

College Curriculum Committee Meeting Agenda
Tuesday, April 21, 2015
2:00 p.m. - 3:30 p.m.
Student Council Chambers, Room 2018

Item	Action	Attachment	Presenter
1. Minutes: March 3, 2015	Action	#4/21/15-1	Escoto
2. Announcements a. New Course Proposals b. Minimum Quals List c. COOL Update d. CORs for Update 2016-17 (Title 5 List) e. AS Resolution: SLOs on CORs f. C3MS Feedback g. Curriculum Trainings for Spring h. Curriculum Demo		#4/21/15-2 thru 10 #4/21/15-11 #4/21/15-12	Escoto Nuñez Baker Nuñez Escoto CCC Team Nuñez LaManque
3. Course Currency Procedures	Action	#4/21/15-13 thru 15	
4. CCC Roles	Discussion/ Action	#4/21/15-16	
5. Reciprocity for ADTs Policy	Discussion		Day, Escoto
6. CSU GE/IGETC Review Info	Information	#4/21/15-17 thru 20	Day
7. Report Out	Information		Curr Reps
8. Good of the Order	Information		Escoto
9. Adjournment	Action		

Attachment List:

- #4/21/15-1 Draft Minutes: March 3, 2015
- #4/21/15-2 New Course Proposal-CNSL 61
- #4/21/15-3 New Course Proposal-D H 500
- #4/21/15-4 New Course Proposal-D H 502A
- #4/21/15-5 New Course Proposal-D H 502B
- #4/21/15-6 New Course Proposal-D H 502C
- #4/21/15-7 New Course Proposal-HUMN 7
- #4/21/15-8 New Course Proposal-LINC 75A
- #4/21/15-9 New Course Proposal-LINC 75B
- #4/21/15-10 New Course Proposal-LINC 75C
- #4/21/15-11 Course Approval Application for Online/Distance Learning Delivery
- #4/21/15-12 CORs Requiring Updates for 2016-17
- #4/21/15-13 Policy on Course Currency (original)
- #4/21/15-14 Policy on Course Currency (revision of 3/17/15)
- #4/21/15-15 Petition for Course Continuance-Draft
- #4/21/15-16 Curriculum Committee Responsibilities
- #4/21/15-17 IGETC Standards, Policies & Procedures V 1.5
- #4/21/15-18 Guiding Notes for General Education Course Reviewers
- #4/21/15-19 Academic Senate Statements on Reciprocity, Course Substitution & Credit by Exam-in light of AA-T & AS-T degrees
- #4/21/15-20 Guidelines for Certifying Students for the Associate Degrees for Transfer

2014 -2015 Curriculum Committee Meetings

<u>Fall 2014 Quarter:</u>	<u>Winter 2015 Quarter</u>	<u>Spring 2015 Quarter</u>
10/7/14	1/20/15	4/21/15
10/21/14	2/3/15	5/5/15
11/4/14	2/17/15	5/19/15
11/18/14	3/3/15	6/2/15
12/2/14	3/17/15	6/16/15

* Standing reminder: items for inclusion on the CCC agenda are due no later than one week before the meeting

2014-2015 Curriculum Deadlines

- 12/1/14 Deadline to submit courses to CSU for CSU GE approval.
- 12/1/14 Deadline to submit courses to UC/CSU for IGETC approval.
- 12/5/14 COR/Title 5 Updates for Summer 2015.
- 3/2/15 Curriculum Sheet Updates for 2015-16.
- 6/1/15 Deadline to submit new/revised courses to UCOP for UC transferability
- 6/19/15 COR/Title 5 Updates for Summer 2016.
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2014-2015 Professional Development Opportunities & Conferences of Interest

- ~~7/10-12/14 ASCCC Curriculum Institute, Hayes Mansion, San Jose CA~~
- ~~1/15-16/15 CTE Curriculum Academy, Anaheim Marriott Suites, Garden Grove, CA~~
- ~~2/20-21/15 Accreditation Institute, San Mateo Marriott, San Francisco Airport, CA~~
- ~~3/13-14/15 Academic Academy, Westin South Coast Plaza, Costa Mesa, CA~~
- ~~3/20/15 Noncredit/Curriculum Regional Meeting, Foothill College~~
- ~~4/9-11/15 Spring Plenary Session, Westin San Francisco Airport~~

Distribution:

Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachele Campbell (BH), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Lan Truong (CNSL)

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2014-15

Meeting Date: 4/21/15Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction	lamanqueandrew@foothill.edu

Voting Membership-12 total; 1 vote per division

<input checked="" type="checkbox"/>	Micaela Agyare	7086	LIBR	agyaremicaela@foothill.edu
<input type="checkbox"/>	Ben Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input checked="" type="checkbox"/>	Owen Flannery	7213	KA	flanneryowne@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	LA	fongvalerie@fhda.edu
<input type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input type="checkbox"/>	Hilary Gomes (<i>out SPR</i>)	7585	FA	gomeshilary@foothill.edu
<input type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input type="checkbox"/>	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
<input type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input type="checkbox"/>	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
<input type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
<input type="checkbox"/>	Kella Svetich	7924	L A	svetichkella@foothill.edu
<input type="checkbox"/>	Lan Truong	7291	CNSL	truonglan@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean	huegjurt@foothill.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input checked="" type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu

Non-Voting Members (4)

<input type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input checked="" type="checkbox"/>	Chris Ju		ASFC	

Visitors:

Cheyahett Consonari, Melinda Tran (Napa Valley College)
Daphne Small, Leanne Chmarnal

**College Curriculum Committee
Meeting Minutes
Tuesday, March 17, 2015
2:01 p.m. - 3:30 p.m.
President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: March 3, 2015	Minutes (part c items 2 typo) forward. M/S (Campbell/Knobel) Approved with corrections. 1 abstention
2. Announcements a. New Course Proposals b. Web page for Division Minutes c. C3MS Analysis	Speaker: Isaac Escoto, Andrew LaManque a. Question regarding the numbering sequence. Are HUMN 1A and 1B going to be replaced with 4 courses? It was understood that the intent is for the content to be expanded from 2 courses to 4. b. Division web page: LaManque previewed the web page for division's curriculum minutes. These are very important in the accreditation process. LRC asked that they have a section created for them. c. LaManque introduced the analysis for C3MS. The webmaster assured us that the system is functioning and secure. LaManque would like volunteers to work on a sub-committee to document the needs we have for a curriculum system. The info will assist us to determine how we should proceed to determine if we need to purchase software or to make changes to our current system. Rachelle Campbell has volunteered. Recommended that Nunez participate on this committee. Suggested that we see a number of vendors to see what's available to either buy software or to determine if it is more cost effective to have our webmaster rebuild our system. Also suggested that in the Spring we plan an extra meeting or extend one of the CCC meetings to see some vendor presentations.
3. Consent Calendar: a. Stand Alone Forms	Speaker: Isaac Escoto Faculty author requested that these forms be pulled from the consent calendar. For information, vocational programs do not use "common core" as mentioned in the Stand Alone forms.
4. AP for GE Content	Speaker: Isaac Escoto Discussion regarding AP credit for local GE areas. Will continue discussion at future meetings as to how units are granted for AP. Move to adopt the AP/GE resolution recommended by the ASCCCC M/S (Serna/Hartwell) Approved
5. Course Currency Procedures	Speaker: Isaac Escoto The committee reviewed an alternate suggested process: Courses would be reviewed at 4 years. At that point, an appeal would be filed with the division, approved by the dean and extended for 2 years. If the course is still not taught after the 2 year extension, the faculty would then appeal for extension directly to CCC to receive another 2 year extension. Motion to approve version #2 (Armstrong/Serna) 1 approve, 6 deny, 0 abstention. Motion to approve the original proposed process: M/S (Hueg/Campbell) 8 approved, 1 abstention. It was mentioned that this item was on the agenda as a "discussion" item. We will bring this item back for the next agenda as an "action" item. Therefore, no final decision

Draft Minutes, March 17, 2015

	has been made in this regard.
6. CCC Roles	This will be moved to the 4/21/15 meeting.
7. Report Out	This will be moved to the 4/21/15 meeting.
8. Good of the Order	This will be moved to the 4/21/15 meeting.
9. Adjournment	3:37 p.m.

Attendees: Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Isaac Escoto (Faculty Co-Chair), Konnilyn Fieg (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Robert Hartwell (FA), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Lety Serna (CNSL), Lan Truong (CNSL)

Minutes Recorded by: C. Nuñez

Foothill College
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Daphne Small

Proposed Number: CNSL 61

Proposed Units: 4

Proposed Hours: 4 hours

Proposed Transferability: CSU

Proposed Title: Exploring Leadership

Proposed Catalog Description & Requisites:

This course is designed to introduce students to the fundamental elements of leadership. Students will explore leadership theories and models as well as their own values and beliefs to develop a personal philosophy of leadership that includes an understanding of self, others and community. Students will learn how to apply theory into practice as they prepare for leadership roles in college and community settings.

Proposed Discipline: Counseling

To which Degree(s) or Certificate(s) would this course potentially be added?

Stand Alone course: CSU GE Breadth Area E

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Comments & Other Relevant Information for Discussion:

This course will broaden students' understanding of leadership and broader topics related to self-knowledge, group dynamics, change and organizational development. It will target students from a variety of backgrounds and experiences and will broaden our campus life program by providing the essential tools for effective leadership needed for transfer and career success. As we no longer provide a Certificate of Achievement in Leadership and Service, this course will provide a CSU transferrable course that meets standards for GE Breadth Area E.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Phyllis Spragge

Proposed Number: D H 500 (upper division)

Proposed Units: 3

Proposed Hours: 3 hours lecture.

Proposed Transferability: CSU

Proposed Title: Health Communication & Multicultural Issues

Proposed Catalog Description & Requisites:

Health communication & multicultural issues unique to the dental and medical fields. Topics include intercultural communication; health literacy; interpersonal, small group, electronic, and nonverbal communication; listening; persuasion, caring for limited English proficient people; and working with interpreters. The course is intended for Dental Hygiene students admitted to the Bachelor's completion program. This is an upper division course, under the pilot program (SB 850), allowing for granting the Baccalaureate Degree in the community college setting.

Proposed Discipline: Dental Technology (Dental Hygiene), Allied Health

To which Degree(s) or Certificate(s) would this course potentially be added?

Bachelor's degree completion program at Foothill College, as part of the approved pilot program (SB 850) for the baccalaureate degree in community colleges.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

The course will not effect others departments.

