

# Designing a Transferable Course

Curriculum Advisory Committee

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Your Pathway to Transfer Success!

# Articulation Officer Major Role and Function

- Serves as a facilitator in all aspects of the articulation process.
- Manages, updates and disseminates current, accurate articulation data (ASSIST, UC, CSU).
- Initiates process, timely follow-up, working collaboratively with faculty at SBCC as well as the receiving campuses, UC Office of the President, CSU Chancellor's Office and CCC Chancellor's Office.
- Serves as a consultant to the curriculum committee.
- Is a resource, advocate, and liaison to all faculty and students as appropriate.



# Goals of Articulation

- Assist students in meeting admission, general education & major preparation requirements
- Help students progress to the next level of education
- Create a smooth and seamless transfer for students pursuing transfer to 4-year colleges
- Reduce or eliminate lower division major preparation to be taken at 4-year colleges



# What is Articulation?

- The process of developing a **formal, written agreement** that identifies courses from a “sending” campus that are **comparable to, or acceptable in lieu of**, specific course requirements at a “receiving” campus.
- These agreements are established through the COR



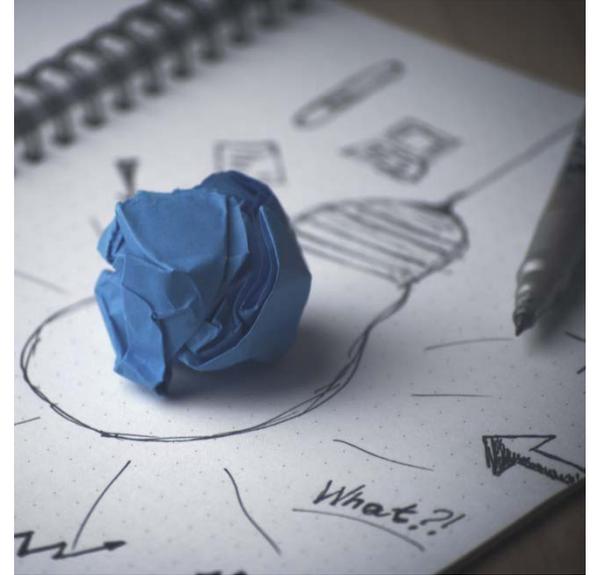
# Why is the COR so Critical to Articulation?

- Serves as the basis for establishing ALL articulation agreements (transfer elective credit, IGETC, CSUGE, course-to-course, major, C-ID)
- Used to determine how a student's community college courses will be counted upon transfer to a four-year
- Quality control – spells out expected content, learning objectives and SLOs for use by any instructor to build the syllabus
- The integrity of instruction relies on the COR to specify those elements that will be covered by ALL faculty who teach the course



# Writing a Complete/Integrated COR for Transfer

- Determine the course's role: What type/s of articulation are being sought? Transfer Elective? GE? Major?
- Each element should reinforce the purpose of the other elements
- A relationship exists between objectives, content, methods of instruction, assignments, methods of evaluation and textbooks selected.
- Content should be the only subject-based element; the others specifically focus on what the student will be doing and will be able to demonstrate by successfully completing the course.
- Example #1: [Incomplete COR](#)
- Example #2: [Complete COR](#)
- Writing an Integrated COR - [An Illustration of a Methodology](#)



# Common Reasons for Denial

- Outdated outline
- Outdated textbook (older than 5 years with no justification)
- Outline too brief to determine content/objectives
- Course is too narrow in its focus (GE)
- Inadequate prerequisite/corequisite
- Too practical, personal or applied
- No comparable course found in the systems (UC/CSU)
- Insufficient units to cover breadth and depth of content and objectives
- Lab courses
  - ✓ Lab content not specified
  - ✓ No lab manual listed
- Honors courses
  - ✓ No additional assignments listed to distinguish it from non-honors
  - ✓ No evidence of increased rigor and/or content



# Articulation Timelines

- CSU Transfer Elective Credit: Ongoing basis
- UC Transfer Elective Credit: August
  - ✓ Approved courses valid Fall semester of the year submitted
- CSU GE Breadth & IGETC: December
  - ✓ Approved courses valid Fall semester of the year following submission
- Course-to-course & Lower-Division Major: Ongoing basis (in most cases)
  - ✓ Approved courses valid for academic year designated by campus
- C-ID: Ongoing basis
  - ✓ Approved courses valid semester designated in the COR
- ADTs: Ongoing basis
  - ✓ Effective the semester corresponding to Chancellor's Office date of approval letter



# Summary of Articulation Resources

Articulation Website: <http://articulation.sbcc.edu>

ASSIST: <http://www.assist.org>

C-ID: <http://www.c-id.net>

The Course Outline of Record: A Curriculum  
Reference Guide Revisited:  
<https://www.asccc.org/sites/default/files/COR.pdf>

