



# ARTICULATED VOICE

The Official Newsletter of the California Intersegmental Articulation Council (CIAC) - A professional organization of articulation personnel.

## THE SOUTHERN SCENE

by Michael Stephans,  
SCIAC Chair



There is something in the air when autumn comes; something beyond the hints of crisp, cool weather and colorful leaves and the first smell of seasoned wood burning in the fireplace.

There is the feeling of revitalization and renewal as we come together as members of SCIAC for the first time in the new academic year, fresh with possibility and positivism – ready to get on with the year’s work of helping our students as they transition from community college to our senior colleges and universities. And there is certainly the good feeling of re-uniting with old friends and meeting new ones.

All of these things were very much in evidence at our autumn meeting, which was held on October 18th at Cal State Long Beach. Among the highlights of the meeting: Jan (Kuzmich) Rightmer was elected our new vice-chair, replacing Leslee Koritzke, who has moved into a managerial role at L.A. Trade Tech. We will certainly miss Leslee and her many contributions to SCIAC; however, Jan brings a wealth of knowledge, energy, and experience to the vice-chair position, so it will be a pleasure to have her on board.

Another notable highlight: The membership voted to approve ASSIST’s new model format, which was sent out to the CIAC list-serve previously for review. Eric Taggart explained that the ASSIST Board had originally asked CIAC to work on the development of an improved presentation format a number of years ago, and that it has subsequently been reviewed by UC, CSU, CCCC, and finally, CIAC. In retrospect, copious thank you’s go out to all CIAC members whose hard work on this development/imple-

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## THE NORTHERN SCENE

by Jerry Somerville,  
NCIAC Chair



When I took over as NCIAC chair succeeding Adele Hamlett in the Spring of 2001, I became acutely aware of just how great an association CIAC is and how much work has been done by several dedicated individuals. I came into the chair position near the completion of many significant projects designed to help us communicate (articulate) more efficiently and effectively.

Thanks to many of our colleagues who have taken leadership roles, we have accomplished several important projects. I’m sure there are many more projects than I will mention, but these immediately come to mind: the ASSIST Model Format, the revision of our California Articulation Policies and Procedures Handbook, the revitalization of our CIAC Web site, the notification of ASSIST updates from CSU and UC campuses to community colleges, and the California Community College Summary of Curricular Changes. Other projects that significantly impact how we communicate include the CIAC Directory of Articulation Personnel, the CIAC Electronic Mailing List, the CIAC annual conference, and this publication, “The Articulated Voice”. We need to thank

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## ASSIST UPDATE

by Eric Taggart - ASSIST Coordination Site

Due to the current funding crisis (explained in earlier communications) the Coordination Site has eliminated all but the most essential activities to keep Web ASSIST, the ASSIST Articulation Maintenance System, and the ASSIST Curriculum Update System running. These systems remain operational and the CCC, CSU and UC system offices continue to work to identify some additional interim funding to help retain Coordination Site staff and stabilize and strengthen the server computers that run the various ASSIST systems. We will let everyone know via ASSIST-L when there is any new information on this front.

In February 2002, the Curriculum Update System will open for Summer 2002 course additions, changes and terminations. In April 2002 the system will open for Fall 2002 updates. As in prior years, all public colleges and universities will be required to provide updates for Fall 2002 in April and letters may be sent to Vice Presidents at campuses who do not show any activity by the third week of April. We

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## THE SOUTHERN SCENE



mentation committee made the existence of the ASSIST Model Format possible.

Two additional items of note: First, due largely to the tireless efforts of chair-elect Bob Sperry, the new and improved CIAC WEB SITE is now up and running. Check it

out at <http://enrollment.csusb.edu/~ciac/> It looks very good! Tangentially, you may access the 2001 CIAC ARTICULATION HANDBOOK via a link from our web site as well. The work of more than a dozen articulation folks over the past several years, the Handbook is a cornucopia of useful knowledge and will undoubtedly prove valuable to all of us in our work. Many thanks to past NCIAC and SCIAC Chairs Adele Hamlett and Jane Leaphart, respectively, for spearheading this massive undertaking.