Comments & Other Relevant Information for Discussion:

Foothill College Dental Hygiene Program was approved to participate in the SB 850 pilot program to award the bachelor's degree in selected community college programs. We will have two tracks: (1) Bachelor's degree in Dental Hygiene, which replaces the AS degree in Dental Hygiene beginning 2016, and (2) A bachelor's completion program in Dental Hygiene for graduates of Foothill College Dental Hygiene Program and graduates of other accredited Dental Hygiene Programs based in California Community Colleges. This course proposal is only for the Bachelor's Completion Program in Dental Hygiene.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Phyllis Spragge

Proposed Number: D H 502A (upper division) **Proposed Units:** 3

Proposed Hours: 3 hours lecture.

Proposed Transferability: CSU

Proposed Title: Dental Hygiene Research & Capstone Project I

Proposed Catalog Description & Requisites:

The first in a series of three courses on research design, evidence based literature, project planning, implementation and evaluation. The course is intended for Dental Hygiene students admitted to the Bachelor's completion program. This is an upper division course, under the pilot program (SB 850), allowing for granting the Baccalaureate Degree in the community college setting.

Requisites: admission to the Bachelor's completion program in Dental Hygiene

Proposed Discipline: Dental Technology (Dental Hygiene)

To which Degree(s) or Certificate(s) would this course potentially be added?

Bachelor's degree completion program at Foothill College, as part of the approved pilot program (SB 850) for the baccalaureate degree in community colleges.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

The course will not effect others departments.

Comments & Other Relevant Information for Discussion:

Foothill College Dental Hygiene Program was approved to participate in the SB 850 pilot program to award the bachelor's degree in selected community college programs. We will have two tracks: (1) Bachelor's degree in Dental Hygiene, which replaces the AS degree in Dental Hygiene beginning 2016, and (2) A bachelor's completion program in Dental Hygiene for graduates of Foothill College Dental Hygiene Program and graduates of other accredited Dental Hygiene Programs based in California Community Colleges. This course proposal is only for the Bachelor's Completion Program in Dental Hygiene.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Phyllis Spragge

Proposed Number: DH 502B (upper division)

Proposed Units: 3

Proposed Hours: 3 hours lecture.

Proposed Transferability: CSU

Proposed Title: Dental Hygiene Research & Capstone Project II

Proposed Catalog Description & Requisites:

The second in a series of three courses on research design, evidence based literature, project planning, implementation and evaluation. The course is intended for Dental Hygiene students admitted to the Bachelor's completion program. This is an upper division course, under the pilot program (SB 850), allowing for granting the Baccalaureate Degree in the community college setting.

Requisites: admission to the Bachelor's completion program in Dental Hygiene

Proposed Discipline: Dental Technology (Dental Hygiene)

To which Degree(s) or Certificate(s) would this course potentially be added?

Bachelor's degree completion program at Foothill College, as part of the approved pilot program (SB 850) for the baccalaureate degree in community colleges.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

The course will not effect others departments.

Comments & Other Relevant Information for Discussion:

Foothill College Dental Hygiene Program was approved to participate in the SB 850 pilot program to award the bachelor's degree in selected community college programs. We will have two tracks: (1) Bachelor's degree in Dental Hygiene, which replaces the AS degree in Dental Hygiene beginning 2016, and (2) A bachelor's completion program in Dental Hygiene for graduates of Foothill College Dental Hygiene Program and graduates of other accredited Dental Hygiene Programs based in California Community Colleges. This course proposal is only for the Bachelor's Completion Program in Dental Hygiene.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Phyllis Spragge

Proposed Number: DH 502C (upper division)

Proposed Units: 3

Proposed Hours: 3 hours lecture.

Proposed Transferability: CSU

Proposed Title: Dental Hygiene Research & Capstone III

Proposed Catalog Description & Requisites:

The third in a series of three courses on research design, evidence based literature, project planning, implementation and evaluation. The course is intended for Dental Hygiene students admitted to the Bachelor's completion program. This is an upper division course, under the pilot program (SB 850), allowing for granting the Baccalaureate Degree in the community college setting.

Requisites: admission to the Bachelor's completion program in Dental Hygiene

Proposed Discipline: Dental Technology (Dental Hygiene)

To which Degree(s) or Certificate(s) would this course potentially be added?

Bachelor's degree completion program at Foothill College, as part of the approved pilot program (SB 850) for the baccalaureate degree in community colleges.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

The course will not effect others departments.

Comments & Other Relevant Information for Discussion:

Foothill College Dental Hygiene Program was approved to participate in the SB 850 pilot program to award the bachelor's degree in selected community college programs. We will have two tracks: (1) Bachelor's degree in Dental Hygiene, which replaces the AS degree in Dental Hygiene beginning 2016, and (2) A bachelor's completion program in Dental Hygiene for graduates of Foothill College Dental Hygiene Program and graduates of other accredited Dental Hygiene Programs based in California Community Colleges. This course proposal is only for the Bachelor's Completion Program in Dental Hygiene.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Falk Cammin

Proposed Number: HUMN 7

Proposed Units: 4

Proposed Hours: 4

Proposed Transferability: UC/CSU

Proposed Title: Global Religions – Contemporary Practices & Perspectives

Proposed Catalog Description & Requisites:

Religions intersect with our modern lives in numerous and often imperceptible ways. This interdisciplinary course explores how religions shape our understanding of diverse topics such as human rights, war, peace, globalization, and science as well as music, sport, humor, film and the visual arts. Rather than focusing on a distinct tradition (i.e. Western or Eastern religions), the course examines the inter-relationship between religion and human meaning creation through the specific lenses of ethics, aesthetics and politics.

Proposed Discipline: Humanities

To which Degree(s) or Certificate(s) would this course potentially be added?

Humanities AA

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

The Philosophy Department teaches introductory course to Eastern and Western Religions (PHIL 24 and PHIL 25). This course rounds out Foothill's offerings in Religious Studies by examining the impact religions have on contemporary, modern life.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Steven McGriff

Proposed Number: LINC 75A

Proposed Units: 3

Proposed Hours: 3

Proposed Transferability: CSU

Proposed Title: Instructional Design & Technology

Proposed Catalog Description & Requisites:

This introductory course in instructional technology and design is for teachers, educators, and trainers at all levels who want to create technology-based educational or training materials and resources for school, college, or business settings. Foundational topics include: educational technology, instructional design models, learning styles, instructional strategies and planning, Bloom's Taxonomy, and industry or grade level standards for instruction. Skill building includes: Integrate technology into the instruction. Write learning objectives. Create instruction for different modes of teaching and learning, such as instructor-led sessions, self-paced sessions, online, or blended combinations. Students create an instructional design plan including a needs assessment, goal analysis, and task analysis; examine different delivery strategies; and write an assessment plan to determine if the instruction worked.

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?

Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Steven McGriff

Proposed Number: LINC 75B

Proposed Units: 3

Proposed Hours: 3

Proposed Transferability: CSU

Proposed Title: Instructional Technology Strategies

Proposed Catalog Description & Requisites:

This instructional technology and design course is for teachers, educators, and trainers who want to enhance their skill with using instructional design models and instructional planning procedures to create technology-based educational or training curriculum for school, college, or business settings. Apply principles of instructional design and technology to create instruction that works for the learner. Understand instructional methods and strategies to create highly-effective learning environments. Design instruction for different audiences based on content, process, and product. Apply methods and strategies of instructional technology that meet the needs of English learners, diverse populations, and different learning styles. Compare teaching and learning methods such as direct-instruction, hands-on, project-based, inquiry-based, and problem-based learning. Plan for effective use and management of technology for teaching and learning (i.e., laptop carts, mobile devices, classroom audio-visual, online technologies).

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?

Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Steven McGriff

Proposed Number: LINC 75C

Proposed Units: 3

Proposed Hours: 3

Proposed Transferability: CSU

Proposed Title: Instructional Design For Online Teaching

Proposed Catalog Description & Requisites:

This advanced instructional technology and design course is for teachers, educators, and trainers who want to create online courses. It builds upon the concepts presented in the prior courses in this sequence. Understand the key components of online learning and how they differ from face to face learning. Apply the theories and methods of instruction with web-based technologies to design online learning. Examine the differences in design and delivery for learning in blended environments, solely online learning, and self-paced learning modules. Devise methods to incorporate the use of multimedia tools such as screen casting and instructional videos, as well as online communication tools such as video conferencing, threaded discussions shared documents and online collaboration.

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?

Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

FOOTHILL COLLEGE
Addendum to the Course Outline of Record
Course Approval Application for Online/Distance Learning Delivery

Course #: _____ Course Title: _____

The above noted course is:

_____ **Currently active, this is a new Distance Learning Application.**

_____ **Currently active, changing the methods of delivery.**

_____ **New course in Submission.**

_____ Online ONLY

_____ Hybrid ONLY

_____ Both Online and Hybrid

I/We have read the full text of this document (pages 1 – 3) and have thoughtfully considered the educational value of offering the following course as a distance education course. I/We agree that this course will consistently utilize the following selected method(s) from the list of “Regular, Timely, and Effective Methods of Student/Faculty Contact” as recommended by the Foothill College Academic Senate:

Selected Methods*:

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
- Chat Room within the Course Management System
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participationⁱ
- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of conceptsⁱⁱ
- Group or individual meetings^{iv}
- Orientation and review sessions^{iv}
- Supplemental seminar or study sessions^{iv}
- Library workshops^{iv}
- Field trips^{iv}
- Other (please describe):

**Note: if your method(s) are not already on the list of recommended methods, please also include a description of how the method(s) will be a mechanism of “Regular, Timely and Effective Methods of Student/Faculty Contact”*

Faculty Submitting Application: _____ Date: _____

Division Curr. Comm. Approval: _____ Date: _____

For Office Use Only:

Submitted to Instruction Office: _____

Entered in C3MS: _____

Entered in Banner: _____

Best Practices for Online/Distance Education Courses

In accordance with Title 5, discussions in the Faculty Academic Senate and the College Curriculum Committee, a survey of faculty, online discussions, and a review of the pertinent literature, the Foothill College Academic Senate has formulated the following best practices and guidelines for “Regular, Timely and Effective Student/Faculty Contact” in online/distance education courses:

Best Practices

- 1. Communication:** clear and comprehensive communication regarding online course policies is critical to student success and faculty effectiveness. ⁱⁱⁱ Accordingly, it’s imperative that the following are addressed explicitly in the course syllabus and/or introductory email/announcement.
These communication guidelines are the same for all teachers and are in accordance with J1 Evaluative Material (Section II.A.12) “*Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.*” and is the same requirement for all teachers. Communication must include but is not limited to:
 - **Relevant Dates, Course Schedule, and Deadlines.**
 - **Faculty Expectations and Requirements** for minimum student participation (quantity and quality) for all sections of the course.
 - **Evaluation Process** including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.
 - **Faculty/Student Communication Process** including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
 - **Methods of regular, timely, and effective student/faculty contact** that will be employed in the course (as described below)
 - **A Contingency Plan** for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.
- 2. Effective Student/Faculty Contact:** it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Depending on class design and Instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web-enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.)
These effective contact guidelines are the same requirements for all teachers and are in accordance with J1.II.A.7: “*Maintains student-faculty relationship conducive to learning,*” as well as the following student evaluation criteria: J2.A. #11 *Motivated student interest and intellectual effort,* #12. *Encouraged students to ask questions and participate in class discussions,* #13. *Encouraged individual thinking and differences of opinion,* and #14. *Used full class time effectively.*”

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
- Chat Room within the Course Management System
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participation^{iv}
- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts.^v
- Group or individual meetings^{iv}
- Orientation and review sessions^{iv}
- Supplemental seminar or study sessions^{iv}
- Field trips^{iv}
- Library workshops^{iv}

If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth in the Addendum to the Course Outline of Record and the course syllabus, students must be informed via e-mail or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

References:

ⁱ Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001

<http://www.westga.edu/~distance/roblyer32.html>

ⁱⁱ Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998.

