

Proposed Model Articulation Format
Developed by the California Intersegmental Articulation Council
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Introduction

In the 1998-1999 ASSIST Strategic Plan, the ASSIST Board of Directors expressed a desire to improve the quality of articulation reflected in ASSIST in various ways including the development of a “Model Articulation Format” so that students would receive more consistent information as they compare information from different institutions. The Board realized that it was beyond the scope of ASSIST to develop such a format and asked the California Intersegmental Articulation Council (CIAC) to develop a proposed format for the Board to consider. The CIAC leadership established an intersegmental committee of CIAC members to work with the ASSIST Coordination Site on developing such a proposal.

This document represents the initial proposal from the CIAC Model Articulation Format Committee. It is being shared among the CIAC membership for review and comment. After it has been finalized by CIAC, this proposal will be forwarded to the ASSIST Board of Directors for further consideration. It is hoped that after CIAC and ASSIST Board adoption, the specifics of the Model Articulation Format will be implemented, both within the ASSIST software (as appropriate) and by those universities who wish to change the presentation of their articulation agreements to more closely match the Model Format.

In order to communicate the details of the proposed Model Articulation Format, this document includes the following sections:

- **Overview and Scope**
- **Presentation Format**
- **Content Recommendations**
- **Process Assumptions**
- **Implementation Issues**

Questions and comments regarding this draft proposal can be directed to:

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Model Articulation Format – Overview and Scope

The Model Articulation Format represents the ideal presentation and content for course articulation between colleges and universities. While it is desirable that every university follow the Model Format as closely as possible, it is important to understand that the Model Format is recommended and not required. It is at the discretion of each university to determine to what extent they will adopt aspects of the Model Format. It may be appropriate at times for a university to deviate from the Model Format to ensure that their information is communicated clearly and accurately. It is also understood that some universities may not adhere to all of the recommendations of the Model Format due to limited resources or conflicting priorities.

A model articulation agreement is an articulation agreement that incorporates all of the features of the Model Articulation Format described in the subsequent sections of this document

General attributes of model articulation agreements:

1. The primary focus for a model articulation agreement is to communicate which lower division courses a student can take at a college that will apply to majors at a university.
2. A model articulation agreement is focused on the information that is most important to communicate to students regarding course articulation. There is a lot of additional transfer-related information students require that is outside the scope of course articulation and that needs to be made available in other venues.
3. Since many students do not see counselors and counselors cannot know all of the details of all agreements, a model articulation agreement must be able to stand alone as an independent resource for students. ASSIST has also received a significant amount of feedback that multiple formats are confusing for students who need to compare agreements from different universities.
4. A model articulation agreement is generated by the university and will be fully honored by the university according to the university's articulation policies. Major advising sheets generated by Community Colleges are beyond the scope of the Model Articulation Format.
5. It is up to each receiving institution to determine with which sending institutions they will establish articulation. The number of institutions with whom a receiving institution articulates is beyond the scope of the Model Articulation Format.
6. A model agreement includes complete Lower Division Major Preparation articulation that includes all majors offered at the receiving institution and all

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lower division and preparation requirements for each major. If there are no lower division preparation requirements for a major, the agreement for that major should simply include a brief statement to that effect. If there are no sending courses articulated with a particular sending institution for a major, the lower division preparation requirements for the major should still be listed with “No Course Articulated” notations.

7. A model agreement includes any options or concentrations for majors if the option or concentration has different lower division requirements.
8. A model agreement includes complete Departmental articulation that includes instances for all articulated and non-articulated courses used or recommended in the Major Preparation articulation. Departmental articulation may also include instances of articulation for additional courses that have been established by the receiving institution (for electives, etc.).
9. A model agreement does not necessarily include separate articulation for local university General Education/Breadth requirements. Each university should determine the need to communicate separate GE/Breadth articulation. Universities who rely on CSU GE certification or IGETC may not find a need to establish separate GE/Breadth articulation.
10. A model agreement represents information for a single academic year even though the general catalog of the sending or receiving institution may span two or more years. A complete agreement for each year should be established.

Model Articulation Format – Presentation Format

The presentation format of the Model Articulation Format identifies how the various components of an articulation agreement are presented to users. The presentation format is generally controlled by the ASSIST software. Receiving institutions who enter and update articulation agreements need to understand how the ASSIST software will present the specific information they enter into the ASSIST database.

