

# The Catalyst

## *Bi-Monthly Instruction Office News*

Barbara Adams

### Curriculum Corner

*October 15th has passed, and hopefully all of you complied with IRS regulations and filed your 2008 tax return. Just as we are obligated to comply with the IRS, we are obligated to maintain compliance with the Chancellor's Office and review and update our course outlines at least every five years. Do you know the last time your discipline's course outlines were updated? The MJC Curriculum website provides a link to the compliance report which provides the dates of all course outlines, categorized by divisions. Go to the curriculum website at <http://curriculum.comm.mjc.edu/> and click the "compliance report" link on the left side to check on your course status.*

Karen Walters Dunlap

### Welcome to the *Catalyst*: "New" Instruction Office Newsletter

Welcome to The Catalyst, the Office of Instruction's bimonthly publication! In chemistry, a catalyst is defined as a substance that initiates or accelerates a chemical reaction without itself being affected. On the second floor of Morris, we like to define a catalyst as an agent or a group of people that provokes and facilitates significant change or action at Modesto Junior College. Over the past three years, instructional departments have experienced significant change: the implementation of a new course management system and a cycle of curriculum review; have developed new program reviews and resource allocation processes for all instructional areas; and are in the process of assessing 25% percent of



course-level SLOs. We also know that more change is necessary in order to provide the best services and support for our students' success.

The Office of Instruction is here to provide direction and support in the continuing process of instructional program improvement and assessment.

As part of the college dialogue involving program review and assessment, the Office of Instruction has been asking ourselves how do we contribute to student learning, student achievement and overall institutional effectiveness? Our mission statement provides the answer: To provide the highest quality of services and support centered on student success; facilitate innovative instructional programs; and serve as instructional ambassadors to our diverse community.

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Karen Walters Dunlap

# Welcome to The Catalyst

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In order to achieve this mission, our goals for the upcoming year are to:

- Promote collaboration and effective communication within the Yosemite Community College District.
- Provide accurate, current, and useful information to relevant parties (i.e., Chancellor's office).
- Facilitate the development, review, revision and implementation of the college's curriculum.
- Provide leadership and direction in innovative educational purposes.

This newsletter is a direct response to the first goal; we will communicate to the district community on curricula, articulation, accreditation and other instructional issues. We welcome your feedback in the development of effective communication. We would also like to know if there are any burning issues that you would like to be addressed by the Office of Instruction in future issues.

Thank you for all you do for our students and the college!



**On the second floor of Morris, we like to define a catalyst as an agent or a group of people that provokes and facilitates significant change or action at Modesto Junior College.**

*Karen Walters Dunlap, November 2009*



**Instruction Office staff**

# The “Art” in Articulation

AP, IB, ASSIST,  
OSCAR, CAN...

...LDTP, C-ID, AICCU,  
CIAC, NCIAC, SCIAC,  
TAG, CCC, UC, CSU,  
GE, IGETC, IMPAC, ....  
Are you dizzy yet?

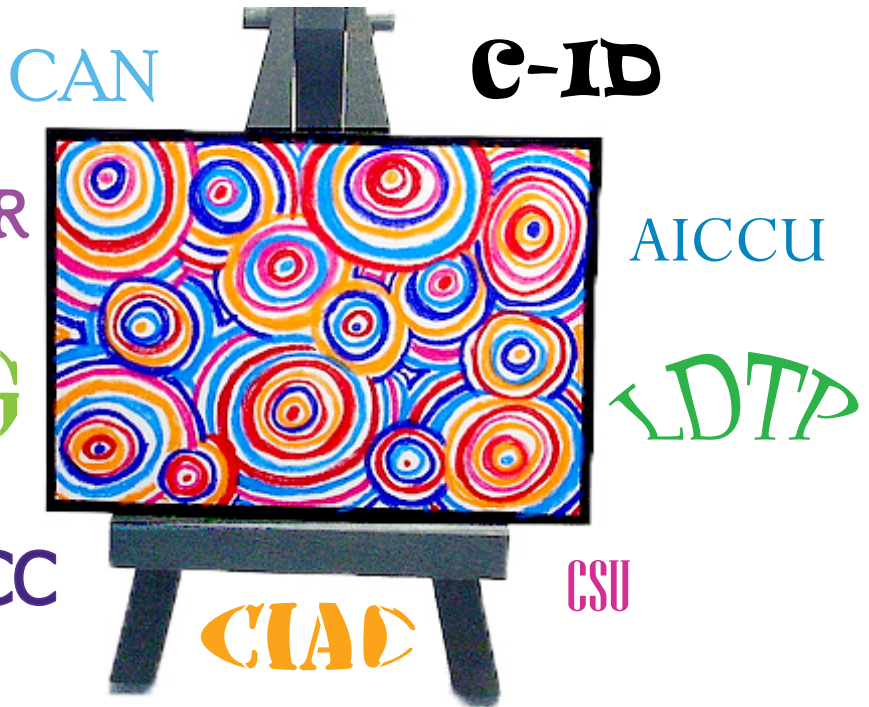
*If you are confused and wondering what these acronyms mean, can you imagine what our students are feeling? My goal is to provide a glimpse into the wonderful world of “articulation” and your crucial role as a faculty member in making it happen.*

## OK, so what is Articulation?

The articulation process determines which MJC courses are accepted for baccalaureate credit, General Education Breadth (GE) patterns, Course-to-course (by department agreements), and Lower-Division Major Preparation agreements.

