



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



Even though the chill of autumn had not yet arrived (in Southern

California, you really have to look for it), there was a refreshing briskness in the meeting room at Cal State Long Beach on

October 17th as SCIAC

held its first meeting of the academic year. Spirits were high among the 90 participants and it was good to see old friends and make new acquaintances. Our segmental guests included Eric Taggart and Cathy Robin from the ASSIST Coordination Site, Louise Randolph from the UC Office of the President (UCOP), Jo Service from the CSU Chancellor's Office, Sharon Adams from AICCU, and Gwyn Tracy from the Community College Chancellor's Office, all of whom provided segmental reports. Here are some highlights:

Eric and Cathy informed us that new ASSIST software will be up and running in early January. One of the features of the new maintenance software will allow curriculum/articulation changes posted by CSU's and UC's to be automatically communicated to community colleges via e-mail. Another piece of good news is that a new back-up server has been brought on board to help with system slowdowns on busy days. Additionally, effective at the beginning of January, changes will be posted on ASSIST on a nightly rather than a monthly basis. ASSIST has also been working with UCOP on data cleanup for the latter's UC Transfer Course Agreements (TCA's). Finally, the annual ASSIST Conference will be held on December 5-6 in Walnut Creek.

Louise from UCOP elaborated on some of the changes mentioned by Eric and Cathy, including the intent to eliminate course ranges (such as "Physical Education 1-50") and actually list each course (!). As a result, TCA's may have as many as 200 extra courses listed in lieu of these course ranges. Louise further

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THE NORTHERN SCENE

by Adele Hamlett, NCIAC
Chair



Sometimes things go smoothly and other times, well.... Let's just say there can be a few small ripples in the pond. Such was the case during the October 13th NCIAC meeting. It was wonderful seeing everyone and catching up since our last meeting. It appears that a great deal of "articulation business" is done during our pre-meeting and break discussions. Perhaps we should schedule more time to allow for this much-needed opportunity to discuss issues one on one. Approximately 62 participants were in attendance at the Los Rios District Office boardroom and, as always, our agenda was full.

Nominations were held for the Secretary and Chair positions. Kathryn Barth has agreed to become the Secretary and will take office during our spring meeting. Now to those pesky ripples...there were several excellent nominations for chair that were sadly declined. After much discussion, some persuasion, and a few attempts at arm twisting, no Chair was selected. Two or three members agreed to go back to their respective campuses and contemplate the possibility of filling my tiny shoes. I again say, that if I can do it, anyone can!

The intersegmental subcommittee working on baccalaureate level courses (specifically, guidelines for courses

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ASSIST UPDATE FROM THE FALL CIAC MEETINGS

by Eric Taggart - ASSIST Coordination Site

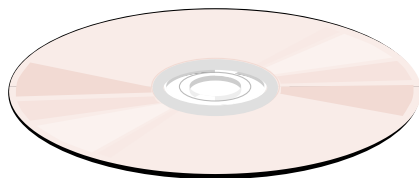
The following topics were briefly addressed by the ASSIST Coordination Site at the recent NCIAC and SCIAC meetings:

The Coordination Site is concluding the development of the new ASSIST Articulation Maintenance System. This system will replace the old Revelation ASSIST software and will be used exclusively by university campuses to enter and update their articulation information in ASSIST starting in January 2001. Two CSU and two UC campuses are currently beta-testing this new software. November 22, 2000 was the last day for CSU and UC campuses to submit articulation to ASSIST from the old system. The Coordination Site has scheduled training sessions in January for each

university to learn the new system. Universities will be able to start using the new system immediately after their training.

The new Articulation Maintenance System encompasses three important new features. First, all of the course articulation information in ASSIST will be aligned with the central curriculum data that each college and university has been maintaining in ASSIST using the

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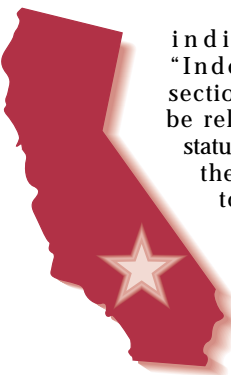


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indicated that the "Independent Study" section of the TCA will be relegated to footnote status on the first page of the document. Other topics included AP as it relates to IGETC, partial certification of IGETC (IGETC after transfer), and the possibility of another issue of IGETC Notes. A

reminder: The IGETC yearly update is due on December 20th.