1. The ASSIST software supports two different formats for displaying articulation. The “final” format of articulation is intended for the general public and other users who need to see the finalized, official articulation that has been established between institutions. The “draft” format of articulation is intended for only those who are involved in the development and review of articulation. The “draft” format is not available to all users. No other “alternative” display formats have been identified.
2. The “final” format of articulation includes all of the standard elements of articulation as shown in Appendix 1. The placement of all of these elements is predetermined and controlled by the ASSIST software. The placement of

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- individual elements is similar to how ASSIST has displayed them historically. Within text areas, the receiving institution can determine how they would like textual information formatted. The ASSIST software maintains this formatting as it displays text within predetermined text areas. Final displays of articulation only include instances of articulation that have been reviewed and approved.
3. The “draft” format of articulation includes all of the standard elements of articulation used in the “final” format plus additional elements such as: sign off dates, articulation officer comments, draft mode designations and CAN identifiers as shown in Appendix 2. The placement of these additional “draft” elements is similar to how ASSIST has displayed them historically. Draft displays of articulation may include instances of articulation that have not yet been reviewed or approved. Receiving institutions have the choice of whether or not to include CAN identifiers on draft displays.
 4. In addition to providing articulation for a specific major or department, the ASSIST software will support the display of all majors or all departments.
 5. Course titles and unit values will always be displayed in addition to the course name.
 6. IGETC, CSU GE Certification, and university GE/Breadth codes will not be displayed in articulation.
 7. Major Preparation and GE/Breadth articulation include sections that have textual information only. Departmental articulation, generally, does not include textual sections.
 8. For Major Preparation and GE/Breadth articulation the receiving institution will determine whether or not solid lines separate individual instances. For Departmental articulation there is always a solid line separating individual instances.
 9. Footnote symbols will be displayed at the far top/left corner of individual instances of articulation. It is too complicated for the ASSIST software to support the display of footnote symbols directly next to the related courses. This means that the text of footnotes must be written to reference the specific courses affected in some cases. When there is a footnote symbol for an instance, the receiving institution information for the entire instance is indented three spaces to make room for the footnote symbols. Footnote text displays at the bottom of the Major or Department (or at the bottom of the page in PDF versions if the page breaks before the Major or Department ends).
 10. The ASSIST software allows users to select either an HTML version or a PDF version for both “final” and “draft” articulation. The HTML version is

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specialized for viewing on the screen and the PDF version is specialized for printing. The HTML version will keep “heading” information in an separate frame at the top of the window. While this means that printing the HTML version will not include the heading information, it is more usable for on-line viewing as the heading stays fixed while the user scrolls through the articulation. The PDF version will include the heading information on each printed page.

11. For all types of articulation (Major Preparation, Department, and GE/Breadth) whether “final” format or “draft” format, and whether HTML output or PDF output, the receiving institution information will always be displayed on the left side of the agreement and the sending institution information will always be displayed on the right side of the agreement. The ASSIST software will no longer switch sides for institutions based on the order in which the user selected the institutions.
12. For Departmental articulation, ASSIST will allow users to select either the department from the receiving institution or the sending institution to help provide articulation in the context most familiar to the user. The instances of articulation will always be sorted based on the receiving institution courses regardless of which institution’s department was selected since the receiving institution is always displayed on the left.
13. Major Preparation articulation should have a similar structure. They should begin with a textual introduction, then identify the articulation for the major, then identify the articulation for any options/concentrations, and then end with an optional textual conclusion. This presentation structure cannot be controlled by the ASSIST software and so it is up to the receiving institution to implement this structure.
14. At the end of a major or department, the ASSIST software will automatically generate a line that says “END OF MAJOR” or “END OF DEPARTMENT.”

Model Articulation Format – Content Recommendations

The content recommendations of the Modal Articulation Format represent guidelines for receiving institutions to follow as they enter and update articulation agreements in the ASSIST database. Since the specific content of articulation information is beyond the direct control of the ASSIST software, it is up to the individual receiving institutions to determine precisely how to enter their information in accordance with these guidelines.

