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**C-ID Norming and Training Resource for**

**Reviewing Course Outline of Record (COR)**

**Primary Reviewers**

**Course Outline of Record Evaluator**

**(CORE) Reviewers**

*Spring 2014*

*(Revised Spring 2018)*

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**I. Overview**

Welcome

First, the C-ID Advisory Committee would like to thank you for agreeing to serve as a faculty reviewer for C-ID. As a faculty reviewer, you are either continuing your role as a member of a Faculty Discipline Review Group (FDRG) or joining as a Course Outline of Record Evaluator (CORE). Both FDRGs and COREs consist of intersegmental discipline faculty who have been appointed by their respective segments. Both groups are essential to the success of C-ID. Please see Appendix D for the FDRG and CORE job descriptions.

Your in-depth knowledge of and experience in your discipline is valued and will play an essential role in the success of C-ID. This Norming and Training Resource document will serve as an informative reference and is intended to supplement the provided training. Our goal is to make the course review process efficient and user-friendly. If you have any general or technical questions during the review process, please feel free to contact C-ID system staff at (916) 445-4753 or by email at support@c-id.net. Your feedback and suggestions are also encouraged.

*What is C-ID?*

C-ID is a, supra-numbering system that responds to legislative mandates calling for a “common course numbering system". Intersegmentally, C-ID addresses the expressed needs of the UC, CSU, and the CCCs, and encourages the participation of independent colleges and universities. In addition, C-ID offers a mechanism for articulation – permitting system-wide articulation via its descriptors. Institutions opting to articulate a descriptor can achieve articulation with all of California’s community colleges with a single action.

The foundation of C-ID is a set of descriptors for courses that commonly transfer from a California community college to baccalaureate-granting institutions. C-ID descriptors are typically developed by a team of appointed, intersegmental faculty (an FDRG) and establish a common understanding of course expectations that will ultimately improve student success. After the initial development of a descriptor, it is posted online for statewide review. Faculty and appropriate staff from CCCs, CSUs, UCs, and independent institutions are encouraged to provide feedback via C-ID’s online vetting process. Along with being reviewed online, select disciplines have also had their descriptors reviewed at large faculty meetings, referred to as Discipline Input Group (DIG) meetings. This additional review has further strengthened the usability and depth of the descriptors, which are robust and comparable to a Course Outline of Record (COR). Once vetting is complete, the FDRG reviews and incorporates the feedback as deemed appropriate. Through these developed C-ID descriptors, C-ID offers a system for identifying comparable courses and gaining increased articulation.

The C-ID designation and articulation process begins with a CCC Articulation Officer submitting a COR he or she (and the discipline faculty on their campus) believe is comparable with one of the C-ID descriptors. The submission of a COR by a community college for a C-ID designation indicates a commitment to accept courses with that designation in lieu of a college’s native courses (i.e., submission of a CCC COR for a C-ID designation indicates a commitment to intrasegmental articulation). The COR submission process begins at the C-ID website where the C-ID designation desired is indicated, some general course information is provided, and the COR is either uploaded or its location is identified via a URL. Then, the essential work of reviewing this submitted COR to determine if it aligns with the C-ID descriptor may begin. The course reviewers (COREs) will work to review the COR to determine if it should be awarded the requested C-ID designation. If it is determined that the COR should be assigned the C-ID designation, that course will gain the articulation associated with the C-ID descriptor. If the COREs determine that a C-ID designation should not be granted, the Primary Reviewer will provide detailed information about why the COR should not receive the C-ID number and the steps that should be taken before the COR is resubmitted for a C-ID number.

