

Articulation

The following is excerpted from the [Handbook of California Articulation Policies and Procedures \(2001 edition\)](#) by the California Intersegmental Articulation Council (CIAC).

This section on Articulation Policies and Procedures is provided to assist any individual involved in the articulation process. It is intended to be a guideline and comprehensive resource of articulation policies and practices for California's postsecondary educational institutions. It establishes common language and definitions of terms, includes explanations of system-wide policies and explanations of California State University General Education-Breadth requirements, Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), and Intersegmental General Education Transfer Curriculum (IGETC).

In California there are four postsecondary educational segments comprised of:

1. Ten campuses of the University of California providing undergraduate and graduate programs through the doctorate, as well as professional schools.
2. Twenty-three main campuses of the California State University providing undergraduate and graduate programs through the Master's Degree.
3. 108 California Community Colleges whose dual missions are to provide vocational education and the lower-division preparation for transfer to four-year colleges and universities.
4. Approximately 90 Western Association of Schools and Colleges (WASC) accredited degree granting independent colleges and universities.

There are also a large number of private, non-accredited, but state-approved, schools that provide career or occupational instruction. Credit may be accepted on a provisional basis subject to validation as prescribed by the receiving institution.

The size, complexity, and diversity of postsecondary education in California have necessitated the ongoing development of articulation policies and procedures. This enables students to transfer between and among these segments and to streamline the transfer process.

Definition of "Articulation"

When the word "articulation" is used in education, it often has different meanings and connotations, depending on the setting. Articulation, however, refers specifically to **course articulation**--that is, the process of developing a formal, written and published 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.

Role of Faculty in the Articulation

The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the **faculty** at the respective institutions. Faculty in each discipline are responsible for the review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this review, identification, and formal written acceptance process has occurred, a course (or set of courses) is said to have been "articulated." Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.

It is important to note that articulated courses are not to be construed as "equivalent" but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. It is important to note that changes in courses at either institution may affect the articulation and should be communicated to the other campus in a timely fashion and periodic changes should be reported formally with each new academic year or catalog cycle, via a curriculum update. All members in this partnership share in the vital role of determining appropriate course equivalency.

This process of course articulation between and among campuses is the foundation of the vital "transfer" function in California. The public institutions publish this information via the [ASSIST website](#). This enhancement provides articulation information 24 hours a day, seven days a week. Course articulation is the "roadmap" by which students and counselors "navigate" the transfer process. It creates a seamless curriculum that allows a smooth academic transition and progression between the segments of higher education in California.

Roles and Responsibilities of an Articulation Officer

The process of faculty review leading to the articulation of courses between institutions is coordinated, facilitated, and published by the **Articulation Officer** on each campus. The campus Articulation Officer is a vital, professional-level role requiring an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus. This highly sensitive function requires the ability to quickly analyze, comprehend, and explain the nature of articulation issues to the respective parties, diffuse conflict, and diplomatically negotiate and implement resolutions.

Specifically, the Articulation Officer:

1. Initiates faculty-approved articulation agreements between institutions of higher education.
2. Serves as a consultant to faculty and academic units, providing needed materials, and information about course articulation proposals and acceptances.
3. Serves as an advocate for the faculty and campus academic programs.

4. Serves as an advocate for the other articulating institution and is responsible for accurately communicating and conveying information and concerns about that institution's curriculum to the faculty.
5. Serves as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulating institutions.
6. Serves as the campus liaison to the segmental system-wide office - often responsible for disseminating policy changes and update information.
7. Serves on appropriate campus committees such as General Education, Curriculum, Academic Policies, Catalog, etc. to provide input and to receive information about proposed changes in campus policy and curriculum.
8. Monitors each stage of the articulation process and follows up with departments and/or faculty for timely responses and decisions.
9. Manages and updates campus articulation data and information.
10. Disseminates current and accurate, articulation data to appropriate departments, staff, students, and campuses.
11. Attends and participates in conferences and workshops on articulation issues.
12. Facilitates campus participation in intersegmental programs (i.e., California Intersegmental Articulation Council (CIAC), Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), Intersegmental Coordinating Council (ICC), Intersegmental Committee of Academic Senates (ICAS), counselor conferences, and segmental meetings).
13. Is a well-informed resource person for campus faculty, administration, counseling, advising staff, and students on curriculum, articulation, and related matters?
14. Gatekeeper of course outlines, IGETC, CSU GE Breadth, LDTP, baccalaureate lists, TCA lists, and ASSIST.
15. Proactive agent for enhancing and improving existing articulation.
16. Is an advocate for the transfer student and seeks to ease the transfer process.