1. Each major should be listed separately. Multiple majors should not be grouped together.
2. If for a single major there are options/concentrations that are substantially different and result in a very long display for that major, the

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- options/concentrations can be separated into separate “majors” with the major long names indicating the option/concentration information. When this happens, the major long names should be such that the options get grouped together in the prompting lists for ASSIST.
3. All lower division courses/requirements should be listed in Major Preparation articulation, even if some of the courses/requirements are not articulated.
 4. Upper division courses should only be included if they are required for admission/selection to the major or if an upper division course has been articulated for another reason. When this occurs, additional text should be included that describes the reason and identifies the courses as upper division in order to help students understand what else may be required prior to admission in the major.
 5. Prerequisites and other preparation requirements should not be included in Major Preparation articulation unless they are required for selection/admission to the major (gpa, portfolio, etc.).
 6. Long names for majors should include BA/BS/etc. notations (and option/concentration notations if broken out) but this extra information should be placed at the end of the major long name. This will result in the major prompt list in ASSIST sorting in a manner that is more useful to students.
 7. There should be an introductory section for each major in Major Preparation articulation. This section should be brief and should consider student readers. It should include major specific selection information (gpa, units, IGETC, high unit major, etc.). It may include web links to more detailed information about the major on the receiving institution’s web site. It should not include a description of the major, careers, etc.. It should identify any significant changes to requirements/options/etc. from the last catalog. It can include contact information if desired by the receiving institution. It could also include information recommending IGETC and/or CSU GE Certification if the receiving institution finds it appropriate.
 8. Immediately before the course articulation in Major Preparation articulation, there should be a statement that says something similar to: “The following are the lower division {or preparation} requirements for this major” to help clarify that the agreement represents all requirements and does not contain only those courses that have been articulated. This statement may be included as the last part of the introductory section.
 9. It is alright to use any combination of requirement-based or course-based instances of articulation in order to best communicate the articulation. Course-based instances refer to courses for both the sending and receiving institutions.

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Requirement-based instances refer to courses for the sending institution, but some textual description of the requirement for the receiving institution. Requirement-based instances are often used when the receiving institution does not offer comparable courses, but lets sending courses satisfy a related requirement.

10. There may be a conclusion section for each major in Major Preparation articulation. If included, this section should not contain signature information on final displays (it may be included on draft displays). It should also not include any general caveats or warnings about the articulation as these comments may reduce student confidence in the information (remember, only official articulation is to be included). At the very end of a Major Preparation articulation display for a major, ASSIST will automatically generate a separate line that says “END OF MAJOR.”
11. Receiving institutions should try to avoid using instances of articulation that indicate “Select xxx of the following:” and then list a large number of courses.
12. A standard phrase should be used to identify upper division courses or requirements when they are included in articulation. The phrase initially suggested is “Course content credit only – no upper division unit credit.” A notation may also be included if it is not advisable for student to satisfy upper division requirements using lower division CCC courses (because it may affect their upper division unit requirements, etc.).
13. If any changes are made to articulation after it has been published the first time that affect the content (not simple cosmetic changes) those changes should be noted. This is especially important if the change could adversely affect students.
14. Instance of articulation that are established solely by qualification of courses in the California Articulation Number System should have an appropriate notation or footnote.
15. Solid lines should be used to separate instances of articulation or requirements to make it easier for users to distinguish where certain information begins and ends. The ASSIST software provides some facility for including solid lines between instances of articulation.
16. When an instance of articulation includes both “and” and “or” conditions, the receiving institution should consider carefully the format to ensure that it is comprehensible to student readers. In these cases including additional lines, adding descriptive text, or breaking the instance into multiple instances may help.
17. All lower division preparation requirements for each major should be included in Major Preparation articulation. If there are no lower division requirements for a

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major, the receiving institution should include a brief statement to that effect and not list any requirements for that major.

