

# The ARTICULATED VOICE

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

## THE SOUTHERN SCENE

by Bob Sperry, Chair, SCIAAC

Two years ago I attended an SCIAAC meeting that I thought would be just about as exciting as the previous year's meetings: more discussions of how the bylaws should be cleaned up, who wants to serve on what committees, who the members of the Executive Board were now (they changed every meeting), still somebody else asking what Executive Order 595 was all about, and little or no discussion of issues relating to course articulation. In other words, I would enjoy seeing my colleagues again, renewing friendships and making new ones, but otherwise just another boring meeting. I kept asking myself, why does this organization exist, and why am I here? We articulation officers used to actually get something done when we met only as a four-year group, and the two-year people always talked about how much they got done at their regional meetings. So what good was this new umbrella group?



Well, that meeting changed my life and my attitude. After (seemingly) ten minutes of nobody volunteering to chair the group for the next term, somebody nominated me and, since I had had experience as a PTA president at several levels and nobody else was going to do it, I accepted. I must say, now, that I am glad I did. Chairing SCIAAC and working with Kathryn Barth (of NCIAC) has been nothing but a pleasure. At times it has even been fun (I really enjoyed the CIAC conference March 26!). We no longer spend time on procedural issues (bylaws); we now discuss job-related issues. We're talking about mentoring new articulation officers. We're talking about how to deal with new kinds of teaching technology which affect articulation. We're talking about what kind of articulation agreements community colleges would like to see from four-years. We're talking about

opening and maintaining lines of communication among the four segments of higher education. We're talking about working together toward common course numbering. We're actually getting work done! The meetings are worth attending!

In addition to changing the focus of our meetings, I am especially proud of the CIAC Articulation Officers Directory which I created and will continue to maintain. Never before have we had a concise list of articulation officers and their phone numbers, fax numbers, and email addresses. I am also proud of the fact that this organization has become a recognized entity in the educational community. The legislature acknowledges us. The segmental offices not only recognize and consult us, they participate in our meetings. Ask yourself this: before you started attending CIAC meetings, would you ever have recognized, had ac-

*Continued on page 2.*

*Editor's Note: This is one example of how 2+2 programs are done. Another good example is the CSU Sacramento/Los Rios program.*

## 2+2 ARTICULATION PROGRAM

by Mary Jennings-Smith,  
MiraCosta College



The 2+2 Articulation Program at MiraCosta and Palomar Colleges has strengthened the cooperative bond between the faculty of the community colleges and area high schools. We believe that the program will facilitate our students' completion of certificate and degree programs with a minimum of repeated coursework and a maximum utilization of time in each institution.

Over the past two years, Jan Kuzmich, Articulation Officer at Palomar College, and I have cooperatively developed the 2+2 Articulation Program as an integral part of the Tech Prep educational program in

*Continued on page 5.*

## THE CHAIRS' SHARE

by Kathryn Barth, Chair, NCIAC

The efforts of Kathleen Nelson and the other planners of this year's Community Colleges' MegaConference to arrange that the first day's sessions feature transfer and articulation issues were certainly appreciated. One workshop, presented by an intersegmental panel of articulation officers, was subtitled: Articulation 101.

Rena Frabony, Clyde Brewer, Marilyn Christenson, Bob Ferrando and Merv Maruyama did an admirable job of outlining the basic Who, What, When, Where and How of the articulation officer's roles and responsibilities. After a number of years in this job, we tend to think we have a handle on it. What many of us tend to do, however, is emphasize our intersegmental procedures and responsibilities and neglect our on-campus role.

In the segment entitled "How Do I Get Things Done on My Campus?" the panel focused on the internal activities of an articulation officer. It is imperative that articulation officers know their own curriculum and their faculty. Get involved in the curriculum process on your campus. Know who makes the decisions regarding baccalaureate level, course content, course prerequisites, possible GE applicability. All these factors impact transferability and articulation. Are you in a position to give input BEFORE DECISIONS ARE MADE? If not, find out what you need to do to have your voice heard.