Articulation Index			
<u>Definition</u>	<u>Faculty Role</u>	<u>ASSIST</u>	<u>GE Plan B</u>
<u>GE Plan C</u>	<u>Guidelines</u>	<u>Baccalaureate</u>	<u>LDTP</u>

ASSIST

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is a computerized information system that provides students with detailed course transfer and articulation information to help them plan their academic careers, facilitate a seamless transfer process, and reduce the number of redundant courses they may take as they move from community colleges to universities.

ASSIST is endorsed by the California Education Roundtable as the State's official statewide source for course articulation information and is freely available to all students, faculty and staff via the Internet at www.assist.org. The ASSIST Coordination Site, located in Irvine, supports daily operations of ASSIST.

The ASSIST database includes all of the most current official articulation agreements that every CSU and UC campus has established with any of the 108 California Community Colleges.

The ASSIST database also includes the following complete and historical information for all 108 California Community Colleges:

- UC Transferable Course Agreements
- CSU Baccalaureate Course Lists
- IGETC Course Lists
- CSU GE Certification Course Lists

In addition to the ASSIST web site for public access to viewing information in the database, the ASSIST Coordination Site also supports the ASSIST Curriculum Update System and the ASSIST Articulation Maintenance System. Each public college and university uses these two systems to enter and update curriculum and articulation information in the ASSIST database. Curriculum data is updated four times per year (before the start of each term) and articulation data is updated throughout the year and universities can publish updates on a nightly basis. Whenever new or updated articulation information is published, automated email notifications are sent to the ASSIST contacts at the respective institutions involved in the agreement.

Classification of Course Articulation Agreements

Course articulation is developed between "sending" and "receiving" institutions. In California this occurs mainly between the two-year independent and community colleges, and the three segments of higher education that grant the baccalaureate degree: the California State University (CSU) campuses, the University of California (UC) campuses, and the independent colleges and universities. In addition, a significant number of intrasegmental transfers occur. Therefore, articulation may also be developed between two-year institutions and between four-year institutions.

Course articulation agreements are classified into several discrete areas:

- Courses Accepted For Baccalaureate Credit
- Transferable Credit Agreement (TCA)
- General Education-Breadth Agreements
- Course-to-Course Agreements
- Lower-Division Major Preparation Agreements

Courses Accepted for Baccalaureate Credit

This articulation agreement identifies courses that are baccalaureate level and therefore acceptable by a receiving institution (or system) to fulfill both unit requirements for admission and baccalaureate elective credit. These agreements do not indicate which of these courses are acceptable for satisfying General Education-Breadth requirements or Major Preparation requirements at a receiving four-year institution.

In the UC System, the Office of the President (UCOP) initiates this agreement. This is referred to as the Transferable Course Agreement (TCA) for community colleges for all UC campuses.

For the campuses in the CSU System, Executive Order 167 authorizes California Community Colleges to identify courses that are baccalaureate level and appropriate for transfer to the CSU. This articulation agreement is commonly known as the Baccalaureate List or the "Bacc" List.

There are no system-wide transferable course agreements or baccalaureate lists within the independent segment, although some individual college agreements do exist. Some may use or honor the CSU "Bacc" List or the UCOP TCA list as a guideline for determining transferable credit.

Courses accepted for baccalaureate credit are the first level of articulation and comprise the basic "pool" of transferable courses from which subsequent articulation agreements are developed. Occasionally, courses for technical majors; i.e., Architecture and Engineering, may include nontransferable courses if the course content, rigor, and level are determined to be sufficient to articulate for major requirements.

