



ARTICULATION



NEWSBRIEF

San Diego Mesa College

September—October 2011 Edition

Inside this Issue:

How to Respond to a Syllabus Request	2
ASCCC—Artic & the Course Outline	3
ICAS Memo to CCC—Artic & the Syllabus	4
ICAS Memo to CSU/UC—Artic & the Syllabus	5
2011-2012 UCTCA Submission	6
Curriculum Review Committee Schedule	7
Curriculum Publication Deadlines	7
Curriculum & Instructional Committee Meeting Schedule	8
Important Dates	8
A Message Regarding C-ID	9



SAN DIEGO MESA COLLEGE



HOW TO RESPOND TO A REQUEST FOR A SYLLABUS

AN IMPORTANT MESSAGE FROM YOUR ARTICULATION OFFICER

Hello Mesa Community,

Welcome Back to the Fall 2011 Semester!

In this issue of NewsBrief, you will discover two memorandums from the Intersegmental Committee of Academic Senates (ICAS) regarding the “occasional” request of syllabi by universities to review courses for equivalency and/or articulation determination. It has been my experience that such requests for syllabi by universities occurs more frequently than the ICAS memos suggest.

This past academic year, a similar message to the following was sent and you responded in a phenomenal way:

Many four-year colleges, universities and former students may request to receive a course syllabus from you. The reason for the request is usually due to the need for an evaluation of a course for equivalency in meeting an academic requirement in a major or for graduation.



Within the California Community College system, the official document that is used to appropriately evaluate courses in meeting an academic requirement is the course outline. The course outline is the document that is used by Articulation Officers in establishing and maintaining articulation agreements as it includes all of the necessary components required for an institution to appropriately make articulation decisions.

We are currently challenged with establishing and maintaining articulation agreements. Several courses have been denied articulation due to the use of the syllabus by four-year colleges and universities in making course equivalency/articulation decisions. Information contained in our syllabi varies and often lacks the necessary content required for course equivalency/articulation evaluation.

This year, I would appreciate your continued support and respectfully request that you **not** provide a syllabus to anyone other than students enrolled in current courses. If a request for a syllabus is received, please direct the individual to CurricUNET <http://www.sdccdcurricu.net/sdccd2/> to obtain a course outline. Active course outlines are available to the public without the need for a user name or password. You may also re-direct requests to Claudia Cuz-Flores or me in the Articulation Office. For tracking purposes, please copy me in your message when responding to a request for a syllabus.

During the semester, I hope to meet with several groups to provide more detail about the use of the course outline of record (COR) versus the syllabus and the impact on articulation.

Again, thank you.

Juliette Parker

Email: jparker@sdccd.edu

Phone: 619-388-2639



COMMUNITY COLLEGE ARTICULATION THROUGH COURSE OUTLINES



Dear CCC Academic Senate Presidents, Curriculum Chairs and Articulation Officers,

The Academic Senate has received messages of concern regarding university faculty requesting individual faculty member's syllabi or final exams, a practice which is outside of our established articulation process using the course outline of record (COR). The Senate's representatives to the Intersegmental Committee of Academic Senates (ICAS) brought these concerns to this group of leaders from the UC, CSU and community college Academic Senates. Following a fruitful discussion there, two memos were produced and unanimously endorsed to address the community college faculty concerns, and both are attached for your reference. One memo is addressed to department chairs at CSU and UC, and the other is addressed to senate presidents, curriculum chairs and articulation officers in community colleges. Each segment's Academic Senate will share the memos within their system. The intent of the memos is to remind faculty at all levels about the standards and processes used to articulate courses across the segments to facilitate transfer for students. We hope that you will keep copies of the memos and use them appropriately should the need arise.

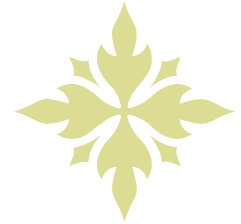
If you have other questions or concerns about university faculty requesting syllabi or exams in order to establish articulation of courses, please let us know. For community colleges, it is essential that our curriculum committees continue to expect and approve CORs that are well written, complete and rigorous enough to warrant college credit for transfer students. For more information on CORs, please search the Academic Senate website, www.asccc.org<<http://www.asccc.org/>> for resources and guides or send any questions to info@asccc.org<<mailto:info@asccc.org>>.

Thanks,

Beth Smith, Chair
ASCCC Curriculum Committee 2010-11

Katey Lewis
Program Specialist • Academic Senate for California Community Colleges





June 21, 2011

To CCC senate presidents, curriculum chairs, and articulation officers:

This memo will address articulation of CCC courses with CSU and UC and the nature of information that can help CSU/UC faculty make these determinations.

CSU/UC faculty need enough information about a CCC course to determine whether a student who has completed that course will succeed if placed into a more advanced course at CSU/UC. Making this determination often requires information about the size and nature of the assignments, or more broadly, details about the CCC course's objectives.

