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A BRIEF ON IMPROVING UC INTERCAMPUS ARTICULATION: Creating a Model for Articulation and Matriculation Agreements

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This brief was developed at the request of the University of California Academic Senate.

This brief provides a possible policymaking path for UCEP and the Academic Council that would improve UC intercampus articulation, while also retaining the authority of the campus Divisions, colleges, and academic departments to set standards for the acceptance of course credit. Two issues are discussed:

- a) The current difficulties for a student to be simultaneously enrolled in a course at a UC campus other than their "home" UC campus, and the need to improve this process in the future;
- b) A possible policy framework and a proposed mechanism for both improving and regulating enrollment and the transfer of course credit toward the degree and major.

There are substantial policy questions and technical problems related to UC Intercampus Articulation that need to be addressed by the Senate in collaboration with the universitywide and campus administrations, some of which are discussed in this brief. This brief does not directly analyze the numerous issues related to concurrent enrollment at other, non-UC institutions and articulation.

I. The Need for UC Intercampus Articulation

Since the early part of this century, the University of California has developed articulation agreements with other public higher education institutions in the state. In 1905, faculty at Berkeley reformed the curriculum of the campus into lower and upper divisions to improve the ability of students to transfer to the University. By 1907, the University supported the establishment by legislative action of the nation's first public system of junior colleges (now called Community Colleges). They also developed a core curriculum for these new junior colleges, forming what became the Associate of Arts degree, and accredited each new local college. In no small part, California's pioneering system of public higher education has been built on a model that provides for matriculation between public colleges and universities -- essentially making the state's network of public institutions greater than the sum of its individual parts.

As outlined in this brief, the vast majority of current articulation agreements are with California's Community Colleges and are intended to expedite the transfer of a student to a UC campus at the upper division level. However, these agreements also provide the basis for a model for how a student enrolled at a UC campus could take courses at another institution and gain UC credit toward their degree without going through a lengthy petition process.

Articulation agreements between UC and other higher education institutions operate at three different levels, each with a progressive level of regulatory control:

- a) General credit toward the baccalaureate degree at a campus.

- b) Credit for General Education requirements of a campus and college.
- c) Lower Division credit toward the major within an academic department.

Previous Academic Senate Policy:

While the University has engaged in establishing a significant infrastructure of articulation agreements with other public institutions, articulation between UC campuses has largely been ignored. Students attempting to take a credit bearing course away from their “home campus” face significant barriers in gaining course credit toward their degree. Previous Senate policy, as stated in the Universitywide Bylaws and Regulations, has in fact been intended to discourage the enrollment of a student in courses at other UC campuses.

In March, 1967, the Academic Assembly passed an amendment to Regulation 544 intended to severely restrict concurrent enrollment at another UC campus.¹ The previous language in the regulation stated that “simultaneous registration . . . is not normally permitted.” The new language stated,

No undergraduate may register simultaneously in two University colleges or in a college and a school except in unusual cases approved by the duly authorized agents of both faculties. Simultaneous enrollment in resident courses and in Extension courses is permitted only when the entire program of the student is duly approved by the proper Dean or study-list authority.

The reasons for this restrictive approach to simultaneous registration, and hence articulation, appear to be multiple. One important factor was the need for students to have a residential experience at their home campus. Another was a concern that without such restrictions, a percentage of students might take undue advantage of simultaneous registration, diluting the sense of control over the student’s progress toward a degree, and also resulting in the shift of enrollment driven resources away from their home campus.

Within the context of a multi-campus system with a large number of relatively new campuses, maintaining the integrity of the student population and academic programs of each campus was paramount.

The Need for Senate Review:

The Universitywide Committee on Educational Policy (UCEP) and the Academic Council have recognized the need to reassess articulation between UC campuses. One reason is that the juxtaposition of a cavalcade of articulation agreements with other public institutions and virtually no policy framework for intercampus articulation appears ironic and antiquated. Other reasons include:

- a) The possibility that an improved method of intercampus articulation offers greater choice of courses to meet the intellectual and professional needs of a student.
- b) That expanded choices and methods of taking courses, including distance learning, transferable for GE and/or major credit could reduce the time and costs for achieving a UC degree for some students.
- c) And that a program of intercampus articulation could expand the market and provide access for students interested in specialized academic subject areas offered at one or two UC campuses.