<http://www.flaguide.org/cat/portfolios/portfolios7.php>

^{iv} Title 5 §55204

ⁱⁱⁱ Waterhouse, S. & Rogers, R. (2004), The Importance of Policies in E-Learning Instruction, EDUCAUSE Quarterly, Vol. 27, No. 3, pp. 28-39.

^{iv} Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001 <http://www.westga.edu/~distance/roblyer32.html>

^v Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998.

<http://www.flaguide.org/cat/portfolios/portfolios7.php>

^{iv} Title 5 §55204

COR Requiring Updates for 2016-17

Any course in **red MUST** be updated by the Curriculum due date of June 19, 2015 or they will be deactivated under the Title 5 requirement for 2016-17. Courses in **blue** are currently in submissions.

SS	ACTG 51A	INTERMEDIATE ACCOUNTING I	2011 Summer	
SS	ACTG 58	AUDITING	2011 Summer	
SS	ACTG 60	ACCOUNTING FOR SMALL BUSINESS	2011 Summer	
SS	ACTG 65	PAYROLL & BUSINESS TAX ACCOUNTING	2011 Summer	
SS	ACTG 66	COST ACCOUNTING	2011 Summer	
SS	ACTG 67	TAX ACCOUNTING	2011 Summer	
SS	ACTG 68A	ADVANCED TAX ACCOUNTING I	2011 Summer	
SS	ACTG 75	ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT	2011 Summer	
GU	ALCB 223	CAREER RESOURCES	2011 Summer	
GU	ALLD 206	PARAGRAPH REMEDIATION	2011 Summer	
SS	ANTH 1	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	2011 Summer	
SS	ANTH 12	APPLIED ANTHROPOLOGY	2011 Summer	
SS	ANTH 20	NATIVE PEOPLES OF CALIFORNIA	2011 Summer	
SS	ANTH 2A	CULTURAL ANTHROPOLOGY	2011 Summer	
SS	ANTH 2B	PATTERNS OF CULTURE	2011 Summer	
SS	ANTH 4	FIRST PEOPLES OF NORTH AMERICA	2011 Summer	
SS	ANTH 5	MAGIC, SCIENCE & RELIGION	2011 Summer	
SS	ANTH 6	PEOPLES OF AFRICA	2011 Summer	
SS	APEL 120	ORIENTATION TO THE ELECTRICAL TRADE	2010 Summer	in submission
SS	APEL 121	ELECTRON THEORY; BASIC BLUEPRINT READING; DC THE	2010 Summer	in submission
SS	APEL 122	CODEOLOGY; TEST EQUIPMENT; PIPE BENDING; BLUEPR	2010 Summer	in submission
SS	APEL 123	AC THEORY; TRANSFORMERS; INTERMEDIATE NATIONAL	2010 Summer	in submission
SS	APEL 124	DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLU	2010 Summer	in submission
SS	APEL 125	NEC GROUNDING; OVERCURRENT PROTECTION; TRANSF	2010 Summer	in submission
SS	APEL 126	MOTORS; MOTOR CONTROL; LIGHTING PROTECTION	2010 Summer	in submission
SS	APEL 127	DIGITAL ELECTRONICS; MOTOR SPEED CONTROL; ADVAN	2010 Summer	in submission
SS	APEL 128	PROGRAMMABLE LOGIC CONTROLLERS; LOW VOLTAGE	2010 Summer	in submission
SS	APEL 129	NATIONAL ELECTRICAL CODE REVIEW	2010 Summer	in submission
SS	APIW 100	INTRODUCTION TO IRONWORKING	2011 Winter	
SS	APIW 101	MIXED BASE	2011 Winter	
SS	APIW 102	REINFORCING IRON I	2011 Winter	
SS	APIW 103	RIGGING I	2011 Winter	
SS	APIW 105	WELDING I	2011 Winter	
SS	APIW 106	STRUCTURAL I	2011 Winter	
SS	APIW 110	ARCHITECTURAL I	2011 Winter	
SS	APIW 111	ARCHITECTURAL II	2011 Winter	
SS	APIW 113	SMALL STRUCTURE ERECTION	2011 Winter	
SS	APIW 114	WELDING III	2011 Winter	
SS	APIW 115	CRANES	2011 Winter	
SS	APIW 116	FOREMAN TRAINING	2011 Winter	
SS	APPR 183A	BASIC ELECTRICITY FOR SHEET METAL & AIR CONDITION	2011 Spring	
SS	APPR 183B	ADVANCED ELECTRICITY FOR SHEET METAL & AIR COND	2011 Spring	
SS	APPR 184A	AIR CONDITIONING; COMMERCIAL SYSTEMS; HEATING (2011 Spring	
SS	APPR 184B	COMMERCIAL SYSTEMS; HEAT LOADS; PIPING (FOURTH-	2011 Spring	

COR Requiring Updates for 2016-17

SS	APPR 185A	BASIC REFRIGERATION FOR SHEET METAL AIR CONDITIO	2011 Spring	
SS	APPR 185B	ADVANCED REFRIGERATION FOR SHEET METAL AIR CON	2011 Spring	
SS	APPR 186A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AI	2011 Spring	
SS	APPR 186B	REFRIDGERATION THEORY FOR SHEET METAL AIR CONDI	2011 Spring	
SS	APPT 161	SAFETY/TOOLS/HERITAGE/SERVICE	2010 Summer	in submission
SS	APPT 162	MATHEMATICS/SCIENCE FOR THE PLUMBING TRADE	2012 Spring	
SS	APPT 163	CODE/WATER SUPPLY SYSTEMS	2012 Spring	
SS	APPT 164	DRAWING I FOR THE PLUMBING TRADE	2012 Spring	
SS	APPT 171	BASIC REFRIGERATION/HERITAGE/CFC	2010 Summer	in submission
SS	APRT 106A	SHEET METAL CONTROL SYSTEMS (FIFTH-YEAR SERVICE)	2011 Spring	
SS	APRT 106B	ENERGY MANAGEMENT & CUSTOMER SERVICE (FIFTH-Y	2011 Spring	
SS	APRT 140A	ELECTRICAL BASICS FOR RESIDENTIAL HVAC SERVICE I	2011 Winter	
SS	APRT 140B	REFRIGERATION BASICS FOR RESIDENTIAL HVAC SERVICE	2011 Winter	
SS	APRT 141A	COMPONENTS OF RESIDENTIAL HVAC SERVICE	2011 Winter	
SS	APRT 141B	TROUBLESHOOTING DIAGNOSIS & REPAIR FOR RESIDEN	2011 Winter	
SS	APRT 143A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS (FIRST	2011 Winter	
SS	APRT 143B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT	2011 Winter	
SS	APRT 144A	INTRODUCTION TO MARINE SHEET METAL TRAINING FO	2010 Summer	
SS	APRT 144B	INTRODUCTION TO MARINE SHEET METAL TRAINING FO	2010 Summer	
SS	APRT 149A	ELECTRICAL SYSTEMS OPERATION, CONTROLS & DEVICE	2011 Spring	
SS	APRT 149B	HVAC TESTING & BALANCING PROCEDURES (TAB-2)	2011 Spring	
SS	APRT 150A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS (TAB-3	2011 Spring	
SS	APRT 150B	SYSTEMS INSTALLATION & TROUBLESHOOTING (TAB-3)	2011 Spring	
SS	APRT 151A	INTERMEDIATE MARINE SHEET METAL TRAINING FOR AF	2010 Summer	
SS	APRT 153A	CONTROL SYSTEMS & CUSTOMER SERVICE I (TAB-4)	2011 Spring	
SS	APRT 153B	CONTROL SYSTEMS & CUSTOMER SERVICE II (TAB-4)	2011 Spring	
SS	APRT 154A	PROJECT MANAGEMENT FOR THE TEST & AIR BALANCE I	2011 Spring	
SS	APRT 154B	HAZARDOUS MATERIAL RECOGNITION FOR THE TEST &	2011 Spring	
SS	APRT 155A	SAFETY & TOOLS FOR SHEET METAL SIDING & DECKING	2011 Spring	
SS	APRT 155B	BLUEPRINT READING FOR SHEET METAL SIDING & DECKI	2011 Spring	
SS	APSM 101	SMQ-1 TRADE INTRODUCTION	2010 Summer	in submission
SS	APSM 102	SMQ-2 CERTIFIED SAFETY & BEGINNING TRADE MATH	2010 Summer	in submission
SS	APSM 103	SMQ-3 SHEET METAL TOOLS & SHOP	2010 Summer	in submission
SS	APSM 104	SMQ-4 SOLDERING & COMMON SEAMS	2010 Summer	in submission
SS	APSM 105	SMQ-5 DRAFTING INTRODUCTION & VIEWS	2010 Summer	in submission
SS	APSM 106	SMQ-6 BEGINNING DUCT FITTINGS	2010 Summer	in submission
SS	APSM 107	SMQ-7 PARALLEL LINE FITTINGS	2010 Summer	in submission
SS	APSM 108	SMQ-8 TRIANGULATION FITTINGS	2010 Summer	in submission
SS	APSM 109	SMQ-9 RADIAL LINE LAYOUT & OGEE OFFSETS	2010 Summer	in submission
SS	APSM 110	SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL	2010 Summer	in submission
SS	APSM 111	SMQ-11 ARCHITECTURAL SHEET METAL	2010 Summer	in submission
SS	APSM 112	SMQ-12 FIELD INSTALLATION	2010 Summer	in submission
SS	APSM 113	SMQ-13 WELDING 1: PROCESS & SAFETY OVERVIEW	2010 Summer	in submission
SS	APSM 114	SMQ-14 WELDING 2: GMAW	2010 Summer	in submission
SS	APSM 115	SMQ-15 WELDING 3: GMAW	2010 Summer	in submission
SS	APSM 116	SMQ-16 PLANS & SPECIFICATIONS	2010 Summer	in submission