Both two- and four-year articulation officers need to get involved in the decision-making processes on their own campuses. Two-year AOs need to be vigilant to the

*Continued on page 5.*

## INSIDE THIS ISSUE:

CCC's Office Response to VA ..... 2  
 Annual CIAC Meeting News ..... 4  
 Senate Bill 450 Update ..... 5

# VETERAN'S BENEFITS AND ARTICULATION

by Kathleen Nelson, CCC Chancellor's Office

In Fall 1995, the Community Colleges Chancellor's Office was notified that the Council for Private Postsecondary and Vocational Education was requesting new information of colleges in order to approve Veteran's benefits for transfer students. A change in VA policy resulted in the Council requesting each college to submit a list of "transfer programs." Transfer programs have been interpreted by the Council to mean major articulation agreements, and must be identified by degree title and major, and include the name of the university with which the articulation exists. Community college certifying officials were previously permitted to send campus catalogs and articulation agreements to the VA for approval of a student's benefits.

A number of community college articulation officers have voiced concerns about the change in policy, citing in particular the increased workload in compiling and maintaining a current list of major articulation agreements with all universities, and perhaps more importantly the fact that the majority of the articulation that exists between the community colleges and their university partners is largely ignored under the revised policy.

The Chancellor's Office has developed a paper outlining the issues and concerns which includes recommendations to be made to the Council and Veteran's Affairs that has been shared extensively throughout the articulation community. Chancellor's Office staff are in the process of setting up a meeting with Council and VA representatives that will include the participation of community college and university articulation officers. Council and VA representatives will be asked to consider the following recommendations:

1. Accept the signature of a certifying official on the community college campus that the coursework taken by a student is appropriate to the student's program of study and meets the Veteran's requirements for payment of benefits;

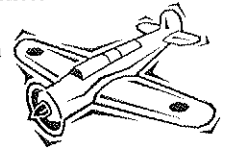
2. Take all articulation into consideration in the development of a student's program of study and in certifying coursework as relevant for transfer.

If you would like to receive a copy of the Chancellor's Office document and recommendations, please contact either Kathleen Nelson at (916) 322-5617, e-mail: knelson@cc1.cccco.edu, or Victoria Noseworthy (916) 323-0799, e-mail: vnosewor@cc1.cccco.edu.

## MARK YOUR CALENDAR!

### ✓ UC Counselor Conferences

Sept. 17, Fresno  
 Sept. 18, Santa Barbara  
 Sept. 19, Riverside  
 Sept. 20, Irvine  
 Sept. 21, Berkeley



### ✓ CSU Community College Counselor Conferences

Sept. 26, Centennial Hall, Hayward  
 Oct. 4, Pasadena Center, Pasadena  
 Oct. 10, Riverside Convention Center, Riverside

### ✓ Statewide Conference for Articulation Officers and Transfer Personnel

Watch for information on specific date in October.

### ✓ NCIAC MEETING

October 4, Solano Community College

### ✓ SCIAM MEETING

October 22, CSU Long Beach

Continued from page 1.

## THE SOUTHERN SCENE

cess to, or had the nerve to approach Louise Randolph, Vivian Franco, Kathleen Nelson, Jo Service, or Eric Taggart? Isn't it nice to be able to visualize the articulation officer you talk to on the phone? And to have some insight into their personalities as a result of having lunch with them at a SCIAM meeting?

This organization has both tangible and intangible benefits. One of the tangible ones is that it is a democratically-run Council. This means that, having served two years as your Chairman, I must now step aside to allow Dr. Diane Glow, of San Diego Miramar College, to serve you in that capacity. She is ending a term as Chair of the Academic Senate on her campus and continues as Articulation Officer. What better insight could one have into the thoughts of the faculty at a community college? I'm sure Diane will help us understand better how to deal with the curricular decision-makers in each of our segments. I welcome her and wish her the enjoyment I have experienced.

Thank you for the opportunity to have served you. I'll see you at the next meeting. As always, if you need an updated Directory, call or email me at CSUSB.