The work of C-ID is administered and managed by the Academic Senate for California Community Colleges. C-ID is led by the Advisory Committee, and advised by a subgroup of appointed AOs who sit on the AO Subgroup. For additional background information, please visit [www.c-id.net](http://www.c-id.net)

**II. Considerations in Appointing Course Outline of Record Evaluator (CORE) Reviewers**

Each faculty reviewer will be appointed by his/her Academic Senate to serve on an FDRG and/or as a C-ID course reviewer (CORE). The criteria for and length of appointment will be determined by the appropriate Academic Senate. Each FDRG will be coordinated by the FDRG Lead who oversees and coordinates the work of the FDRG. The review process is overseen by a Primary Reviewer, most often the faculty member who serves as the FDRG Lead. The Primary Reviewer will assign CORs for review and will compile completed reviews. The Primary Reviewer does not review the COR unless there are two conflicting reviews. In this instance, the Primary reviewer would serve as the tie-breaker. The responsibilities of each are outlined below. Faculty Reviewers are assigned CORs to review and are expected to do so within the established timelines.

**III. Position Responsibilities**

The Primary Reviewer is selected by the CCC Academic Senate and has several responsibilities, including:

1. Attend the provided training and lead the discipline discussion. Primary Reviewers will be contacted prior to the training with information about how to facilitate and lead the discipline discussion. It is essential that you review the materials provided to you by C-ID staff prior to the provided training.
2. Learn how to use the C-ID website to facilitate and manage the review process for your discipline. As noted above, the Primary Reviewer does not review the COR unless there are two conflicting reviews. In this instance, the Primary reviewer would serve as the tie-breaker.
3. Assist with recommending discipline faculty who may be potential Faculty Reviewer candidates. Work with the C-ID Curriculum Director, Program Manager, Program Specialist, AO Subgroup, and C-ID Advisory Committee to solicit nominations for faculty who would be interested in serving.
4. Serve as the primary point of contact for your discipline review group. Maintain communication with reviewers as needed to support review efforts. Serve as the formal liaison between the discipline group and C-ID leadership and staff. Strive to take “ownership” of your discipline and, if needed, develop a checklist or resource documents specific to your discipline to assist faculty reviewers.
5. As CORs are submitted by CCC Articulation Officers to the C-ID website, assign at least two Faculty Reviewers from different segments that you feel would be best suited to review that particular course.
6. Actively manage your delegated assignments and review timelines on the C-ID website.
7. Serve as the “manager” for your discipline and check back frequently on the C-ID website for the status of your assigned reviews. Please ensure that the review assignments are spread out and balanced between the COREs from the different segments.
8. Be the contact person in ensuring timely and fair reviews of CORs for C-ID designation.
	1. Lead consensus building discussions between Faculty Reviewers as they interpret and apply criteria in review of CORs for C-ID designation.
	2. Assist with any curricular questions or issues as they arise.
	3. Compile the reviews and make a determination as to whether or not a C-ID designation should be given.
	4. Identify when the approval or rejection of a COR for C-ID designation should be re-evaluated.
	5. Assist with appeals on course outlines that were not awarded C-ID designation. The Primary Reviewer will serve as the “tie-breaker” when two other reviewers have conflicting recommendations.
	6. Craft feedback for when a course is not approved for C-ID designation.
9. Serve as an “ambassador” for C-ID and help to support and contribute to the overall success of C-ID. Broadly communicate about C-ID to peers and other interested groups when possible and encourage involvement.
10. Provide feedback and suggestions on the overall review process to C-ID leadership.

*The Course outline of Record Evaluator (CORE) Reviewer will have many responsibilities, including:*

1. Attend the training and actively participate. Please review the materials provided to you prior to the training by C-ID staff.
2. Learn how to use the C-ID website to review CORs. Be proactive and contact C-ID system staff with any technical questions you may have.
3. Review CORs as assigned by the Primary Reviewer. It is estimated that each reviewer may be assigned as many as 100 courses per year.
4. Provide clear and adequate feedback when a COR is not approved to receive the requested C-ID designation. The feedback will help the COR submitters (the campus Articulation Officer and discipline faculty) understand why the course was not approved and how it might be improved.
5. Work with the Primary Reviewer and your other discipline team members to ensure and maintain the integrity of the review process.
6. Communicate any issues, questions, concerns, and/or suggestions to the Primary Reviewer. If you are unable to meet any of your assigned review deadlines, please notify the Primary Reviewer as soon as possible.

