



Associate Degree  
for Transfer  
*A Degree with a Guarantee.™*



# What do you mean my degree is not approved? The Tangled C-ID/TMC Web

Julie Bruno, Curriculum Committee Chair  
Michelle Pilati, C-ID Faculty Coordinator

July 2013



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**What do you mean my degree is not  
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**Untangling the C-ID/TMC Web**

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# Overview

- Timelines:
  - C-ID participation mandates
  - BOG degree development goals
- C-ID issues
  - C-ID COR review process
  - Improving the Process
  - C-ID Do's and Dont's
- C-ID and TMCs

# Overview (continued)

- TMC
  - Overview
  - TMC do's and don'ts
  - Intersection of C-ID and ADT Approval
  - TMC development – when will it end?
  - “High-unit” majors
  - Update on SB 440
  - Model Curriculum
- Other Stuff

# CCCCO and C-ID/1440

- C-ID participation mandates
  - What?
  - Why?
- BOG degree development goals
  - What?
  - Why?

# Associate Degree for Transfer Goal

Now

2013  
January

June 1

2014  
January

June 1

80%

100%

Replace self-certified C-ID  
with pending or final C-ID

Replace the use of articulation if C-ID exists

New degree proposals must  
show that C-ID approval is  
pending or final if C-ID exists;  
use articulation only if C-ID does  
not exist \*

\*Articulation may not be used  
to bypass C-ID participation.



All non-conforming  
degrees pulled

# C-ID COR Review Process

- Reviewed by 1 CCC and 1 CSU faculty member.
- CCC Primary Reviewer reconciles differences.
- Appeal process being formalized.
- Review Determination Reconciliation Process (RDRP) being developed.
  - Ensures that both CCC and CSU “approve”.
  - Established mechanism for providing feedback to reviewers.

# C-ID COR Review Issues

1. Lack of CSU reviewers
2. Always happy to have more CCC reviewers
3. Reviewers not willing or able to review all course within a discipline
4. Delays in approvals (see #1 and #3)
5. Inappropriate submissions – waste time and resources



# C-ID: Improving the Process

- Ensure submissions are “thoughtful”:
  - Discipline faculty are reviewing CORs in light of descriptors and CORs are not submitted until necessary changes are made.
  - Appropriate prereqs are in place.
  - In other words, ensure submitted CORs are consistent with the C-ID descriptor.

# C-ID: Inside the Review Process

- Results sent by technology (no final human review)
- Primary must ensure comments are appropriate and.. polite
- Re-reviewed CORs – Primary must remember to delete comments related to need to re-review
- Ever get a funky response? Please let us know

# C-ID



**DO'S & DON'TS**



# Comment from a Primary Reviewer:

“There is nothing to review here. The submitted COR exactly mirrors the descriptor which defeats the review process and becomes a disappointment to a reviewer who sees that colleagues in our field would choose to give up ownership of their curriculum rather than engage in a thoughtful discussion using the C-ID Descriptor as a foundation for their writing.”

# C-ID DO' s and DON' Ts

- DO refer to C-ID when updating courses – or developing new ones.
- DON' T modify your COR to be exactly what the C-ID descriptor is. C-ID descriptors are intended to reflect a MINIMUM.
- DO review CORs against descriptors before submitting CORs to C-ID.
- DON' T submit CORs to C-ID when you know they don' t match the descriptor.

# C-ID Do's and Don'ts

- DO submit courses ASAP.
- DO submit courses wherever they are appropriate – psychology or sociology stats for math stats descriptor, etc.

# What does C-ID **NOT** do?

- “Justify” or validate prerequisites.
- Offer descriptors that should be used in lieu of course outlines of record.
- Establish repeatability.
- Standardize curriculum.

TMCs



# TMC = AA-T/AS-T

- TMC is developed by intersegmental discipline faculty and subject to the review processes facilitated by C-ID.
- Once a TMC is finalized, the CCCCO creates a “template” for degree submission.
- **Faculty should review the original TMC as it may contain valuable information and notes.**
- NEW templates specify required articulation and should simplify degree approval.