Jo Service announced that a letter soliciting the annual CSU-GE update will be sent to the community colleges sometime around the winter break. She said that the CSU Chancellor's Office has questioned whether courses in "blended [teacher education] programs" – specifically those courses that combine pedagogy and content – should fulfill a GE requirement. The CO will be examining course outlines and perhaps syllabi in order to render more informed decisions in this regard.

Gwyn Tracy mentioned that the Community College Chancellor's Office has hired Dr. Judith James as its new Vice Chancellor of Student Services. Those of us who have already met Judith have been impressed by her positivism and her level of commitment to serving California's community college students. At this writing, the CCCC has also filled three student services deans' positions as well. Details are forthcoming and should be common knowledge as we go to press. Gwyn further indicated that Requests for Proposals (RFP's) for transfer and articulation projects would be out soon, and would offer funding for, among other things, transfer and articulation training.

Independent Colleges and Universities were represented by Sharon Adams of AICCU (Association of Independent California Colleges and Universities), who informed the membership that AICCU plans to launch its website some time in January. Among the features of this site will be the ability for students to apply to AICCU institutions on-line, as well as the ability to access information that indicates how each

institution handles IGETC. Among the programs being developed and implemented are counselor information programs, transfer opportunity programs, and a counselor bus tour (March 18-23).

The executive board report included information on the 2001 CIAC Statewide Conference: our yearly gathering will be in mid-May at the Wyndham Gardens Hotel in Costa Mesa. The Wyndham is situated a convenient distance from both the John Wayne Airport and South Coast Plaza (!), and provides free shuttle service to and from the airport. Please stay tuned to the CIAC list serve for additional details, as they become available.

A discussion followed about the hearing held by Senator Dede Alpert on October 10th in San Diego, at which articulation and transfer were spotlighted. One of our past chairs, Diane Glow, was in attendance at the hearing and provided the membership with lucid details and commentary. In short, CIAC was not asked to participate, and in fact, was not apprised of the hearing until a mere five days before it was to take place. As a result, Adele Hamlett (Chair, NCIAC) and I drafted and sent a letter to Senator Alpert, the text of which is published in slightly altered form elsewhere in this issue.

CIAC was represented at the IMPAC (Intersegmental Major Preparation Articulated Curriculum project) Steering Committee meeting held on October 16th at the LAX Westin Hotel. The meeting, I'm happy to report, was an amiable one, and IMPAC's committee chairpersons and lead faculty who were in attendance were receptive to input and participation from the articulation community. CIAC continues to work on this and other similar projects in the spirit of collaboration and support, in order that we might offer easier, less confusing, and more seamless transfer pathways.

In other news: Adele Hamlett and I have offered to lead an articulation workshop as part of the transfer strand of the CCCC Statewide Conference (April 4-6 in Orange County). Our idea is to offer a crash course in articulation policies, practices, and issues specifically for the "uninitiated," i.e., those who are not altogether sure what it is we do those 200 hours a week (sometimes it seems that way!). Speaking of policies and practices, the Articulation Handbook continues to be high on the list of CIAC's priorities, and we are hoping to have it completely revised by sometime in January.

Finally, there was an excellent & lively discussion co-led by Bob Sperry (CSUSB) and Cecilia Madrid (CSULB) regarding the improvement and possible standardization of the ways in which we communicate curriculum changes. Lots of ideas were tossed about, including the possibility of forming a statewide committee to propose a standard format for such reportage. Since NCIAC has addressed the same issue recently, look for this to possibly become an item of great interest across the state this year.

My profound thanks to all those who helped make this inaugural meeting a complete success.



