
Chapter VII: California Community Colleges

A. Introduction

Transfer education is a priority within the mission of the California Community Colleges. This priority has been reaffirmed through individual campus commitment, and through the reality of more than 70,000 students transferring annually from the community colleges to baccalaureate degree-granting institutions each year.

The success of the community college transfer mission is directly related to the quality and quantity of formal articulation that exists between the community colleges and their four-year partners. The enormity and complexity of the articulation process faced by postsecondary education in California is addressed, whenever possible, by the development of common policies and practices. These common policies and practices combine with unique local approaches to form the framework within which students are served.

B. Development of Articulation Agreements

Each California Community College works with baccalaureate degree-granting institutions to develop course articulation agreements which provide the assurance that progression from one segment of postsecondary education to another is both smooth and efficient. This transition is accomplished through the development of the following types of agreements:

1. Transferable Course Agreements
2. Intersegmental General Education Transfer Curriculum Agreements
3. CSU General Education-Breadth Agreements
4. UC General Education-Breadth Agreements
5. Course-to-Course Articulation Agreements
6. Lower-Division Major Preparation Articulation Agreements

C. Transferable Course Agreements

The California State University System

The CSU Executive Order 167 establishes the criteria for the community colleges to designate those courses offered on each campus deemed to be baccalaureate level and, therefore, transferable to all campuses in the CSU system. The responsibility for preparation of the Baccalaureate Course List rests with the community college Articulation Officer, in consultation with the faculty. Courses considered to be baccalaureate level are identified, and a list of courses is prepared. It is commonly referred to as the "Bacc list" and sent by the Articulation Officer each year to each CSU campus, and the CSU Chancellor's Office.

Courses on the "Bacc list" are transferable to every campus in the CSU system and will, therefore, be accepted for elective credit toward a baccalaureate degree. A particular CSU campus may, at its discretion, accept courses which have not been identified as baccalaureate level if, in its judgment, these courses are applicable to a particular CSU program. These courses would not be included on the "Bacc list," but would be articulated on an individual basis. (See Appendix E for a sample Baccalaureate List).

The University of California System

The University of California and the California Community Colleges have, for many years, worked together to establish articulation agreements which enable students planning to transfer to maintain continuity in their programs. There are basically two categories of articulation agreements. One type of agreement determines the general transferability of community college courses at the University-wide level; and the other done at the campus level, determines the acceptability of transfer courses in satisfaction of specific degree requirements for various academic programs.

General Transferability of Courses

The Office of Outreach, Admissions and Student Affairs, in the UC Office of the President, develops and updates the course articulation agreements with community colleges. This responsibility has been delegated to the University-wide Office by the Board of Admissions and Relations with Schools (BOARS), a Standing Committee of the University-wide Academic Senate. The Office maintains current and historical lists for 110 community colleges, two of which are private. (See Appendix A for a sample U.C. Transferable Course Agreement).

In developing the articulation agreements, the University-wide Admission Office follows policies established by BOARS regarding the acceptability of courses for advanced standing elective credit toward a university degree. The basic principles used in determining the transferability of community college courses are: (1) the course should be comparable to one offered at the lower-division level at any of the UC campuses, and (2) if the course is not equivalent to any offered at UC, it must be appropriate for a university degree in terms of its purpose, scope, and depth. Courses listed as transferable are accepted at the point of admission for unit credit in partial satisfaction of the degree requirements of UC. (See Appendix B for Specific Guidelines for the Articulation of Courses to UC).

The articulation agreements are updated individually by the UCOP articulation analyst. During the course review process, the analyst uses UC and community college catalogs, expanded course outlines, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas recommendations developed by UC faculty and deans in special areas such as Environmental Design.

Articulation Officers are encouraged to review their agreement carefully and to bring any questions or concerns to the attention of the UCOP articulation analyst. If a community college wishes to appeal the denial of transfer credit for certain courses, the analyst will ask the community college articulation officer to send expanded course outlines indicating such key items as: prerequisites, purpose of the course, and detailed descriptions of the course content, method of evaluation, and reading lists. The articulation analyst is able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion as to the

transferability of a given course. (See Appendix C for Directions for Revising the UC Transferable Course Agreement).