Occasionally CSU/UC faculty request course syllabi rather than the generally applicable course outline of record. While these requests are not ideal, since syllabus information applies only to a single offering of a course, they reflect a desire for greater detail than was available on the course outline and a willingness on the part of the CSU/UC faculty to make an individual determination for a single student.

As the C-ID project progresses, with course descriptions that include more detailed course objectives, we hope that these objectives will be stated in enough detail to enable the CSU/UC faculty to make a judgment about the student's likely success. They should follow the usual best practices in writing objectives, with concrete actions rather than the more general "understand" or "know" and with information about the typical nature and size of the major assignments.

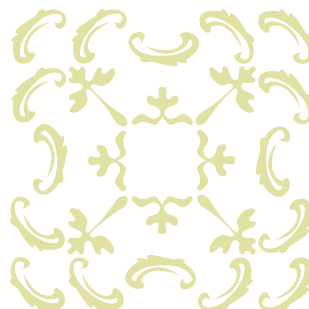
The current budget climate presents challenges to promoting clearer communication between the CCCs and CSU/UC, and we expect that efforts currently underway to communicate the content of CCC courses will improve the educational experience of transfer students.

Respectfully,

Jane Patton
ICAS Chair
President, Academic
Senate for California Community Colleges

Daniel Simmons
Chair, Academic Senate UC

James Postma
Chair, Academic Senate CSU



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

To CSU/UC department chairs and faculty involved with community college articulation:

This memo will address considerations for determining placement for CCC transfer students based on the CCC courses they have completed.

For many CSU and UC campuses, articulation agreements already exist that delineate course equivalencies or placement eligibility at CSU/UC for students who have completed particular courses at a particular CCC. These articulation agreements are based on the Course Outline of Record (COR), the official document that describes the course and applies to every offering of that course by any instructor.

On occasion, however, a student requests placement based on having completed a course for which there is no articulation agreement in place. Of course the fundamental question is whether the student's background prepares him or her for success in the advanced course. We typically determine this by examining information about the CCC course(s) the student has taken. The preferred source for this information is the CCC COR. Determinations made on the basis of a course outline can be long-lasting and should not require re-examination for every subsequent student who has taken the same course.

If the COR does not provide enough information to determine that the student is likely to succeed in the advanced course, CSU/UC faculty sometimes request the syllabus for the specific offering of the course that the student completed. This is much less effective, since the syllabus applies only to a single offering of a course; determinations made on the basis of a syllabus would not apply to other offerings of the same course.

Thus, we encourage CSU/UC faculty to make articulation and placement determinations based on CORs rather than individual syllabi, and to communicate with CCCs about the nature and depth of information those outlines should contain. In particular, as the CCCs progress with the uniform course numbering (C-ID) project, we encourage CSU and UC faculty to collaborate with the CCCs as they develop C-ID descriptors for courses in their fields; the C-ID descriptors are designed to include comprehensive course information, such as methods of evaluation, course content and course objectives. (See www.c-id.net)

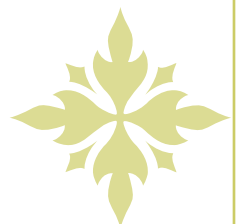
More generally, we note that there are strong reasons to be flexible in awarding CSU/UC placement based on CCC courses. The criterion should not be course equivalence per se, but rather whether the CCC course(s) prepare the transfer student to succeed in the advanced course(s) at CSU/UC. Flexibility in these determinations helps students achieve their educational goals in a timely way. In addition, the Legislature has a strong interest in streamlining the transfer process and has already enacted legislation intended to facilitate this. Especially for UC, which is insulated from direct legislative control by the Regents, a perceived intransigence may result in a move for more direct legislative control.

Respectfully,

Jane Patton
ICAS Chair
President, Academic
Senate for California Community Colleges

Daniel Simmons
Chair, Academic Senate UC

James Postma
Chair, Academic Senate CSU





2011-2012 UNIVERSITY OF CALIFORNIA TRANSFER COURSE AGREEMENT (UCTCA)

The following courses have been submitted as new proposals for UCTCA consideration:

CHIC 130	Mexican Literature in Translation
CHIN 202	Fourth Course in Mandarin Chinese
CHIN 211	Conversation and Composition in Chinese II
COMS 135	Interpersonal Communication
COMS 170	Small Group Communication
MATH 215	Introduction to Teaching Mathematics
MUSI 116A	College Piano I
MUSI 116B	College Piano II
MUSI 216	College Piano III
PHYN 215	Introduction to Teaching Science

The following courses have been re-submitted as requested by the UC Office of the President:

BLAS 145A	Introduction to African History
HIST 100	World History I
HIST 101	World History II
HIST 105	Introduction to Western Civilization I
HIST 106	Introduction to Western Civilization II
HIST 109	History of the United States I
HIST 110	History of the United States II
HIST 115A	History of the Americas I
HIST 115B	History of the Americas II
HIST 120	Introduction to Asian Civilizations
HIST 121	Asian Civilizations in Modern Times
HIST 131	Latin America Before Independence
HIST 132	Latin America Since Independence



Note: A response to the request should be received no later than November 2011.

