

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



THE SOUTHERN SCENE

By Janet Rizzoli, SCIAAC Chair



As the saying goes...time flies! Indeed it does. It seems like just yesterday when I nominated myself to take the SCIAAC chair position.



That was three years ago and I haven't regretted one minute of the time working with my CIAC friends and colleagues. From the first CIAC conference in 2006 to the one that's just around the corner in April it's been pretty much a blur. Upon reflection I realize how rewarding the job has been. Not only did I get to know many of you much better, I also learned more about articulation from the perspective of all the segments and not just the CSU.

I realize I've mentioned the following issue before but it bears repeating. Afflicting most professional organizations today is the lack of participation necessary to keep the organizations active, productive and informative. Almost everyone is stretched to the limit in regards to their personal and professional lives. Even so, I challenge each of you to rise to the occasion and volunteer for positions or just say "yes" when called on to volunteer for a specific task. In addition the advantages I've previously mentioned to becoming more active in CIAC, it will give those who continually volunteer (because of lack of interest from other members) a break. And by the way, thanks to those who through their spirit of volunteerism are making the 2008 CIAC conference a reality.

Speaking of the conference...WOW is this going to be great or what!? Not only are we going to a beautiful destination, but it will be informative, a great networking venue, and will also be filled with many opportunities for fun. Besides addressing articulation issues near and dear to our hearts during the conference, I'm in the process of compiling information on the myriad of activities available in San Luis Obispo and the surrounding area. Whether it's surfing lessons with Dave DeGroot, a Hearst Castle trip or a relaxing wine tasting tour, I promise there will be something for everyone. This information will be sent to you very soon so you may plan your trip activities. I will also be sending along information that will be of interest to children for those of you planning on making the conference into a mini vacation for the family as well. For more conference information please see the accompanying article in this newsletter.

Thanks for the great ride over the last few years and as I hand over the SCIAAC Chair position at the end of April to Patty Faiman (CSU Northridge), I am confident that she will continue to move our organization in a positive direction. Please support her in any way you can.

Janet

Deeply articulated thoughts...

By Brian Doan, NCIAC Chair



No doubt most of us in the last week or so have been confronted with the worst possibilities of governor's proposed state budget. If approved, the CSU would lose \$386 million in funding and would negatively impact not just CSU students, but CCC students hoping to transfer. The UC would also feel repercussions as many of these students would then apply to the UC, causing even greater pressure admitting qualified transfer applications.

In short, the value of a four year degree in California can not be underestimated as costs continue to rise. Students looking for ways to keep their college education affordable by attending community colleges and then transferring to the CSU should be expanded and not reduced. I hope that you all can offer your assistance in whatever positive capacity to lobby state legislators and friends to prevent this worst case scenario from being proposed by the governor.

There was a survey posted to CIAC members asking for your input to the as yet undecided location of the 2009 CIAC Conference. The survey period has ended and I want to thank the 90 people who took the time to respond to the survey and a special thank you to Megan Lawrence from Heald College for putting together the survey. The results of this survey will be valuable to the committee search group in deciding a final site.

Brian

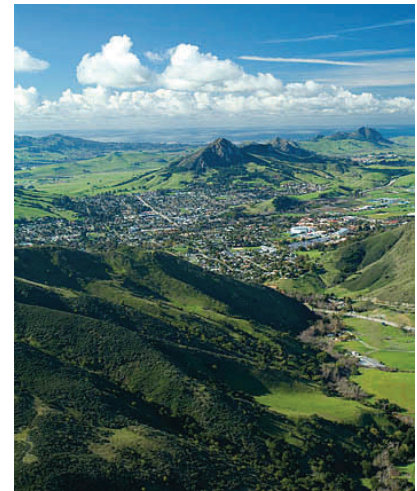
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CIAC 2008 Conference San Luis Obispo

A few of the topics of information and discussion

- ♦ Course Identification (C-ID) Project
- ♦ State-wide Career Pathways
- ♦ IGETC standards
- ♦ LDTP
- ♦ AP
- ♦ Segmental meetings
- ♦ CCC AO training
- ♦ CSU/UC AO training
- ♦ AICCU breakout session (topic TBA)
- ♦ ASSIST refresher training
- ♦ Updates from key people of ASSIST, AICCU, CSU, UC and CCC



View of SLO towards the ocean (at Morro Bay)

Keynote speakers:

Dr. F. King Alexander, CSULB President

Assemblymember Anthony Portantino (past Chair of the Assembly Committee on Higher Education)



Sycamore Mineral Springs Hot Tub

Fun activities:

- ⇒ Hearst Castle
- ⇒ Surfing lessons with Dave DeGroot
- ⇒ Picnicking
- ⇒ Fabulous restaurants
- ⇒ Morro Bay Kite Festival
- ⇒ Quilt Show at the Madonna Inn
- ⇒ Great golf courses
- ⇒ SLO Farmer's Market Rib Cook-Off
- ⇒ Downtown SLO
- ⇒ The Great American Melodrama
- ⇒ Beautiful Parks
- ⇒ Lopez and Santa Margarita Lakes
- ⇒ Private hot tubs surrounded by trees
- ⇒ Mineral Hot Springs
- ⇒ Concert and Car show at the Pozo Saloon
- ⇒ Los Osos Skate Park
- ⇒ Morro Bay Museum of Natural History
- ⇒ Kayaking
- ⇒ Bicycle Riding
- ⇒ Hiking Trails
- ⇒ The beach!
- ⇒ Wildflowers
- ⇒ Cal Poly Wine Festival
- ⇒ Shopping
- ⇒ ATV's
- ⇒ Atascadero Zoo
- ⇒ Wine Tasting
- ⇒ Pismo Dunes
- ⇒ Lush green hills

For more information go to the CIAC website at <http://ciac.csusb.edu/ciac/meetings.html>

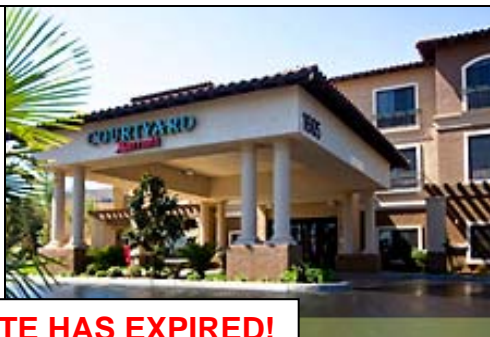
TIME IS RUNNING OUT!!

MAKE YOUR HOTEL RESERVATIONS NOW FOR THE CONFERENCE

The Courtyard at Marriott

(Two miles from Embassy Suites)
1605 Calle Joaquin Road
(805) 786-4200

Conference Rate: **\$139** + tax per night
www.marriott.com/sbpcy



CONFERENCE RATE HAS EXPIRED!

Rooms are now at market price

- 50 rooms reserved for wed and Thurs nights (April 23-24)
- 20 rooms reserved Fri, Sat and Sun nights at the conference rate (April 25-27)

Amenities include: (The Courtyard at Marriott does not offer a shuttle to and from the airport, train station or bus station)

- Brand new hotel
- Completely **non-smoking** hotel
- In-room coffee maker/tea service
- Newspaper delivered to room
- In-room refrigerator, microwave
- Hair dryer
- Free parking
- Outdoor Pool
- Heated outdoor pool and spa
- Free in-room high speed internet
- Cable television with HBO, ESPN, CNN
- Iron and ironing board



ROOMS ARE LIMITED!

Royal Oak Hotel

(Across the mall from Embassy Suites)
214 Madonna Road
(805) 544-4410

www.bestwestern.com

ask for the CIAC room block

Deadline for conference rates
midnight April 9



- Wed and Thurs nights (April 23-24) Conference Rate \$119 + tax per night
- Fri and Sat nights (April 25-26) Conference Rate \$139 + tax per night
- Sunday night (April 27) Conference Rate \$119 + tax per night

Amenities include:

- Pets allowed with restrictions
- In-room coffee maker
- Refrigerator in some rooms
- Hair dryer
- Free Shuttle to/from Airport & Train Station
- Free parking
- Heated outdoor pool and spa
- Free wireless in-room high speed internet
- Cable television with HBO
- Remodeled in 2003

How to Increase Your Success Rate

By Kathryn T. Barth, Articulation Officer, CSU, Chico

I have been reviewing California Community College course outlines submitted for CSU General Education and/or IGETC approval for fifteen years. I would like to pass along some hints to improve your college's chances of getting courses approved.

First of all, when it comes to course outlines, less is **NEVER** more. The course outline is the way your college communicates what is included in a course and what is expected of the student who successfully masters the material. We are not mind-readers. If a faculty member has not included enough detail in the course outline, the Articulation Officer should request more information prior to submitting the course for review.

When we review a course we are looking for coherence and consistency. Does the course "hang together?" Do the title, units, and contact hours jive with the course catalog description? Do the content topics adequately cover the student learning objectives? Is the instructional method appropriate for the course? Do the evaluation methods adequately assess the learning expected? Is the sample textbook current and does it cover the content specified in the course? The Articulation Officer should read the course outline as if s/he is not familiar with the course. What is missing? What added detail would help explain the course? The very best course outlines give examples of work expected (research paper topics, essay questions) and the proportion of time spent on each topic.