COR Requiring Updates for 2016-17

SS	APSM 117	SMQ-17 SUBMITTALS & SHOP DRAWINGS	2010 Summer	in submission
SS	APSM 118	SMQ-18 INDUSTRIAL & STAINLESS STEEL INTRODUCTION	2010 Summer	in submission
SS	APSM 119	SMQ-19 HVAC AIR SYSTEMS & DUCT DESIGN	2010 Summer	in submission
SS	APSM 120	SMQ-20 MEASURING & SKETCHING	2010 Summer	in submission
SS	APSM 121	SMQ-21 FABRICATION & SHORTCUTS	2010 Summer	in submission
SS	APSM 122	SMQ-22 CODES & STANDARDS	2010 Summer	in submission
SS	APSM 123	SMQ-23 RESIDENTIAL SHEET METAL	2010 Summer	in submission
SS	APSM 124	SMQ-24 METAL ROOFING	2010 Summer	in submission
SS	APSM 125	SMQ-25 DETAILING	2010 Summer	in submission
SS	APSM 126	SMQ-26 FOREMAN TRAINING	2010 Summer	in submission
SS	APSM 127	SMQ-27 BASIC AUTOCAD	2010 Summer	in submission
SS	APSM 128	HVAC ENERGY CONSERVATION & ENVIRONMENTAL TECH	2011 Winter	in submission
SS	APSM 131	SMQ-31 CAD DETAILING (BEGINNING CAD DUCT)	2008 Winter	in submission
SS	APSM 132	SMQ-32 INTERMEDIATE CAD DETAILING	2008 Winter	in submission
SS	APSM 133	SMQ-33 ADVANCED ARCHITECTURAL	2008 Winter	in submission
SS	APSM 134	SMQ-34 ADVANCED LAYOUT FABRICATION	2008 Winter	in submission
SS	APSM 135	SMQ-35 PROJECT MANAGEMENT, TAKEOFFS & ESTIMAT	2008 Winter	in submission
SS	APSM 136	SMQ-36 SERVICE BASICS	2008 Winter	in submission
SS	APSM 137	SMQ-37 FINAL HVAC PROJECT	2008 Winter	in submission
SS	APSM 138	SMQ-38 FINAL ARCHITECTURAL, INDUSTRIAL, ORNAMENT	2008 Winter	in submission
FA	ART 36	HISTORY OF GRAPHIC DESIGN	2011 Summer	
FA	ART 49	MONOPRINTING	2011 Fall	
FA	ART 72	STUDIO ART PORTFOLIO PREPARATION	2011 Summer	
FA	ART 96	BOOK ARTS I	2011 Summer	
SS	BUSI 18	BUSINESS LAW I	2011 Fall	
SS	BUSI 19	BUSINESS LAW II	2011 Fall	
SS	BUSI 233A	STARTING A SMALL BUSINESS	2011 Summer	
SS	BUSI 233E	SMALL BUSINESS MARKETING, RESEARCH & PLANNING	2011 Summer	
SS	BUSI 53	SURVEY OF INTERNATIONAL BUSINESS	2011 Fall	
SS	BUSI 57	PRINCIPLES OF ADVERTISING	2011 Fall	
SS	BUSI 58	SURVEY OF INTERNATIONAL MARKETING	2011 Fall	
SS	BUSI 59	PRINCIPLES OF MARKETING	2011 Fall	
SS	BUSI 62	PRINCIPLES OF SALESMANSHIP	2011 Fall	
SS	BUSI 70	BUSINESS & PROFESSIONAL ETHICS	2011 Fall	
SS	BUSI 90A	PRINCIPLES OF MANAGEMENT	2011 Fall	
SS	BUSI 95	ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT	2011 Fall	
SS	BUSI 95E	SMALL BUSINESS EXPORT & IMPORT	2011 Fall	
SS	CHLD 50A	INFANT/TODDLER DEVELOPMENT	2011 Summer	
SS	CHLD 53NC	SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN	2011 Summer	
SS	CHLD 53NP	DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS	2011 Summer	
SS	CHLD 63N	ARTISTIC & CREATIVE DEVELOPMENT	2011 Summer	
SS	CHLD 71	PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN	2011 Summer	
SS	CHLD 73	MUSIC & MOVEMENT IN THE EARLY YEARS	2011 Summer	
SS	CHLD 74	SCIENCE & NATURE	2011 Summer	
SS	CHLD 79	CARING FOR INFANTS & TODDLERS IN GROUPS	2011 Summer	
SS	CHLD 82	PLANNING CREATIVE DRAMATICS	2011 Summer	

COR Requiring Updates for 2016-17

SS	CHLD 85	LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATI	2011 Summer	
SS	CHLD 86A	MENTORING THE EARLY CARE & EDUCATION PROFESSIO	2011 Summer	
SS	CHLD 88B	POSITIVE BEHAVIOR MANAGEMENT	2011 Summer	
SS	CHLD 90B	ADMINISTRATION & SUPERVISION OF CHILDREN'S PROG	2011 Summer	
SS	CHLD 90C	ADMINISTRATION & SUPERVISION OF CHILDREN'S PROG	2011 Summer	
SS	CHLD 91	ADMINISTRATION & SUPERVISION: ADULT SUPERVISION	2011 Summer	
FA	COMM 1B	ARGUMENTATION & PERSUASION	2010 Summer	
FA	COMM 4	GROUP DISCUSSION	2010 Summer	
LA	CRWR 41B	ADVANCED POETRY WRITING	2011 Summer	
BH	D A 51B	INTERMEDIATE CLINICAL DENTAL ASSISTING	2011 Summer	
BH	D A 53A	INTRODUCTION TO RADIOGRAPHY I	2011 Summer	
BH	D A 53B	DENTAL RADIOGRAPHY II	2011 Summer	
BH	D A 53C	DENTAL RADIOGRAPHY III	2011 Summer	
BH	D A 56	DENTAL HEALTH EDUCATION	2011 Summer	
BH	D A 58	SPECIALITY PRACTICE PROCEDURES	2011 Summer	
BH	D A 60A	DENTAL OFFICE BUSINESS PRACTICES I	2011 Summer	
BH	D A 60B	DENTAL OFFICE BUSINESS PRACTICES II	2011 Summer	
BH	D A 62A	DENTAL SCIENCES I	2011 Summer	
BH	D A 62B	DENTAL SCIENCES II	2011 Summer	
BH	D A 62C	DENTAL SCIENCES III	2011 Summer	
BH	D A 63	SPECIAL PATIENT POPULATIONS	2011 Summer	
BH	D A 85	RDA REVIEW	2011 Summer	
BH	D A 88	PIT & FISSURE SEALANTS	2011 Fall	
BH	D H 54	PRE-CLINICAL DENTAL HYGIENE	2012 Winter	
BH	D H 60A	INTRODUCTION TO DENTAL RADIOGRAPHY I	2011 Summer	
BH	D H 60B	DENTAL RADIOGRAPHY II	2011 Summer	
BH	D H 68A	RADIOGRAPHIC INTERPRETATION	2011 Summer	
KA	DANC 6	BEGINNING COUNTRY-WESTERN LINE DANCING	2008 Summer	
SS	ECON 18	CONTEMPORARY ECONOMIC ISSUES	2011 Summer	
SS	ECON 9	POLITICAL ECONOMY	2011 Fall	in submission
LA	ENGL 209	INTRODUCTION TO COLLEGE READING	2011 Spring	
LA	ENGL 22	WOMEN WRITERS	2011 Fall	
LA	ENGL 250A	NARRATIVE READING & WRITING: PUENTE	2011 Fall	
LA	ENGL 250B	ANALYTICAL READING & WRITING: PUENTE	2011 Fall	
LA	ENGL 40H	HONORS ASIAN AMERICAN LITERATURE	2011 Summer	
LA	ENGL 46A	MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATUR	2011 Summer	
LA	ENGL 46B	REASON, REBELLION & ROMANTICISM: ENGLISH LITERA	2011 Summer	
LA	ENGL 46C	WARS & WASTELANDS: ENGLISH LITERATURE FROM THE	2011 Summer	
LA	ENGL 5H	HONORS GAY & LESBIAN LITERATURE	2011 Fall	
LA	ENGL 7H	HONORS NATIVE AMERICAN LITERATURE	2011 Fall	
PS	ENGR 40	INTRODUCTION TO CLEAN ENERGY TECHNOLOGY	2012 Winter	
SS	GEOG 10	WORLD REGIONAL GEOGRAPHY	2011 Spring	
SS	GEOG 2	HUMAN GEOGRAPHY	2011 Spring	
SS	GEOG 5	INTRODUCTION TO ECONOMIC GEOGRAPHY	2011 Spring	
FA	GID 1	HISTORY OF GRAPHIC DESIGN	2011 Fall	
FA	GID 38	PRINT ARTS I	2011 Summer	