18. If there are no courses articulated with the sending institution for one or more lower division requirements of a major, the lower division preparation requirements for the major should still be listed and the “No Course Articulated” notation should be used. This notation should also be used in Departmental articulation where no sending institution course has been articulated. The receiving institution may include additional detail describing why the course is not articulated as a comment or in the “Articulation Officer Comment” field of ASSIST (which only shows in draft reports).
19. Options/concentrations for majors should only be included in Major Preparation articulation if the option/concentration has different lower division requirements or preparation.
20. If articulation for a non-transferable course is to be included, a notation should be added to the instance. A suggested phrase is “Subject Credit Only – No Unit Credit.”
21. “Formerly” notations for course prefix, number, title, etc. changes from one year to the next are not generally needed in articulation. The receiving institution may consider including such notations when a course number is being re-used and it leads to significant confusion or when there is a substantive change during the effective year of the articulation.
22. Articulation between two universities is generally not bilateral. If an agreement is bilateral, the receiving institution should consider adding an appropriate notation.
23. Courses that have been terminated or discontinued prior to the effective year of the articulation should not be included in the agreement.

Model Articulation Format – Process Assumptions

The Model Articulation Format primarily addresses the ideal presentation and content of articulation agreements. The processes that sending and receiving institutions follow to establish and update articulation is determined by the respective institutions. However, there are a few basic assumptions regarding the articulation process that are expected to be followed for a model articulation agreement.

1. A model agreement reflects the receiving institution’s major requirements for the same year as the effective year of the agreement.

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2. A model agreement reflects the receiving institution's major requirements for the same year as the effective year of the agreement.
3. In a model agreement the course prefixes, numbers, titles, unit values and other course attributes for both the sending and receiving institution's courses are current for the effective year of the agreement.
4. A model agreement has been reviewed by both the sending and receiving institutions.
5. The articulation in a model agreement has been approved by the faculty at both the sending and receiving institutions. It is up to each institution to determine who is authorized to establish and approve articulation.

Model Articulation Format – Implementation Issues

1. The "Print" function of ASSIST to generate PDF versions of articulation should be made more prominent so that users do not print the HTML versions which cannot include "heading" information.
2. It could be useful for ASSIST to allow multiple long names for a major. This could make it easier for students to find a desired major without having to know the specific name used at each university.
3. It is preferable for colleges and universities to not use abbreviations in their course titles unless necessary. Course titles are maintained in the ASSIST Curriculum Update System and receiving institutions cannot override course titles when entering articulation information in ASSIST. The Coordination Site will continue to emphasize this desire when providing training on the Curriculum Update System.
4. When a receiving institution provides both Major Preparation and Departmental articulation it would be useful if ASSIST could prompt student users to use the Major Preparation articulation over the Departmental articulation since it usually relates more directly to what students are seeking.
5. When a receiving institution provides only Departmental articulation and no Major Preparation articulation (not in accordance with the Model Format) it would be useful if ASSIST could provide student users with information on how Departmental articulation can be used in conjunction with a university general catalog to aid in determining their academic preparation.
6. The "Transfer Policies" button and related information that used to be available through ASSIST is no longer desired.

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7. It is desired that in the future ASSIST support the use of different font styles and colors in articulation agreements.

8. The relationship between the Model Articulation Format and the California Handbook of Articulation should be examined.

Appendix 1

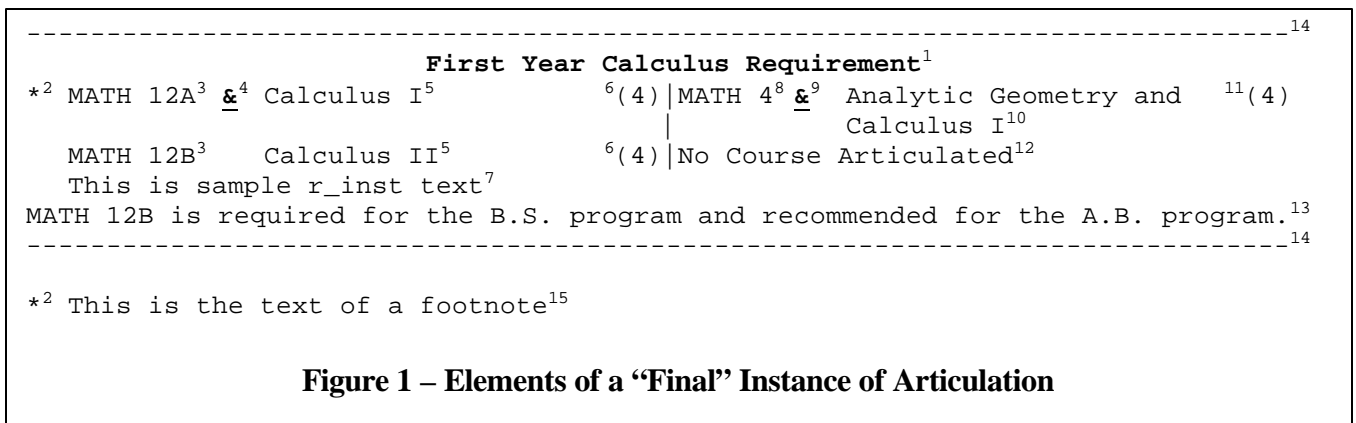
Final Articulation Format Specifications and Sample

