

The Articulated Voice

The Official Newsletter of C.I.A.C.
The California Intersegmental Articulation Council

Volume II No. 2

Spring/Summer 1995

CIAC Writes to Mertes

At the April 4th CIAC meeting, the membership agreed to send the following letter to Community Colleges Chancellor David Mertes.

Dear Chancellor Mertes:

The California Intersegmental Articulation Council (CIAC) is a voluntary, statewide organization of articulation personnel from all four segments of higher education. At our recent annual meeting, held April 4, ASSIST was discussed at length. The membership felt it was important to express to you our deepening concern regarding the future of ASSIST and the consequences that a lack of support for this intersegmental project may well bring.

ASSIST provides valuable services to community college students, counselors, faculty, and transfer center staff. It offers an electronic bridge of information to facilitate the transfer process. The increasing demands made by a more diverse and mobile community college student population and diminishing advising resources make electronic access to transfer and articulation information crucial. ASSIST provides this access. Other systems may be developed in the future, but ASSIST delivers this information now, both via stand-alone computer systems and over the Internet. Failure to support this project creates a vacuum in the communication of vital information and equates to a giant step backwards in our service to transfer students.

Twenty-two community colleges participate in ASSIST; up to thirty more campuses have requested participation over the last two years, but were denied. The failure to expand the number of participating community college campuses has given the impression that ASSIST is not

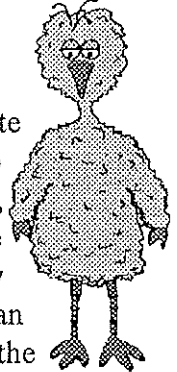
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Go Ahead...Write Us Please!

Please send us your suggestions and questions so that we can address the issues you want covered with this newsletter. See the editorial box for details.

The Chairs' Share

by Kathryn T. Barth, CSU Chico



I vividly recall a "Sesame Street" vignette that teaches the need for cooperation. Two characters are standing near a fruit tree, starving. Bronk's long arms can pick the fruit off the tree, but cannot bend to allow him to feed himself. Gronk's short arms can bend, but cannot reach the fruit high up in the tree. After each fails many times in his separate attempt to eat, they finally hit upon a plan that works. Bronk picks the fruit for both of them; Gronk feeds the fruit to both Bronk and himself. Only through cooperation can they successfully sustain themselves.

Recent events have made many of us wonder about the spirit of intersegmental cooperation we have fostered over the last decade. Is it dying? Is it dead? Are we seeing the demise of The Master Plan? Are decisions being made in light of diminishing resources that threaten our working relationships? Is ANYONE thinking about the transfer students' needs? Are we helpless to do anything about what is being decided for us? These are very real questions, and most of the answers are still unknown.

On April 4, 84 members of CIAC, from all four segments of higher education, participated in the annual statewide meeting. Listening to the issues and concerns expressed, it was clear to me that we, the articulation personnel, HAVE NOT lost sight of our mission. Because the work we do is the "nuts and bolts" of the transfer process, we understand the need to work together. Members from 4-year institutions know that without transfer students, aligned curriculum has no relevance. Members from 2-year institutions know that without articulation agreements, transfer for students is difficult, if not impossible. We know that we must work cooperatively or we will "starve."

It is our responsibility not only to serve by example, but to advocate the continuing need for intersegmental cooperation to those in positions of authority. There is something that each of us CAN do: we can talk to our

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The Southern Scene

by Bob Sperry, CSU San Bernardino

Much has happened since the last *Articulated Voice*. April, in particular, was an interesting month. On April 4 CIAC held its annual meeting where we heard some very interesting updates on projects that are going on around the state and we drafted a letter to Community Colleges Chancellor David Mertes about Project ASSIST. We also distributed a first-of-its-kind *Directory of Articulation Officers* that included e-mail addresses and fax numbers for our members. It has since been revised, mistakes corrected, and is now alphabetized by school. If you would like a new copy of the Directory, please contact me and I will mail you one.