The following courses have been removed from the UCTCA due to deactivation:

HIST 168	The United States in Vietnam
HIST 171	Twentieth Century America on Film
MATH 107	Introduction to Scientific Programming
MATH 108	Intermediate Scientific Programming
MATH 237	Machine and Assembly Language
MATH 231L	Assembly Language Lab
PHIL 105	Contemporary Philosophy
PSYC 123	Adolescent Psychology
PSYC 207	Psychology of Religion

**MESA CURRICULUM REVIEW COMMITTEE (CRC) MEETING
SCHEDULE 2011-2012**

THURSDAYS - 2:00 P.M.



FALL 2011

September 1, 2011
September 15, 2011
October 6, 2011
October 20, 2011
November 3, 2011
November 17, 2011
December 1, 2011

SPRING 2012

January 20, 2012 *Virtual Vote Optional*
February 2, 2012
March 1, 2012
March 15, 2012
March 29, 2012 *Optional*
April 5, 2012 *Spring Break*
April 19, 2012
May 3, 2012

**PUBLICATION DEADLINES FOR
CRC REVIEW**

2011– 2012

CRC MEETING

PUBLICATION

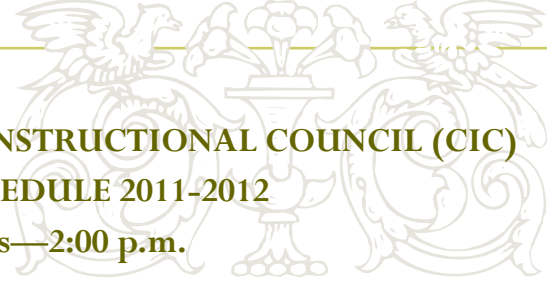
February 2, 2012	Summer Schedule 2012
March 1, 2012	Fall Schedule 2012
May 3, 2012	Spring Schedule 2013
February 2012	Mesa Catalog – 2012/2013

*Please note that all items submitted prior to and by these deadlines remain dependent upon subsequent CIC/Board of Trustee's and/or State approval. Until the appropriate subsequent approvals are given items cannot be included in the above publications. For updates and changes to deadlines please contact the Curriculum Chair M. (Toni) Parsons 388-2394)





**SDCCD CURRICULUM AND INSTRUCTIONAL COUNCIL (CIC)
MEETING SCHEDULE 2011-2012
Thursdays—2:00 p.m.**



CIC Meeting Dates

September 8, 2011
 September 22, 2011
 October 13, 2011
 October 27, 2011
 November 10, 2011
 December 8, 2011
 January 26, 2012 — *Virtual*
 February 9, 2012
 February 23, 2012
 March 8, 2012
 March 22, 2012
 April 12, 2012
 April 26, 2012
 May 10, 2012

Proposals due to the District

August 19, 2011
 September 2, 2011
 September 23, 2011
 October 7, 2011
 October 21, 2011
 November 18, 2011
 December 16, 2011
 January 20, 2012
 February 3, 2012
 February 16, 2012
 March 2, 2012
 March 23, 2012
 April 5, 2012
 April 20, 2012



IMPORTANT DATES

2011

October

UCTCA Second Submission 2011—2012

November

UCTCA Submission Response for 2011—2012

December

CSUGE-B/IGETC Submission Deadline for 2012—2013

2012

April

CSUGE-B/IGETC Submission Response for 2012—2013

SDSU Articulation Renewal Deadline for 2012—2013





WE'RE ON THE WEB!

<http://www.sdmesa.edu/articulation>

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ARTICULATION NEWSBRIEF

A communication link for the San Diego Mesa College

community interested in Articulation

PUBLISHED BY

San Diego Mesa College—Articulation Office

CONTENT

Juliette Parker

LAYOUT AND DISTRIBUTION

Claudia Cuz-Flores

A MESSAGE TO FACULTY REGARDING C-ID

During the year, you may receive a notice from the Statewide Academic Senate for California Community Colleges requesting your participation in the in the C-ID project. The Course Identification Numbering System (C-ID) is a faculty-driven, voluntary system for colleges and universities that is intended to facilitate the identification of comparable courses and increase articulation across all segments of higher education in California. C-ID attempts to address the need for a "common course numbering system".

C-ID currently has two components. The first is to establish the descriptors of courses within various disciplines. The second component involves establishing articulation. Similar to the LDTP, the course descriptors that are developed by faculty will be used to establish articulation between the colleges and C-ID. The goal is that the C-ID articulation will be used by all higher education segments in California.

The C-ID project is voluntary; however, you may want to provide input to the statewide descriptors in your discipline.

At this time, the SDCCD articulation officers have opted to obtain more information about C-ID before participation with the articulation component (i.e. - who will benefit, which CA public higher education segments will participate, and who will accept the C-ID articulation).

For more information about C-ID, please refer to the following link: <http://www.c-id.net/>. For C-ID updates that are sent to Articulation Officers, please refer to the following link: <http://www.sdmesa.edu/articulation/cid-updates.cfm>

Have a great semester!

Juliette Parker