**Bob Sperry**

Course Articulation Coordinator,  
 California State University, San Bernardino  
 Chairman, Southern California  
 Intersegmental Articulation Council

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 bylaws. Contributions, letters, and suggestions are encouraged. Correspondence may be directed to the editors: Rena Frabony, De Anza College (North), or Roger Schultz, Long Beach City College and Francie Miller, CSU Dominguez Hills (South).

### Council Officers

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 CSU Chico  
 Vice-Chair: Rena Frabony,  
 De Anza College  
 Secretary: Shirlee Adams,  
 Modesto JC  
 Treasurer: Ellena Bloedorn,  
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 CSU San Bernardino  
 Diane Glow,  
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 (June 1996-98)  
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 CSU Dominguez Hills  
 Co-Secretaries: Yoly Woo-Hoogenstyn  
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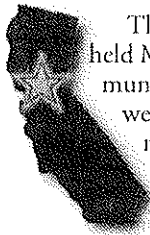
Treasurer: Rochelle Wells, University of  
 Southern California

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 II: Margy Austin, Santa Rosa Junior College  
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 IV: Alex Reyes, San Jose City College  
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 IX: Thea Labrenz, UC Riverside  
 X: Jerry Humpert, Cuyamaca College

## THE NORTHERN SCENE

by Kathryn Barth, Chair, NCIAC



The NCIAC Spring Meeting was held March 8, 1996 at Solano Community College. Fifty-one members were present and the focus of the meeting was on issues and planning the upcoming statewide CIAC meeting later that month.

Highlights of the meeting included segmental updates by Louise Randolph for the UC, Kathryn Barth for the CSU, Rena Frabony for the CCC, and Ellena Bloedorn for the AICCU. Louise distributed copies of the new UC transfer admissions criteria effective Fall 1998 and discussed IGETC and TCA status. The UCOP will be updating high school a-f lists soon.

Barth (reporting for Vivian Franco) stated that Franco, CSU Chancellor's Office, will relinquish up to half of her current duties to take over the directorship of the CAN System. The CAN Office will be relocated by July 1, 1996. Barth also reported that once again CSU articulation officers participated in the initial CSU review of IGETC and CSU GE-Breadth community college course submittals.

Frabony (reporting for Kathleen Nelson) gave updated information on SB 450 Common Course Numbering noting that the Academic Senate is charged with forming a task force to design a plan for implementation. Draft copies were mailed to CCC articulation officers of a proposal to be sent to the Veterans Administration and the Council for Private Postsecondary and Vocational Education discussing issues and concerns over compliance requirements for transferring students receiving Veterans benefits. The CCCCCO is preparing a letter to colleges discussing issues regarding the awarding of baccalaureate credit based on articulation with high school courses. The CCCCCO hopes to convene a committee to plan an Intersegmental Articulation and Transfer Conference for this fall.

Ellena Bloedorn announced that the AICCU Transfer Counselor Day will be March 14 at the College of Notre Dame. A new Guide will be available soon. Menlo College has restructured their curriculum from 19 majors to three: Management, Mass Communication, and Liberal Arts (each with concentrations). Holy Names College is working on updating articulation agreements.

Julienne Landrith, Interim Coordinator of the CAN System, announced that there are now 8,127 CAN qualified courses. An-

nual reviews have been mailed to four-year campuses and are due April 12. Julienne expressed concern regarding how CAN qualified courses are annotated in college catalogs, particularly courses qualified as part of a sequence.

Barth reported for Eric Taggart, Director of ASSIST, that 36 additional community colleges are now ASSIST participants for a total of 58. Regional meetings will be held in April and the next call for data is in May, not April as in the past.

Margaret Hamilton, outgoing Treasurer, gave her final report. There is \$1,924.55 in the NCIAC account, not including the \$700+ just collected for 1996 dues. Barth reminded everyone that the \$25 campus dues are collected on a calendar, not academic, year basis.