**IV. Compensation**

C-ID will reimburse both Primary Reviewers and Course Reviewers for costs associated with attending any in-person training, per the travel policy. Please review Appendix B: C-ID Travel Policy for additional information.

Faculty Reviewers will receive a $25 stipend for each COR reviewed, and $10 for each resubmitted COR reviewed. Stipends (in check form) will be released at the end of the fall and spring semesters. All inquiries regarding stipends should be sent to C-ID system staff in writing via email to [support@c-id.net](file:///C%3A%5CUsers%5Cmiguel%5CDownloads%5Csupport%40c-id.net). If necessary, you must comply with the Academic Senate policies and fill out the proper W-9 tax paper work as requested in order to receive your stipend. You will be notified if you will need to complete a W-9 form. *Please note* – the awarding and release of stipends is at the discretion of the ASCCC Executive Director.

**Appendix A: Frequently Used Terms and Acronyms**

Many terms and acronyms exist with regard to C-ID and articulation, and are listed below for your reference. Becoming familiar with these terms can be helpful in your work with C-ID.

AAM: Articulation Agreement by Major. Describes the lower division preparation in a major at a California State University.

AICCU: Association of Independent California Colleges and Universities. [www.aiccu.edu](https://www.aiccu.edu/)

AOE: Area of Emphasis. Area of Emphasis is a TMC that is interdisciplinary and intended to serve a number of majors at the CSU.

ADT: Associate Degree for Transfer. The ADT is a degree that awards students with an Associate Degree from the California community college, and prepares for special benefits upon transfer to CSU.

AA/AS: Associate in Arts/Associate in Science.

AA-T/AS-T: Associate in Arts for Transfer/Associate in Science for Transfer

ASSIST: Articulation System Stimulating Intersegmental Student Transfer. [www.assist.org](http://www.assist.org)

ASCCC: Academic Senate for California Community Colleges. The ASCCC is a nonprofit organization created to promote and advance the public community college education in California. The ASCCC works with the grantee of the C-ID RFA on implementing the C-ID system.

Articulation: As defined by the 2009 CIAC handbook: “Articulation refers specifically to course articulation: the process of developing a formal, written 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. The CIAC handbook can be found at <http://ciac.csusb.edu/ciac/handbook.html>

AO: Articulation Officer. The process of faculty review leading to the articulation of courses between institutions is coordinated and facilitated by the articulation officer on each campus. The campus articulation officer has a vital, professional-level role that requires 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.

CAN: California Articulation Number System (a project that is no longer active or utilized since 2005, but has informed the work of C-ID)

CCC: California Community College.

CCCCO: California Community College Chancellor’s Office.

CCCMC: California Community College Model Curriculum. Developed by a faculty discipline review group (FDRG) comprised of only CCC faculty, the CCCMC may be developed for certificates and/or degrees in the California community colleges.

CCCConfer: A free conference call, desktop sharing, and webinar service that can be utilized to communicate with your discipline group. <http://www.cccconfer.org>. Some helpful topics to discuss with your discipline team may include norming, discussion of common themes found during the review process, and timelines. It can be beneficial to have copies of relevant documents, like CORs and C-ID course descriptors (either hard or electronic) available for reference during conference calls.

CIAC: California Intersegmental Articulation Council. A professional organization of California college and university articulation personnel that meets regularly. <http://ciac.csusb.edu/ciac/>

C-ID: Course Identification Numbering System. The supra-numbering system designed to ease the transfer and articulation burden on the California community college system.

C-ID Course Descriptor: A description of a lower-division course commonly offered, developed by a team of intersegmental discipline faculty. Both the approved and draft C-ID course descriptors can be found at <https://www.c-id.net/descriptors>

C-ID Designation and Identifier: The alphabetical identifier (example: ENG) and numerical identifier (example: 100) for each course descriptor (ENG 100).

CIP: Classification of Instructional Programs.

COR: “Course Outline of Record” The official course outline that is submitted by a CCC Articulation Officer to the C-ID website for review and potential assignment of C-ID designation.

