

ARTICULATION NEWSBRIEF

San Diego Mesa College

Articulation NewsBrief
May–June 2007 Issue

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LDTP Statement from Region 10 CCC Articulation Officers and Transfer Center Directors

The Region 10 California Community College Articulation Officers and Transfer Center Directors fully support the principles of efficient student transfer and timely attainment of the baccalaureate degree. However, we are concerned that the CSU system's Lower Division Transfer Pattern (LDTP) project, as it is currently being implemented, is actually counterproductive to these goals. Specifically, we are concerned about the following issues:

Unclear benefits to students

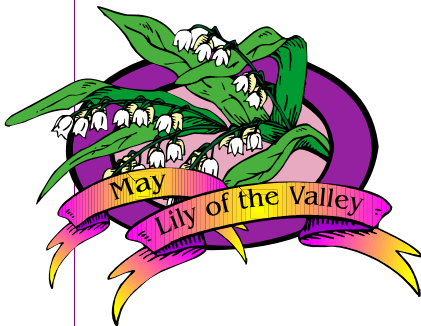
The CSU system has not publicized details of the "Admission" component of the LDTP program. This being the case, we have no way of knowing exactly how the LDTP admission guarantee will be applied for, granted, or implemented. However, based on the information we have received, it appears that the only students who could benefit from participation in the LDTP program are those who meet **all** of the following criteria:

1. Are transferring out of their local CSU service area
2. Intend to transfer to an impacted CSU campus or major
3. Are willing to commit to one specific CSU campus and major before earning 45 transferable units, and
4. Receive one of a limited number of impacted campus/major LDTP agreements.

We believe that this subset of students is likely to be very small compared to the number of non-LDTP CSU transfer students. Therefore, even if there were no other concerns about the LDTP program, it appears that CCC campuses may better serve their students by declining to participate in LDTP and instead investing their limited staff time and resources in other, more inclusive, transfer programs.

Challenge to existing articulation

Despite verbal and written assurances that the LDTP program "...will **not** replace current major articulation with CSU campuses..." (*LDTP Update* newsletter, 2(1), Sep 26, 2006) it appears that individual CSU campuses are replacing at least some existing articulation with LDTP. In fact, some CSU campuses have announced they will no longer consider campus-to-campus articulation, instead requiring that courses be articulated via LDTP. It also appears that submitting courses for LDTP consideration may provide the impetus to review and/or remove their existing campus-to-campus articulation on a case-by-case basis.





LDTP Statement from Region 10, *continued from page 1...*

Colleges that choose to revise their official course outlines in order to meet specific LDTP descriptors for the CSU system potentially jeopardize their current and future articulation with UC, California private/independent, out-of-state, and international institutions.

LDTP review issues

We are concerned about the apparent lack of standardization, consistency, and knowledge of articulation policies and principles exhibited by CSU LDTP course reviewers. Examples include:

- Significantly varying acceptance rates among LDTP subject areas;
- No published standards by which CCC courses are compared to LDTP descriptors;
- Decisions based on information CCCs were not asked to provide in the LDTP course descriptor (as in the case of the accounting courses review), and;
- Inconsistent decisions received for the same course at different campuses within the same CCC district.

CSU courses not held to same standard

An LDTP course descriptor is not a real course. Instead, it is a set of criteria that CCC courses are required to meet for LDTP certification. Courses taught at CSU campuses, however, are not required to meet the same criteria. This detail raises potentially complicated scenarios if one or more CSU campuses replace current articulation agreements with LDTP, as appears to be the case with several CSU campuses. For example, a lower-division preparation for the major CCC course may be essentially identical to a lower-division preparation for the major CSU campus course, yet fail to satisfy the LDTP descriptor. In this case, if the CCC campus chooses to modify the course in order to meet the LDTP descriptor, transfer students would be held to a different curricular requirement than the CSU campus' native students. Alternatively, if the CCC course was not modified to meet the LDTP descriptor, that course would still be identical to the CSU course but could not be articulated. In this case, the transfer student would have to wait to take the identical lower division major preparation course at the CSU campus until after transfer. Either of these outcomes clearly violates the principle of efficient student transfer.