Acceptability of Transfer Courses for Degree Requirements

UC campus articulation agreements determine how the transferable courses apply toward satisfaction of General Education-Breadth requirements and Lower-Division Major or Departmental requirements. These agreements enable students to work toward a specific University degree while enrolled at the community college. Individual UC campus Articulation Officers coordinate the development of these agreements, and community college Articulation Officers should direct questions regarding the articulation of campus-specific requirements or course equivalencies to that campus Articulation Officer

Independent Colleges and Universities

Transferable course agreements are developed with independent colleges and universities on an individual basis. The articulation process can be initiated by either the community college Articulation Officer or the Articulation Officer at the independent college or university.

D. General Education-Breadth Agreements

Intersegmental General Education Transfer Curriculum (IGETC)

The Intersegmental General Education Transfer Curriculum is a General Education program which California Community College transfer students can use to fulfill lower-division general education requirements in either the CSU or UC system without the need, after transfer, to take additional lower-division general education requirements.

All courses proposed for IGETC must be transferable to both the CSU and the UC (as listed on the UC Transferable Course Agreement). Course outlines, including representative texts, must be submitted for all proposed additions to IGETC lists. Courses must have a unit value of at least 3 semester or 4 quarter units to be considered for IGETC.

The deadline for submitting proposed IGETC updates for the following year is in December. (See Appendix H for IGETC Criteria, Appendix I for Instructions For Preparing IGETC Lists, and Appendix J for a sample IGETC Update Format Form).

The California State University System

Executive Orders 595 and 405 establish the framework within which community colleges offer coursework that meets lower-division CSU General Education-Breadth requirements for the Baccalaureate Degree. Responsibility for review and approval of community college courses used for this purpose rests with the CSU Chancellor's Office. The community college Articulation Officer, in consultation with the campus faculty and the curriculum committee, maintains and updates course lists on an annual basis. The proposed additions to the CSU GE list are submitted to

the CSU Chancellor's Office in January. (See Appendix G). Upon approval, these lists become part of the CSU GE Database.

The community colleges have been empowered by the CSU to certify completion of CSU General Education-Breadth requirements by Area (Executive Order 595), and may credit coursework completed at other institutions as part of the process ("pass-along certification"). The evaluation of work completed at other institutions and its appropriate inclusion in the certification process is essential to the transfer process and greatly enhances student success.

University of California/CSU Campus Specific GE Pattern

General Education-Breadth agreements specify how UC or CSU transferable courses will be used to satisfy the Breadth or General Education requirements of a particular school or college on each UC or CSU campus. Responsibility for developing the campus-specific General Education-Breadth requirements rests with the individual UC or CSU campus. The Articulation Officer at the community college works in conjunction with the UC or CSU campus Articulation Officer to develop agreements with each of the campuses.

Independent Colleges and Universities

Many of the independent colleges and universities have established General Education-Breadth Articulation Agreements with community colleges. These are developed on an individual, as needed, basis and coordinated through the Articulation Officers on each campus. Some independent colleges and universities will now accept IGETC or the CSU General Education pattern to meet their campus General Education requirements.

E. Course-To-Course Agreements

Lower-division Course-to-Course Articulation Agreements are official lists of courses in alphabetical order that identify comparable courses at the four-year institution. Courses that have been approved for inclusion on the Course-to-Course list will transfer to the four-year institution and be accepted for credit **by all majors that use the course** (unless specific, unique exceptions are noted).

The community college Articulation Officer or the Articulation Officer from the four-year institution may initiate Course-to-Course Agreements. It is important to emphasize that the review of proposed articulation and its approval **is the responsibility of faculty**, with the process of articulation facilitated by the Articulation Officer. When initiated by either the community college or the four-year institution, the process should include:

1. Identification of lower-division courses at the four-year institution;
2. Identification of the comparable course(s) at the community college that could be accepted in lieu of the four-year course(s);

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3. Submission of the required documentation to the reviewing institution (e.g., catalog course description, course outline, etc.).

After review, the four-year institution accepts, denies, or proposes a modification to the proposed course(s). When accepted or appropriately modified, the course(s) are added to the Course-to-Course Agreement. (See Appendix K for an example of a Course-to-Course Articulation Agreement).