General Education-Breadth Agreements

General Education-Breadth agreements consist of those courses that a student can complete at a sending institution to satisfy General Education-Breadth requirements at a receiving institution. Courses used in General Education-Breadth agreements are courses that are drawn from, and are a subset of, the basic "pool" of transferable courses accepted for baccalaureate credit.

Course-To-Course Agreements

Course-to-Course agreements identify a particular course at a sending institution that is comparable to, or "acceptable in lieu of," a corresponding course at a receiving institution. It is also common to articulate "clusters" or "blocks" of courses. As with General Education-Breadth agreements, Course-to-Course agreements are developed from the basic pool of transferable courses accepted for baccalaureate credit.

Lower-Division Major Preparation Agreements

Lower-Division Major Preparation Agreements specify those courses at a sending institution that fulfill lower-division requirements for a specific major at a receiving institution. Catalog descriptions, course outlines, and baccalaureate lists are used in the development of these articulation agreements. In addition, special requirements relating to major preparation may be included, such as: pre-major requirements, supplementary admission requirements for selected majors, and information pertinent to impacted or over-subscribed majors. As with G.E.-Breadth and Course-to-Course Agreements, Lower-Division Major Preparation Agreements are usually developed from the list of courses accepted for baccalaureate credit.

General Education-Breadth Requirements Long Beach City College General Education Plan B

The current CSU General Education-Breadth requirements were adopted in 1981. Policies and procedures for development and implementation of the program are detailed in CSU Executive Order 595. Each CSU campus is responsible for developing the campus program within the established framework. Executive Order 595 allows other regionally accredited colleges and universities, primarily community colleges, to "certify" completion of General Education-Breadth requirements, using courses that have been accepted for inclusion on the college's CSU General Education-Breadth list. Transfer students who are fully certified are not subject to CSU-campus-specific lower-division General Education-Breadth requirements, so it is advantageous for students who cannot be sure to which CSU campus they will transfer. Of the minimum total of 48 semester units required for General Education-Breadth, no more than 39 semester units may be certified for a student. Colleges may propose that courses be added to their certification lists in an annual update process. Responsibility for accepting courses for addition to certification lists rests with a CSU-CCC faculty panel.

Alternatively, community college students may fulfill lower-division general education requirements by completing the Intersegmental General Education Transfer Curriculum (IGETC).

Intersegmental General Education Transfer Curriculum Long Beach City College General Education Plan C

The Intersegmental General Education Transfer Curriculum (IGETC) is a comprehensive pattern of courses prospective transfer students from the California Community Colleges may complete to satisfy lower-division General Education requirements at both the University of California and the California State University. The IGETC was developed in 1991 to simplify transfer for California Community College students.

Students have the option of completing the IGETC, **or** the specific lower-division General Education-Breadth requirements of the school or campus they plan to attend. The IGETC must be **fully completed** prior to transfer.

The IGETC is not an admission requirement, and completion of IGETC does not guarantee admission to the campus or program of choice. The IGETC will be most helpful to students who wish to keep their options open--those who know they want to transfer but have not decided upon a particular institution, campus, or major.

Certain students, however, are not well served by following the IGETC. Students who intend to transfer into high-unit majors, or those majors that require extensive lower-division preparation, such as Engineering, should concentrate on completing the prerequisites for the major that a particular college may use to select a student for admission.

The California State University and the University of California have developed an agreement with each California Community College that specifies the community college courses that may be used to satisfy requirements of each area of the IGETC. All courses must be completed with a grade of "C" or better. A grade of "Credit" or "Pass" may be used, if the community college's grading policy states that "Credit" or "Pass" is equivalent to a grade of "C" or better.

IGETC course credit may be earned for the acceptable scores of 3, 4, or 5 on Advanced Placement Examinations (AP) that the community college faculty recognize as being equivalent to one of its IGETC approved courses. Only one course can be cleared by one test with an acceptable score. An acceptable score on an English AP test may be used to meet the English composition requirement only. An AP test cannot be used to satisfy the requirement for a Critical Thinking-English Composition course.

A single community college course may be listed on the IGETC course agreement under more than one subject area; however, it may be used only once to satisfy any IGETC subject area.