CORE: Course Outline of Record Evaluator, consisting of full-time discipline faculty with curriculum experience from all higher education segments in California appointed by their segment academic senate to review courses.

COT: Chancellor’s Office Template. The COT is the template used by California community colleges to design degrees aligned to the Associate Degree for Transfer.

CSU: California State University.

CSUCO: California State University Chancellor’s Office.

CSU GE Breadth: According to CSU Mentor: “As part of the general education requirements for a bachelor's degree, all CSU students must meet the minimum of 48 semester units of general education breadth requirement. The general education requirement includes 39 semester units of lower-division (GE-Breadth) and at least nine units of upper-division courses, completed after transferring to the CSU.”

CTE: Career Technical Education.

DIG: Discipline Input Group. A meeting of faculty from all segments formed to initiate the discussion of C-ID course descriptors and a Transfer Model Curriculum. All faculty are welcome to attend and provide feedback.

DSN: Deputy Sector Navigator. Part of the Doing What Matters Initiative, DSNs belongs to a network of Deputy Sector Navigators within the same sector that is led and coordinated by the Sector Navigator (SN). The Chancellor’s Office communicates to the Deputy Sector Navigators through the Sector Navigators.

DWM: Doing What Matters. Doing What Matters for jobs and the economy is a four-pronged framework to respond to the call of our nation, state, and regions to close the skills gap. The DWM framework is working in partnership with C-ID to create descriptors and model curriculum for CTE disciplines.

FDRG: Faculty Discipline Review Group THE FDRG consists of full-time discipline faculty with curriculum experience from all higher education segments in California appointed by their segment academic senate. This group is responsible for developing C-ID course descriptors and Transfer Model Curriculum (TMC) or Model Curriculum (ISMC or CCCMC).

GE: General Education - A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major.

GECC: CSU GE Certification Course List by Area.

ICFW: Intersegmental Curriculum Faculty Workgroup. Faculty oversight committee that accepts and finalizes proposed transfer model curriculum (TMC) for a discipline. The committee is comprised of CCC and CSU faculty members.

ICW: Intersegmental Curriculum Workgroup. The ICW is the oversight committee responsible for the implementation of the SB 1440 mandate. The committee is comprised of CCC and CSU faculty, ASCCC, CCCCO, CSUCO, and CIAC representatives.

IGETC: Intersegmental General Education Transfer Curriculum. A GE curriculum, comprised of specific courses at all 114 California community colleges, whose approval placement in IGETC is published on the ASSIST website. Students who complete the IGETC pattern of coursework are exempt from additional, lower-division general education requirements at the majority of public California universities.

IMPAC: Intersegmental Major Preparation Articulated Curriculum (a project that is no longer active or utilized, but has informed the work of C-ID)

ISMC: Intersegmental Model Curriculum. Developed by a faculty discipline review group (FDRG) comprised of CCC and CSU faculty, the ISMC may be developed for degrees in the California college system. Developed ISMCs may provide statewide benefits upon transfer to students who have completed an ISMC-aligned degree.

LDTP: CSU’s Lower Division Transfer Pattern Project. C-ID has worked in collaboration with LDTP and has incorporated several LDTP descriptors into C-ID. LDTP is no longer active, but has greatly informed and assisted the work of C-ID.

MC: Model Curriculum. A model curriculum provides a framework for the development of certificate or degrees that have some level of consistency.

OSCAR: Online Services for Curriculum and Articulation Review. OSCAR is a repository for California Community College course outline information to streamline CSU and UC review and update cycles. <http://www.calstate.edu/es/applications/curriculum/oscar/>

PR: Primary Reviewer. The PR serves as the lead for existing disciplines undergoing the course review process.

SB 1440: Senate Bill 1440. Also referred to as the STAR Act. <http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1401-1450/sb_1440_bill_20100929_chaptered.html>

SN: Sector Navigator. Part of the Doing What Matters Initiative. SNs assist the community college system—its various advisories, consortia, and network—in connecting with industry associations and major employers and tracking industry trends that have workforce development implications.