Other orders of business included informative segmental reports from Eric Taggart (ASSIST), Aiden Ely (CCCCO and CAN), Louise Randolph and Sheila Lau (UCOP), Alan Liebrecht (CSU Chancellor's Office), Sharon Adams (AICCU), and yours truly (covering for Kate Clark and IMPAC).

All in all, SCIAC began the year in a very positive fashion. The twin spirits of cooperation and collaboration loomed large, and the willingness to continue developing and maintaining high standards in our work for the benefit of our students was very much in evidence throughout the meeting. I continue to be very proud of what our organization has achieved in its almost-decade-old existence, and I am confident that we will be able to accomplish even more in the next ten years.

## CSU UPDATE

*By Judy Osman, Associate Director, Student Academic Support, CSU Chancellor's Office*

The CSU Chancellor's Office is very pleased to announce the appointment of Dr. John Karras as the new Associate Director of Transfer and Student Programs. A major focus of John's work will be collaborating in statewide CSU-California Community College course articulation activities, including coordinating the review of IGETC updates, assisting Dr. Jolayne Service with the review of CSU General Education-Breadth and "American Institutions" updates, serving as the CSU Chancellor's Office Student Academic Support (formally Access and Retention) liaison with CIAC, and working with CSU faculty on the CSU Lower Division Core projects. John will also assume leadership roles in other transfer projects.

Be sure to introduce yourself to John at future CIAC meetings and at the CSU Ensuring Transfer Success Institutes this spring. John can be reached at (562) 951-4707 or [jkarras@calstate.edu](mailto:jkarras@calstate.edu).

We have begun the review of the course outlines submitted for inclusion in IGETC for 2002-2003. Over 800 courses were put forward in this update cycle. The UC and CSU are making every effort to maintain the announced timelines.

Additionally, over the next few weeks, colleges will be receiving results of the review of courses being certified for the United States History, Constitution, and American Ideals ("American Institutions") requirement. We encourage colleges to respond as necessary in the January 2003 CSU General Education-Breadth/American Institutions update cycle.

Questions about course articulation may be addressed either to John Karras, or to Jo Service at [jo@calstate.edu](mailto:jo@calstate.edu), or (562) 951-4723.

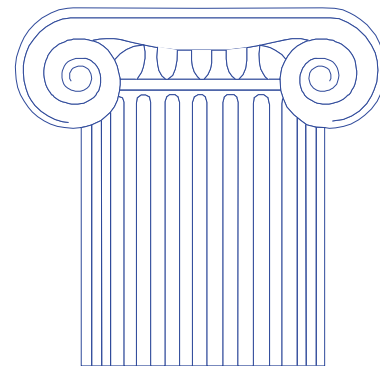
## UCOP UPDATE

*By Louise Randolph, Principal Articulation Analyst, UCOP*

Since the conversion to the Sybase software in January 2001, Sheila and I have been working together with ASSIST to correct problems encountered with UC TCA (Transfer Course Agreement) data, arising from the conversion to the new software. I am happy to tell you that we have resolved many of these problems. The 2000-2001 TCA information is being entered into ASSIST, and we are starting also to mail out paper copies of the 2000-01 TCA's. Very soon we will be entering the 2001-2002 TCA's as well. We will continue to e-mail to you the results of your UC TCA update until we are able to mail out your hard copy. Please keep the email until you receive your hard copy. It will be your only UC TCA notification until we are able to release the paper copy.

You will find that beginning with 2000-2001, the TCA's once again include the comments "ea" next to courses for which repeats are allowed, to assist UC evaluators with the admissions review. At present we are not able to notate cross-listed courses on the TCA, however we are working on this issue.

We very much hope that we will be up to date by the end of this academic year. We thank you for your patience and understanding while we work together on this important project.



The Articulated Voice newsletter is a collaborative effort produced on behalf of the California Intersegmental Articulation Council (CIAC). The newsletter is published biannually or as necessary. Information is consistent with the purposes defined in the CIAC bylaws. Contributions, letters and suggestions are encouraged.