COR Requiring Updates for 2016-17

FA	GID 39	PRINT ARTS II	2011 Fall	
FA	GID 46	SCREENPRINTING	2011 Fall	
FA	GID 48	MONOPRINTING	2011 Fall	
FA	GID 60	CAREERS IN THE VISUAL ARTS	2011 Fall	
FA	GID 64A	GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERN:	2010 Summer	
FA	GID 70	GRAPHIC DESIGN DRAWING	2011 Fall	in submission
FA	GID 71	STORYBOARDING	2011 Fall	
FA	GID 90	BOOK ARTS I	2011 Fall	
FA	GID 91	BOOK ARTS II	2011 Fall	
FA	GID 92	LETTERPRESS PRINTING	2011 Fall	
FA	GID 93	LETTERPRESS PROJECTS	2011 Fall	
SS	HIST 10	HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE	2011 Fall	
SS	HIST 16	INTRODUCTION TO ANCIENT ROME	2011 Fall	
SS	HIST 16H	HONORS INTRODUCTION TO ANCIENT ROME	2011 Fall	
SS	HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800 AD	2011 Fall	
SS	HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700-1800	2011 Summer	
SS	HIST 4C	HISTORY OF WESTERN CIVILIZATION 1789-PRESENT	2011 Fall	
SS	HIST 4CH	HONORS HISTORY OF WESTERN CIVILIZATION 1789-PRESENT	2011 Fall	
SS	HIST 9	HISTORY OF CONTEMPORARY EUROPE	2011 Fall	
SS	HIST 9H	HONORS HISTORY OF CONTEMPORARY EUROPE	2011 Fall	
BH	HORT 54A	LANDSCAPE CONSTRUCTION: GENERAL PRACTICES	2011 Fall	
BH	HORT 54B	LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES	2011 Fall	
BH	HORT 54C	LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES	2011 Fall	
BH	HORT 90A	CONTAINER PLANTINGS IN THE LANDSCAPE	2011 Fall	
BH	HORT 90G	LANDSCAPE DESIGN FORUM	2011 Fall	
BH	HORT 90H	LANDSCAPE LIGHTING	2011 Fall	
BH	HORT 90I	LANDSCAPE SUSTAINABILITY PRACTICES	2011 Fall	
BH	HORT 90K	LANDSCAPING WITH EDIBLES	2011 Fall	
BH	HORT 90L	PLANT PROPAGATION: BASIC SKILLS	2011 Fall	
BH	HORT 90N	PLANT MATERIALS: FALL COLOR	2011 Fall	
BH	HORT 90P	PRUNING: BASIC SKILLS	2011 Fall	
BH	HORT 90Q	RESIDENTIAL IRRIGATION SYSTEMS	2011 Fall	
BH	HORT 90R	SEASONAL FLORAL DESIGN	2011 Fall	
BH	HORT 90X	WATER CONSERVATION IN LANDSCAPE DESIGN	2011 Fall	
LA	JAPN 192	COMMUNITY SERVICE LEARNING FOR JAPANESE	2011 Summer	
LA	LIBR 10	RESEARCH PAPER SEARCH STRATEGIES	2011 Summer	
FA	LINC 72B	ADOBE INDESIGN OVERVIEW	2011 Fall	
FA	LINC 72C	ADOBE INDESIGN I	2011 Fall	
FA	LINC 72D	ADOBE INDESIGN II	2011 Fall	
FA	LINC 73	ADOBE PHOTOSHOP OVERVIEW	2011 Fall	
FA	LINC 73A	ADOBE PHOTOSHOP I	2011 Fall	
FA	LINC 73B	ADOBE PHOTOSHOP II	2011 Fall	
FA	LINC 73H	ADOBE ILLUSTRATOR OVERVIEW	2010 Summer	in submission
FA	LINC 73I	ADOBE ILLUSTRATOR I	2008 Summer	
FA	LINC 73J	ADOBE ILLUSTRATOR II	2008 Summer	
FA	LINC 79	MULTIMEDIA PROJECT PRODUCTION	2011 Summer	

COR Requiring Updates for 2016-17

FA	LINC 85A	ADOBE FLASH I	2010 Summer	
FA	LINC 85B	ADOBE FLASH II	2010 Summer	
FA	LINC 85C	ADOBE FLASH OVERVIEW	2011 Summer	
PS	MATH 230J	PREPARING FOR ALGEBRA	2012 Winter	
PS	MATH 44	MATH FOR THE LIBERAL ARTS	2012 Winter	
FA	MUS 11A	JAZZ & SWING	2010 Summer	
FA	MUS 11B	FUNK, FUSION & HIP-HOP	2010 Summer	
FA	MUS 12A	BEGINNING CLASS PIANO	2012 Winter	in submission
FA	MUS 12B	INTERMEDIATE CLASS PIANO	2011 Summer	in submission
FA	MUS 12C	ADVANCED CLASS PIANO	2011 Summer	in submission
PS	NANO 51	APPLICATIONS OF NANOTECHNOLOGY	2011 Summer	
PS	NANO 52	NANOMATERIALS & NANOSTRUCTURES	2011 Summer	
PS	NANO 53	NANOMATERIALS CHARACTERIZATION	2011 Summer	
PS	NANO 54	NANOFABRICATION TOOLS & PROCESS	2011 Summer	
PS	NANO 61	MICRO & NANO FABRICATION TECHNIQUES CAPSTONE	2009 Summer	in submission
GU	NCBS 402	BOOTS TO BOOKS - COLLEGE SUCCESS & ORIENTATION F	2012 Winter	
LA	NCEL 401	ESL FOR CHILD CARE PROVIDERS	2012 Winter	
LA	NCEL 402	VOCATIONAL ESL FOR ALLIED HEALTH: GERIATRIC HOME	2012 Winter	
GU	NCP 400	STRONG START FOR CHILDREN	2009 Summer	in submission
GU	NCP 401	NURTURING HEALTHY CHOICES	2009 Summer	in submission
GU	NCP 402	PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY I	2009 Summer	in submission
GU	NCP 403	BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIO	2009 Summer	in submission
GU	NCSV 400	GERIATRIC HOME AIDE BASICS	2010 Winter	in submission
GU	NCSV 401	GERIATRIC HOME AIDE - NUTRITION	2010 Winter	in submission
GU	NCSV 403	FAMILY CHILD CARE PROVIDER:CHILD DEVELOPMENT	2012 Winter	
GU	NCSV 404	FAMILY CHILD CARE PROVIDER: CURRICULUM DEVELOP	2012 Winter	
GU	NCSV 405	FAMILY CHILD CARE PROVIDER: FAMILY CHILD CARE PRC	2012 Winter	
BH	PCA 50	ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM	2011 Spring	
BH	PCA 56E	CORE MEDICINE V	2011 Summer	
BH	PCA 56F	CORE MEDICINE VI	2011 Summer	
BH	PCA 56G	CORE MEDICINE VII	2011 Summer	
KA	PHED 22B	PILATES & YOGA	2008 Summer	
KA	PHED 39	INDOOR SOCCER	2008 Summer	
SS	PHIL 2	INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY	2011 Fall	
SS	PHIL 20B	HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISS.	2011 Fall	
SS	PHIL 20C	CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY	2011 Fall	
SS	PHIL 24	COMPARATIVE WORLD RELIGIONS: EAST	2011 Summer	
SS	PHIL 25	COMPARATIVE WORLD RELIGIONS: WEST	2011 Fall	
SS	PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	2011 Fall	
SS	PHIL 8	ETHICS	2011 Fall	
BH	PHT 54B	DOSAGE CALCULATIONS B	2011 Summer	
BH	PHT 56B	DISPENSING & COMPOUNDING B	2011 Summer	
BH	PHT 61	HOME HEALTH CARE SUPPLIES	2011 Summer	
PS	PHYS 6	INTRODUCTORY PHYSICS	2011 Summer	
SS	PSYC 14	CHILD & ADOLESCENT DEVELOPMENT	2011 Fall	
SS	PSYC 22	PSYCHOLOGY OF PREJUDICE	2011 Fall	

COR Requiring Updates for 2016-17

SS	PSYC 30	SOCIAL PSYCHOLOGY	2011 Fall	
SS	PSYC 33	INTRODUCTION TO PERSONALITY PSYCHOLOGY	2011 Fall	
SS	PSYC 49	HUMAN SEXUALITY	2011 Fall	
SS	PSYC 50	PSYCHOLOGY OF CRISIS	2011 Fall	
BH	R T 54A	BASIC PATIENT CARE FOR IMAGING TECHNOLOGY	2011 Summer	
BH	R T 54C	RADIOGRAPHIC PATHOLOGY	2011 Summer	
BH	R T 61B	RADIOLOGY RESEARCH PROJECT	2011 Summer	
BH	R T 62A	ADVANCED MODALITIES IN IMAGING	2011 Summer	
BH	R T 62B	SPECIAL PROCEDURES & EQUIPMENT	2011 Fall	
BH	R T 63	ADVANCED RADIOGRAPHIC PRINCIPLES	2011 Fall	
BH	R T 65	MAMMOGRAPHY	2012 Winter	
BH	R T 72	VENIPUNCTURE	2011 Fall	
BH	RSPT 50A	RESPIRATORY THERAPY PROCEDURES	2011 Summer	
BH	RSPT 60B	ADVANCED CARDIAC LIFE SUPPORT	2011 Summer	
BH	RSPT 61B	PERINATAL RESPIRATORY CARE	2011 Summer	
BH	RSPT 61D	PEDIATRIC RESPIRATORY CARE	2011 Summer	
BH	RSPT 63A	ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMEME	2011 Fall	
BH	RSPT 65	COMPUTER PATIENT SIMULATIONS	2011 Summer	
SS	SOC 1	INTRODUCTION TO SOCIOLOGY	2011 Fall	
SS	SOC 11	INTRODUCTION TO SOCIAL WELFARE	2011 Fall	
SS	SOC 15	LAW & SOCIETY	2011 Fall	
SS	SOC 19	ALCOHOL & DRUG ABUSE	2011 Fall	
SS	SOC 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	2011 Fall	
SS	SOC 23	RACE & ETHNIC RELATIONS	2011 Fall	
SS	SOC 30	SOCIAL PSYCHOLOGY	2011 Fall	
SS	SOC 40	ASPECTS OF MARRIAGE & FAMILY	2011 Fall	
SS	SOC 57	CHILD ADVOCACY	2011 Fall	
SS	SOC 8	POPULAR CULTURE	2011 Fall	
SS	SOSC 20	CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL	2011 Summer	
SS	SOSC 79	INTRODUCTION TO COMMUNITY SERVICE	2009 Fall	in submission
SS	SPED 62	PSYCHOLOGICAL ASPECTS OF DISABILITY	2011 Summer	
SS	SPED 63	LEARNING DISABILITIES	2011 Summer	
FA	THTR 26	INTRODUCTION TO FASHION HISTORY & COSTUME DESI	2011 Summer	
BH	V T 52A	VETERINARY ASSISTING I	2011 Spring	
BH	V T 55	ANIMAL MANAGEMENT & CLINICAL SKILLS I	2012 Winter	
BH	V T 70	FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING	2012 Winter	
BH	V T 75B	ANIMAL CARE SKILLS II	2011 Summer	
BH	V T 75C	ANIMAL CARE SKILLS III	2011 Summer	
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	2011 Summer	
SS	WMN 5	INTRODUCTION TO WOMEN'S STUDIES	2011 Spring	