Bruce Johnston's and Pete Dixon's session at the ASSIST conference described strategies for balancing multiple roles.

PLUS AND MINUS GRADING AT COMMUNITY COLLEGES

An update

Last spring (May 2000) the California Community Colleges Board of Governors considered an item regarding the local adoption of a plus and minus grading option.

By way of background, in November 1997, the Community College Board of Governors approved plus and minus grading in the California community colleges as a permissive option for each district. The May item provided an update on the status of this option. Information for the report came from two sources:

- The Chancellor's Office Management Information System (MIS) unit collects data on grades, and for fall 1999 term, MIS indicated that no districts had reported any plus or minus grades.
- In March 2000, Vice Chancellor Victoria Morrow conducted a survey on the Chief Instructional Officers regarding local adoption of the policy. The results of this survey were more informative, and are summarized below:

Of the 71 districts and Copper Mountain, 55 (or 76 percent) responded to the survey. Three districts reported adopting the plus and minus option.

The Fremont-Newark Community College District is scheduled to implement the plus and minus grading option in fall 2000. The Redwoods Community College District Board of Trustees adopted the plus and minus grading option in February 2000, but has not established an implementation date. The Gavilan Community College District implemented the plus and minus grading option in the fall 1999 semester. However, according to their MIS Director, they did not modify an edit program in their system that would automatically edit plus and minus grades; therefore, straight letter grades were submitted to the Chancellor's Office MIS. The edit program has since been modified and Gavilan will resubmit the fall 1999 data on grades to reflect actual plus and minus grades.

An overall summary of that survey provided the following results:

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ASSIST UPDATE

ASSIST Curriculum Update System. Second, universities will be able to publish articulation updates nightly. Finally, whenever an articulation update is published, there will be automated email notifications sent to college and university articulation officers.

The Annual ASSIST Conference was held on December 5 & 6 at the Walnut Creek Marriott. Specific details about the new Articulation Maintenance System were presented for both college and university attendees.

The Coordination Site has continued to work on aligning the UCOP TCA lists with the new central curriculum data

for each college. When colleges receive their updated 2000-2001 UCOP TCAs from Louise, they will receive additional information on changes that were necessitated by the clean up as well as directions on what to do if they find problems with the data. It will be very important for each college to examine their lists and the supplemental information carefully.

The ASSIST Board of Directors will be conducting their biennial ASSIST Strategic Planning Summit on January 10 and 11 to discuss current issues and future directions as they develop the next ASSIST Strategic Plan. If anyone has specific items they would like addressed by the Board in January, please contact any Board member from your system.



Eric Taggart sets us straight at the Dec. 5-6 ASSIST conference.

“Adoption”: 3 Districts or 5 percent of respondents

“No”: considered but rejected, 30 districts or 55 percent of respondents

“No, but under consideration”: 10 districts or 18 percent of respondents

“No: issue has not been raised”: 9 districts or 16 percent

“Other”: 3 districts or 5 percent.

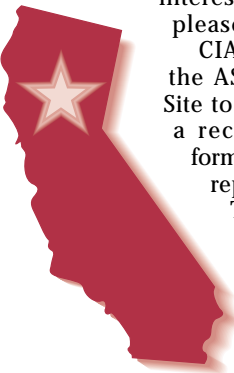
All of the “other” districts had indicated that the issue was discussed and then dropped with no further interest.

CIAC has been following these developments with interest. The universities are particularly concerned that they be notified if and when a district does decide to adopt plus and minus grading. Contacting the CSU and UC System offices, and posting on the CIAC web-site would be efficient ways of doing this.

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which should be designated as baccalaureate level) has begun discussions via email. Mary Jennings Smith has agreed to facilitate the discussion among participants Greg Keen, Linda Rosa Corazon, Jan Kuzmich, Kathryn Barth, Rose Stock, and Jolayne Service. If you are interested in participating please contact Mary.



CIAC is working with the ASSIST Coordination Site to develop and adopt a recommended model format for all articulation represented in ASSIST.