F. Lower-Division Major Preparation Agreements

Lower-Division Major Preparation Agreements differ from Course-to-Course Agreements in the respect that they identify lower-division courses that are acceptable at the four-year institution **for a specific major only**.

The process of developing Lower-Division Major Preparation Articulation Agreements is the same as for Course-to-Course Agreements. (See Appendix L for an example of a Lower-Division Major Preparation Articulation Agreement).

CALENDAR OF ARTICULATION TASKS FOR COMMUNITY COLLEGES

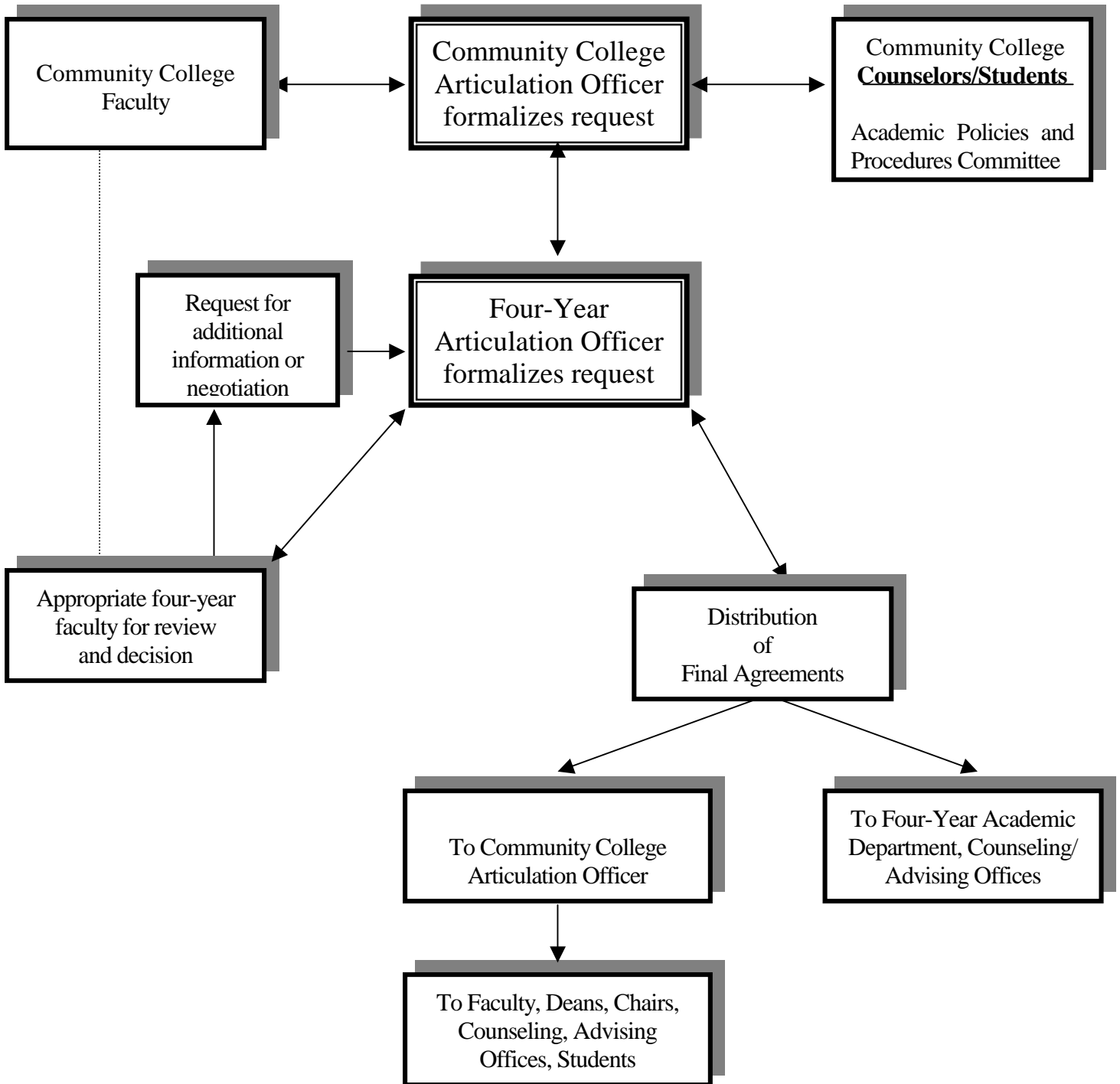
May	<ul style="list-style-type: none"> ● Update CSU GE/Breadth and IGETC handouts for students ● CIAC Annual Conference ● "Reservations" taken for updating UCOP TCA for the coming academic year for anytime between July 1 and April 1.*
June	<ul style="list-style-type: none"> ● Mail catalogs, IGETC and CSU GE Breadth Handouts to Articulation Officers at all campuses (Community colleges, CSU's, UC's and Independent) ● Send summary of course/catalog changes to 4-year schools ● Report articulated courses to CAN (ongoing throughout the year)
July	
August	
September	<ul style="list-style-type: none"> ● TCA update information received for current year* ● Winter curriculum updates to ASSIST (only for schools with a Winter term)** ● Regional CIAC meetings ● UC Counselors' Conference ● CSU Counselors' Conference
October	<ul style="list-style-type: none"> ● TCA updates due back to UCOP. Include current catalog for fastest results.* ● Spring curriculum updates to ASSIST** ● NCIAC/SCIAC meetings
November	<ul style="list-style-type: none"> ● Results of TCA updates back to college from UCOP*
December	<ul style="list-style-type: none"> ● IGETC submissions due (Since CSU GE submissions are due next month and many campuses are on break, it is a good idea to prepare the submission before the break.) ● ASSIST Conference
January	<ul style="list-style-type: none"> ● CSU GE Breadth submissions due
February	<ul style="list-style-type: none"> ● Summer updates to ASSIST**
March	<ul style="list-style-type: none"> ● Receive IGETC decisions
April	<ul style="list-style-type: none"> ● Receive CSU GE decisions ● Fall Curriculum updates to ASSIST** ● Regional CIAC meetings ● Ensuring Transfer Success Workshops