**“The process of developing a formal, bilateral, written agreement that identifies a course (or sequence of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus.”**

*California Intersegmental Articulation Council (CIAC)*



MJC is the “sending” institution, while CSU, UC and private institutions are considered “receiving” institutions. According to CIAC, articulated courses need not be defined as “equivalent” but rather as **comparable to, or acceptable in lieu of each other [at least 80%]**.

The content of courses on each campus should be such that a student’s satisfactory completion of the course on a sending campus assures the student can progress to the next level of instruction at the receiving campus.

Establishing UC Transferability or MJC-GE/IGETC/CSU-GE Placement

## Step 1:

### Faculty author determines the intent of the course:

When reviewing any course, faculty need to think of the “intent” of the course.

Do you intend for this course to transfer to CSU or UC (baccalaureate credit)?

Do you intend for this course to qualify for GE requirements for MJC, CSU-GE or IGETC?

Do you intend for this course to articulate with a specific course at a four year university; therefore, satisfying a lower division prep course?

## Step 2:

### Learn and Plan

Each “intent” will require that you learn and apply knowledge of various standards for the “intent.” In addition,

you will need to be cognizant of internal and external timelines and processes that are critical to making the intent a reality. To begin learning about the above:

Go to the **curriculum website** <http://curriculum.comm.mjc.edu/>.

Click on “**manual**” located in the left hand column

Scroll down to **Section V: Establishing Transfer (Articulation) with Other Institutions.**

Find the right **reference** to learn about what is required for articulation:

Do you want this course to **transfer to a CSU or UC institution** (baccalaureate credit)?

- [Read CSU EO 167: Community Colleges may determine CSU Baccalaureate Level Courses](#)
- [2009-2010 UC-TCA Policy and Process on Course Transferability](#)

Do you want this course to qualify for placement on MJC-GE, CSU-GE or IGETC? Read one or more of the following:

[Title 5 Guidelines for AA & AS Degrees](#) (approved by MJC Curriculum committee 11/18/08)

[CSU-GE Breadth Requirements](#) (CSU Executive Order 1033)

[Guiding Notes for CSU-GE Reviewers](#)

[CSU-EO 405 - Establishing Criteria for American Institutions](#)

[Reviewing Courses for “American Institutions” Requirement](#)

[IGETC-Intersegmental General Education Transfer Curriculum v. 1.1](#)

Do you want this course to be regarded as comparable to a specific lower-division course at a four year university?

Let Ruth know that you would like your course to be submitted directly for a particular course at a four-year university. Otherwise, I will wait until the summer time to submit courses to four-year universities based on the ASSIST Report search of comparable course titles.

### **Step 3:** **Revise the curriculum to meet the criteria above.**

Once you grasp what is required to achieve your “intent”, you will need to review and adjust your course outline of record. You have resources to aid you in this process:

- Your Curriculum representative
- Yours truly (Ruth Cranley)
- Faculty at the receiving institutions (for course-to-course articulation)

### **Step 4:** **Launch it locally!**

Once a course is launched in CurricUNET and reviewed for technical accuracy, it will appear on the subsequent curriculum agenda. The Curriculum Committee will review this course for content, and how it affects various programs, and also evaluate whether the course should be approved/submitted for transferability and GE consideration. The committee also refers to the standards for transferability and GE pattern placement. Once approved, I will submit the course outline(s) by a designated deadline to OSCAR/ ASSIST.

### **Step 5:** **Wait for External Approval**

Courses are evaluated by various external entities to determine articulation. The CSU System Office decides CSU-GE and IGETC placement (for CSU courses). The UC Office of the President determines UC course transferability and IGETC placement as well. For course-to-course agreements, I independently correspond with four-year institutions to negotiate and establish agreements.

### **Deadlines Faculty Authors Must Know**

In order to meet internal and external deadlines, you must:

Request UC transferability (baccalaureate credit) – by the end of the spring semester in order for it to be effective the upcoming fall semester.

Launch a “request” for pattern placement using CurricUNET no later than early October of each year to be effective for the next academic year.

To learn more about Articulation, visit the following sites:

- [Articulation 101 - What is articulation?](#)
- [How MJC Courses come to be articulated](#)

*I would be delighted to help you achieve your articulation goals, and can be reached at [cranleyr@mjc.edu](mailto:cranleyr@mjc.edu) or extension 6713.*

*Ruth Cranley,  
Articulation Officer*

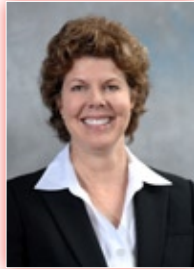


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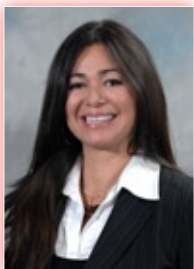
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Next Issue

# Meet the Instruction Office Staff

Stay tuned as we profile each of our staff members in the upcoming newsletters. One employee per newsletter will be highlighted. Learn about them, their current positions and how they are here to serve you and the college community.

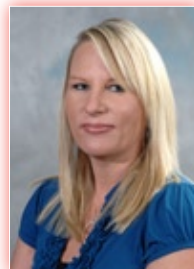


**Next Issue Upcoming News:**

- » *Accreditation*
- » *Articulation*
- » *Curriculum*
- » *IO Staff*
- ...and much more



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