# TMC = AA-T/AS-T

- Your TMC-aligned degree should be based on where your students go – with as much flexibility or structure as is appropriate.
- All options should NOT be passed on to students.
- Degrees should NOT be used as a means of protecting courses.

# TMC = AA-T/AS-T

- Only one course (3-4 units) may be permitted in either of the categories below:
  - Unarticulated OR
  - Left unspecified as a general list that does not specify articulation as preparation for the major, such as “any course in the discipline” or “any CSU GE area D course”
  - Local faculty should determine which courses are appropriate when a list is left relatively unspecified.
  - There is no expectation that all options would be passed on to students.

One TMC =  
*A Variety of degrees*

# Psychology – Prescriptive

- **No options**
- 1. Elementary Statistics (Core)
- 2. General Psychology (Core)
- 3. Research Methods in Psychology (Core)
- 4. Introduction to Biological Psychology (List A)
- 5. Lifespan Development (List B)
- 6. Abnormal Psychology (List C)

# Psych – SOME options

- **B – Options within Lists A and B, no List C**
- Core: Elementary Statistics, General Psychology, Research Methods in Psychology
- Choose one of (List A):
  - Introduction to Biological Psychology
  - Human Biology
- Choose two of (List B):
  - Lifespan Development
  - Biostatistics
  - Introduction to Sociology

# Psych – No List A options

- **No options within List A**
- Core: Elementary Statistics, General Psychology, Research Methods in Psychology
- Human Biology (List A)
- Choose one of (List B): Lifespan Development, Intro to Bio Psych, Intro to Sociology
- Choose one of (List C): Abnormal Psych, Death and Dying, Learning, Social Psychology

# The Point?

- Your degree should reflect your curriculum and prepare your students for where they are most likely to transfer.





# TMC



**DO'S** & **DON'TS**



# TMC Do's and Don'ts

- DO review the original TMC document for any guidance it offers.
- DON'T pass on all options to students.
- DO review where students most commonly transfer and what they need.
- DON'T use the degree as a means of justifying courses.
- DO double count whenever possible.

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# C-ID and TMC

- Offers a quality control and model for required courses in the TMCs (transfer model curricula) that are the basis of the statewide response to SB 1440 (associate degrees for transfer; AA-T/AS-T degrees)
- All required courses in a TMC are specified by C-ID descriptors.
- Course outline of record (COR) submission to C-ID now required PRIOR to degree submission.

# TMC Development: When will it end?

- ICW seeking to make this determination
- Estimated that over 90% of transfer students would be covered by the disciplines complete or in progress
- What about those not addressed?
- Is the emphasis on TMCs having other negative effects?

# “High-Unit” Majors

- SB 1440 allowed for “exceptions” to the 60 + 60 structure – at the CSU
- BUT – CSU now mandating that ALL majors fit into 120
- Nursing – possible 70 + 50 structure proposed
- Engineering – unclear
- “High-Unit” TMC – Computer Science

# Senate Bill 440

- Codifies the use of the TMC process AND the BoG goals
- Mandates CSU acceptance of all concentrations/options within a major
- Plusses/Minuses?

# Model Curriculum

- CTE DIGs in May
  - Addiction Studies
  - Allied Health
  - Automotive Technology
  - Commercial Music
  - Culinary Arts
  - Emergency Medical Services
- Possible Model Curriculum
- C-ID Descriptors
- Future conversations



# In Progress/Updates

- Film, Television, and Media Studies finalized.
- Nursing – 70/50 set to re-vet
- Engineering “MC” done
- IGETC for STEM – Finalized
- Computer Science – unit issues

Questions or Comments?

Lingering Issues?

# Resources and Contacts

- <http://www.C-ID.net>
- [www.SB1440.org](http://www.SB1440.org)
- [www.ASCCC.org](http://www.ASCCC.org)
- info@c-id.net (email)
- [www.ADegreeWithAGuarantee.com.](http://www.ADegreeWithAGuarantee.com)