Chancellor Mertes met with the staff from the community colleges who actually use ASSIST and, from my understanding, heard some things that were truly news to him. As a result, he scheduled a meeting with CSU Chancellor Munitz and UC President Peltason for May 1 to try to iron out their differences. The May 1 deadline for community colleges to commit to the Project has been extended to May 30, and the ASSIST Board of Directors will meet on May 15 to discuss the latest developments. In a letter that Chancellor Mertes sent to his college Presidents and ASSIST users, he stated that while his office "has long supported the goals and missions of Project ASSIST . . . as long as the interests of the [CCC] system are maintained and are fully represented in intersegmental discussion and implementation," he noted that the funding structure proposed by the ASSIST Board of Directors for the community colleges "establishes a funding structure that in effect removes all possibility for local community college participation." We all hope that something can be worked out that will allow the three segments to

continue to work together as equal partners in this Project.

Another event that took place on April 4 was the installation of SCIAC's new Executive Board members. Welcome to **Vice-Chair Francie Miller, CSU Dominguez Hills**; **Secretary Sharron Deny, East Los Angeles College**; and **Treasurer Rochelle Wells, USC**. **Susan Izumo, Moorpark College** is the new Region 6 representative and **Jerry Humpert, Cuyamaca College** represents Region 10.

The Chairs' Share *continued from page 1*

campus and segmental administrators. We can make sure they hear about the importance of articulation and the transfer process. We can make sure they understand that this process can only be accomplished through cooperative effort. These are actions we must take. We owe this to our segments, to our institutions, and most importantly, to our students.

Editors Note: See **Late Breaking News**, pg. 3. As Kathryn Barth states, "Thanks to all who let their voices be heard, it is rewarding to know that collaboration does work!"

Mentors Available

by Cecilia Madrid, CSU Long Beach

If you're new to the world of course articulation, did you know that a mentor is available to show you the ropes? **Cecilia Madrid, CSU, Long Beach**, is the Chair of the Professional Development and Mentoring Committee. Feel free to call Cecilia if you have any questions or need help. She will connect you with one of the designated mentors in your region. You can reach Cecilia either by e-mail **CMADRID@CSULB.EDU** or by phone at **(310) 985-8221**.



- ❖ UC Counselor Conference, San Jose, Sept. 15
- ❖ CSU Community College Counselor Conferences, CSU Hayward, Sept. 28; Pasadena, Oct. 5; and Fullerton, Oct. 9.
- ❖ SCIAC Fall Meeting, CSULB, Oct. 19, 10 a.m.-12:30 p.m., intersegmental meetings, 1-2 p.m., optional CSULB "Pyramid" tour, 9 a.m.; spring meeting, CSULB, Feb. 22, 10 a.m.; and end-of-year meeting, CSULB, May 2, 10 a.m. (tentative dates).

The Articulated Voice newsletter is a collaborative subcommittee effort produced on behalf of the California Intersegmental Articulation Council (CIAC). The newsletter will be published bi-annually or as necessary. Information will be consistent with the purposes defined in the CIAC constitution. Contributions, letters, and suggestions are encouraged. Correspondence may be directed to the editors: Linda Miller, Skyline College (North) or Roger Schultz, Long Beach City College and Francie Miller, CSU Dominguez Hills (South).

Council Officers

	North	South
Chair:	Kathryn Barth, CSU Chico	Bob Sperry, CSU San Bernardino
Vice-Chair:	Linda Miller, Skyline College	Francie Miller, CSU Dominguez Hills
Secretary:	Shirlee Adams, Modesto JC	Sharron Deny, East Los Angeles CC
Treasurer:	Margaret Hamilton, Golden Gate U.	Rochelle Wells, USC

Regional Representatives

CC:	Linda Miller, Skyline College	VI:	Susan Izumo, Moorpark College
CSU:	Kathryn Barth, CSU Chico	VII:	Michael Stephens, Pasadena CC
Ind:	Margaret Hamilton, Golden Gate Univ.	VIII:	Raschei Greenberg, UC Irvine
UC:	Karen Taylor, UC Berkeley	IX:	Pamela Slade-Pryor,
I:	Shirlee Adams, Modesto JC		San Bernardino Valley College
II:	Margy Austin, Santa Rosa JC	X:	Jerry Humpert, Cuyamaca College
III:	Marilyn Christenson, Diablo Valley College		
IV:	Alex Reyes, San Jose City College		

The Course Syllabus/Outline

by Pam Brown Schachter, Ph.D., Marymount College

At the CIAC meeting on April 4, an informative session on submission of course syllabi/outlines for I.G.E.T.C. and/or CSU GE-Breadth approval was conducted. Since syllabi preparation has been the topic of numerous discussions on my college's Curriculum Committee, as well as the focus of faculty development sessions on our campus, I offered to write a summary of some of the material that we have compiled on this topic. My colleague, Dr. Joe Cuseo, has done extensive compilation of materials on this topic as well as publishing some articles relative to this topic. In other words, he gets most of the credit here!