## CIAC COUNCIL OFFICERS

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<b>Region 3:</b> Deanna Abma, City College of San Francisco	<b>Region 7:</b> Trevor Rodriguez, El Camino College
<b>Region 4:</b> Nancy Gressley, San Jose City College	<b>Region 8:</b> Vickie Sartwell, Rio Hondo College
<b>Region 5:</b> Kelly Schroeder, Fresno Pacific University; Jack Saunders, San Joaquin Delta College	<b>Region 9:</b> Cindy Parish, San Bernardino Valley College
	<b>Region 10:</b> Carol Lee, Imperial Valley College

## AN UPDATE ON IMPAC

*By Kate Clark, Professor of English, Irvine Valley College  
IMPAC Lead Faculty Coordinator for the CA Community Colleges*

Surely by now you've heard the excited buzz about the IMPAC Project here in California! IMPAC (Intersegmental Major Preparation Articulated Curriculum) is in its second fully funded year of faculty-to-faculty discipline--and interdisciplinary--discussions about curricular barriers to transfer. In five regional and one statewide meeting, UC, CSU and Community College faculty gather to identify issues associated with transfer, to note trends or external pressures upon the discipline, to seek innovative and collaborative solutions. The IMPAC project seeks to ensure that students are fully prepared for their transfer into the major and that duplication of coursework is minimized, thereby fostering students' success in the four-year institutions.

A most significant improvement to our project this year has been the institutionalizing of articulation officers' participation. This year, interested articulation officers across the state applied to the project and were assigned to one of the 16 on-going discipline discussions. At the regional meetings,

these articulation officers note variances among perspectives in the regions, ask pertinent questions, and provide information about the articulation process:

- how articulation is coordinated and agreements crafted
- how local requirements can be established
- how case management approaches can be instituted.

Articulation officers have also raised significant questions for faculty to consider about problems associated with prerequisites. Officers have also observed that some colleges and universities appear ready to form or revise articulation agreements but are uncertain as to how to formalize the new understandings they have reached. One responsibility the articulation officers also assume, then, is to work with local articulation officers in those regions to communicate the discipline discussion and promote new or revised articulation agreements as needed.

As is evidenced by our participation records, these officers also contact colleges in the area to inform them of the regional meetings and communicate with articulation officers about IMPAC meetings in their region. IMPAC has benefited immensely from the participation of these officers, particularly as a significant discussion advances on a science alternative to IGETC for some of the science-intensive majors.

Other articulation officers who might be interested in participating in the coming years, and either who have some expertise with articulation of one of the IMPAC disciplines or would like to learn more about one, should watch for the CIAC/IMPAC flyers available again this spring. The IMPAC project offers a modest stipend and pays the travel and lodging expenses for those officers who are selected.

Currently, IMPAC discussions are in these fields, with something new emerging each year: biology, chemistry, physics, mathematics, agriculture, computer science, earth sciences/geology/ food sciences/nutrition and nursing. Attendees from prior years' meetings express delight that these on-going discussions reflect progress and new direction. This year we initiated discussions in ICS, criminal justice, business, economics and political science; and next year, scheduled for start-up, are anthropology, geography, history, psychology, human development, and sociology.

To learn more about the IMPAC program, please visit our Web site at <http://www.cal-impac.org>. There you will find notes from regional meetings, names and email addresses of faculty and articulation officers who attended, and links to other resources.

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## TRANSFER MAJOR GUIDE SHEETS AT THE COMMUNITY COLLEGE

*By Cindy Parish, San Bernardino Valley College*

When counseling a community college student on transfer requirements to the university, transfer major guide sheets come in very handy, especially for high demand majors for specific universities. Many community colleges create their own transfer major guide sheets, which come in a variety of formats adapted to the needs of the student populations that are served. On my campus, counseling appointments are for half an hour. During peak times, counselors can only spend 20 minutes or less with a student. When a student is shopping around for a university within commuting distance (transfer statistics indicate that students transfer to universities that are in close proximity to their community college), it helps to have that information on one guide sheet.