At the same time it is important to note that there are substantial questions regarding what restrictions should be placed on students wishing to be simultaneously enrolled, and the quality of the courses that a student might take through, for instance, courses offered on-line by another UC campus.

Current demand for simultaneous registration appears to be negligible. No data are even kept at the universitywide level on the number of concurrently enrolled UC students at, for example, Community

¹ Report of the Committee on Educational Policy, *Record of the Assembly*, March 8, 1968, p. 15.

Colleges. The University, however, is developing methods for providing more flexible learning environments for students, and for creating, for example, multicampus courses.

The demand for simultaneous registration will likely grow. Yet it will remain marginal as long as there are:

- a) geographic barriers in attending courses in traditional formats, and
- b) the current regulatory controls are not reviewed and amended.

Both currently make the process of enrolling in a course, including hard-copy petitions through multiple levels of the university administration and academic departments, extremely difficult.

However, in the long-term there may be significant shifts in the demand for simultaneous registration -- if Academic Senate policy and regulatory controls are modified. In many areas, UC campuses are only about an hour away in travel time from each other. A revision of regulatory controls might provide a marginal increase in simultaneous enrollment.

More significantly, instructional technology and the development of on-line related courses by UC faculty provides at least the possibility of a greater array of courses for students and options for them to meet the degree requirements of their home campus. These courses could be offered independently by a campus, or could be offered through the California Virtual University (which is essentially a platform for institutions to offer courses on-line, or in combination with traditional course formats).

The Academic Senate should consider a more proactive policy framework to allow students, under certain circumstances and under the Senate's existing process of reviewing the quality of courses, to more effectively use the resources and expertise of our nine-campus system.

In part for these reasons, at their May 13, 1997 meeting, the Assembly of the Academic Senate, on the recommendation of UCEP rescinded Regulation 544.² (See Appendix A.) While this action removed any formal universitywide barriers for simultaneous registration, it was passive in nature. Many campus Divisions of the Academic Senate, reflecting the previous universitywide regulations, maintain restrictive clauses in their regulations.

The following section provides an outline of existing articulation agreements at UC as both background information and as a possible source for constructing a policy framework of intercampus articulation.

II. Existing Articulation Agreements

Three observations can be made regarding existing UC articulation agreements and the general process of the transfer of course credit:

- a) They are sequential in nature in that a student enrolls at another institution and takes a series of courses and then applies for admission and the transfer of credit to the new institution.
- b) They have been largely developed to ease the transfer process of student from Community Colleges to the junior year at a UC Campus.

² It should also be noted that in the Spring of 1994 UCEP passed a resolution aimed at easing the barriers for students to take a course at another UC campus, endorsing the "UC Intercampus Instructional Collaboration" project (IIC). In 1995, the Office of the President launched IIC for an experimental three year period with two "experimental" objectives: one, to encourage the development of distance learning technologies, and two, to enable students to take courses offered on another UC campus without the necessity of requesting transfer credit. The project was necessarily voluntary in nature with the concept that when a Division at one campus gave approval of a course it would be listed under the IIC. However, few campus Division's participated in the project.

- c) The process of determining course transferability is by and large decentralized, reflecting the decentralized nature of academic degree programs and courses. Academic departments and colleges and schools on each UC campus determine the requirements for a degree, and ultimately have the authority for determining the transferability of course from another campus. Agreements are largely between a single academic department at a UC campus with the specific course provided by a particular Community College campus. Hence, articulation agreements with other institutions, thus far, do not lend themselves to centralized approaches (e.g., master lists of articulated courses applicable at every campus, or even in select academic programs such as Chemistry).

There are currently no formal universitywide Academic Senate policies regarding UC Intercampus Articulation in the aftermath of Regulation 544 removal. There are, however, two administrative policies (not reflected or incorporated into Universitywide or Divisional regulations thus far) that relate to this issue:

- General Course Credit

There is a general operating agreement among campus admissions and articulations officers that a course taken at another UC campus is applicable for elective credit toward the degree at the student's home campus. However, it appears that there is no formal policy buttressing this operating procedure -- it is, in essence, an extrapolation of articulation policies with the Community Colleges.

- UC Intercampus Reciprocity GE Agreements

Upon transfer to another UC campus, students who have fulfilled the breadth requirements at their former campus are not required to fulfill GE requirements at their new home campus.

A variety of mechanisms have been created to expedite the process of determining transferability, while retaining the ultimate authority of the faculty within each academic department and each college or school. These include creating guidelines (e.g., relating to GE requirements, or major requirements of a department) and then delegating the burdensome process of determining transferability of a course to "articulation officers."