The goal of this committee is to create an ideal that campuses could work toward using, but would not be mandated.

Three meetings have been scheduled for these discussions and it is hoped that recommendations will be reached within a short period of time.

I was saddened by the recent resignation of Helena Bennett as Director of CAN. Helena's hard work and expertise will be missed. Additionally, the Training Institute organized by CAN last year was one of the most informative and effective events I have ever attended. I wish Helena the very best in her future endeavors. At this writing we have just learned that Betty Sundberg will step in as the interim Director of CAN. I hope that Betty will enjoy working with the articulation community and that CAN will thrive under her direction.

NCIAC, like SCIAC, had a panel discussion regarding consistently communicating curriculum changes to ASSIST, four-year colleges and to community colleges. Karen Taylor, Kathryn Barth, and Adrienne Riley did a first-rate job leading this panel discussion. Several NCIAC members have volunteered to continue to work on this issue with representatives from the south.

Last but not least, we followed a recommendation that we try breakout sessions during our fall meeting. To that end, sessions in ASSIST Beta Testing, A.A. & Graduation Requirements, and Web Site Development were held. Thank you to Eric Taggart, Kathryn Barth, Carolyn Borg and Felipe Jauregui for

presenting on these topics. We are very fortunate to have such talented colleagues who are willing to share their insight, research, and expertise.

Michael Stephans has ably stepped into the SCIAC chair shoes, bringing a wealth of knowledge, ability, and a wonderful sense of humor to our discussions on CIAC issues. We are in agreement on the necessity of working on the visibility of CIAC. Our organization must begin communicating with those outside the articulation community in order for CIAC to become recognized as a valuable resource to those working on policy and legislation that will affect articulation and student transfer. We will continue to work on developing collaborative relationships with segmental offices, legislators, Transfer Center Directors and IMPAC.

IMPAC is working on cluster discussions for 2000-2001 and regional meetings are in the planning stages. Michael and I plan to continue attending steering committees meetings as CIAC representatives. Stay tuned to the CIAC list serve for updates on IMPAC planned activities.

Based on the enthusiastic response of CIAC membership and evaluations it appears that the CIAC Annual Conference last Spring was a great success. Thanks to all the hard working folks who helped pull this project together. Our annual conference would not be possible without the assistance of all of you! That being said, NCIAC is looking for a few volunteers to help with the CIAC annual conference that will be held in Orange County on May 14th at the Wyndham Hotel. If you are interested in assisting with the conference or have ideas/suggestions please contact Michael Stephans or me. Conference information will be mailed out early in 2001. Please mark your calendars and plan to attend.

Thanks again, to my colleagues for your support and willingness to help. Please keep in touch. Your insight into our organizational future is a key component of our continued success!

IGETC AND PARTIAL CERTIFICATION

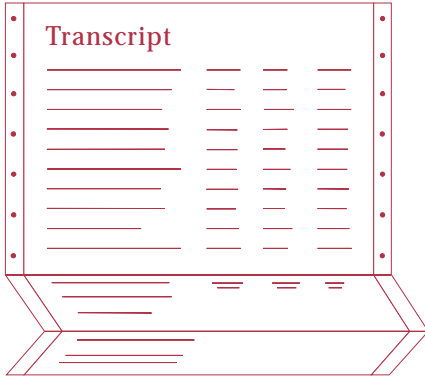
By Louise Randolph, UC Principal Articulation Analyst

As part of my report to both SCIAC and NCIAC this fall, I discussed my analysis of the modification of IGETC policy called "partial certification" (or IGETC after transfer). I am hoping to begin a dialogue among articulation officers about the policy in order to maintain consistency within the segments. Articulation officers should be aware that we are entering a period of time when there will be many questions about this new policy.

The implementation procedures for IGETC after Transfer were sent to the California Community Colleges (CCC) in March 2000. Though the policy itself was approved in the spring of 1999, the procedures were not in place at that time. Partial certification is available to any student who has a demonstrated a need to complete one or two IGETC courses after transfer.