The word "syllabus" originates from the Greek word *syllibos* and is defined by Webster as "an outline of a course of study." Clearly, the syllabus is a critical tool in effective college teaching. It serves as an "agreement" between the faculty member and the students and as such is an important "legal" document.

For the purpose of articulation, the course syllabus is critical in *conveying the educational goals and objectives of the course; the organization of course content (providing structure and coherence); the instructional methods to be utilized, communicating texts, readings and course materials; and the means of assessment and evaluation in the course.*

Here is a brief "check list" of critical items to be included:

- A. **Instructor information:** name, office location, office hours, etc.
- B. **Course Details:** name of college, course title and number (complete with discipline prefix and name), number of units, course prerequisites or co-requisites, days and times of class.
- C. **Course Description:** brief description of the nature of the course, generally corresponding to that supplied officially in the college catalog/bulletin.
- D. **Course Objectives:** include the general or specific objectives to which the instructor will be teaching and which students are expected to achieve.
- E. **Instructional Methods:** classroom teaching, techniques required texts, and supplemental readings.
- F. **Course Topic Outline:** listing all topics—indicating breadth of coverage, and subtopics—indicating depth of coverage.

Note: The timeline/course calendar is generally offered in conjunction with the course topics.

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used by this segment. Ironically, it was Community College Chancellor's Office representatives to the ASSIST Coordinating Council that barred the inclusion of more campuses, to the frustration of those campuses anxious to use ASSIST services. CIAC members believe that there is a much greater community college interest in ASSIST than has been represented, and that possibly campuses were not adequately consulted prior to the decision by the California Community College Chancellor's Office not to disburse the designated funds to the ASSIST Coordination Site.

We urge you to reconsider the decisions announced regarding support of ASSIST. Perhaps if funds were made available from the Chancellor's Office to community college campuses to subsidize user fees for ASSIST, a more accurate assessment of interest in, and application of, ASSIST services could be made. Failure to support ASSIST and disburse ASSIST-intended funding could seriously jeopardize both the services offered to community college transfer students and the spirit of intersegmental cooperation that has developed over the last decade. We have all worked too hard, and come too far, to see this happen. Articulation Officers are in a unique position to understand the many sides of this issue. If a committee of CIAC members can be of assistance in reaching a timely resolution to this apparent impasse, please let us know.

Sincerely,

Kathryn T. Barth
Northern Co-Chair

Robert L. Sperry
Southern Co-Chair

LATE BREAKING NEWS

As we go to press, negotiations are looking more favorable regarding California Community College Chancellor's Office disbursement of ASSIST funding. In an April 19, 1995 memorandum to community colleges, Chancellor Mertes stated that he was "pleased to report that a number of agreements were reached with respect to the operations and future direction of the project...". He mentioned the April 5 meeting he held with community college ASSIST users, and stated that, "It was clear from their comments that project participants share our desire to further the goals of Project ASSIST."

The Course Syllabus/Outline *continued from page 3*

G. **Methods for Evaluating Student Performance:** assignments (nature and length) exams, tests and quizzes (indicate number and their percentage of the final grade), final exam/project date/deadline, grading scheme, policies relative to testing, assignments, attendance, classroom decorum, academic integrity etc.

Editor's Note: For CSU GE-Breadth and/or I.G.E.T.C. course review, sample texts or instructional material must be cited in the course outline.

For more detailed information on this topic, the following references should be helpful:

Altman, H.B. and W. Cashin (1992). *Writing a Syllabus. Idea Paper No. 27.* Center for Faculty Evaluation and Development: Kansas State University

Cooper, J. and J. Cuseo. 1989. *The Course Syllabus. Teaching Newsletter.* California State University, Dominguez Hills 2(4): 14

Diamond, R.M. (1989) *Designing and Improving Courses and Curricula in Higher Education: A Systematic Approach.* San Francisco: Jossey-Bass, Inc.

