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## **Chapter II: Affiliated and Associated Organizations**

The articulation community works with many other associations around the state to accomplish the mission of facilitating seamless transfer between institutions. Our partners are diverse and each plays an important role in the success of the transfer student. Partnerships throughout the state often work so well as to be invisible but they are nonetheless essential to complete our joint missions.

### **California Intersegmental Articulation Council (CIAC)**

The California Intersegmental Articulation Council (CIAC) is a voluntary, professional organization of postsecondary articulation personnel. The purpose of CIAC is to serve as a statewide forum for the discussion and resolution of transfer, articulation, and curricular issues and concerns.

The statewide organization is divided into Northern and Southern Councils (NCIAC and SCIAC). The Chairs of these two councils serve as the CIAC Co-Chairs. Regional groups also play an important role in the organization. NCIAC is divided into four regional areas; SCIAC is divided into five regional areas. Regional groups and Northern and Southern Councils meet at least twice during the academic year. CIAC holds its statewide conference every Spring.

The aim of CIAC is to facilitate the progress of students between and among the segments of postsecondary education in California. It provides channels of communication among the postsecondary segments, and promotes the role, functions and support of articulation by working with segmental offices, statewide faculty senates, and member institutions. CIAC has four standing committees to facilitate these efforts: Newsletter, Issues, Grants, and Professional Training and Mentoring.

Membership in CIAC is open to any college or university in California that is accredited, or is a candidate for accreditation, by a regional accrediting agency such as the Western Association of Schools and Colleges.

### **History of CIAC**

There has been a long tradition of articulation efforts in California, dating back to 1919 when representatives from the University of California and state high schools met to discuss areas of concern. Participation in these meetings, known as articulation conferences, was expanded to include junior college representatives in 1932, and state college representatives in 1944. In 1969, AICCU representatives were invited to join the other segments. In 1984, The Articulation Council of California, was formed. In the late 1980s, the Intersegmental Coordinating Committee (ICC) of the California Education Round Table assumed the activities of the Articulation Council of California.

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In 1991, 4-year Articulation Officers met in both the North and South to discuss the need for a statewide organization where specific articulation issues could be addressed. In 1992, two surveys were conducted to determine whether or not Articulation Officers wanted to form a statewide council, with a northern and southern component. The response on both surveys was overwhelmingly positive. On March 31, 1993, Articulation Officers from all segments in the state met in Irvine and voted to create the California Intersegmental Articulation Council.

Bylaws for both SCIAC and NCIAC were written and adopted by January 1994. The first issue of the Articulated Voice was published in spring 1994. On April 12, 1994 at the California Community College Megaconference in San Jose, 93 Articulation Officers participated in the first CIAC annual conference where the CIAC bylaws were formally adopted.

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## California Articulation Number System (CAN)

The California Articulation Number (CAN) System is a cross-reference course numbering system designed to identify courses of comparable content, maintain standards of academic rigor for those courses, and insure their transfer between and among participating institutions. The System streamlines the articulation process by eliminating the need for every campus in the State to articulate their courses with every other campus in order to provide needed transfer and articulation information to prospective transfer students.

The CAN System is based on the development of formal, written faculty approved articulation agreements between campuses. In order to qualify to use a CAN identifier, each course at both two- and four-year campuses, must be formally articulated with four California public four-year institutions. Once the articulation has been developed and bilaterally approved, the course qualifies to carry a "CAN." Qualifying to carry a CAN identifier on a course 1) entitles the campus to automatic articulation with all other campuses who have also qualified to use that CAN, whether or not they have developed articulation directly with that campus, and 2) requires the campus to accept courses in transfer from all other campuses that have also qualified to use that CAN, whether or not they have developed articulation directly with that campus. CAN qualified courses are listed in college catalogs following the campus course description.

CAN became an official intersegmental program on July 1, 1985 and has remained a joint effort of the California Community Colleges and the California State University. The CAN Board of Directors, comprised of faculty, articulation officers, and administrative representatives from the University of California, the California State University, the California Community Colleges, the private/independent sector, the California Postsecondary Education Commission, and ASSIST formulate policy and monitor the implementation of the program statewide.

All courses included in the number system are lower-division, transferable courses commonly offered on most college campuses. Upper-division and non-baccalaureate-level courses are not included in the system.

The CAN System has developed a website ([www.cansystem.org](http://www.cansystem.org)) that provides detailed information about the disciplines included in the system, the campuses who participate, and the courses they have identified and qualified to carry CAN's. A comprehensive "Guide" is also available that explains in detail how the system works. The Guide also contains a list of the disciplines included in the system, as well as course descriptions for each course, and detailed instructions for the use of and participation in the CAN System. A catalog of approved CAN courses is published and distributed annually and can also be accessed on the website. Requests for copies of the Guide catalogs, as well as inquiries and questions about the program, may be directed to the program headquarters.