Another strategy is using precedents to create lists of courses that have been deemed transferable. This is accompanied by either a regular review process of the guidelines, or a time-frame (e.g., 5 years) in which courses are no longer automatically transferable. The net result, however, is an elaborate and highly bureaucratic network of agreements and policies. (See Appendix for outline of current UC articulation programs).

Academic Senate purview and coordination of these agreements come in three general forms and are either proactive or reactive in nature:

- Universitywide

Transferable Course Agreements (TCA) with Community Colleges are courses approved for transfer unit credit as advanced standing elective credit toward a University degree on any UC campus. The TCA is a proactive program that is regulated by BOARS, but administered by the Office of the President. BOARS has provided guidelines for accepting courses into the TCA. Each Community College is asked each year to then determine which courses meet these guidelines. However, in certain special academic subjects, such as agriculture and environmental design, UC faculty and deans are asked to occasionally review the courses and make recommendations.

- Campus Level - College or School

Courses that are determined to meet GE requirements within a college or school of a UC campus are regulated by the Divisional Senate committee responsible for GE. Actual transfer is largely a reactive process. Each division provides guidelines for determining if a course is transferable for GE credit. The campus Articulation Officer and administrators in the related school or college uses these guidelines to determine whether the course is transferable. On occasions the transferability of a course is not clear under the guidelines, the course petition is then directed to the Divisional Senate committee for review and determination.

- Departmental Level

Courses that meet the requirements in a major are determined by the academic department in either one of two ways:

- On the petition of a student (reactive) either prior to or after the student has taken that course.
- Through the Departmental review of a specific Community College course which is approved and then placed on the ASSIST list of courses articulated for the major.

III. A Possible Path for Academic Senate Action

The following provides a possible path for improving intercampus articulation within the UC system. The objective is to balance two goals:

- a) Retaining the ultimate authority of the faculty in academic departments, and within colleges and schools, to determine academic degree programs, including what courses are transferable toward the degree and the major.
- b) Providing relatively new opportunities for students to take courses at other UC campuses that meet their intellectual curiosity, and that will enhance their progress toward the degree on their home campus.

Two steps are suggested which, in one form or another, reflect the previous actions and opinion of UCEP. The first step attempts to build a policy framework for possible inclusion in the Universitywide Academic Senate Regulations. The second step attempts to outline mechanisms for expediting the process of approving the transfer of course credit from one UC campus to another.

There are numerous policy questions that need to be addressed by the Senate, and a large number of technical and administrative problems that require a collaborative effort with the Office of the President and campus administrations.

1. Possible Revisions to the Universitywide Academic Senate Regulations and Resolutions

There are three possible changes to the universitywide regulation that should be considered by the Academic Senate. The objective is to reduce ambiguity regarding the Senate's policy in this area.

- a) **Simultaneous Registration**

While the Assembly of the Academic Senate did rescind Regulation 544 in May of last year, no amendment was offered to formally provide the option for a student to be simultaneously enrolled at another UC campus. The Senate operates on a federated model: universitywide bylaws and regulations provide the framework for each division to create its own bylaws and regulations.

While the intent of rescinding Regulation 544 was to provide and perhaps even promote avenues for students to, on a regulated basis, take selected courses at other UC campuses, the failure to provide an affirmative statement regarding this intent means that Divisional regulations -- most of which still reflect the previous universitywide policy severely restricting simultaneous registration. A survey completed in November of last year showed that seven of the eight undergraduate campuses of the University have Divisional regulations severely restricting simultaneous registration.

UCEP has recommended that the Academic Senate's universitywide regulations provide an affirmative statement on this issue, and thereby require Divisions to update and amend their regulations accordingly. At their November 21, 1997 meeting, UCEP passed the following resolution for submittal to the Academic Council and the Assembly as a possible replacement for universitywide Regulation 544-A:

Students not subject to the discipline of their faculty may take courses simultaneously at other divisions with notice to their schools and colleges. It is the student's responsibility to obtain advance permission from his or her college or major if he or she wishes to apply such courses to college or major requirements.