California Community Colleges may certify coursework completed at other California Community Colleges, provided that coursework is on the approved IGETC list of the campus where it was taken.

As a general rule, the IGETC can be certified for California Community College transfer students who have also completed transferable coursework at a college or university other than a California Community College, if the community college faculty determine that the coursework from the other college or university is equivalent to coursework on their own college's approved list. Inclusion of appropriate general education courses completed at regionally accredited institutions should be routine. It is expected, however, that a student will have completed most of the transfer units at one or more California Community Colleges. Certification of IGETC completion is the responsibility of the last California Community College the student attended in regular session prior to transfer.

Students who do not fully complete the IGETC before transfer will be required to satisfy the specific lower-division General Education-Breadth requirements of the CSU or UC school, college, or campus they attend.

SPECIFIC GUIDELINES FOR THE ARTICULATION OF SELECTED COURSES UC Transferable Course Agreement

The following are guidelines for unique courses or subject areas that have specific articulation requirements for the University of California. These guidelines should be used in conjunction with the supplemental information for the UC Transfer courses.

Distance Education

In spring 1992, the Community College Board of Governors adopted Title 5 regulations defining standards for the design, approval, and conduct of telecourses. These Title 5 changes were the result of lengthy discussions between the UC Board of Admissions and Relations with Schools, and representatives of the Chief Instructional Officers of the Community College Academic Senate and Chancellor's Office staff.

The agreed upon policy contains a number of provisions to ensure the rigor, quality, and transferability of telecourses including:

- Telecourses shall be approved according to the district's certified course approval procedure.
- Telecourses shall include regular contact between instructor and students, which may be personal or electronic, through group or individual meetings, orientation and review sessions, library workshops, etc. Exams and midterms are not considered "regular contact."
- Telecourses shall include the use of appropriate texts, supplemental assigned readings, and/or enrichment materials and activities.

Field Courses

Courses in normally transferable subject areas (such as Geography, Geology, Biology, or Environmental Science) that contain a substantial "field" component may be articulated provided they have: (1) a prerequisite of an introductory college-level, UC transferable, course in the subject; (2) at least one hour of lecture per week in addition to the time spent on field work; and (3) appropriate and sufficient readings, papers, and/or tests.

Variable Topics

These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Internships", etc. Credit for variable topics courses is given only after a review of the topic for the course by the enrolling UC campus. This usually occurs after transfer and may include recommendations from faculty. The UC system will not give credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of the credit restrictions in those areas.

Articulation Index			
<u>Definition</u>	<u>Faculty Role</u>	<u>ASSIST</u>	<u>GE Plan B</u>
<u>GE Plan C</u>	<u>Guidelines</u>	<u>Baccalaureate</u>	<u>LDTP</u>

Considerations Involved in Determining What Constitutes a Baccalaureate Level Course

**Academic Senate of the California State University
November 7, 1986**

Because baccalaureate level coursework is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet as one of several standards, the criterion of having a bridging function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation. In areas of the curriculum for which the three segmental Academic Senates have identified expected entry level competencies (e.g., English, mathematics, natural science), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but will instead require for satisfactory completion the prior

attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum, reference to entry-level expectations will be useful in helping to define baccalaureate level coursework. Various graduation expectations, such as those expressed in (1) the goals of general education, (2) the objectives of the various majors, (3) the standards for competency, and (4) such generalized expectation as intellectual growth also will influence the judgment as to what constitutes baccalaureate level coursework. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations will generally be of baccalaureate level. In such courses, faculty judged by their peers to be qualified to teach the courses shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate course in ways which assures that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.

Criteria for Determining Baccalaureate Level Courses

The significant elements involved include institutional issues, the course expectations, and the pedagogy employed. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as, by themselves, defining a baccalaureate level course; rather they are designed as aids to the process of making that determination. Thus, they suggest the kinds of considerations that must underlie a determination of course level but they do not define a rigid and objective standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curriculum review processes.