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Placement of Final Elements in an Instance of Articulation

Figure 1 represents an instance of articulation with all of the possible elements included. Superscript numbers have been added to identify the following elements that are displayed for an instance of articulation in the “final” (as opposed to “draft”) format. The specific placement of course names and titles varies depending upon the existence of footnote symbols and the length of course names. Long course titles wrap to multiple lines. The ASSIST software manages the specific placement of each element in an instance of articulation. While most instances include receiving and sending courses, text may be used instead (to indicate “No Course Articulated” for example). In order to provide required introduction/conclusion information for a major, some instances may include only a textual comment and no course information.

1. Instance Title (optional)
2. Footnote Symbol (optional)
3. Receiving Institution Course Name
4. Receiving Institution Course Conjunction (optional)
5. Receiving Institution Course Title
6. Receiving Institution Course Unit value
7. Receiving Institution Text (optional)
8. Sending Institution Course Name
9. Sending Institution Course Conjunction (optional)
10. Sending Institution Course Title
11. Sending Institution Course Unit value
12. Sending Institution Text (optional)
13. Instance Comment (optional)
14. Instance Separator (optional, may also be “AND” or “OR”)
15. Instance Footnote Text (optional unless a footnote symbol is specified)



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Placement of Final Heading Elements in HTML Headings

Figure 2 represents heading information with all of the possible elements included for HTML output. Superscript numbers have been added to identify the following elements that are displayed in the “final” (as opposed to “draft”) format.

1. Receiving Institution Name
2. Receiving Institution General Catalog Year
3. Receiving Institution Term Type
4. Sending Institution Name
5. Sending Institution General Catalog Year
6. Sending Institution Term Type
7. Type of Articulation (Major Prep, Departmental, GE/Breadth)
8. Effective Year of the Articulation
9. UC TCA Year (Optional)
10. Major Long Name

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To: UC Small Town1 | From: Big Time College4
99-01 General Catalog2 Semester3 | 00-01 General Catalog5 Semester6
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Major Preparation Articulation7
Effective during the 00-01 Academic Year8
Based on the 99-00 UC Transfer Course Agreement9

====Mathematics, Lower Division BA and BS Requirements====10
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Figure 2 – Elements of a “Final” HTML Heading

Placement of Final Heading Elements in PDF Headings

Figure 3 represents heading information with all of the possible elements included for PDF output. Superscript numbers have been added to identify the following elements that are displayed in the “final” (as opposed to “draft”) format.

1. Date PDF Generated
2. Type of Articulation (Major Prep, Departmental, GE/Breadth)
3. Page Number
4. Effective Year of the Articulation
5. UC TCA Year (Optional)
6. Receiving Institution Name

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7. Receiving Institution General Catalog Year
8. Receiving Institution Term Type
9. Sending Institution Name
10. Sending Institution General Catalog Year
11. Sending Institution Term Type
12. Major Long Name