I found the main points of the procedure letter from the CCC Academic Senate to be:

- A student may request partial certification if he or she is deficient in one or two courses to complete IGETC. The deficiency may not be in the English (IGETC Area 1AB) or math (IGETC Area 2) as these courses are required for admission at many UCs and all CSUs.
- The course deficiencies must have occurred in the final term before transfer. To be eligible the student must have suffered a hardship in that final term. Hardships suggested by the CCC procedure letter are; military service, unavailable or cancelled classes, severe illness of student or immediate family problems, employment, etc. The CCC counselor responsible for IGETC certification should document the "demonstrated need" on the petition form. A sample petition form was included with the CCC letter of March 2000.
- The student must ask for partial certification at the time that he or she would normally ask for full certification before transfer. The CCC will certify only once, either partial or full. The last CCC attended will certify no matter the number of units completed at that campus.



- A form indicating the missing courses will be sent to the enrolling CSU or UC campus with the final transcript. Some CCCs indicated they are able to indicate partial or full, as well as CSU certified or UC certified on their transcript without using a separate form. UC would prefer a separate form as the IGETC certification may go to another part of campus while the transcript remains in the student's official file. UC requests that the form and the final transcript be sent to the enrolling UC Admissions Office. At some UC campuses the Admission Office will determine how the deficiency is to be met; at others, the form will be sent to the Dean of the appropriate college or school on the UC campus.

- The procedure recommends that the student make an appointment with the

faculty advisor at the enrolling four-year campus as soon as possible to discuss completion of IGETC.

- The four-year enrolling campus will determine how the deficiency will be met. This may be through concurrent enrollment, summer session or a course at the four-year, as determined by the UC campus. The student is allowed three quarters/two semesters plus the summer session before and after that first year to complete IGETC.

- Students who complete the requirements at a CCC will provide a transcript from the college where the courses were completed with a "C" or better to show the enrolling four-year institution that the IGETC requirement was fulfilled. The CCC will not certify again.

Finally, some CCCs have complained that UCs are sending students back to them for IGETC certification. The UC student has completed graduation check and finds that GE is not completed. The UC should determine what the missing courses are and use the transcript for validation of completion of the GE if they decide to use the IGETC plan. It may take us some time to train our campuses not to send students to CCC counselors for certification but we are making the effort.

THE CHANGING ROLE OF THE CLERICAL PERSON IN ARTICULATION

By Debbie Hardy, Rio Hondo College

A few years ago, my supervisor announced that our office had now acquired the duties and responsibilities of articulation. I was not too concerned with this announcement because having once worked in the counseling office, I had often typed documents for the articulation officer and assumed that this job would not require much more responsibility. To make a long story short - we all know what happens when a person "assumes" anything. Needless to say, I was not prepared for the onslaught of work that came with these new duties. At first, the amount of paperwork was overwhelming. In addition, CIAC, SCHEC, ASSIST, CAN and other now familiar terms were then foreign words to me. As I became more familiar with articulation, I assumed more duties.

It always amazes me when I hear an articulation officer say that they have no assistant and must handle all the articulation duties on their own. I know that articulation is now recognized as a key factor in transfer rates. It is also important that to recognize articulation is a tremendous job for one person. In order to do it most efficiently, trained clerical help is necessary.

My duties include doing research and working with articulation officers and articulation assistants/technicians from other colleges and universities in a first-line attempt to solve problems. I interact with faculty, counselors and students regarding articulation matters. In addition to maintaining articulation records and files, I initiate and prepare preliminary course articulation agreements for public and private four-year colleges and universities, and the CAN office. I handle and assist with other routine duties such as dissemination of information regarding articulation to counselors and other faculty so that the articulation officer is free to handle more complex matters.

More importantly, I have been trained to identify problems and bring them to the attention of the articulation officer, so those situations can be resolved before they become major issues. The idea of an articulation assistant/technician position is a new idea to many colleges, but it is definitely one that needs to be addressed.



CIAC Executive Board at Dec. 5-6 ASSIST Conference.