STEM: Science, Technology, Engineering, and Math.

TOP Code: Taxonomy of Programs Code.

TMC: Transfer Model Curriculum. A Transfer Model Curriculum (TMC) describes the major component of a CCC associate degree. Each TMC consists of a minimum of 18 semester units that is intended to describe coursework that prepares a student for transfer into a CSU major (or majors) and consists of course that comprise the major component of a CCC degree.

UC: University of California.

UCOP: University of California Office of the President.

UC TCA: UC Transfer Course Agreement. The UC TCA are the baseline for establishing transferability of community college course to UC. Course approved for UC TCA count as advanced standing elective credit toward and undergraduate degree at any UC campus, and may also be submitted for campus-specific articulation for IGETC.

UC Transfer Preparation Paths: This UC initiative identifies common lower division major preparation essential for transfer and outlines additional campus-specific requirements or conditions for admissions. <http://uctransfer.universityofcalifornia.edu/>

**Appendix B: C-ID Travel Policy**

Planning Means of Transportation

Both Primary Reviewers and Faculty Reviewers may be required to attend an in-person training. C-ID will cover the cost of travel in order for you to attend this meeting. If, following your travel for a C-ID event, you have incurred necessary out-of-pocket expenses for which you wish to be reimbursed, you must complete an Expense Reimbursement Form, and submit it to the Academic Senate Office. C-ID’s Expense Reimbursement Form and Expense Policy can be found on the Resources page of the C-ID website: <http://c-id.net/resources.html>. Please review the applicable policies before accruing expenses or submitting your report.

**Appendix C: C-ID Contact Information**

*Mailing Address and Office Location*

C-ID

Academic Senate for California Community Colleges

One Capitol Mall, Suite 340

Sacramento, CA 95814

*Office Hours*

8:30 a.m. – 5:00 p.m., Monday – Thursday

8:00 a.m. – 12:00 p.m., Friday

*Phone Number* – call with general or technical questions: (916) 445-4573
*Fax Number* – (916) 323-9867

W*ebsite*: [www.c-id.net](http://www.c-id.net)

**Appendix D – Job descriptions**

The faculty who are appointed to be the FDRG Lead, the CSU Point Person and to the CORE play a vital role in these statewide, intersegmental tasks. The academic senates have agreed that the work of C-ID as well as the development of TMC in response to SB 1440 should be a concerted effort, incorporating the perspectives of both college and university faculty, and this takes place in the FDRG and CORE activities. It is important for all representatives to recognize that their contributions and decisions will have statewide implications, so all appointees should ensure discussions assume a statewide perspective and not merely a local perspective.

**Faculty Discipline Review Group (FDRG)**

*FDRG Leads*

The FDRG Leads are required to attend both Discipline Input Groups (DIGs) and FDRG meetings and be available to attend C-ID Advisory Committee meetings or Intersegmental Curriculum Workgroup (ICW) meetings if called upon to do so. The list below provides additional insight into the responsibilities of each FDRG Lead.

*The responsibilities of the FDRG Leads include:*

* Reviewing core competencies and performance levels transferable between institutions.
* Attending in-person work group meetings, participating in phone and email meetings and meeting future deadlines, including those for submittal of articulation agreements.
* Considering the need for interdisciplinary discussions.
* Working as a member of a team.
* Researching solutions to questions that arise in the group.
* Performing outreach to the field, i.e., making presentations and phone calls, corresponding by letter and e-mail, and generally disseminating knowledge regarding C-ID and garnering support and participation.
* Receiving and making appropriate use of input/feedback from other sources
* Assisting in the development of a summary report.