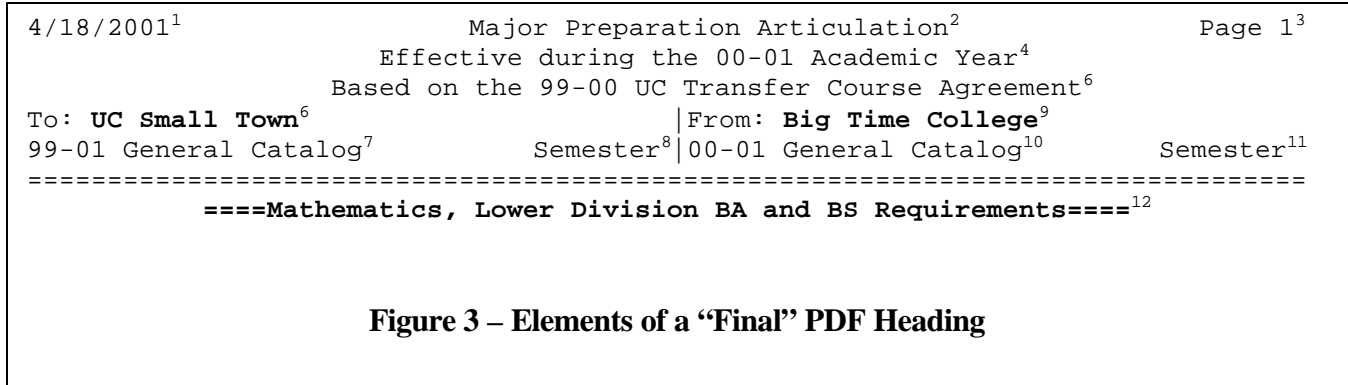


Figure 3 – Elements of a “Final” PDF Heading

Sample Final Articulation by Major

Figure 4 represents a complete sample of the Model Articulation Format for a single major in “final” mode as PDF output. Note that the heading section and each instance of articulation represent the placement of detailed elements as described above. Also note the introductory section, followed by the requirements for the major, followed by a conclusion and ending with “END OF MAJOR.”

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4/18/2001 Major Preparation Articulation Page 1

Effective during the 00-01 Academic Year
 Based on the 99-00 UC Transfer Course Agreement

To: UC Small Town | From: Big Time College
 99-01 General Catalog Semester | 00-01 General Catalog Semester

=====**Mathematics, Lower Division BA and BS Requirements**=====

College Admission Requirements for Transfer Students:

This major is offered by the College of Letters and Science (L&S). You must complete either: (1) the L&S Essential Skills Requirements (Reading & Composition, Foreign Language, and Quantitative Reasoning) or (2) IGETC by the end of the spring term that precedes fall enrollment at UC Small Town.

In addition, you must prepare to undertake upper division courses in your intended major. Complete as many lower division major requirements as possible before transfer (see below). In general, strength of academic preparation and grade point average are the primary selection criteria for admission.

For more information visit www.ucsmalltown.edu or www.ucsmalltown.edu/math

The following are the lower division preparation requirements for this major:

MATH 12A & Calculus	(4)	MATH 4 Analytic Geometry and Calculus I	(4)
MATH 12B Calculus	(4)	No Course Articulated	
MATH 53 Multivariable Calculus	(4)	MATH 292 Analytic Geometry and Calculus	(4)
MATH 54 Linear Algebra and Differential Equations	(4)	MATH 194 & Linear Algebra MATH 294 Differential Equations	(3) (3)

Applied Mathematics Option:

Students who wish to pursue an option in Applied Mathematics are required to take the following additional course(s):

MATH 22A & Applied Mathematics I	(3)	MATH 13 & Introductory Applied Mathematics	(3)
MATH 22B & Applied Mathematics II	(3)	MATH 15 & Intermediate Applied Mathematics	(3)
MATH 22C Applied Mathematics III	(3)	MATH 17 & Advanced Applied Mathematics	(3)

Note: This institution may cover the topics in our MATH 22ABC series in a different order. Students who transfer before completing courses comparable to the entire 22ABC series may need to enroll in our MATH 49 in order to make the transition to the next course in the series.

END OF MAJOR

Figure 4 – Complete Sample of a “Final” Major in PDF

Appendix 2

Draft Articulation Format Sample

Placement of Draft Elements in an Instance of Articulation

Figure 5 represents an instance of articulation with all of the additional elements that are included in the “draft” format. The “draft” format includes all elements from the “final” format presented in the same positions. Superscript numbers have been added to identify the following additional elements that are displayed for an instance of articulation in the “draft” format.

1. Draft Instance Designation (only shown if the individual instance has not been finalized)
2. CAN Identifier (only shown if the real course is qualified for CAN and the university selects to show CAN Identifiers in “draft” displays)
3. Sign Off Date (indicates date instance was last reviewed)
4. Articulation Officer Comment (additional text the AO can include to communicate further information about the instance)

DRAFT¹			
First Year Calculus Requirement			
* MATH 12A & Calculus I CAN MATH 2 ²	(4)	MATH 4 Analytic Geometry and Calculus CAN MATH 2 ²	(4)
MATH 12B Calculus II	(4)	No Course Articulated	10/23/98 ³
MATH 12B is required for the B.S. program and recommended for the A.B. program.			
Articulation Officer Comment: ⁴			
The college proposed their MATH 6 to be articulate with MATH 12B, but a review of the course outlined showed it was missing too many required components.			