ARTICULATION REPORT TO NCIAC-SCIAC FALL MEETINGS

*By Louise Randolph, UC Principal
Articulation Analyst*

In previous years when I have given this report I told you how many TCAs Sheila and I have sent out by now. This year is unusual, as we have sent out none. Both of us are very upset about this, but there appears to be no remedy. We are engaged in trying to sort out the changes from ASSIST that come about as part of the attempt to reconcile differences between the UC TCAs and the ASSIST curriculum database. We will be making the switch from Revelation to Web ASSIST in January 2001. As a consequence, you will notice several changes to your UC TCA:

- Independent Study or multiple/variable topics courses will no longer have a note in an "Independent Study" department unless you actually have a separate course prefix for independent study. UC will accept independent study courses in designated departments but the campus must review the course outline in order to determine if credit will be allowed. The note that was in the department will now appear on the first page of the TCA. There will still be a note in the right hand margin to show that the course comes under the Independent Study category.

- Physical Education courses will be spread out. Where once you may have seen "** PE 1 THRU 36", each separate course will be broken out. You will be receiving a separate list of your PE courses that comes from your curriculum base at ASSIST to review when you receive your TCA. Sheila and I looked at a few lists and found such things as duplications, courses that were not on the list but in the curriculum base and courses on the list that were not in the curriculum base. You will have to determine which is correct and notify Cathy Robin at ASSIST so they can correct the database. They will then notify us. Cathy's telephone number at ASSIST is (949) 824-4385. Her email address is cathy@assist.org.

- You will also receive a list of courses that are being removed from your TCAs because

they are not in your curriculum base. These are courses listed on the TCAs since the 95-96 academic year. We have been working with ASSIST reviewing lists of courses, as have you for the last three years. If you believe there are courses on this list that should not have been deleted, you should contact Cathy Robin at ASSIST to resolve the issues.

- You will also receive a list of new courses you have proposed to be accepted by UC for the 2000-01 update that do not appear in your ASSIST curriculum base. Courses not listed in the curriculum base cannot be put on your TCA even if we find that the outline indicates the course is acceptable for transfer. You need to contact Cathy Robin at ASSIST to correct any discrepancies.

- Course prefixes, numbers, titles and units will be consistent between ASSIST and the UC TCA. If you submit any prefixes, numbers, titles or units that do not agree with what has been given to ASSIST, the ASSIST information will prevail. Again, please call Cathy Robin at ASSIST if you need to make adjustments.

We had a very successful season at the 2000-01 UC Counselor Conferences given at six locations around the state. One new feature was the review of four different student applications by the directors of admission of the eight campuses for selection purposes. It was a very interesting way of presenting the selection policies of each campus and included reviews of the students' personal statement and their activities. Another new presentation was created to help high school counselors help students enter UC via the community college route. Since 85 percent of our transfer students come from community colleges, this workshop gave high school counselors important information.

As usual, I participated in the Senior Transfer Evaluator's Q and A. There were a few questions that seem to be regulars at these conferences. One is about using AP Exams for the IGETC. Policy approved by all three segments (See: IGETC Notes 2 and 3) says that one exam is equivalent to one course as long as the score is 3, 4 or 5. There is one exception: the AP English exams may not be used for Area 1B or the

Critical Thinking/English Composition Area of the IGETC. The AP English Literature or Language exams do not contain critical thinking. For example, you will not find inductive and/or deductive reasoning or slippery slope thinking in either outline for these exams. The AP subject booklets are available for review at www.collegeboard.org/ap/subjects.html

Community colleges are requested to be VERY CAREFUL in using out of state critical thinking courses to satisfy the critical thinking/English Composition component of IGETC. Courses in critical thinking usually are courses in elementary logic and do not have enough composition to fulfill the requirement of area 1B of IGETC even when taught in the English Department of a college or university.