**Additionally, before the initial FDRG meeting**

* Initiate contact with the Articulation Officer assigned to the FDRG meeting.
* Review existing descriptors (CAN, IMPAC, LDTP).
* Review any available IMPAC or CSU LDTP reports from related disciplines to determine implications for your discipline during the C-ID discipline discussions.
* Review prior minutes or notes from IMPAC or CSU LDTP discipline meetings as available.
* Contact other FDRG members, time permitting, and encourage them:
	+ To bring a copy of their college catalog;
	+ To bring sample syllabi and other pertinent information regarding courses in their discipline;
	+ To identify issues, concerns, questions from their discipline faculty on their campus and from their segment; and,
* Review the agenda sent to FDRG members prior to the meeting.
* If for any reason the Lead faculty is unable to fulfill the obligation to attend an FDRG meeting, the Lead must ask another faculty member from the FDRG to lead discussions at that meeting; the Lead will notify the C-ID staff of the temporary substitute’s name.

**During each DIG/FDRG meeting**

* Ask someone to be the note-taker for the meeting, or take careful notes.
* Explain the materials available and the process to be followed.
* Attempt to complete the agenda, and secure notes.
* Solicit views from all representatives.
* Elicit significant names to be added to the faculty database for review and information related to this discipline.

###### As the TMCs/descriptors are being finalized, once the drafted TMCs/descriptors have been posted during the period of public review and commentary

* Receive comments statewide from faculty, interested parties, or other discipline representatives.
* Summarize and report on those comments to the other FDRG members.
* Encourage wide participation in the process.
* Respond fairly to comments and strive to reach consensus to move to the next phase in development of the TMCs/Descriptors.

**After the first round of FDRG TMC/Descriptor reviews**

* Draft notes from previous FDRG meetings into a coherent report emphasizing progress, key concerns, and feedback, and forward it to the C-ID Office for reporting functions.

*FDRG Members*

**The responsibilities of all the FDRG members include:**

* Reviewing core competencies and performance levels transferable between institutions.
* Attending in-person work group meetings, participating in phone and email meetings and meeting future deadlines, including those for submittal of articulation agreements.
* Considering the need for interdisciplinary discussions.
* Working as a member of a team to develop at least four course descriptors.
* Researching solutions to questions that arise in the group.
* Performing outreach to the field, i.e., making presentations and phone calls, corresponding by letter and e-mail, and generally disseminating knowledge of C-ID and garnering support and participation.
* Receiving and making appropriate use of input/feedback from other sources.
* Assisting in the development of a summary report.

**Before each FDRG meeting**

Assemble and bring information requested by group Facilitator including:

* Copy of course catalog (s) and course offerings and outlines.
* Sample syllabi and other pertinent information regarding courses within discipline.
* Issues, concerns, and questions identified by discipline faculty on their campus.
* Any other information requested in order to move process forward.

**During the FDRG meetings**

Members of the FDRGs are responsible for three major tasks:

1. They will identify those courses already widely articulated in their field, particularly those lower division, pre-major or major courses in their discipline that are beyond the introductory core courses.
2. They will then use the numbering protocol and the common template to assign a supranumber to those prioritized courses.
3. The FDRG members will develop (or review) and approve C-ID descriptors for those numbered courses. Individual lower division courses awarded a C-ID number will reflect the published descriptor and will further assure transfer institutions that students successful in those classes should be well-prepared for upper division work.

**After the FDRG meeting**

* Follow through on any and all assignments from meeting in a timely and thorough manner.
* Serve as a CORE if interested.

*Articulation Officers*

**The responsibilities of the Articulation Officers include:**

* Providing information and expertise on the articulation process;
* Promoting the coordination of articulation between discipline faculty in the community colleges and their university colleagues—public and private;
* Encouraging and promoting thorough review and discussion of articulation issues in the course prioritizing and course descriptor review process;
* Listening actively to the discussions within the discipline;
* Providing the linkage between instructional issues and student services issues (i.e., matriculation, prerequisites, assessment, etc.) during the discipline discussions; and,
* Working with local articulation officers to communicate what was addressed at, and what outcomes came from, the discipline discussions, and to promote new or revised articulation agreements as needed.