Institutional Issues

1. The course is to be taught by a qualified instructor, judged by peers to be competent in the subject matter.
2. Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
3. The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.
4. Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

Course Expectations

1. The course is presented in a manner that requires of students:
 - a. a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any, for that course;
 - b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
 - c. the capacity to think critically and to understand and apply concepts.
2. The course:
 - a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level; and
 - b. requires the student to continue development of communication skills appropriate for higher education.
3. Coursework that:
 - a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
 - b. enhances understanding of occupational and professional fields usually requiring experience in higher education a prerequisite to employment in such field may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
 - c. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such field may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.
 - d. is remedial or college preparatory shall not be considered baccalaureate level.

Pedagogy Employed

1. There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives.
2. The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and expectations.

General Information regarding Senate Bill 1785, SB 1415, CSU Executive Order 918, and CAN

**Long Beach City College Articulation Officer
April 7, 2005**

Historical Information:

In September 2004, two bills came into law, which would have to be implemented by June 1, 2006: Senate Bill 1785 and Senate Bill 1415.

SB 1785 ...require the Chancellor of the California State University to establish admissions requirements for community college transfer students in accordance with specified criteria. The

bill would require the Chancellor of the California State University, in consultation with the Academic Senate of the California State University and with the faculty responsible for each high-demand baccalaureate degree major program, to specify for each high-demand baccalaureate program major a system-wide lower division transfer curriculum.

SB 1415 ...the California Community Colleges and the California State University shall adopt, and the University of California and private postsecondary institutions may adopt, a common course numbering system for the 20 highest-demand majors in the respective segments. The bill would further require each campus of a public postsecondary educational institution to incorporate the common course numbering system in its catalogue. The bill would specify that the incorporation of these numbers into a campus catalogue would occur at the next adoption of a campus catalog after June 1, 2006.

In response to Senate Bills 1785 and 1415, CSU implemented Executive Order 918. EO 918 mandates that CSU develop a Lower-Division Transfer Patterns (LDTP) by Major and Admission Priority.

EO 918...This executive order is issued pursuant to Section 66202 of the California Education Code; Sections 40530 through 40532, 40651, and 40803 through 40803.1 of Title 5 of the California Code of Regulations; and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University. This executive order implements Board of Trustee policy adopted in July 2004. Provisions regarding the development of system-wide and campus-specific lower-division transfer patterns by major are effective immediately. Provisions regarding admission priority apply to students who apply for admission to the California State University (CSU) for fall 2006 or later terms and who complete a lower-division transfer pattern by major that has been approved for that major and for which appropriate courses have been identified.

Applicants who elect to complete system wide and campus-specific lower-division transfer patterns for a major and campus will have completed "an approved transfer agreement program" within the meaning of Education Code Section 66202 and will receive the highest priority for admission to that campus and major if they have satisfied all CSU and campus requirements for admission. "Highest priority" is defined in Title 5, Section 40651(b) (3) as a guarantee of admission subject to enrollment demand, available space, and satisfactory completion of any impaction criteria for that campus and major. These provisions shall not be construed to limit in any way the ability of students to gain admission through alternative pathways.

<http://www.calstate.edu/acadaff/ldtp.shtml>

CAN Status and LDTP

E-mail sent by CSU Chancellor's Office to California Community College's Chancellor's Office on March 17, 2005:

...Executive Vice Chancellor Spence spoke with Chancellor Drummond to inform him that CSU will no longer serve as the fiscal agent for CAN or use CAN as its pre-major course identification project for the CSU Lower Division Transfer Pattern (LDTP). **As a replacement**

model, CSU will implement the California State University transfer course numbering system to comply with Senate Bills 1785 and 1415. These numbers will represent the result of the analysis and articulation of courses between the CSU, its campuses, and all California Community Colleges.

Therefore, the CAN System Office will close effective July 1, 2005, and current staff will end their employment with CSU Sacramento on June 30, 2005. CSU will continue to participate on the CAN Board, but its participation will be similar to that of the UC, i.e., as non-paying members. UC and now CSU have limited voting status and cannot serve on the executive committee of the CAN Board. While we make these changes, many questions will arise that we will need to address.

CSU will use much of the new CAN model processes developed by the CAN Board Implementation Committee. In addition, the CSU is developing a process that will recognize already-approved California Community Colleges CAN-identified courses as appropriate.