Rena Frabony presented an account of her attendance at the Community Colleges' Chief Student Services Officers (CSSO) Consultation Council meeting held in San Luis Obispo on March 6. Rena represented CIAC at this council meeting. Among other items discussed was the process by which an implementation plan for SB 450 will be created.

Marilyn Christenson reported for Barbara Love, Chairperson for the Issues Committee, on the topics discussed at the last committee meeting. A vote of the NCIAC membership present prioritized the issues for further discussion.

Common Course Numbering was discussed. Armond Phillips stated that the students have the support of the Board of Governors and the Legislature in their efforts to have a timely response by faculty to the requirements of SB 450, and that in a recent press release, the students indicated that they will hold a demonstration of support at the March 14th BOG meeting. The CAN System as one common course numbering scheme as well as common numbering categories were discussed. The lack of empirical data regarding common number systems was mentioned. The possibility of a two-phase implementation plan with the first phase emphasizing common numbering categories and the second phase addressing common course numbers was discussed. John Suter was asked to find out from Janis Perry what qualifications would be required of an "articulation faculty" (her words) representative to the SB 450 task force. It is hoped that a community college articulation officer representing CIAC would be a member of this committee. This

issue will be discussed at the CIAC statewide meeting.

Veterans Administration major preparation agreement requirement for Title 38 Veterans Benefits was discussed. The Community College Chancellor's Office will be negotiating a proposal to expand acceptable articulation with the VA and the Council for Private Postsecondary and Vocational Education. Discussion was tabled pending outcome of these meetings.

Marilyn Christenson distributed a draft survey of four-year articulation officer requirements for catalogs. This survey will be presented as an action item at the CIAC meeting.

Standardization of community college practices regarding transcription of credit and application to the CSU GE-Breadth for Advanced Placement exams was discussed. This is a major concern and will be addressed by the CSU General Education Committee.

Articulation guidelines for telecourses are listed on page 53 of the Articulation Handbook. Concern was expressed by 4-year campuses that pre-packaged commercial courses should be given different course numbers than on-campus courses that do not have the commercial videos as the primary vehicle of instruction. The example of "Faces of Culture" listed as Cultural Anthropology (CAN ANFH 4) was noted by Rose Stock, CSU, Fresno, whose policy will be to rescind articulation for that course if the identical course number practice is followed.

It is the responsibility of articulation officers in all segments to notify other campuses of curricular changes. A sample portfolio of curriculum change notices will be collected by the Committee on Professional Development and Mentoring as a reference.

The articulation of high school courses with transferable community college courses was discussed. Concerns include assurance of comparable rigor and content, and transcription of credit. It was recommended that transcripts state "credit by examination" and that college faculty give input regarding assessment of student learning. Helena Bennett cited the articulation advisory board established between American River College and CSU, Sacramento as a good role model for intersegmental faculty cooperation for 2+2 programs.

*The CCCCCO is preparing a letter to colleges discussing issues regarding the awarding of baccalaureate credit based on articulation with high school courses.*

## CIAC STATEWIDE MEETING

CIAC held a truly historic statewide annual meeting on March 26, 1996 in San Jose, California, when it joined with the Transfer Center Directors Association (TCDA) for a joint morning session. There were 142 participants (80 CIAC members and 62 TCDA members without double counting those wearing both hats!). The joint session was led by Bob Sperry and Kathryn Barth (CIAC Co-Chairs) and Jill Harmon (President of TCDA) and gave both organizations a chance to learn more about each other.

Segmental and project updates highlighted the morning session. Kathleen Nelson and Victoria Noseworthy, California Community College Chancellor's Office staff, distributed a packet of information titled "California Community College Transfer and Articulation Issues Update March 1996." Louise Randolph gave the UC update which included information on the new admissions criteria effective Fall 1998 and the status of IGETC and TCA course approvals.

Kathryn Barth gave the CSU update for Vivian Franco who was unable to attend the meeting. Among other items mentioned, the CSU GE Advisory Committee will be discussing guidelines for AP credit. Ellena Bloedorn, JFK University, gave the AICCU update including the information that the Transfer Handbook will be mailed out soon.

