course outline attached herein has been reviewed by the college discipline/department faculty and it has been determined that (check one below):

- Sufficient equivalency exists and the course **IS** recommended for articulation.
- Sufficient equivalency does not exist and the course is **NOT** recommended for articulation.

College Faculty Representative Name (printed)

Signature

Date

The college and secondary district agree to the following terms and conditions:

- The minimum grade required in order for a student to be eligible for articulated credit is a "B".
- By October 1st of each year, the secondary district will send RCCD CTE Projects Office a list indicating the names of all teachers teaching the secondary articulated course, their school site, and their e-mail address.
- The secondary district agrees to inform instructors within their district who teach the articulated course that the course is articulated and they will encourage the use of CATEMA to facilitate the articulation process.
- The specific competencies and criteria required to establish equivalency are outlined in the secondary course outline of record (COR) and/or other document(s), and attached herein. The secondary district will ensure that their instructors adhere to the COR and will notify RCCD immediately if there are changes made to the official COR.
- Instructors will inform all students about their eligibility to receive articulated credit and will instruct students on the application process. Neither the secondary district nor RCCD colleges will require any student to apply for articulated credit.
- In utilizing the on-line articulation application system (CATEMA), instructors certify that the grade assigned to each student is the final grade received in the class and that it is the final grade that appears on the student's official high school transcript.
- This agreement is effective on the date noted below for three years and may be renewed thereafter for additional three year periods. This Agreement can be terminated by either party at any time by proper written notification to the other party. In the event of termination during a school year, students in articulated courses at the time of termination will receive credit providing all other course requirements are met.

Agreement Approval Signatures:

Secondary District Superintendent or Designee

Date

College Vice President of Instruction or Designee

Date

College President

Date

Effective Date: [enter date]

Riverside Community College District
Secondary to Post Secondary Articulation - CORRECTION TO COURSE NAME ONLY

Riverside Community College District on behalf of _____

and

Name of RCCD College

Name of Secondary District

Post-secondary Course Equivalency

Course Number

Course Name/Title

Secondary Course Name on original agreement:

Course Name/Title

CORRECTED or ADDITIONAL Secondary Course Name:

Course Name/Title

I certify that this request is for a **Course Name change ONLY**, there is no change to the official Course Outline of Record, or to the final exam previously approved by RCCD faculty.

I certify that **BOTH** secondary course names are used in this district, and both use the same official Course Outline of Record and final exam previously approved by RCCD faculty.

**District Responsible
Administrator:**

Printed Name

Signature

Change Effective Date: 7/1/

Email the completed form along with official course outline showing updated course name to:

Riverside Community College District
CTE Projects Office, cte-info@rccd.edu