Modifications may need to be made to make this resolution more suitable as a Regulation of the Universitywide Senate.

b) Transfer of Baccalaureate Credit

An additional change to the regulations could include a clear statement regarding the transferability of credit toward the degree (e.g., BA credit, and not GE or major credit which is discussed below) of courses taken at another UC campus. Currently, admissions officers at each campus already accept for unit credit all baccalaureate credit courses (courses 1 - 199) from other UC campuses, and from other accredited public and private higher education institutions. In this case, policy relating to the transferability of credit has been generated as a result of administrative need, without a formal statement of policy by the Academic Senate -- that body charged by the Regents to establish and regulate policy relating to curriculum and degrees.

While such a change would be *pro forma* in nature, it is an important universitywide policy statement that should be included in the regulations of the Senate. The following is possible language for such an amendment:

All undergraduate courses designated as appropriate for baccalaureate credit by a campus Division of the Academic Senate shall be accepted by any campus of the University of California for general course credit toward its baccalaureate degrees.

This legislation could also include a stipulation regarding the number of courses a student is allowed to take (in a given year, or over some other restriction) at another UC campus, or another institution, with possible appeal to a dean or department chair.

c) Transfer of College and Major Credit

UCEP and the Academic Council may want to consider the addition of a provision in the universitywide regulations that clarifies and provides a framework for the process of determining the transferability of courses toward GE and major requirements. At present, there is no general outline of Academic Senate policy in this regard.

There are, however, administrative policy and working rules developed over time in association with BOARS that relate to the admission process at the junior level, and provide a possible

model.³ The following provides possible language for inclusion in the regulations for discussion purposes.

- GE Transfer Credit

Any framework for transferring GE credit from one UC campus to another will require approval, or the delegation of this authority, by the campus Division and the faculty of a college or school. A possible provision in the universitywide regulation could be the following:

Each Division shall establish and publish policy and guidelines regarding the process for determining what courses taken at another UC campus meet General Education requirements of a college or school. The Divisional Senate committee responsible for GE may delegate decisionmaking to the dean or other responsible officer or committee of the college or school in which the student is enrolled.

- Transfer Credit Toward the Major

The provision recommended by UCEP already states that it is the student's responsibility to gain prior permission from a department if she or he desires to take a course on another UC campus for credit toward the major. The universitywide Senate may want to provide clarity regarding this authority and provide policy guidelines on how decisions are made.

Students may petition an academic department regarding the applicability of a course taken at another UC campus for credit toward the major. Each Division shall establish and publish policy and guidelines regarding the process for determining what courses taken at another UC campus meet the requirements of a major in an academic department. The Divisional Senate committee responsible for GE may delegate decisionmaking to the dean or other responsible officer or committee of the college or school in which the student is enrolled.

d) Description and Access to Universitywide and Campus Policies on UC Intercampus Articulation

Each campus should be required to clearly state the policies related to UC Intercampus Articulation for use by students, faculty and staff, including providing access on-line and through other sources to a list of courses approved by a campus School or College, and courses applicable toward the major approved by academic departments (at other UC campuses, and other institutions). The potential mechanisms for creating such a list are discussed below. The Universitywide Senate could provide a resolution on how such information is to be gathered and distributed.

2. Possible Mechanisms for Improving the Process of Articulation

The authority related to GE and major requirements vested in the college/school and the academic department, respectively, provides an important method for assessing and controlling the quality of a student's academic program, and ultimately the degree at a campus of the University. Current articulation programs with the Community Colleges reflect this decentralized approach: there is no single list of courses valid for GE and major requirements throughout the UC system.

The following provides two general methods for how the Academic Senate, in collaboration with existing articulation administrators at UC, might create a mechanism to expedite the process of UC intercampus articulation within the policy framework described above.⁴

³ See "Guidelines for Allowance of Advanced Standing Credit" in *Guidelines for Evaluation of Transfer Applicant Records and Allowances of Advanced Standing Credit*, Office of the Assistant Vice President, Student Academic Services, October 1992.

Method A - Expediting the Articulation Process Based on a Demand Model (Reactive)

Articulation of courses for GE and/or major credit at a student's home campus could be achieved by the following process:

- A student wishing to take course(s) at another campus obtains approval of the college and academic department of each campus to take the course and have it fulfill a particular GE or major requirements.
- Once that approval is given it creates a precedent (for some determinable period such as five-years or under a regular review process) that allows other students to take the course and meet the same GE and/or major requirement of the college or academic department.
- All such precedents could be recorded in a universitywide data base (such as ASSIST) that could ease the petition process for other students wishing to take that course.