* This is the text of a footnote			
Figure 5 – Elements of a “Draft” Instance of Articulation			

Placement of Draft Heading Elements in HTML Headings

Figure 6 represents heading information with all of the possible elements included for HTML output in the “draft” format. Superscript numbers have been added to identify the following additional elements that are displayed in the “draft” format only.

1. Draft Format Designation

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To: UC Small Town 99-01 General Catalog	Semester		From: Big Time College 00-01 General Catalog	Semester

DRAFT¹ Major Preparation Articulation Effective during the 00-01 Academic Year Based on the 99-00 UC Transfer Course Agreement ====Mathematics, Lower Division BA and BS Requirements====				
Figure 6 – Elements of a “Draft” HTML Heading				

Placement of Draft Heading Elements in PDF Headings

Figure 7 represents heading information with all of the possible elements included for PDF output in the “draft” format. Superscript numbers have been added to identify the following additional elements that are displayed in the “draft” format only.

1. Draft Format Designation

4/18/2001			DRAFT¹	Page 1
Major Preparation Articulation Effective during the 00-01 Academic Year Based on the 99-00 UC Transfer Course Agreement				
To: UC Small Town 99-01 General Catalog	Semester		From: Big Time College 00-01 General Catalog	Semester
=====				
====Mathematics, Lower Division BA and BS Requirements====				
Figure 7 – Elements of a “Draft” PDF Heading				

Sample Draft Articulation by Major

Figure 8 represents a complete sample of the Model Articulation Format for a single major in “draft” mode as PDF output. Note that the heading section and each instance of articulation represent the placement of detailed elements as described above. Also note the introductory section, followed by the requirements for the major, followed by a conclusion and ending with “END OF MAJOR.”

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4/18/2001

DRAFT

Page 1

Major Preparation Articulation
 Effective during the 00-01 Academic Year
 Based on the 99-00 UC Transfer Course Agreement

To: **UC Small Town** | From: **Big Time College**
 99-01 General Catalog Semester | 00-01 General Catalog Semester

====**Mathematics, Lower Division BA and BS Requirements**====

College Admission Requirements for Transfer Students:

This major is offered by the College of Letters and Science (L&S). You must complete either: (1) the L&S Essential Skills Requirements (Reading & Composition, Foreign Language, and Quantitative Reasoning) or (2) IGETC by the end of the spring term that precedes fall enrollment at UC Small Town.

In addition, you must prepare to undertake upper division courses in your intended major. Complete as many lower division major requirements as possible before transfer (see below). In general, strength of academic preparation and grade point average are the primary selection criteria for admission.

For more information visit www.ucsmalltown.edu or www.ucsmalltown.edu/math

The following are the lower division preparation requirements for this major:

DRAFT

MATH 12A & Calculus CAN MATH 2	(4)		MATH 4	Analytic Geometry and Calculus I CAN MATH 2	(4)
MATH 12B Calculus II	(4)		No Course Articulated		10/23/98

MATH 12B is required for the B.S. program and recommended for the A.B. program.

Articulation Officer Comment:

The college proposed their MATH 6 to be articulate with MATH 12B, but a review of the course outlined showed it was missing too many required components.

MATH 53 Multivariable Calculus CAN MATH 6	(4)		MATH 292	Analytic Geometry and Calculus CAN MATH 6	(4) 10/23/98
MATH 54 Linear Algebra and Differential Equations CAN MATH 4	(4)		MATH 194 & MATH 294	Linear Algebra Differential Equations	(3) (3) 9/15/99

DRAFT

Approved: _____
 University Department Chair Date

_____ Date
 University Articulation Officer

_____ Date
 College Department Chair

_____ Date
 College Articulation Officer

END OF MAJOR

Appendix 3

Glossary of Terms

Articulation Agreement

Instance of Articulation

Major Preparation Articulation

Departmental Articulation

GE/Breadth Articulation