COR Requiring Updates for 2016-17

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SS	APIW 100	INTRODUCTION TO IRONWORKING	2011 Winter
SS	APIW 101	MIXED BASE	2011 Winter
SS	APIW 102	REINFORCING IRON I	2011 Winter
SS	APIW 103	RIGGING I	2011 Winter
SS	APIW 105	WELDING I	2011 Winter
SS	APIW 106	STRUCTURAL I	2011 Winter
SS	APIW 110	ARCHITECTURAL I	2011 Winter
SS	APIW 111	ARCHITECTURAL II	2011 Winter
SS	APIW 113	SMALL STRUCTURE ERECTION	2011 Winter
SS	APIW 114	WELDING III	2011 Winter
SS	APIW 115	CRANES	2011 Winter
SS	APIW 116	FOREMAN TRAINING	2011 Winter
SS	APPR 183A	BASIC ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 183B	ADVANCED ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 184A	AIR CONDITIONING; COMMERCIAL SYSTEMS; HEATING (FOURTH-YEAR SERVICE)	2011 Spring
SS	APPR 184B	COMMERCIAL SYSTEMS; HEAT LOADS; PIPING (FOURTH-YEAR SERVICE)	2011 Spring
SS	APPR 185A	BASIC REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 185B	ADVANCED REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 186A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 186B	REFRIDGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	2011 Spring
SS	APPT 162	MATHEMATICS/SCIENCE FOR THE PLUMBING TRADE	2012 Spring
SS	APPT 163	CODE/WATER SUPPLY SYSTEMS	2012 Spring
SS	APPT 164	DRAWING I FOR THE PLUMBING TRADE	2012 Spring
SS	APRT 106A	SHEET METAL CONTROL SYSTEMS (FIFTH-YEAR SERVICE)	2011 Spring
SS	APRT 106B	ENERGY MANAGEMENT & CUSTOMER SERVICE (FIFTH-YEAR SERVICE)	2011 Spring
SS	APRT 140A	ELECTRICAL BASICS FOR RESIDENTIAL HVAC SERVICE I	2011 Winter
SS	APRT 140B	REFRIGERATION BASICS FOR RESIDENTIAL HVAC SERVICE	2011 Winter
SS	APRT 141A	COMPONENTS OF RESIDENTIAL HVAC SERVICE	2011 Winter
SS	APRT 141B	TROUBLESHOOTING DIAGNOSIS & REPAIR FOR RESIDENTIAL HVAC SERVICE	2011 Winter
SS	APRT 143A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS (FIRST YEAR)	2011 Winter
SS	APRT 143B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS (FIRST YEAR)	2011 Winter

COR Requiring Updates for 2016-17

SS	APRT 149A	ELECTRICAL SYSTEMS OPERATION, CONTROLS & DEVICES (TAB-2)	2011 Spring
SS	APRT 149B	HVAC TESTING & BALANCING PROCEDURES (TAB-2)	2011 Spring
SS	APRT 150A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS (TAB-3)	2011 Spring
SS	APRT 150B	SYSTEMS INSTALLATION & TROUBLESHOOTING (TAB-3)	2011 Spring
SS	APRT 153A	CONTROL SYSTEMS & CUSTOMER SERVICE I (TAB-4)	2011 Spring
SS	APRT 153B	CONTROL SYSTEMS & CUSTOMER SERVICE II (TAB-4)	2011 Spring
SS	APRT 154A	PROJECT MANAGEMENT FOR THE TEST & AIR BALANCE INDUSTRY (TAB-5)	2011 Spring
SS	APRT 154B	HAZARDOUS MATERIAL RECOGNITION FOR THE TEST & AIR BALANCE INDUSTRY (TAB-5)	2011 Spring
SS	APRT 155A	SAFETY & TOOLS FOR SHEET METAL SIDING & DECKING APPRENTICES	2011 Spring
SS	APRT 155B	BLUEPRINT READING FOR SHEET METAL SIDING & DECKING APPRENTICES	2011 Spring
SS	APSM 115	SMQ-15 WELDING 3: GMAW	2010 Summer in submission

COR Requiring Updates for 2016-17

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BH	D A 51B	INTERMEDIATE CLINICAL DENTAL ASSISTING	2011 Summer
BH	D A 53A	INTRODUCTION TO RADIOGRAPHY I	2011 Summer
BH	D A 53B	DENTAL RADIOGRAPHY II	2011 Summer
BH	D A 53C	DENTAL RADIOGRAPHY III	2011 Summer
BH	D A 56	DENTAL HEALTH EDUCATION	2011 Summer
BH	D A 58	SPECIALITY PRACTICE PROCEDURES	2011 Summer
BH	D A 60A	DENTAL OFFICE BUSINESS PRACTICES I	2011 Summer
BH	D A 60B	DENTAL OFFICE BUSINESS PRACTICES II	2011 Summer
BH	D A 62A	DENTAL SCIENCES I	2011 Summer
BH	D A 62B	DENTAL SCIENCES II	2011 Summer
BH	D A 62C	DENTAL SCIENCES III	2011 Summer
BH	D A 63	SPECIAL PATIENT POPULATIONS	2011 Summer
BH	D A 85	RDA REVIEW	2011 Summer
BH	D A 88	PIT & FISSURE SEALANTS	2011 Fall
BH	D H 54	PRE-CLINICAL DENTAL HYGIENE	2012 Winter
BH	D H 60A	INTRODUCTION TO DENTAL RADIOGRAPHY I	2011 Summer
BH	D H 60B	DENTAL RADIOGRAPHY II	2011 Summer
BH	D H 68A	RADIOGRAPHIC INTERPRETATION	2011 Summer
BH	HORT 54A	LANDSCAPE CONSTRUCTION: GENERAL PRACTICES	2011 Fall
BH	HORT 54B	LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES	2011 Fall
BH	HORT 54C	LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES	2011 Fall
BH	HORT 90A	CONTAINER PLANTINGS IN THE LANDSCAPE	2011 Fall
BH	HORT 90G	LANDSCAPE DESIGN FORUM	2011 Fall
BH	HORT 90H	LANDSCAPE LIGHTING	2011 Fall
BH	HORT 90I	LANDSCAPE SUSTAINABILITY PRACTICES	2011 Fall
BH	HORT 90K	LANDSCAPING WITH EDIBLES	2011 Fall
BH	HORT 90L	PLANT PROPAGATION: BASIC SKILLS	2011 Fall
BH	HORT 90N	PLANT MATERIALS: FALL COLOR	2011 Fall
BH	HORT 90P	PRUNING: BASIC SKILLS	2011 Fall
BH	HORT 90Q	RESIDENTIAL IRRIGATION SYSTEMS	2011 Fall
BH	HORT 90R	SEASONAL FLORAL DESIGN	2011 Fall
BH	HORT 90X	WATER CONSERVATION IN LANDSCAPE DESIGN	2011 Fall
BH	PCA 50	ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM	2011 Spring
BH	PCA 56E	CORE MEDICINE V	2011 Summer
BH	PCA 56F	CORE MEDICINE VI	2011 Summer
BH	PCA 56G	CORE MEDICINE VII	2011 Summer
BH	PHT 54B	DOSAGE CALCULATIONS B	2011 Summer
BH	PHT 56B	DISPENSING & COMPOUNDING B	2011 Summer
BH	PHT 61	HOME HEALTH CARE SUPPLIES	2011 Summer
BH	R T 54A	BASIC PATIENT CARE FOR IMAGING TECHNOLOGY	2011 Summer
BH	R T 54C	RADIOGRAPHIC PATHOLOGY	2011 Summer
BH	R T 61B	RADIOLOGY RESEARCH PROJECT	2011 Summer
BH	R T 62A	ADVANCED MODALITIES IN IMAGING	2011 Summer
BH	R T 62B	SPECIAL PROCEDURES & EQUIPMENT	2011 Fall
BH	R T 63	ADVANCED RADIOGRAPHIC PRINCIPLES	2011 Fall
BH	R T 65	MAMMOGRAPHY	2012 Winter
BH	R T 72	VENIPUNCTURE	2011 Fall

COR Requiring Updates for 2016-17

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BH	RSPT 50A	RESPIRATORY THERAPY PROCEDURES	2011 Summer
BH	RSPT 60B	ADVANCED CARDIAC LIFE SUPPORT	2011 Summer
BH	RSPT 61B	PERINATAL RESPIRATORY CARE	2011 Summer
BH	RSPT 61D	PEDIATRIC RESPIRATORY CARE	2011 Summer
BH	RSPT 63A	ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT	2011 Fall
BH	RSPT 65	COMPUTER PATIENT SIMULATIONS	2011 Summer
BH	V T 52A	VETERINARY ASSISTING I	2011 Spring
BH	V T 55	ANIMAL MANAGEMENT & CLINICAL SKILLS I	2012 Winter
BH	V T 70	FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING	2012 Winter
BH	V T 75B	ANIMAL CARE SKILLS II	2011 Summer
BH	V T 75C	ANIMAL CARE SKILLS III	2011 Summer

COR Requiring Updates for 2016-17

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FA ART 36	HISTORY OF GRAPHIC DESIGN	2011 Summer	
FA ART 49	MONOPRINTING	2011 Fall	
FA ART 72	STUDIO ART PORTFOLIO PREPARATION	2011 Summer	
FA ART 96	BOOK ARTS I	2011 Summer	
FA COMM 1B	ARGUMENTATION & PERSUASION	2010 Summer	
FA COMM 4	GROUP DISCUSSION	2010 Summer	
FA GID 1	HISTORY OF GRAPHIC DESIGN	2011 Fall	
FA GID 38	PRINT ARTS I	2011 Summer	
FA GID 39	PRINT ARTS II	2011 Fall	
FA GID 46	SCREENPRINTING	2011 Fall	
FA GID 48	MONOPRINTING	2011 Fall	
FA GID 60	CAREERS IN THE VISUAL ARTS	2011 Fall	
FA GID 64A	GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP	2010 Summer	
FA GID 70	GRAPHIC DESIGN DRAWING	2011 Fall	in submission
FA GID 71	STORYBOARDING	2011 Fall	
FA GID 90	BOOK ARTS I	2011 Fall	
FA GID 91	BOOK ARTS II	2011 Fall	
FA GID 92	LETTERPRESS PRINTING	2011 Fall	
FA GID 93	LETTERPRESS PROJECTS	2011 Fall	
FA LINC 72B	ADOBE INDESIGN OVERVIEW	2011 Fall	
FA LINC 72C	ADOBE INDESIGN I	2011 Fall	
FA LINC 72D	ADOBE INDESIGN II	2011 Fall	
FA LINC 73	ADOBE PHOTOSHOP OVERVIEW	2011 Fall	
FA LINC 73A	ADOBE PHOTOSHOP I	2011 Fall	
FA LINC 73B	ADOBE PHOTOSHOP II	2011 Fall	
FA LINC 73H	ADOBE ILLUSTRATOR OVERVIEW	2010 Summer	in submission
FA LINC 73I	ADOBE ILLUSTRATOR I	2008 Summer	
FA LINC 73J	ADOBE ILLUSTRATOR II	2008 Summer	
FA LINC 79	MULTIMEDIA PROJECT PRODUCTION	2011 Summer	
FA LINC 85A	ADOBE FLASH I	2010 Summer	
FA LINC 85B	ADOBE FLASH II	2010 Summer	
FA LINC 85C	ADOBE FLASH OVERVIEW	2011 Summer	
FA MUS 11A	JAZZ & SWING	2010 Summer	
FA MUS 11B	FUNK, FUSION & HIP-HOP	2010 Summer	
FA MUS 12A	BEGINNING CLASS PIANO	2012 Winter	in submission
FA MUS 12B	INTERMEDIATE CLASS PIANO	2011 Summer	in submission
FA MUS 12C	ADVANCED CLASS PIANO	2011 Summer	in submission
FA THTR 26	INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN	2011 Summer	