###### Before the first training session and FDRG meeting

* Review the materials that will provided to you by the C-ID Faculty Coordinator and the C-ID staff;
* Contact the FDRG Lead to preview the articulation status of courses required by or recommended by specific UC or CSU or private institutions campuses for the major while considering the health of the CCC major as well;
* Offer advice to the FDRG Lead as to the courses most in need of a C-ID number and thus the best candidates for initial FDRG work.

###### Before any subsequent FDRG meeting

Articulation Officers will be assigned to specific disciplines by the C-ID Advisory Committee. Articulation Officers may submit their request for a particular discipline, but the request may not always be granted. Before any subsequent FDRG meeting, Articulation Officers can be of assistance if they prepare in the following manner:

* Contact the FDRG Lead—or substitute for that meeting—of the FDRG discipline to which assigned.
* Assist in updating information for discipline discussions, if deemed necessary by the FDRG Lead.
* Secure any requested additional information concerning lower division course offerings and requirements for the major on CSU and UC campuses, and selected independent colleges and universities as significant. Whenever possible, these materials should be disseminated to all FDGR members prior to the meeting.
* Review notes from previous meetings to determine if there are any unresolved issues to be addressed by the FDRG.
* If for any reason the AO is unable to fulfill the obligation to attend any of the FDRG meetings, find another articulation officer that will cover for you, and notify the FDRG Lead of that individual’s name and intent to substitute.

**During the FDRG meeting**

* Bring a college catalog or catalogs from other colleges and segments to the meeting, as well as samples of CSU and UC GE and IGETC patterns, if relevant for your discipline’s discussion.
* Listen actively to the discussions in your discipline meeting so that you become familiar with issues within that discipline, or among other disciplines, should there be interdisciplinary issues.
* For your group’s first meeting, plan with the FDRG Lead for an approximately 10-minute presentation to the FDRG in which you:
	+ Communicate the new C-ID process to the other members;
	+ Communicate the purpose of ASSIST and how students currently rely upon it;
	+ Describe the CSU LDTP and UC Streamlining and UC Pathways projects;
	+ Communicate how the local curriculum processes work in the community colleges and—if prerequisites are likely to be a featured element—the methods by which prerequisites are approved in the CCCs; and,
	+ Provide, during discussion, a transfer student’s perspective of the types of problems they encounter in understanding major preparation at the CSUs and UCs.

**After the FDRG meeting**

* Assist the FDRG Lead in preparing the notes of the FDRG meeting, particularly with regard to addressing the articulation issues.

**Course Outline of Record Evaluators (CORE)**

The Course Outline of Record Evaluators are responsible for ensuring that the official course outline of record submitted by the AO meets the minimum requirements of the C-ID Descriptor. Their responsibilities include:

1. Attend the training and actively participate.
2. Learn how to use the C-ID website to review CORs.
3. Be familiar with the discipline C-ID descriptors.
4. Review CORs as assigned by the Primary Reviewer within four weeks of assignment. Alert the Primary Reviewer if unable to meet this deadline so that the course can be reassigned.
5. Provide clear and adequate feedback when a COR is conditionally approved or not approved to receive the requested C-ID designation. The feedback will help the COR submitters (the campus Articulation Officer and discipline faculty) understand why the course was not approved and how it might be improved.
6. Work with the Primary Reviewer and your other discipline team members to ensure and maintain the integrity of the review process.
7. Communicate any issues, questions, concerns, and/or suggestions to the Primary Reviewer. If you are unable to meet any of your assigned review deadlines, please notify the Primary Reviewer as soon as possible.

Term of commitment: Members appointed to serve on the CORE are appointed by their segments.

Qualifications: Full-time discipline faculty with experience in developing curriculum in the assigned discipline.

Stipend: $25 per course reviewed, and $10 per re-submitted course, paid at the discretion of the ASCCC.

Number of reviews: Reviewers are expected to review at least 100 courses each year.