Julienne Landrith, Interim Coordinator, gave an update of the CAN System. Vivian Franco will be the new Director and the CAN office will move to a new location. There are 125 reporting, and 123 fully participating, campuses in the CAN System, with 8,150 courses qualified. The next "Catalog of Courses" will be published in July 1996.

Kathryn Barth gave the ASSIST update for Eric Taggart. Thirty-six community college campuses have recently joined ASSIST, bringing the total to 58 participants from this segment. ASSIST on the Internet is available free-of-charge to all interested parties. For information please contact ASSIST at 714-824-4385.

After the joint session, CIAC and TCDA members met in separate sessions. The first order of business for CIAC was the unanimous confirmation of Rena Frabony's two-year appointment as CIAC representative to the Community Colleges

Chief Student Services Officers (CSSO) Consultation Council. Frabony reported on the March 6 meeting she attended. One of the key issues discussed was SB 450.

Two action items were brought before the membership: Catalog Distribution Survey to 4-year Articulation Officers, and articulation-pertinent items only in THE ARTICULATED VOICE columns Who's Who and What's What. Both items passed.

The remainder of the morning and afternoon sessions dealt with issues. After prioritizing the issues, the membership began the discussion with concerns regarding the application of AP credit for CSU GE-Breadth and the transcription of comparable course credit for AP exams. A committee was formed to write a position paper on suggested guidelines for AP credit. Members of the committee include Mary Jennings-Smith, Linda Rosa Corazon, Karen Taylor, Bruce Cary, Bob DeGuzman, and Susan Faurot. The draft will be presented to NCIAC and SCIAC at the fall meetings.

A Common Course Numbering System for the Community Colleges as mandated by SB 450 was discussed. A motion was passed to send a letter to Janis Perry, President of the Community Colleges Academic Senate, asking that she appoint one of the following four people to the SB 450 Task Force: Mary Jennings-Smith, Diane Glow, Rena Frabony, or Fay Dea. [Editors Note: Before a letter could be sent, Dr. Diane Glow, SCIAC Chair-Elect, was chosen as the "articulation faculty" member of the task force. Her association with CIAC will ensure that our voice is heard in this matter.]

Concerns regarding the awarding of transferable college credit for articulated high school courses in Tech Prep and 2+2+2 programs was discussed. Examples of community colleges with sound procedures for assessing college-level comparability and transcription of credit were cited (the American River College-CSU Sacramento Advising Council for the 2+2 Business Program, the Ohlone College-CSU Hayward model, and the procedures followed at Mira Costa College--see article on page 1.)

Community college telecourses that are based on commercially-prepared video productions yet are numbered the same as on-campus courses that are articulated with 4-year campuses were a concern. The Community College Chancellor's Office requires separate course outlines for telecourses. The mode of instruction is not an issue, but comparable content and learning outcomes are issues. The requirements outlined in Title V Section 55370, Regulations to Assure the Transferability of Tele-

courses, should be followed.

Frustrations were voiced regarding the Veterans Administration's requirements for major preparation agreements to certify Chapter 38 veteran student benefits. The Community College Chancellor's Office will present a proposal to the VA and to the Council for Private

Postsecondary and Vocational Education (see article on page 2.)

Ed Sullivan, USC, warned the membership about the recent increase they have noticed in the quality and quantity of forged transcripts.

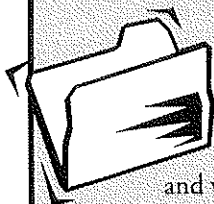
SCIAC announced new officers effective July 1: Diane Glow, San Diego Miramar College, will be Chair, and Yoly Woo-Hoogenstyn and Shirley Balbin-Stacher, UCSD, will share Secretary duties. Thea Labrenz, UCR, is the new Region 9 chair. NCIAC Chair and Secretary were elected for three-year terms (until January 1997). As of January 1996, the new NCIAC Vice-Chair is Rena Frabony, De Anza College, and the new Treasurer is Ellena Bloedorn, JFK University.