If you are resubmitting a course that is already approved, please tell us why. We assume that there has been some substantive change, but it would be good to know. If the only change is an updated text, please don't resubmit the course. A submitted course outline is open to a thorough review, and this might result in a reassessment of the course's appropriateness for CSU GE/IGETC designation.

We encourage colleges to use the Notes section of the OSCAR outline to add additional information to help us review the course. For example, if the textbook is not current (preferably within the last five years for IGETC) then please tell us why your college chose this text rather than a more recently-published example. If the mode of instruction for the course is out of the ordinary (for example, a distance-delivered laboratory experience) then we need to know precisely how the content is delivered, what the student is expected to accomplish, and how the learning would be assessed.

ASSIST has made it very convenient to look at other institutions' course outlines. I would recommend that Articulation Officers use this tool to familiarize themselves with well-written outlines. I would encourage Articulation Officers to share these well-written outlines with discipline faculty as a learning tool.

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How to Increase Your Success Rate (Cont'd)

The CSU Chancellor's Office reviewed 1600 course outlines for CSU GE and IGETC this year. Here is a list of ten helpful hints based on this year's review that I'd like to share:

1. When submitting course outlines for Foreign Language courses, please make sure cultural content is sufficiently included. There should be references to specific cultural content in the catalog description, objectives, content, and evaluation sections, even for first-semester courses.
2. If a course submitted for CSU GE Area B (either B1 or B2) has laboratory hours included, the course should also be submitted for Area B3. The outline should specify laboratory activities (and these should be distinguished from lecture topics) and include a sample laboratory text. If the text cited for the lecture portion includes the laboratory activities, please tell us this in the Notes section.
3. Please do not request a multitude of CSU GE Area D or IGETC Area 4 designations. If the course has more than two social science perspectives, then please request D7/4G designations only.
4. If you cite other colleges' approved courses that might be similar to your submitted course, please make sure the course wasn't grandfathered into CSU GE/IGETC (i.e., approved prior to 1993). Chances are this will not help your cause and will generate a request from the segmental offices to the referenced colleges to submit their courses for review in the next update cycle. (If they find you ratted them out, this will not make you popular.)
5. If the course outline states "current edition" of a text, please research the publication date before submitting the OSCAR outline (this saves us time doing the research). Also, remember, we want an example of an appropriate textbook; the college is not obligated to use this cited text.
6. Skills-based courses are not appropriate for CSU GE Area C/IGETC Area 3. In case you didn't get this the first time: [Skills-based courses are not appropriate for CSU GE Area C/IGETC Area 3](#). Please don't cite other colleges that have skills-based courses approved (see #4 above), because it won't help. If a course has a substantial amount of time devoted to student performance, particularly if the student's evaluation is based on the assessment of this performance, then it is not appropriate for GE with the exception of Area E physical-activity courses with unit limitation.
7. Technical courses (for example GIS courses) are not appropriate for CSU GE.
8. Courses that are occupationally-oriented (for example Laboratory Technician courses) are not appropriate for CSU GE.
9. Variable-topics courses are not appropriate for CSU GE or IGETC. If the course is repeatable, we really question why. If the topics are too unstructured and may vary from term to term, we will not approve the course.
10. Courses approved for CSU Area E (other than physical-activity courses with unit limitation) must integrate physiological, psychological, and sociological content.

As you might imagine, reviewing 1600 course outlines is a tremendous task. The more the Community College Articulation Officer does to assure the quality and appropriateness of the courses submitted, the easier the reviewers' task. This is intersegmental cooperation at its finest and is guaranteed to increase your college's submission success rate!

Now Is the Time for Systemwide Advanced Placement (AP) Policies and Procedures

Dave DeGroot, Allan Hancock College, Member Transfer and Articulation Ad Hoc Committee

AP Academic Senate Resolutions

Academic Senate Resolutions have called for investigating the feasibility of establishing statewide standards to be used for the application of AP credits (S05 9.03), reviewing research on AP credit policies and procedures (S94 4.05/F06 4.02), and developing a best practices paper (F06 4.02). Now is the time to establish such policies and procedures.

Why All Faculty Should Be Attentive To This Discussion?

More and more high school students attending the California Community Colleges (CCC) campuses are requesting course credit based upon AP scores. Of the estimated 2.7 million students who graduated from U.S. public schools in 2006, 406,000 (14.8 percent) earned an AP Exam grade of 3 or higher on one or more AP Exams. Although faculty have purview to determine the application of these AP scores, many colleges have no mechanism for a systematic faculty review of AP curriculum and credit policies. The result is that students with AP scores may not receive credit for their AP scores and/or receive credit at one community college, but not the other.