*For this calendar, the example of a September 1 reservation is used. Each community college chooses its own month to update its Transfer Course Agreement (TCA) with the University of California Office of the President. It is a 3-month process; the reservation made denotes the month in which the update materials will be received; 1 month later, the update is due back to UCOP and the following month, the results of the update will be received.

**ASSIST updates include curricular changes and replaces a separate, yearly Baccalaureate list and IGETC technical update.

Model of the Articulation Process

For Course-to-Course and Major Preparation Agreements



Chapter VIII: WASC Accredited Independent Colleges and Universities

A. Introduction

California's independent colleges and universities are known for their diversity, quality, and innovation. From the University of Southern California, with nearly 30,000 students, to the University of Judaism, with only 200 students, these institutions offer a wide range of academic programs in more than 130 fields of study.

The Association of Independent Colleges and Universities (AICCU) inventories articulation and transfer processes of the 76 colleges and universities enrolling nearly 20,000 transfer students each year. Approximately 60% of these transfers are former California community college students. 64 of California's independent institutions seek transfer students to complement diversity of their student populations. Approximately 21% of California's Baccalaureate Degrees are earned at AICCU colleges and universities. In total, the independent colleges and universities enroll 29% of the total student body in California at the four-year and graduate levels.

B. Process

Independent colleges and universities act autonomously in setting transfer credit policies. Since each institution is free to establish their own standards, there are few requirements that apply to all institutions. One hallmark of these colleges and universities is their tradition of flexibility and review of special circumstances in the admission process. Each individual applicant is reviewed with care and adjustments to their transcript evaluations are made if students demonstrate that their previous courses meet comparable standards at their new institution.

Statewide efforts in the area of CAN, CSU Certification and IGETC have assisted independent colleges and universities in the assessment of comparability of courses. As noted in the "AICCU Transfer Handbook", which is published yearly, many independent colleges and universities note that they accept CSU Certification and/or IGETC in lieu or as the major part of their lower division general education. Students may have to complete additional coursework in areas unique to the mission of that particular institution. The number of independent colleges and universities who, when surveyed by AICCU, state they accept CAN courses, CSU Certification and/or IGETC increases yearly.

In the majority of colleges and universities the responsibility for determining transfer credit is assigned to a Transfer Admissions Counselor and/or an official evaluator in the Registrar's Office. Each record is evaluated on an individual basis, according to guidelines usually established by the academic departments, or in consultation with the department faculty or division deans.