In the high school area, Visual and Performing Arts courses to be used for 2003, when CSU and UC blend course requirements, are now appearing on the "a-f" course lists. The new area is called "x-f" for now and appears at the end of the "a-f" lists to help counselors with the current high school freshman and sophomores who are affected by the changes in the course requirements. The courses must meet the five California State Standards for VPA that may be found in "Quick Reference for Counselors". The requirement may be completed at a community college by taking a course certified for area 3A of IGETC.

And finally, many community college counselors have been asking how to advise high school students who want to satisfy some of their high school course requirements at a CCC. Counselors will find a chart called "Clearing High School Deficiencies with College Courses" on page 27 in the Transfer section of "Quick Reference for Counselors". The chart reviews each of the freshman course requirement areas and gives the types of college level courses that may be used to clear them. This is available online at http://www.ucop.edu/pathways/infoctr/qr/qr_minsub.html. Except for math, students must take transferable college courses. For VPA, the course must show an IGETC area code of 3A. "UC-H" alone is not acceptable for this area.

AN OPEN LETTER TO SENATOR ALPERT

On October 10, 2000 in San Diego, Senator Dede Alpert chaired a public hearing of The Joint Committee to Develop a Master Plan for Education. The agenda was "Articulation of Curriculum and Student Transfer." CIAC was informed of this hearing a mere

five days before it was to take place. It is interesting to note that there was not a single articulation professional on the articulation panel. Consequently, we have sent the following open letter to Senator Alpert, and are reproducing it here for your information.

October 2000

Dear Senator Alpert,

We want to take a few minutes of your time to talk to you about articulation and to extend a unique invitation to you from the California articulation community. The California Intersegmental Articulation Council (CIAC) is a professional organization which is comprised of postsecondary articulation personnel from the California State University, the University of California, the California Community Colleges, and many independent colleges and universities. CIAC serves as a statewide forum for the discussion and resolution of transfer and articulation issues and concerns. Our mission is to improve and facilitate successful transfer of students from community colleges to four-year colleges and universities.

Those of us who have been truly committed to the processes of articulation and transfer have spent years fighting the good fight as advocates for our students, yet many of us feel that we were woefully under-represented at your recent hearing on articulation and transfer in San Diego. Specifically, from our perspective, there was not a single articulation professional on the 4.0 panel, which presented information on the concept and implementation of inter-institutional articulation. While each of the panelists was able to shed some light upon a few projects which are working toward ensuring transfer success, it is our concern that you, your colleagues, and the attendees at the hearing did not receive the most complete and realistic picture of the status of ongoing efforts to improve articulation at all levels in the state.

To that end, as representatives of the articulation profession and as regional co-chairs of CIAC (SCIAC and NCIAC, respectively), we cordially invite you to meet with us in order to establish dialogue that would hopefully offer the kind of insight that can only be gleaned from those who are deeply involved in both local and statewide articulation activities. We would be happy for the opportunity to schedule an appointment with you to offer our resources, as well as our insight into the both the historical contexts and the current issues undergirding California articulation as it relates to the welfare of potential community college transfer students.

Sincerely,

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MARK YOUR CALENDARS

Four Ensuring Transfer Workshops in 2001

We have just received the dates for the spring Ensuring Transfer Success Workshops, co-sponsored by the California Community College Chancellor's Office, the California State University and the University of California. This is the 10th year of these two-day events that focus on the transfer of students between our segments and institutions. Four such workshops will be held this spring, as follows:

April 23rd and 24th, South San Francisco area

April 30th and May 1st, Pasadena area

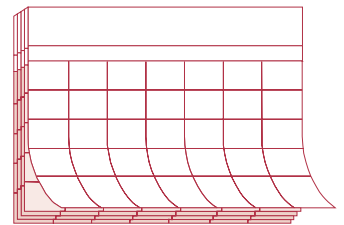
May 3rd and 4th, San Diego area

May 7th and 8th, Sacramento area

More details will be forthcoming next winter/spring regarding actual locations for these very productive workshops that provide us, intersegmentally, with an opportunity to discuss issues affecting transfer students.

Annual CIAC Meeting

May 14, 2001, Wyndam Hotel, Costa Mesa



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