One could imagine a core set of courses emerging in the next several years, created by student demand and subsequent approvals by colleges/schools and academic departments, that would expand student access to both general and specialized courses.

Method B - A Universitywide Articulation Program (Proactive)

At some point in building this list, there *might* be the possibility of moving from a reactive to a proactive approach. This could include:

- The initiation by the universitywide Academic Senate or its designate of a petition process among UC campuses for GE and major credit for a select number of courses (e.g., courses that meet similar lower division major requirements at other campuses). This could include:
 - Initiation of the petition process when one UC campus accepts a course from another UC campus for its GE requirements, and/or the requirement for a major common to other campuses.
 - Initiation of the petition process for select courses using the ASSIST data base to identify courses at a Community College accepted (for GE or the major) at more than one UC campus.
- The initiation by a faculty member and her/his academic department of a petition, through the universitywide Academic Senate or its designate, of a petition process to select or all other UC campuses for transferability of their course for GE and major credit.

3. Technical Requirements for Improvement of Articulation

Key to the success of the approaches noted above (which are, essentially, a hybrid of current articulation programs with non-UC institutions) is a more efficient and electronically based petition process. The technical problems and financial costs, including programming and staffing needs, of accomplishing this are beyond the scope of this brief. However, a basic organizational structure for moving from a paper to an electronic petition process might include:

- a) On the preliminary approval of a student's home college/school or academic department, the initiation of a petition by a student electronically from the home campus.

⁴ As noted previously, discussion within the universitywide Senate last academic year led to the rescinding of Regulation 544.

- b) The subsequent electronic submittal by the academic department offering the course of the petition, and appropriate information on the course, to the student's home campus college/school or academic department for possible credit toward the major.
- c) The review and approval or rejection of the petition by the students home college/school or academic department.
- d) In the case that a student is approved for enrollment in the petitioned course and GE or major credit will be given, the listing of the course on a universitywide directory as noted previously.

This structure would mean that a student initiates the process, and that her or his home college/school or academic department decides, as it does now for courses on its own campus, whether the course fulfills GE or major requirements. The Office of the President, under the guidance of the Academic Senate, would help to not only maintain the list of approved courses, but also to monitor and maintain the electronic petition system.

Other models, of course, could be envisioned. In addition, the process described could link with other efforts by the University, including degree checking systems, that are now being developed.

There are a great number of issues that need to be addressed to properly frame Academic Senate policy on this issue. For example:

- There should probably be a set number of courses a student is allowed to take at another UC campus -- or any other institution. What restrictions should be in place and how would they fit into our current regulations on residency?
- Financial consideration should include not only the appropriate staffing at the campus and universitywide level, but also the compensation received by the non-home campus and academic departments.
- How should concurrent enrollment be monitored and reviewed by the Academic Senate at the universitywide level?

A deliberative process to analyze these type of issues needs to be pursued by the Senate in collaboration with the Office of the President.

IV. Summary of Recommendations

This brief is intended as a source of information for UCEP and other committees of the Academic Senate. As noted, there are significant policy issues that need to be addressed by the Senate and by University officials. There may also be other approaches not considered in this brief. The general concept is to provide a framework for easing the process of UC Intercampus Articulation, yet maintaining the Senate's quality control and review of the course approval process. The following is a summary of the actions and issues that the Senate might want to pursue outlined in this report.

- Revision to Regulations Relating to simultaneous enrollment
Students not subject to the discipline of their faculty may take courses simultaneously at other divisions with notice to their schools and colleges. It is the student's responsibility to obtain advance permission from his or her college or major if he or she wishes to apply such courses to college or major requirements.
- Suggested Revision to Regulations relating to BA credit
All undergraduate courses designated as appropriate for baccalaureate credit by a campus Division of the Academic Senate shall be accepted by any campus of the University of California for general course credit toward its baccalaureate degrees.

- Suggested revision of Senate Regulation relating to GE credit:

Each Division shall establish and publish policy and guidelines regarding the process for determining what courses taken at another UC campus meet General Education requirements of a college or school. The Divisional Senate committee responsible for GE may delegate decisionmaking to the dean or other responsible officer or committee of the college or school in which the student is enrolled.

- Suggested revision of Senate Regulations relating to Major course credit:

Students may petition an academic department regarding the applicability of a course taken at another UC campus for credit toward the major. Each Division shall establish and publish policy and guidelines regarding the process for determining what courses taken at another UC campus meet the requirements of a major in an academic department. The Divisional Senate committee responsible for GE may delegate decisionmaking to the dean or other responsible officer or committee of the college or school in which the student is enrolled.