**SB 1440 CSU Discipline Point Person Job Description:**

A Discipline Point Person for the CSU (appointed by ASCSU and EVC Smith) will have the following responsibilities:

* 1. Work collegially with CCC discipline faculty in your field to ensure open discussions, effective communication with campus discipline faculty, and consensus-building whenever possible.
	2. Ensure that all CSU discipline department chairs are informed of the context and progress in their field.
	3. Notify CSU discipline chairs when a draft TMC (Transfer Model Curriculum) is posted for vetting on the C-ID website and encourage provision of feedback through the website.
	4. Disseminate a copy of the proposed TMC to all CSU discipline chairs and request that they discuss it with their faculty/curriculum committees. (Note that context is important at this phase. Faculty may not be aware of the SB 1440 structure, i.e., the 60-unit (only) community college AA or AS for Transfer that includes the CSU GE Breadth package or IGETC and preparation for the major, the 60-unit CSU component that completes the BA or BS in the discipline, and the specifications that each need to meet.)
	5. Transmit feedback to the CCC/CSU Faculty Discipline Review Group (FDRG) members.
	6. Coordinate the work of the CSU FDRG members.
	7. Coordinate with the Articulation Officer assigned to the discipline.
	8. Review the curriculum for each CSU bachelor’s degree in the discipline and evaluate the “fit” of the proposed TMC.
	9. Encourage/facilitate the discussion and decision to take place on each campus about which CSU degrees are appropriate linkages (“similar”) to the proposed TMC for this field.
	10. Following FDRG acceptance of a final draft of the TMC, provide the CSU Academic Senate appointed members of the Intersegmental Curriculum Workgroup (ICW) the following information:
		+ Is the TMC acceptable to the CSU discipline faculty?
		+ Assessment by the CSU members of the FDRG as to which of the CSU bachelor’s degree(s) they believe the transfer AA/S degree will prepare a student.
		+ The degree of consensus that exists, and any unresolved issues or questions.
	11. Communicate regularly with CSU Faculty Coordinator and others as appropriate.
	12. Monitor the advisory nature of the CSU faculty involvement in the development of the TMC and influence as necessary.

Project staff (administrator) retrieves COR if the COR was not directly uploaded by the Articulation Officer

Draft descriptor posted is
[www.c-id.net](http://www.c-id.net) for vetting.

California higher education faculty are invited to log on to the website and provide comments and feedback.

After a sufficient amount of time for review has passed, the FDRG reviews the comments, makes necessary edits, and finalizes the descriptor.

Finalized descriptors are posted as “approved” on the C-ID website and can now be used for the course submission/review process.

To begin submitting courses for C-ID designation, CCC Articulation Officers (submitters) log onto the C-ID website, select a descriptor and enter in course information.1

The Articulation Officers then upload the COR directly to the C-ID website

FDRG develops draft descriptor.

With the COR uploaded/retrieved, the course submission is complete – the review process now begins.

The primary reviewer assigns at least 2 faculty reviewers from different segments to the course. Reviewers are notified of their assignment and log onto the C-ID website to view the course. They review the course, leave comments, and make a recommendation of approved, conditional (more information needed), or not-approved. If not approved, a clear explanation/justification is provided.

When the last reviewer has issued his/her recommendation, the primary reviewer is notified. The primary reviewer summarizes the group’s comments and makes a final determination.

The COR will either be approved for the indicated C-ID designation and added to the C-ID database, or it will be returned to the submitter (by C-ID Staff) with comments and recommendations.

CCC will appoint primary reviewers for each discipline

\*CCC, CSU & UC will appoint course reviewers (CORE).

The primary reviewer for the appropriate discipline will be alerted that a new submission has been received.

If the COR requires more information or is not-approved, the Primary Reviewer will provide feedback to the Articulation with the reason why the COR was not approved.

If the COR is approved, the Articulation Officer will be notified.

* Reviews courses
* Develops and finalizes the TMC
* Develops and finalizes the Descriptors
* Reviews courses

Identifies the majors for and approval of the TMC.

Course Outline of Record Evaluator

(CORE)

Faculty Discipline Review Groups (FDRG)

Academic Senates

(CCC/CSU)

Appoints faculty

Intersegmental Curriculum Workgroup (ICW)