Three Systemwide AP Policies

There are three systemwide AP policies that need to be implemented to help our students that seek credit for their AP scores; a systemwide CCC general education (GE) AP equivalency list, a procedure for determining AP course equivalency and a standardized template for the dissemination of AP course equivalency information.

CCC GE AP Equivalency List

A Systemwide CCC GE AP Equivalency list would provide a clear and consistent reference for how AP scores are applied for GE. Currently, AP students may receive GE credit at one college because an AP course equivalency exists, but not at another because there is no AP course equivalency. By establishing a systemwide CCC GE AP list the focus changes from discipline faculty on specific campuses determining major preparation "course equivalency" to establishing a systemwide "general education area equivalency". This is the case with the California State University General Education/Breadth (CSU GE/B) and Intersegmental General Education Transfer Curriculum (IGETC). Both patterns require a cut score of 3 for fulfillment of "general education area equivalency" even though many of the individual CSU and UC campus faculty require higher cut scores for their major preparation "course equivalency". It is a disservice to our CCC AP students not to have our own systemwide GE area equivalency policy.

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Now Is the Time for Systemwide Advanced Placement (AP) Policies and Procedures (Cont'd)

Standardized Procedure for Determining AP Course Equivalency

A standardized procedure for determining major preparation "course equivalency" would assure students that they are getting the most accurate and consistent evaluation of their AP scores across all CCC campuses and provide the faculty with a standardized mechanism for determining AP course equivalencies. The articulation officer should play a key role in this process. Although it is the discipline faculty that determine AP course equivalency, the articulation officer can provide the faculty with AP course and examination information, AP course equivalency information from the college's 4-year feeder institutions and, most importantly, articulation agreements between the college and the 4-year institutions for those courses that are given AP course equivalency by the 4-year institutions. This information is important for faculty to review when determining AP equivalencies.

Standardization of AP Equivalency Dissemination

Students, parents, AP high school instructors, counselors (both high school and college) and college faculty would all benefit from having a concise and informative standardized format for disseminating AP equivalency. Each college should be required to publish the standardized template in its college catalog and class schedules. Such a standardized format should include a list of all of the AP examinations available. Even though a specific course equivalency may not be identified or available on the college campus, there may be a transfer general education area equivalency that is fulfilled. This information should be available and it's appropriate to display it within this context.

Research conducted last year by Jane Church, articulation officer from Chabot College, found that the majority of colleges have an AP Equivalency list published in their catalog. For the most part all of them provided subject and credit course equivalencies, while a number also provided associate degree and transfer GE area equivalency information.

The following format is being circulated among articulation officers and transfer center directors for review and comment.

AP Examination	AP Score	Subject Credit	Unit Credit	Prerequisite Met For The Following Course(s)	1. AA/AS GE 2. CSU GE 3. IGETC
Art History	3 4,5	ART 103 ART 103+104	3 6	N/A N/A	1. Category 3 2. Area C1 3. Area 3A or 3B
Biology	3,4,5	BIOL 100	4	BIOL 128, 145, 154, 155	1. Category 1 2. Area B2 & B3 3. Area 5A + lab

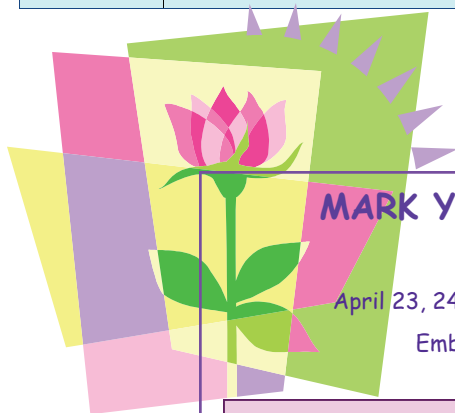
A finalized format will be brought to the 2008 Spring Plenary in the form of a Resolution.

Conclusion

It is very important for faculty across our system to pursue the awarding of AP credit, ensure that it is driven by faculty and that it benefits students. It is essential that faculty develop AP Equivalency lists for their college courses, use similar policies and procedures for determining AP credit and have the list published in their catalog and schedule of classes.

CIAC COUNCIL OFFICERS

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MARK YOUR 2008 CALENDARS

April 23, 24 and 25—CIAC/ASSIST Conference
Embassy Suites, San Luis Obispo

May 2 → **ASSIST** Curriculum Update System closes
for Fall 2008 changes

Ensuring Transfer Success:

A One-Day Counselor Institute

May 2—Marriott Ontario Airport

May 5—Doubletree Hotel Sonoma County Rohnert Park

May 6—Crowne Plaza Foster City

May 9—Hilton Irvine/Orange County Airport



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.
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