The Region 10 California Community College Articulation Officers and Transfer Center Directors therefore urge the CSU system and the Region 10 CCC campuses to temporarily halt the LDTP articulation process until such time as these concerns are jointly resolved to mutual satisfaction by representatives from CCC and CSU system offices, faculty senates, articulation officers, and transfer professionals.

For questions or discussion; please contact Juliette Parker by calling ext. 2639 or by email at: jparker@sdccd.edu

Note: Region 10 community colleges include: Cuyamaca, Grossmont, Imperial Valley, Mira Costa, Palomar, San Diego City, San Diego Mesa, San Diego Miramar and Southwestern Colleges.





CSU LDTP Resolution

Lower Division Transfer Pattern (LDTP) Resolution from the California State University

Presented by:

Dr. Keith O. Boyum, Associate Vice Chancellor, Academic Affairs

Dr. Barbara Swerkes, Chair, Lower Division Transfer Program Advisory Committee

Thursday, April 26, 2007

California Intersegmental Articulation Council (CIAC) Annual Statewide Conference

Principles to Guide the Application of the Transfer CSU (TCSU) Numbering System for California State University (CSU) System Wide Articulation

AS-2776-06/AA (Rev) – November 9, 2006

RESOLVED: That individual community courses receiving a Transfer CSU (TCSU) number associated with a Lower Division Transfer Pattern (LDTP) should be articulated at all CSU campuses offering comparable course; and be it further

RESOLVED: The same principle apply to comparable course sequences; and be it further

RESOLVED: That “comparability” implies equivalent prerequisites, required core content, contact hours and laboratory activities; and be it further

RESOLVED: That the faculty of the appropriate CSU campus discipline have primary responsibility for determining TCSU comparability with campus courses; and be it further

RESOLVED: That the LDTP Steering Committee facilitate the resolution of questions regarding this policy and comparability. If questions remain, the issue will be referred to the established LDTP discipline course review team, which will have ultimate decision-making authority.

RATIONALE: Discipline faculty from across the CSU have invested significant time and effort developing course descriptors for courses included in LDTPs. Discipline faculty from across the system will invest significant time reviewing community college course submission for the purpose of certifying their congruence with said descriptors. The purposes of the LDTP project and the associated TCSU numbering system, by which certification can be communicated are to facilitate the major preparation and smooth transition to the CSU by transfer students. Disallowing major credit for comparable courses at community colleges would pose an unreasonable hardship for transfer students.

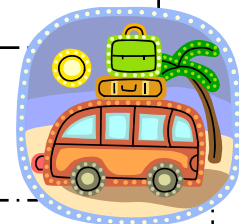
It is also unlikely that community colleges will submit sufficient courses for review if approval of courses does not imply articulation outside of LDTP transfer. If courses are modified to meet the guidelines set forth by the CSU discipline faculty, community colleges may have to redo and renegotiate dozens of campus-to-campus articulation agreements with individual CSU campuses, not to mention UC and private institutions.

SB 1415 (Brulte) states “the California Community Colleges and California State University shall adopt, and the University of California and private postsecondary institutions may adopt, a common course numbering system for the 20 highest-demand majors in the respective segments.” It is widely understood that the TCSU numbering system will replace the CAN system, in which we no longer participate, for the CSU to meet the intent of this bill.