Articulation has become an exact science. Throughout the state, counselors can no longer give generic information to students majoring in biology, such as, "Complete one year of biology, one year of chemistry, one year of physics, and one semester of calculus and you are outta here!" Within proximity of San Bernardino Valley College, one university wants statistics, another wants separate microbiology and botany courses, yet another campus will not articulate some lower division major preparation which means the student will need to complete the courses there. UCLA will accept IGETC for the Life Sciences major, while UCR will not for the Biology major.

I know that when I work with a student, I don't want to open up a half dozen catalogs, use separate course-to-course articulation agreements in order to advise the student, and then hand the student a pile of papers. My colleagues certainly appreciate having the major preparation for many universities condensed on one sheet. Information that is included on San Bernardino Valley College transfer major guide sheets contains the following:

- Reference to ASSIST for individual universities that have published information
- Degree concentrations offered for a particular university
- Major preparation for approximately six universities
- Web addresses for ASSIST, UC Pathways, CSU Mentor, and AICCU
- Individual university web addresses
- Professional web addresses such as the American Academy of Physician Assistants
- CSU GE-Breadth and IGETC advisories
- CSU and UC application filing periods
- Additional support resources such as location of the Transfer Center
- Date of publication

Whenever articulation is updated, the guide sheets are updated. There is a standard disclaimer on the reverse side of the sheet that notifies students that the information is current at the time of publication. Students are responsible for obtaining current information via catalogs, ASSIST, campus representative appointments, etc. The student has a transfer guide sheet, IGETC, and/or CSU GE-Breadth requirements when they leave the Counseling Office. This gives them a basis for educational planning and a point from where to begin research to match up their educational goals with a university. Thorough articulation agreements are key to educational planning and student success.



## AICCU TO UNVEIL INDEPENDENT SECTOR ARTICULATION PROJECT

*By Juan Yniguez, Senior Vice President, AICCU*

The Association of Independent California Colleges and Universities (AICCU) is pleased to announce the launch of Phase I of its Independent Sector Articulation Project (ISAP) on January 7, 2002. ISAP is the independent sector solution on how best to economically post articulation information on the Web. The URL for the ISAP site is: [isap.dagsoft.com](http://isap.dagsoft.com). AICCU has partnered with Decision Academics Graphics, a highly regarded Canadian firm that specializes in large scale data management and visual user interface on the Web.

The January launch of ISAP will include interactive General Education articulation information for eleven member institutions and the community colleges with whom they have agreements. Soon thereafter an additional six institutions will post their articulation information. The total of seventeen participating Phase I institutions represents a major share of the community college transfer population attending independent colleges in California. The site is designed for students, counselors, and articulation officers alike. Early previews with community college counselors and articulation officers have been very favorable.

Immediately following the launch, AICCU will work with community college and independent sector committees to begin implementing Phase II of the project. Phase II is slated to include IGETC/CSU Breadth-related information, major preparation agreements, and a mini-audit tool among other enhancements. AICCU will keep the articulation community posted on future ISAP developments.

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## THE NORTHERN SCENE



those who took the lead and also those who volunteered to work on these projects. We are a much better connected organization because of their work.

We truly are the best example of what it means to be an inter-segmental group. The work we do is the foundation to student transfer, which is evidenced by the projects mentioned above. The better we do our job, the better it ultimately is for our students when they transition from one institution to another. We cannot rest on our laurels, though. Our plight is to pursue more efficient and effective ways of communication, within our own segments, as well as, with other segments. To accomplish this requires the involvement of all of us. We cannot leave this task to just a few individuals. We must all be willing to chip in, volunteer our services in one form or another, and share the load. This is the foundation for our organization's effectiveness. We are good, but we can be better with everyone's participation.

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## ASSIST

will send our standard email at the beginning of each update cycle with complete instructions.