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GU	ALCB 223	CAREER RESOURCES	2011 Summer	
GU	ALLD 206	PARAGRAPH REMEDIATION	2011 Summer	
GU	NCBS 402	BOOTS TO BOOKS - COLLEGE SUCCESS & ORIENTATION FOR THE RETURNING U.S. VETERAN	2012 Winter	
GU	NCP 400	STRONG START FOR CHILDREN	2009 Summer	in submission
GU	NCP 401	NURTURING HEALTHY CHOICES	2009 Summer	in submission
GU	NCP 402	PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN	2009 Summer	in submission
GU	NCP 403	BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN	2009 Summer	in submission
GU	NCSV 400	GERIATRIC HOME AIDE BASICS	2010 Winter	in submission
GU	NCSV 401	GERIATRIC HOME AIDE - NUTRITION	2010 Winter	in submission
GU	NCSV 403	FAMILY CHILD CARE PROVIDER:CHILD DEVELOPMENT	2012 Winter	
GU	NCSV 404	FAMILY CHILD CARE PROVIDER: CURRICULUM DEVELOPMENT	2012 Winter	
GU	NCSV 405	FAMILY CHILD CARE PROVIDER: FAMILY CHILD CARE PROFESSIONAL	2012 Winter	

COR Requiring Updates for 2016-17

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KA	DANC 6	BEGINNING COUNTRY-WESTERN LINE DANCING	2008 Summer
KA	PHED 22B	PILATES & YOGA	2008 Summer
KA	PHED 39	INDOOR SOCCER	2008 Summer

COR Requiring Updates for 2016-17

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LA	CRWR 41B	ADVANCED POETRY WRITING	2011 Summer
LA	ENGL 209	INTRODUCTION TO COLLEGE READING	2011 Spring
LA	ENGL 22	WOMEN WRITERS	2011 Fall
LA	ENGL 250A	NARRATIVE READING & WRITING: PUENTE	2011 Fall
LA	ENGL 250B	ANALYTICAL READING & WRITING: PUENTE	2011 Fall
LA	ENGL 40H	HONORS ASIAN AMERICAN LITERATURE	2011 Summer
LA	ENGL 46A	MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON	2011 Summer
LA	ENGL 46B	REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830	2011 Summer
LA	ENGL 46C	WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT	2011 Summer
LA	ENGL 5H	HONORS GAY & LESBIAN LITERATURE	2011 Fall
LA	ENGL 7H	HONORS NATIVE AMERICAN LITERATURE	2011 Fall
LA	JAPN 192	COMMUNITY SERVICE LEARNING FOR JAPANESE	2011 Summer
LA	LIBR 10	RESEARCH PAPER SEARCH STRATEGIES	2011 Summer
LA	NCEL 401	ESL FOR CHILD CARE PROVIDERS	2012 Winter
LA	NCEL 402	VOCATIONAL ESL FOR ALLIED HEALTH: GERIATRIC HOME AIDE	2012 Winter

COR Requiring Updates for 2016-17

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PS	ENGR 40	INTRODUCTION TO CLEAN ENERGY TECHNOLOGY	2012 Winter
PS	MATH 230J	PREPARING FOR ALGEBRA	2012 Winter
PS	MATH 44	MATH FOR THE LIBERAL ARTS	2012 Winter
PS	NANO 51	APPLICATIONS OF NANOTECHNOLOGY	2011 Summer
PS	NANO 52	NANOMATERIALS & NANOSTRUCTURES	2011 Summer
PS	NANO 53	NANOMATERIALS CHARACTERIZATION	2011 Summer
PS	NANO 54	NANOFABRICATION TOOLS & PROCESS	2011 Summer
PS	NANO 61	MICRO & NANO FABRICATION TECHNIQUES CAPSTONE	2009 Summer in submission
PS	PHYS 6	INTRODUCTORY PHYSICS	2011 Summer

COR Requiring Updates for 2016-17

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SS	ACTG 51A	INTERMEDIATE ACCOUNTING I	2011 Summer
SS	ACTG 58	AUDITING	2011 Summer
SS	ACTG 60	ACCOUNTING FOR SMALL BUSINESS	2011 Summer
SS	ACTG 65	PAYROLL & BUSINESS TAX ACCOUNTING	2011 Summer
SS	ACTG 66	COST ACCOUNTING	2011 Summer
SS	ACTG 67	TAX ACCOUNTING	2011 Summer
SS	ACTG 68A	ADVANCED TAX ACCOUNTING I	2011 Summer
SS	ACTG 75	ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT	2011 Summer
SS	ANTH 1	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	2011 Summer
SS	ANTH 12	APPLIED ANTHROPOLOGY	2011 Summer
SS	ANTH 20	NATIVE PEOPLES OF CALIFORNIA	2011 Summer
SS	ANTH 2A	CULTURAL ANTHROPOLOGY	2011 Summer
SS	ANTH 2B	PATTERNS OF CULTURE	2011 Summer
SS	ANTH 4	FIRST PEOPLES OF NORTH AMERICA	2011 Summer
SS	ANTH 5	MAGIC, SCIENCE & RELIGION	2011 Summer
SS	ANTH 6	PEOPLES OF AFRICA	2011 Summer
SS	BUSI 18	BUSINESS LAW I	2011 Fall
SS	BUSI 19	BUSINESS LAW II	2011 Fall
SS	BUSI 233A	STARTING A SMALL BUSINESS	2011 Summer
SS	BUSI 233E	SMALL BUSINESS MARKETING, RESEARCH & PLANNING	2011 Summer
SS	BUSI 53	SURVEY OF INTERNATIONAL BUSINESS	2011 Fall
SS	BUSI 57	PRINCIPLES OF ADVERTISING	2011 Fall
SS	BUSI 58	SURVEY OF INTERNATIONAL MARKETING	2011 Fall
SS	BUSI 59	PRINCIPLES OF MARKETING	2011 Fall
SS	BUSI 62	PRINCIPLES OF SALESMANSHIP	2011 Fall
SS	BUSI 70	BUSINESS & PROFESSIONAL ETHICS	2011 Fall
SS	BUSI 90A	PRINCIPLES OF MANAGEMENT	2011 Fall
SS	BUSI 95	ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT	2011 Fall
SS	BUSI 95E	SMALL BUSINESS EXPORT & IMPORT	2011 Fall
SS	CHLD 50A	INFANT/TODDLER DEVELOPMENT	2011 Summer
SS	CHLD 53NC	SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS	2011 Summer
SS	CHLD 53NP	DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS	2011 Summer
SS	CHLD 63N	ARTISTIC & CREATIVE DEVELOPMENT	2011 Summer
SS	CHLD 71	PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN	2011 Summer
SS	CHLD 73	MUSIC & MOVEMENT IN THE EARLY YEARS	2011 Summer
SS	CHLD 74	SCIENCE & NATURE	2011 Summer
SS	CHLD 79	CARING FOR INFANTS & TODDLERS IN GROUPS	2011 Summer
SS	CHLD 82	PLANNING CREATIVE DRAMATICS	2011 Summer
SS	CHLD 85	LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATION	2011 Summer
SS	CHLD 86A	MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL	2011 Summer
SS	CHLD 88B	POSITIVE BEHAVIOR MANAGEMENT	2011 Summer
SS	CHLD 90B	ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I	2011 Summer

COR Requiring Updates for 2016-17

SS	CHLD 90C	ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART II	2011 Summer	
SS	CHLD 91	ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP	2011 Summer	
SS	ECON 18	CONTEMPORARY ECONOMIC ISSUES	2011 Summer	
SS	ECON 9	POLITICAL ECONOMY	2011 Fall	in submission
SS	GEOG 10	WORLD REGIONAL GEOGRAPHY	2011 Spring	
SS	GEOG 2	HUMAN GEOGRAPHY	2011 Spring	
SS	GEOG 5	INTRODUCTION TO ECONOMIC GEOGRAPHY	2011 Spring	
SS	HIST 10	HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE	2011 Fall	
SS	HIST 16	INTRODUCTION TO ANCIENT ROME	2011 Fall	
SS	HIST 16H	HONORS INTRODUCTION TO ANCIENT ROME	2011 Fall	
SS	HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800 AD	2011 Fall	
SS	HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700-1800	2011 Summer	
SS	HIST 4C	HISTORY OF WESTERN CIVILIZATION 1789-PRESENT	2011 Fall	
SS	HIST 4CH	HONORS HISTORY OF WESTERN CIVILIZATION 1789-PRESENT	2011 Fall	
SS	HIST 9	HISTORY OF CONTEMPORARY EUROPE	2011 Fall	
SS	HIST 9H	HONORS HISTORY OF CONTEMPORARY EUROPE	2011 Fall	
SS	PHIL 2	INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY	2011 Fall	
SS	PHIL 20B	HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT	2011 Fall	
SS	PHIL 20C	CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT	2011 Fall	
SS	PHIL 24	COMPARATIVE WORLD RELIGIONS: EAST	2011 Summer	
SS	PHIL 25	COMPARATIVE WORLD RELIGIONS: WEST	2011 Fall	
SS	PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	2011 Fall	
SS	PHIL 8	ETHICS	2011 Fall	
SS	PSYC 14	CHILD & ADOLESCENT DEVELOPMENT	2011 Fall	
SS	PSYC 22	PSYCHOLOGY OF PREJUDICE	2011 Fall	
SS	PSYC 30	SOCIAL PSYCHOLOGY	2011 Fall	
SS	PSYC 33	INTRODUCTION TO PERSONALITY PSYCHOLOGY	2011 Fall	
SS	PSYC 49	HUMAN SEXUALITY	2011 Fall	
SS	PSYC 50	PSYCHOLOGY OF CRISIS	2011 Fall	
SS	SOC 1	INTRODUCTION TO SOCIOLOGY	2011 Fall	
SS	SOC 11	INTRODUCTION TO SOCIAL WELFARE	2011 Fall	
SS	SOC 15	LAW & SOCIETY	2011 Fall	
SS	SOC 19	ALCOHOL & DRUG ABUSE	2011 Fall	
SS	SOC 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	2011 Fall	
SS	SOC 23	RACE & ETHNIC RELATIONS	2011 Fall	
SS	SOC 30	SOCIAL PSYCHOLOGY	2011 Fall	
SS	SOC 40	ASPECTS OF MARRIAGE & FAMILY	2011 Fall	
SS	SOC 57	CHILD ADVOCACY	2011 Fall	
SS	SOC 8	POPULAR CULTURE	2011 Fall	
SS	SOSC 20	CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY	2011 Summer	
SS	SOSC 79	INTRODUCTION TO COMMUNITY SERVICE	2009 Fall	in submission

