



IMPAC

INTERSEGMENTAL MAJOR PREPARATION ARTICULATED CURRICULUM PROJECT NEWSLETTER

IMPAC PROJECT

The IMPAC Project originated in the Intersegmental Committee of Academic Senates (ICAS) of the Community College, UC, and CSU systems. IMPAC (an acronym for Intersegmental Major Preparation Articulated Curriculum) is a unique faculty project designed to facilitate student transfer into a chosen major from the community colleges to the UC and CSU systems for the baccalaureate degree. The IMPAC Project is an initiative of Governor Gray Davis and is funded by five-year grant totaling \$2.75 million (\$550,000 each year). The grant funds a 5-year process to develop and sustain an infrastructure for faculty-to-faculty dialogues among the three higher education systems. These faculty meet regionally at regular intervals to discuss issues, concerns, and problems that inhibit the transfer of students between the community college and the UC and CSU systems.

The facilitation of transfer is the primary objective of these intersegmental faculty discussions. IMPAC seeks to ensure that students are well prepared for upper division work, are able to avoid unnecessary course work prior to transfer, and do not have to repeat course work after transfer. Specifically, the grant funds discipline and interdisciplinary faculty dialogues to discuss the prerequisite and lower division competencies students must master prior to transfer to either the CSU or UC systems. IMPAC is expected to continue as long as articulation is needed among the higher education systems and will work with CAN, ASSIST, the community college counselors and articulation officers to identify and codify similar courses on different campuses that address the prerequisite and lower division competencies for the major. The primary purpose of the meetings, then, is to review, revise and update expected competencies in prerequisite and lower-division preparation for the major. The goals of the project include:

- ▶ Intersegmental consensus on the required elements, concepts, competencies to be included in the lower division preparation for the major disciplines;
- ▶ Collaboration with existing mechanisms to promulgate information: California Articulation Number (CAN), Intersegmental General Education Transfer Curriculum (IGETC), Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the CSU Regional Core Alignment Projects,

and the Transfer Centers in the Community Colleges;

- ▶ Increased transfer-readiness of students attending California community colleges within their own system and between community college and UC/CSU systems.
- ▶ Decreased time to degree for students.

It is evident that these goals can only be met through statewide acceptance reached during faculty dialogues and by faculty then working with the organizations that affect the transfer process.

The IMPAC project will hone a dynamic and effective infrastructure within and between academic disciplines during the next five years. Each year additional disciplines will be added until all academic programs for the majors are included.

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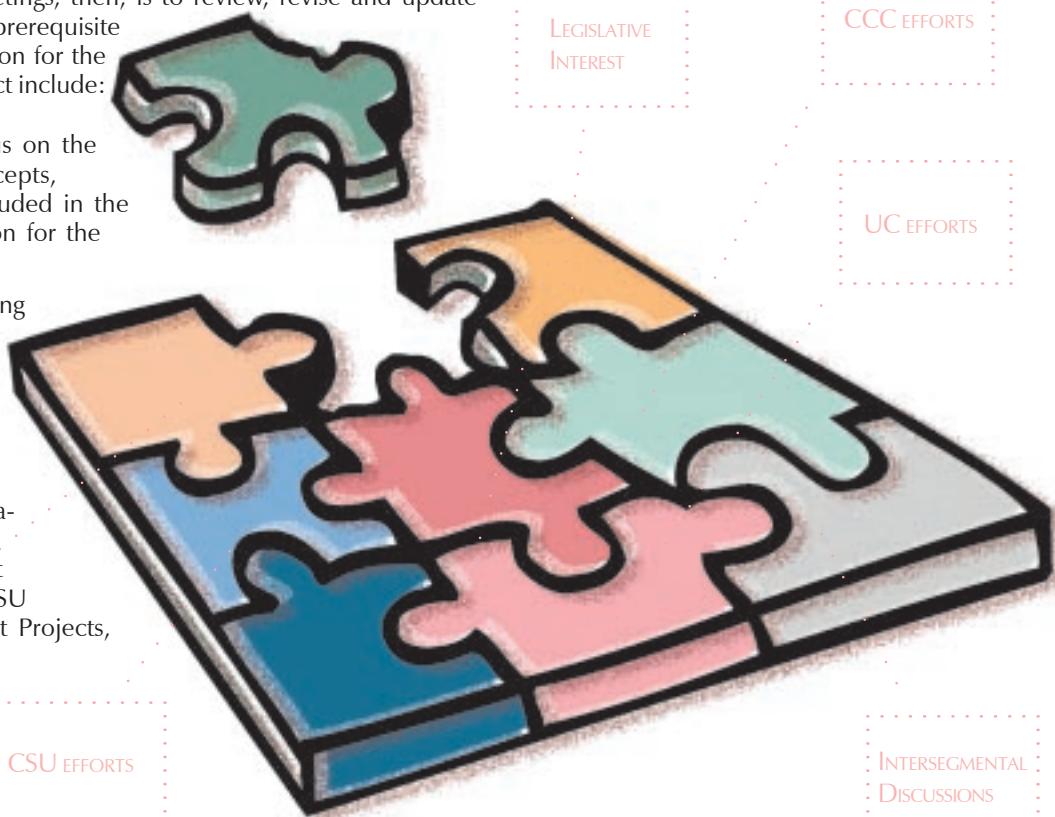
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CHEMISTRY FACULTY DISCUSSION

William Fink, UC Davis, Chemistry Lead Faculty

Under the auspices of the IMPAC Project, meetings of the chemistry faculty of California's three segments of higher education have resulted in fruitful dialogue, both among the discipline faculty and in cross-discipline discussions with other faculty.