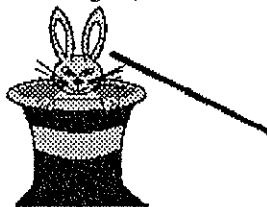
Lowther, R.M., J.S. Stark, and G.G. Martens (1989). *Preparing Course Syllabi for Improved Communication.* Ann Arbor: University of Michigan: National Center for Research to Improve Teaching and Learning.

Mager, R.F. (1984) *Preparing Instructional Objectives.* Belmont, CA: Pitman Learning.

McKeachie, W.J. (1956) *Teaching Tips.* 8th ed. Lexington, Mass: D.C. Heath, 22.

ASSIST Tips and Tricks

by Bob Sperry



You can do the following when entering Articulation Agreements: When entering the sign-off date, press F2 and the current date appears!

You probably know that CTRL-T exits a record without changing it, and CTRL-D deletes the current line or field. Did you know that CTRL-C clears all data from a multi-valued field (such as all entries in GE/Majors and their placement numbers, or all entries in Sending Courses)? You don't have to key in CTRL-D repeatedly, just hit CTRL-C once and all entries disappear.

Does anybody else have tricks and tips that may not be generally known? If so, please let us know.

DUES UPDATE

The following Northern California colleges and universities have paid their 1995 NCIAC dues (as of 5/10/95). IF YOUR INSTITUTIONAL DUES HAVE NOT BEEN PAID, PLEASE SEND \$25 TO NCIAC c/o KATHRYN BARTH AT CSU, CHICO.

Cabrillo College, Chabot College, Contra Costa College, CSU Chico, CSU Fresno, CSU Hayward, CSU Stanislaus, College of Notre Dame, College of the Sequoias, Columbia College, De Anza College, Diablo Valley College, Foothill College, Fresno City College, Gavilan College, Holy Names College, Humboldt State University, John F. Kennedy University, Lake Tahoe Community College, Laney College, Las Positas College, Lassen College, Los Medanos College, Mendocino College, Merritt College, Modesto Junior College, Monterey Peninsula College, Napa Valley College, Ohlone College, Sacramento City College, Saint Mary's College, San Joaquin Delta College, San Jose City College, Santa Rosa Junior College, Sierra College, Skyline College, Solano Community College, UC Berkeley, UC Davis, UCOP, UC Santa Cruz, University of San Francisco, Vista College, and Yuba College

WHOS WHO?

- ❖ **Carol (Climie) Lee**, SDSU, has been busy this past year consulting with two local community colleges, attending school and working. She is finishing a second master's in Educational Counseling (MS), at National University, this June 1995. Don't be surprised if you see her name in applicant pools for jobs in counseling! Her email is clee@mail.sdsu.edu.
- ❖ **Larry Damato** is now officially the articulation Officer at **City College of San Francisco (CCSF)**. **Yvonne McGovern**, who put in many years of dedicated service has now *officially* retired. Larry's phone number is (415) 239-3583.
- ❖ **Linda Miller**, Skyline College and **Karen Taylor**, UC Berkely were recently elected co-chairs of **Region III Intersegmental Articulation Council**. Linda has legally changed her name to **Linda Rosa Corazon**. Some of you may know that "corazon" means heart in Spanish and Linda is hoping to bring more of this to her work in articulation and transfer.

WHAT'S WHAT?

- ❖ CSU, Chico has two new bachelor degree programs starting Fall 1995: A **BS in Environmental Science** and a **BA in Liberal Studies and Child Development** (a combined major).
- ❖ Effective fall 1995, UCI will offer a **BFA in Dance**, a **BA in East Asian Cultures**, a minor in **Studio Art**, a minor in **Native American Studies**, and an honors program in **Chemistry**.
- ❖ **John F. Kennedy University, Orinda** will no longer be offering lower-division courses. Contact Articulation Officer **Ellena Bloedorn** at (510) 253-2212 concerning lower-division preparation acceptable from other institutions.
- ❖ Copies of the *Handbook of California Articulation Policies and Procedures 1995* have been mailed to California articulation officers. Kudos to **Helena Bennett** and the **CIAC** committee for revising this important guide. If you did not receive your copy, please call **Julienne Landrith** at the CAN office, (916) 929-2629.
- ❖ **Reminder:** Only one person per campus receives the newsletter; please make copies to share with your colleagues who would be interested in its contents.