In March 2002 Dale Leaman will be conducting several 3 hour training sessions on how to use the Curriculum Update System. These free sessions will be held at the Coordination Site in Irvine and anyone who needs a first time or refresher course on how to use the system is welcome to attend. (Travel arrangements must be made independently.) Please contact Dale at (949) 824-4385 for more information or to schedule your attendance.

## JOSE MICHEL APPOINTED NEW CAN DIRECTOR

Jose Michel is the new Director for the CAN System Office. Jose came to CAN from the California Community Colleges Chancellor's Office. His most recent position at the Chancellor's Office was Dean of Curriculum Standards and Instructional Services. In this capacity Jose had oversight for Associate degree and occupational program approvals, noncredit/adult education including basic skills and ESL, special projects including the Fund for Student Success and the Fund for Instructional Improvement. Jose has over twenty-three years of experience in higher education. Prior to his fifteen-year tenure with the Chancellor's

Office, he served with the University of California, Davis, in educational outreach and the California Student Aid Commission in Sacramento administering a Teacher Development Grant program. From 1993-1999 Jose was a member of the faculty at Sierra College in Rocklin, CA where he taught Political Science and Social Science.

Jose received his Bachelors Degree in Political Science from the University of California, Davis, his Masters Degree in Government from California State University, Sacramento and he is completing his Doctorate in Education from the University of San Francisco. Jose is married to Diana Fuentes-Michel, and has three daughters, Angela, a sophomore at UC Santa Cruz, Gabriela, in 4th grade and Andrea, in preschool.

## REFURBISHED CIAC WEBSITE NOW AVAILABLE

CIAC now has a dynamic presence on the World Wide Web. At its new location, <http://enrollment.csusb.edu/~ciac>, the CIAC Web Site is a repository of useful information, with links to other relevant sites. The site is home to a variety of articulation reference materials, such as The Articulation Policies and Procedures Handbook, listing of NCIAC and SCIAAC officers and their regional representatives, and information about upcoming meetings of interest to the articulation community. Additionally, there are links to IGETC information, the CAN system, ASSIST, sites maintained by the UC, the CSU, the CCC, and the AICCU. Check out the new look! And, if you have anything to add, delete, or change, contact Bob Sperry at Cal State, San Bernardino.

In September 2001 we were asked to activate a new feedback page for students to use in reporting incidents when they transfer and course articulation is not honored as expected. We have received very few "on topic" reports via this form. You can help by letting your counselors and students know that if they experience a problem with a university not honoring articulation upon transferring they can submit a report using this new form. All incidents reported to ASSIST via this form will be investigated. We will provide a report to the Legislature in November 2002

summarizing any reported incidents and the pertinent details.

Lastly, Cathy and Liz have asked me to remind all colleges that any curriculum error corrections you submit for 99-00 and earlier will be reflected in CSU/UC articulation agreements but cannot be reflected in the archived PDF reports for UC, CSU Bacc, IGETC and CSU Cert TCA's. Error corrections for 00-01 and 01-02 are reflected since they are now live data for these years and not the archived PDF reports. If you have questions about this you can always call.

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## MARK YOUR CALENDARS

SCIAC Spring Meeting  
Feb 26  
Cal State Long Beach

NCIAC Spring Meeting  
March 8, Los Rios Community College District Offices

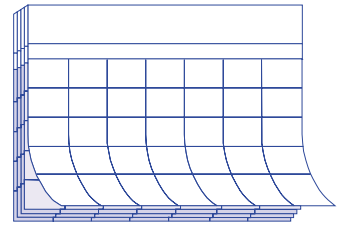
California Virtual Campus (CVC) Online Student  
Support Services Conference  
March 27 & 28, Sacramento City College

Community College Chancellor's Conference  
April 9-12, Hyatt Regency, San Francisco Airport

IMPAC State-wide Meeting  
April 12-13, Los Angeles

Annual CIAC Conference  
April 22 and 23  
Sacramento Arden West Hilton

Ensuring Transfer Success Conferences  
April 25-26 Westin, San Francisco International Airport  
April 29-30 Hyatt Regency Orange County in Anaheim  
May 2-3 Hilton Burbank  
May 9-10 Visalia Convention Center



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