- Formulate a UCEP and/or Council Resolution on how campus policies might be made accessible to students, faculty and administrators.
- As a first step, the Senate could endorse the concept of establishing Model A to improve the articulation process (Model A described previously).
- As a second step, the Senate should consider developing a proactive approach to improving UC intercampus articulation (Model B described previously).
- The Senate could endorse as key to any improvement of the UC intercampus articulation process the development of an electronic process for petitions and review of courses for GE and major credit.
- The Senate should also identify major academic policy issues related to UC intercampus articulation to help guide these suggested changes in the Universitywide Academic Senate Regulations, and the establishment of new mechanisms to improve the petition and articulation process.

APPENDIX A.
University Wide Regulation Regulations Related to
Student Registration

TITLE III. REGISTRATION

540. Credit toward a University degree may be earned only for work or examinations for which a student has registered. Such registration requires prior approval by the Faculty concerned, but the appropriate Graduate Council may grant exceptions to persons seeking higher degrees. With the approval of the appropriate Faculty, under written petition a student in good standing who is enrolled in a limited amount of regular class work may undertake certain matriculation or University examinations for advanced standing.
542. No student may enter upon any organized instructional activity until he has registered and his enrollment has been approved by the appropriate study list authority. No student may begin or continue a course if the officer of instruction in charge considers him unqualified by lack of preparation. Late registration may not be used to justify inadequate performance in a course.
- 544.
- A. *No undergraduate may register simultaneously in two University colleges or in a college and a school except in unusual cases approved by the duly authorized agents of both Faculties. Simultaneous enrollment in resident courses and in Extension courses is permitted only when the entire program of the student is duly approved by the proper dean or study list authority. (Rescinded, May 1997)*
 - B. Graduate students registered in the Graduate Divisions may, with the approval of the Graduate Council concerned, apply courses taken in any school or college toward a graduate degree.
 - C. Simultaneous registration is permitted in the Graduate Divisions and in the schools and colleges of the University. (Am 8 Mar 68)
546. Registration in special studies courses for undergraduates must be approved by the chairman (or his equivalent) of each department concerned. This approval must be based upon a written proposal submitted to the chairman. (En 19 May 69)

APPENDIX B.

Current UC Articulation Agreements

Currently, there are four general types of articulation agreements between UC and other institutions.⁵ The first is a universitywide program. The other three are developed and coordinated at the campus level.

- a) Transferable Course Agreements with Community Colleges -- These are courses approved for transfer unit credit as advanced standing elective credit toward a university degree on any UC campus. The Office of the President helps coordinate this program, and maintains a list of courses that are part of the TCA.
- b) General Education-Breadth Agreements -- Each campus has agreements with a number of Community Colleges (not all) regarding what courses meet GE requirements within individual schools or colleges.
- c) Course-to-Course Agreements -- These agreements provide a list of courses that have been determined as comparable and “acceptable in lieu of” corresponding courses at a UC campus.
- d) Lower-Division Major Preparation Agreements -- These agreements with non-UC institutions (and again largely Community Colleges) provide a list of courses that satisfy specific requirements for the major in academic departments.
- e) Intersegmental General Education Transfer Curriculum (IGETC) -- This intersegmental program provides a pattern of lower-division courses at a California Community College that a student may take in order to satisfy GE requirements in most schools and colleges at a CSU or UC campus. University policy on IGETC is set out in Universitywide Senate Regulation 478.

There are a number of intersegmental efforts (e.g., programs shared with CSU and the Community Colleges) intended to keep track of these various agreements, and to provide access to this information for college counselors and articulation officers. This includes the ASSIST program (Articulation System Stimulating Interinstitutional Student Transfer).

ASSIST was established in 1985 as a computerized information system that provides a statewide repository of articulation agreements. This includes UC Transferable Course Agreements (TCA noted above), IGETC lists, along with a list of high school college preparatory courses (A through F lists) used to determine admission to UC and CSU. This data base is then made available in a variety of forms for use by students and college counselors who are attempting to meet transfer requirements.

⁵ For a comprehensive review of articulation programs in California, see *Handbook of California Articulation Policies and Procedures, 1995*, a publication of the California Intersegmental Articulation Council., California Public and Independent Colleges and Universities.