California Articulation Number System  
555 University Avenue, Suite 210  
Sacramento, CA 95825  
Telephone: (916) 274-0430 • FAX: (916) 649-8260

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## ASSIST

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is a computerized information system that provides students with detailed course transfer and articulation information to help them plan their academic careers, facilitate a seamless transfer process, and reduce the number of redundant courses they may take as they move from community colleges to universities.

ASSIST is endorsed by the California Education Roundtable as the State's official statewide source for course articulation information and is freely available to all students, faculty and staff via the Internet at [www.assist.org](http://www.assist.org) . Daily operations of ASSIST are supported by the ASSIST Coordination Site located in Irvine.

The ASSIST database includes all of the most current official articulation agreements that every CSU and UC campus has established with any of the 108 California Community Colleges.

The ASSIST database also includes the following complete and historical information for all 108 California Community Colleges:

- UC Transferable Course Agreements
- CSU Baccalaureate Course Lists
- IGETC Course Lists
- CSU GE Certification Course Lists

In addition to the ASSIST web site for public access to viewing information in the database, the ASSIST Coordination Site also supports the ASSIST Curriculum Update System and the ASSIST Articulation Maintenance System. Each public college and university uses these two systems to enter and update curriculum and articulation information in the ASSIST database. Curriculum data is updated 4 times per year (before the start of each term) and articulation data is updated throughout the year and universities can publish updates on a nightly basis. Whenever new or updated articulation information is published, automated email notifications are sent to the ASSIST contacts at the respective institutions involved in the agreement.

Questions regarding ASSIST should be directed to:

ASSIST Coordination Site  
820 University Tower  
Irvine, CA 92697-1005  
Telephone: (949) 824-4385

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## **California Postsecondary Education Commission (CPEC)**

Established in 1974 by State law as California's planning and coordinating body for higher education under the provisions of the State Master Plan for Higher Education, the Commission serves a unique role in integrating fiscal, programmatic, and policy analysis about California's entire system of postsecondary education. The Commission is charged by law to, "assure the effective utilization of public postsecondary resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation and responsiveness to student and societal needs."

Among the Commission's responsibilities are:

- Long-range planning,
- Policy development and analysis,
- Program administration,
- Review of new campuses and off-campus centers,
- State clearinghouse for information on higher education.

The Commission consists of 16 members, nine of whom represent the general public, five who represent the major systems of California education (the California Community Colleges, the California State University, the University of California, the independent colleges and universities, and the State Board of Education), and two student representatives.

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## **Intersegmental Committee of Academic Senates (ICAS)**

The Intersegmental Committee of Academic Senates (ICAS) is comprised of faculty members from the California Community Colleges, California State University, and the University of California. In recent years, ICAS and CIAC have developed a growing partnership to identify and resolve barriers to transfer and to improve the success of students transferring from the community colleges to the universities.

The IMPAC Project is an initiative of the Intersegmental Committee of Academic Senates representing the faculty of the University of California, California State University, and California Community Colleges, through their respective Academic Senates. The project is coordinated through a steering committee that includes faculty and staff appointed by the three academic senates, representatives from California Articulation Numbers (CAN) System, ASSIST (the statewide articulation repository) staff, and representatives of the California Intersegmental Articulation Council (CIAC).

IMPAC has as its goal the improvement of student transfer through increased awareness and involvement of faculty and seeks to ensure that all students are well prepared for upper division work. Students should be able to avoid unnecessary course work prior to transfer, assure that all required courses are taken before transfer, and not have to repeat courses taken at the community college in preparation for the major.

The two specific objectives of IMPAC are:

- The creation of a common understanding of the major preparation including key components of the lower division curriculum; and
- The establishment of a system of state and regional intersegmental faculty dialogues, by discipline and among related disciplines, to address curriculum issues related to articulation and transfer.

IMPAC seeks to achieve the general objectives of increasing intersegmental faculty collaboration, strengthening the alignment of curriculum and the rigor of its delivery, building trust among faculty of the three segments, and serving students whose education is a shared mission of both the sending and receiving institutions.

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## **Intersegmental Coordinating Committee (ICC)**

The Intersegmental Coordinating Committee (ICC) is the programmatic arm of the Round Table. Composed of staff, faculty, and student representatives from all sectors of education, the ICC has responsibility for fostering collaboration within California's educational community at all levels through conducting activities and supporting strategies that link the public schools, community colleges, and baccalaureate-granting colleges and universities. Further information regarding ICC made be found at the following website: <http://www.certicc.org>.

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## **Transfer Center Directors Association**

The Transfer Center Directors Association (TCDA) is comprised of personnel from the California Community Colleges. They work directly with the students to assist them in deciphering the requirements for transferring to various institutions, advising them on courses and careers to fulfill their individual needs and desires. They are the link between the two and four-year institutions. Their role is crucial to the seamless transfer process.