APPROVED UNANIMOUSLY – January 18-19, 2007

07-08 California State University General Education-Breath Pattern Submission Results

COURSES APPROVED:	Area Accepted	Notes
AMSL 104 Introduction to Deaf Culture	C2; D3	This course is accepted in area C2 & D3 to maintain consistency with its placement in IGETC.
ARTF 107 Contemporary Art	C1	
BIOL 255 California Plants	B2; B3	
CHEM 152 Introduction to General Chemistry	B1	Retained
CHIC 190 Chicano Images in Film	C2	
PHIL 101 Symbolic Logic	B4	Retained through Sum 08. The course will be removed from Area B4 Fall 08.
PHYS 125 General Physics	B1; B3	
PHYS 126 General Physics II	B1; B3	
PHYS 195 Mechanics	B1; B3	
PHYS 196 Electricity and Magnetism	B1; B3	
PHYS 197 Waves, Optics and Modern Physics	B1; B3	
PSYC 135 Marriage and Family Relations	E; D9	This course is accepted in Area D9 and retained in Area E.
SOCO 201 Advanced Principles of Sociology	D0	This course is accepted retroactively (Fall 91) in Area D0 to maintain consistency with its placement in IGETC.
COURSES NOT APPROVED:		
MULT 116 Flash Game Development	PHIL 101 Symbolic Logic (Area C2)	



07-08 Intersegmental General Education Transfer Curriculum Pattern Submission Results

COURSES APPROVED:	Area Accepted	Notes
AMSL 104 Introduction to Deaf Culture	3B; 4C	The perspective of this course is predominately humanistic and is most appropriately accepted in Area 3B. There is some evidence of diversity and politics in the objective to also allow for area 4C.
ARTF 107 Contemporary Art	3A	
CHEM 152 Introduction to General Chemistry	5A	Retained
CHIC 190 Chicano Images in Film	3B	
MUSI 101 Music History I	3A	
MUSI 102 Music History II	3A	
PHYS 125 General Physics	5A	
PHYS 126 General Physics II	5A	
PHYS 195 Mechanics	5A	
PHYS 196 Electricity and Magnetism	5A	
PHYS 197 Waves, Optics and Modern Physics	5A	
PSYC 133 Psychology of Women	4D; 4I	
PSYC 135 Marriage and Family Relations	4I	This course is accepted in Area 4I but not in Area 4D because the primary focus is not on gender issues.
COURSES NOT APPROVED:		
BIOL 255 California Plants	PHIL 100 Logic and Critical Thinking	PHIL 101 Symbolic Logic

SDCCD Physics Course Update

Please note the following changes to Physics courses that will become effective Fall 2007

Current Course Number	Units	Transferability	New Course Number Effective Fall 07	Units	Transferability
124A	4	UC;CSUGE;IGETC	125	5	UC;CSUGE;IGETC
124B	4	UC;CSUGE;IGETC	126	5	UC;CSUGE;IGETC
120A	3	UC;CSUGE;IGETC	180A	4	UC;CSUGE;IGETC
120B	3	UC;CSUGE;IGETC	180B	4	UC;CSUGE;IGETC
195A	4	UC;CSUGE;IGETC	195	5	UC;CSUGE;IGETC
195B	4	UC;CSUGE;IGETC	196	5	UC;CSUGE;IGETC
195C	4	UC;CSUGE;IGETC	197	5	UC;CSUGE;IGETC

Note: 120A and 120B are taught at City only

Mesa Curriculum Review Committee (CRC) Meeting Schedule

Spring 2007 ~ 2:00 p.m.

May 3, 17

PUBLICATION DEADLINES FOR CRC REVIEW

CRC Meeting

May 2007

Publication

Spring Schedule 2008

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 (Paula Gustin, Ext. 2850)

SDCCD Curriculum and Instructional Council (CIC) Meeting Schedule Important Dates

Spring 2007 ~ Thursdays ~ 2:00 p.m.

Proposals Due to District

CIC Meeting Dates

May 10

May 24

Instructional Services

April 20

May 4

Important Dates

June 2007

UCSD TAG Update

ARTICULATION NEWSBRIEF

**A communication link for the Mesa College Community
interested in Articulation**

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