Within the discipline, a major conundrum for effective transfer of chemistry majors between community colleges and UC or CSU campuses is the rigor and quality of the organic chemistry course. Modern organic chemistry relies heavily on instrumental measurements detailing molecular structure. Apparatus used include infrared spectrometers, gas and liquid chromatographs, and nuclear magnetic resonance spectroscopy. Acquisition and maintenance of these instruments, and the need for highly qualified personnel (Ph. D. chemists) to provide effective instruction about the use and application of those instruments to organic chemistry make organic chemis-

try one of the more expensive courses for community colleges to offer. Yet this course is increasingly needed by students majoring in fields other than chemistry, particularly in the developing field of biotechnology. For students transferring from community colleges, it is important to have completed this course as a foundation upon which successful progress in advanced work may be accomplished. Thus a pivotal concern for faculty in all segments is the assurance that community colleges have adequate resources and programmatic commitment to provide quality instruction in organic chemistry.

Discussion with faculty in other science disciplines has stimulated a lively dialogue regarding unfulfilled needs for chemistry instruction. The faculty in both the CSU and CCC nursing programs are not satisfied with the chemistry courses included in their curriculum. Over 50% of the students admitted to the CSU nursing programs have taken their chemistry courses at the community colleges. All nursing faculty in both higher education systems voiced a concern about the need to achieve grounding in chemistry for their students without exceeding total unit caps imposed on their curriculum. The nursing faculty at both the community college and CSU systems expressed to the chemistry faculty a need to develop a one-semester integrated chemistry course that focused on minimal inorganic, moderate amount of organic, with the majority of the course based on biochemistry. It is the biochemistry of the human body that is most useful to nursing students. At the regional meeting in Oakland, the chair of the chemistry department at San Francisco Community College mentioned that he had developed an integrated chemistry course for the college's nursing program. The course syllabus and materials have been shared with IMPAC's nursing discipline chair. ■

NURSING DISCIPLINE, IMPAC

Louise Timmer, CSU Sacramento, Lead Nursing Faculty

Nursing faculty from the nursing programs within the three higher education systems met for the first time during the academic year, 2000-2001. Four regional meetings were well attended by nursing faculty and chairs from the community college, UC, and CSU systems. Open and frank discussions were held at all regional sites with reports posted on the IMPAC website: www.cal-impac.org. Several common issues and concerns were voiced by both the community college and CSU nursing faculty: the lack of common core prerequisite courses, and a plethora of courses required even prior to the prerequisite courses for the nursing major. For instance, mathematics is required for chemistry, and biology is required for physiology on several campuses. Several chemistry courses are required before biochemistry, the de-

sired course prerequisite for nursing. These additional prerequisites, established by other disciplines, prolong the nursing program. Both the community college and CSU nursing programs have different prerequisites among their system's campuses. Furthermore, the lower division nursing courses are offered in different sequences at both the CSU and community college systems, preventing students from transferring to other nursing programs within their own system and between systems.

The nursing faculty shared their concerns with the interdisciplinary faculty from the biology, chemistry, and mathematics departments. It was discovered that at San Francisco City College, the science faculty had designed a chemistry course in collaboration with the nursing faculty; the syllabus of this chemistry courses were shared with the nursing faculty so that this successful practice might be approached on other campuses. The four regional reports will be compiled into this year's final report for discussion at the last meeting, April 27-28. We hope that representatives from the various nursing organizations, Chancellors' Offices of the CC, CSU and the President's Office of the UC systems, as well as other organizations that have an interest in nursing education and practice will attend. The focus of the meeting will be to discuss the unresolved issues, concerns, needs, and recommendations of the nursing faculty with the constituent participants. From these discussions, the next year's activities will be planned. ■

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The grant establishes the following five-year schedule:

- ▶ 2000 Biology, Chemistry, Physics, And Mathematics.
- ▶ 2000-2001 Agriculture, Computer Science, Earth Sciences, Food Sciences/Nutrition, and Nursing.
- ▶ 2001-2002 CIS, Criminal Justice, Business, Economics, and Political Science.

- ▶ 2002-2003 Anthropology, Geography, History, Psychology, Human Development, and Sociology.

- ▶ 2003-2004 English, ESL, Foreign Languages, Communications/Speech and Journalism.

- ▶ 2004-2005 Art/Fashion Design, Theater Arts, Humanities, Music, and Philosophy.

* The appropriate inclusion and placement of two additional, high-unit majors, engineering and teacher preparation is currently being determined. The engineering discipline will be now be added to the 2001-2002 discussions.

More information may be obtained on the IMPAC website: www.cal-mpac.org. ■