The Community College Chancellor's Office announced that tentative plans are being made to hold an intersegmental Transfer and Articulation conference in Fall 1996.

The annual meeting adjourned at 3 p.m. with members encouraged to attend the first day of the CCCCCO Mega Conference where transfer and articulation issues would be highlighted. Special thanks from all of CIAC to Bob Sperry for his excellent job, both at this year's annual meeting, and in his leadership position as Chair of SCIAC over the last two years. He has done much to help establish CIAC as a credible organization.

*A committee was formed to write a position paper on suggested guidelines for AP credit.*

## SB-450 TASK FORCE



Dr. Diane Glow, the CIAC representative to the Community College Common Course Numbering System Task Force, attended the meeting on April 12, 1996. Representatives from the California Student Association for the California Community Colleges (CALSACCC) voiced concern with the proposed suggestion that California Articulation Numbers be used to satisfy the requirements of SB 450. They felt that the CAN numbers were not recognized by students, and were not communicated across campuses in a consistent manner. They also had concerns regarding CAN sequences, and the possibility of having to repeat coursework because content was not adequately covered in just part of a sequence of courses.

The task force is considering surveying Chief Instructional Officers, Chief Student Services Officers, and Management Information Systems personnel to determine feasibility and costs of printing CAN numbers in all catalogs, class schedules, CSU GE-Breadth and IGETC patterns, and on transcripts. They are looking at expanding CAN designations to include General Education courses. The task force is looking at common numbers for transferable, not vocational, courses at this time.

The task force must submit an implementation process and budget to the Academic Senate by May 15.

*Continued from page 1.*

### 2+2 ARTICULATION PROGRAM

North San Diego County. Since our mobile students often attend high schools in both our districts, we felt it would be prudent to develop similar and consistent policies, procedures, and forms for the 2+2 articulation agreements.

The first step we took was to discuss the goals and objectives of the program with the faculty and administrators on each college campus. This is time consuming but critical in order to have "buy-in" by the teaching faculty. Once the college faculty understood that these agreements were to be faculty-approved and that the high school courses would go through a rigorous review, most instructors were very supportive of the program. It was agreed that all articulated course agreements had to include an assessment component and that students must pass the exam(s), as well as the course, with a grade of "B" or better.

The exam component of our program is very important and justifies the college credit. The exam(s) are developed differently depending on the program. In some cases, the exam(s) used by the high school instructors are simply reviewed and approved by the college instructors. In other cases, the high school and college faculty have collaborated on the exam(s) or the college instructor has provided the exam(s). The exam(s) are given to the students on the high school campuses.

We also met with the high school instructors, individually or in groups, to explain the program. Last fall, SONY Cor-

poration sponsored a workshop for some of our high school and college faculty to share and discuss curriculum as a beginning to the articulation process.

The next step was to develop the forms explaining the procedures for curriculum and exam review. We requested that the high schools provide course outlines, including competencies/objectives, textbook/software information, sample exams, and final exams for each course to be articulated. Types of equipment being used were also important for some courses.

Once the faculty from the college and the high school agreed to the course articulation, the agreement was signed by both college and high school personnel. Students have two years from the time they finish the course or graduate from high school to obtain college units by enrolling at MiraCosta or Palomar College. The units are posted on a student transcript with the college course noted as completed through "Credit-by-Exam."

Although full implementation of our 2+2 Articulation Program is still in its infancy, we feel that the linkage between the high schools and the colleges will assist students in making a smooth transition from one level of education to another. In addition, the program also exemplifies the willingness of educators to work together to transcend differences that sometimes impede the best interests of our students. It is quite an exciting process to watch.

*Continued from page 1.*

### THE CHAIRS' SHARE

rigor and appropriate content of transferable coursework. Course content that differs markedly from what is presented in the approved course outline should be cited for non-compliance. Four-year AOs should be advocates for the transferring student. Academic departments that move all their major preparation courses to upper division status are not helping facilitate the "seamless curriculum" that our administrators tout. Faculty advisors that do not use CAN-qualified articulation are not honoring a commitment made by your campus and should be taken to task for it.

How often do you meet with your faculty? How often do you meet with students? How do you assess what articulation concerns are in the best interest of your campus? How often do you meet with admissions, evaluation, and student services staff? Do they know what you do? Do you know what you can do to help them do their jobs better? Part of an articulation officer's job is liaison between the instruction/academic side of the campus and the student services side. Making sure each side understands the issues and concerns involving articulation and transfer is part of this liaison function.

Only after we have a clear and visible role in the curricular decision-making processes on our own campuses can we become successful articulation advocates for our students when fulfilling our intersegmental duties.

## WHAT'S WHAT? . . .

CSU DOMINGUEZ HILLS has a new bachelor's degree program in Applied Studies. In Business Administration, new concentrations are available in Hospitality/Entertainment, and Applied Management while accounting is adding a new track in 'internal auditing'.

UC IRVINE announces two curriculum changes effective fall 1996: 1) majors in Information and Computer Science may choose to specialize in Artificial Intelligence, Computer Systems, Implementation and Analysis of Algorithms, Information Systems, Networks and Distributed Systems, or Software Systems; 2) majors in Social Science must choose a specialization in Multicultural Studies, Public and Community Service, Research and Analytical Methods, or Social Studies.

UC IRVINE offers another provision to fulfill the UCI breadth requirement of Language Other Than English (category VI) to students who are proficient in a non-English language for which there is no available examination to certify completion of the requirement. This option requires "satisfactory completion, with a 'C' average or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate the completion of the course work."

UC RIVERSIDE faculty in the College of Natural and Agricultural Sciences voted to discontinue articulation with trigonometry-based physics. This will affect community college articulation with UCR's Physics 2ABC in Biochemistry, Biology, Botany, Chemistry, Entomology, Environmental Science, Math and Psychobiology majors. Articulation published in the 1995-96 agreements will be honored for students transferring into UCR for Fall 1996. Future UCR transfers who have yet to complete a physics sequence should either enroll in the calculus-based sequence at the community college this fall, or wait to complete physics at UCR. In many instances, 3 semesters of physics will now be required at the community college.

UC RIVERSIDE'S College of Natural and Agricultural Sciences will also implement selection criteria for all math and science majors. Effective Fall 1997, transfer applicants in math and sciences must have completed the equivalent of at least 2 of the 3 following UCR sequences: English 1ABC, Math 9ABC, Chemistry 1ABC. Students who complete 2 rather than 3 of the aforementioned sequences will need to complete a third sequence, currently being defined by the UCR faculty, which will be specific to their intended major. Further information on this selection criteria will be made available to community college articulation officers as soon as it is available.

## WHO'S WHO? ...

In the North, Meghan Witherell (witherellm@siskiyous.edu) is the new Articulation Assistant at College of the Siskiyous.

In the South, at L.A. Mission College, Ken Hunt has retired and James Russell (russelja@smtplink.laccd.edu) has taken over as Articulation Officer.

At L.A. Pierce College, Yasmin Delahoussaye has been promoted and her AO replacement will be selected very soon.

## NCIAC DUES UPDATE



NCIAC dues are \$25 per institution collected on a calendar-year (January-December) basis. The following institutions have paid the 1996 dues as of April 15, 1996:

College of Alameda, Cabrillo College, Canada College, Chabot College, Chapman University, Columbia College, Contra Costa College, Cosumnes River College, CSU Chico, CSU Hayward, CSU Monterey Bay, CSU Sacramento, CSU Stanislaus, De Anza College, Diablo Valley College, Feather River College, Foothill College, Fresno City College, Gavilan College, Golden Gate University, Hartnell 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, Menlo College, Merced College, Merritt College, Modesto Junior College, Ohlone College, San Jose City College, San Jose State University, Santa Rosa Junior College, Shasta College, Sierra College, Skyline College, Solano Community College, UC Berkeley, UC Davis, UC Office of the President, University of San Francisco, UC Santa Cruz, Vista College, Yuba College.



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