COR Requiring Updates for 2016-17

SS	SPED 62	PSYCHOLOGICAL ASPECTS OF DISABILITY	2011 Summer
SS	SPED 63	LEARNING DISABILITIES	2011 Summer
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	2011 Summer
SS	WMN 5	INTRODUCTION TO WOMEN'S STUDIES	2011 Spring

FOOTHILL COLLEGE
College Curriculum Committee
Policy on Course Currency

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Standard IIA16 - The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been taught in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with division faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division Curriculum Committee determines that a course should remain active, justification for retaining the course should be forwarded to the College Curriculum Committee with identification of the next quarter(s) in which it may be scheduled and a plan developed in consultation with the Dean for a regular cycle of offering. The College Curriculum Committee will consider this information to determine if an exemption of the course from the Currency Policy be approved.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

Draft

Procedure for Course Deactivation/Reactivation

(CCC approved 11/30/10)

Deactivation:

1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
 - a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
 - b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
 - a. will continue to appear in the faculty's access list,
 - b. will **not** print in any Catalog or Schedule,
 - c. may be viewed by anyone with access to the C3MS,
 - d. may be held "dormant" for three years, after which time they will be RETIRED from the current C3MS but will ALWAYS remain in the archive. Archived records can be accessed by the Instruction Office at any time, upon request.

Reactivation:

1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.

PSME Suggested Changes

FOOTHILL COLLEGE College Curriculum Committee Policy on Course Currency

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Standard IIA16 - The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Department Curriculum Committee that is approved by the Division Dean and the Division Curriculum Committee. An extension period of no more than two years may be granted in this manner. If the Division Dean and Curriculum Committee request a second extension period, one may be granted only if the College Curriculum Committee approves the request.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been taught in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with department faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division faculty believe that a course should remain active, the Division Curriculum committee will work with the department representatives and the Dean of the Division to complete a written petition, justifying the need to retain the course. If the Dean of the

PSME Suggested Changes

Division approves the petition, the course may be granted a two-year extension. The approved petition will then be forwarded to the College Curriculum Coordinator. Once the extended period elapses, a second petition may be prepared. If approved by both the Dean of the Division and the Division Curriculum Committee, this second petition will be forwarded to the College Curriculum Committee (CCC) for final approval. If approved for continuance, this course must be taught within the two-year period. If it is not taught within this second extension period, the course will be deactivated at the end of the period, according to standard deactivation procedures.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

Draft

Procedure for Course Deactivation/Reactivation
(CCC approved 11/30/10)

Deactivation:

1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
 - a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
 - b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
 - a. will continue to appear in the faculty's access list,
 - b. will **not** print in any Catalog or Schedule,
 - c. may be viewed by anyone with access to the C3MS,
 - d. may be held "dormant" for three years, after which time they will be RETIRED from the current C3MS but will ALWAYS remain in the archive. Archived records can be accessed by the Instruction Office at any time, upon request.

Reactivation:

1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.

PETITION FOR COURSE CONTINUANCE
Foothill College Curriculum Committee
February, 2015

COURSE NUMBER AND TITLE: _____

QUARTER/YEAR LAST TAUGHT: _____

JUSTIFICATION FOR CONTINUANCE:

Provide a description of why this course was not taught in the last four years and why it must remain active. Include as appropriate, evidence of extenuating circumstances for why this course must be available to students in the next one to two years including, for example, market data, or changes in student demand.

SIGNATURES:

Signature indicates approval of petition for continuance

_____ (Faculty / Department Representative)

_____ (Division Curriculum Committee member)

_____ (Division Dean)

FOOTHILL COLLEGE Curriculum Committee(s) Responsibilities

Current Process

The Foothill College curriculum process has included divisional review of course outlines since 1992. The Division Curriculum Committees are considered subcommittees under the College Curriculum Committee, which in turn, is a subcommittee of the Academic Senate. The integration of Division and College Curriculum Committees meets the standard set in Title 5, § 55002 for a “curriculum committee:”

Title 5, § 55002 gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee “shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.” (Source: <http://www.ccccurriculum.net/faq/#A1>)

Division Curriculum Committee Responsibilities

- Review curricula to ensure compliance with Title 5, other state/local regulations and accreditation standards
 - Recommend approval of new and revised Course Outlines of Record
 - Recommend approval of new programs and program revisions to the College Curriculum Committee
 - Recommend approval of Stand Alone courses to the College Curriculum Committee
- Review curricula for appropriate equity adherence OR student equity consideration OR equity in delivery and assessment OR facilitate discussion with department faculty authors to encourage student equity consideration, which may include content, delivery and/or assessment OR Review CORs for the inclusion of topics, reading materials, and assignments representing diverse individuals and perspectives.

College Curriculum Committee Responsibilities

- Establish practices and processes for curriculum development in collaboration with the Academic Senate
- Review new course proposals that may impact curriculum in other divisions
- Review and approve new degrees, certificates, and stand-alone courses based on the following criteria:
 - Consistent with the College’s Educational Master Plan
 - Avoids unnecessary duplication/overlap among college curriculum

- Promotes students' access to curricula through consideration of articulation, curricular sequences, prerequisites and advisories, and units required
- Adheres to the rigor and standards of community college courses
- Review and approve courses for inclusion in Foothill GE pattern
- Ensure compliance with Title 5, other state/local regulations and accreditation standards

Draft

IGETC

**STANDARDS, POLICIES
&
PROCEDURES
FOR
INTERSEGMENTAL
GENERAL EDUCATION
TRANSFER
CURRICULUM
Version 1.5**

The 2014 IGETC Standards, Policies and Procedures Version 1.5 provides an accessible way to review information related to the IGETC. This information includes current practices and policies and new policies and procedures as approved by the California Community Colleges, the California State University and the University of California. The IGETC Standards, Policies and Procedures contained in this document supersede any and all previous versions of IGETC Standards, Policies and Procedures including, but not limited to, IGETC Notes 1, 2, and 3.

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1.0 History

Purpose

The Intersegmental General Education Transfer Curriculum (*IGETC*) began in 1991 to provide an option for California Community College students to fulfill lower-division general education requirements before transferring to either a California State University or University of California campus. The curriculum and its policies are overseen by the Intersegmental Council of Academic Senates (*ICAS*), representing faculty from California's three segments of public higher education.

Background

Since the development of the 1960 Master Plan for Higher Education, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of legislators and members of the Commission to Review the Master Plan ("*the Commission*"), who examined and renewed the Master Plan for Higher Education in California in the 1980s.

In response to the concerns raised by the Commission and the Legislature, embodied in Assembly Bill 1725 (*Chapter 973, Statutes of 1988*), faculty from the California Community Colleges, the California State University, and the University of California developed IGETC to provide a statewide, lower-division general education transfer curriculum applicable to all California Community College (*CCC*) students transferring to a California State University (*CSU*) or University of California (*UC*) campus. The Academic Senates of the California Community College, the California State University, and the University of California endorsed the creation of IGETC to facilitate the ease of transfer for California Community College students, regardless of the CSU or UC campus to which they transfer.

Other General Education Programs

Both the California State University (*CSU*) and the University of California (*UC*) established curricular programs to assist California Community College students in meeting lower-division general education requirements prior to transfer.

Beginning in Fall 1981, CCC students were able to use the statewide CSU General Education-Breadth pattern to meet lower-division general education, a lower-division GE pattern that is still predominantly used by CCC students who transfer to a CSU campus. Both CSU GE-Breadth and IGETC are authorized and described in CSU Executive Order 595.

Realizing the need for transfer facilitation, the University of California adopted the Transfer Core Curriculum (*TCC*) in 1988. The TCC option for meeting general education requirements was phased out by Fall 1993 following IGETC's 1991 adoption by the CCC Board of Trustees, the CSU Board of Trustees, and the UC Board of Regents.

1.1 Areas of Distribution For IGETC

The Intersegmental General Education Transfer Curriculum is comprised of courses taught at California Community Colleges that satisfy specific areas of general education:

AREA 1 - ENGLISH COMMUNICATION

1A: English Composition (one course - 3 semester or 4-5 quarter units)

1B: Critical Thinking - English Composition (one course - 3 semester or 4-5 quarter units)

1C: Oral Communication (CSU requirement only) (one course - 3 semester or 4-5 quarter units)

AREA 2A - MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course - 3 semester or 4-5 quarter units)

AREA 3 - ARTS AND HUMANITIES (3 courses, with one from the Arts and one from the Humanities. 9 semester or 12-15 quarter units)

3A: ARTS

3B: HUMANITIES

AREA 4 - SOCIAL and BEHAVIORAL SCIENCES (3 courses from at least two academic disciplines. 9 semester or 12-15 quarter units)

AREA 5 - PHYSICAL and BIOLOGICAL SCIENCES (2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)

5A: PHYSICAL SCIENCE

5B: BIOLOGICAL SCIENCE

AREA 6 - LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (Proficiency equivalent to two years of high school study in the same language.)

1.2 Areas of Distribution For IGETC For STEM

The Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, Math is comprised of courses taught at California Community Colleges that satisfy specific areas of general education. This option will apply **only** for majors in which the TMC explicitly indicates the availability of the option.

AREA 1 - ENGLISH COMMUNICATION

1A: English Composition (one course - 3 semester or 4-5 quarter units)

1B: Critical Thinking - English Composition (one course - 3 semester or 4-5 quarter units)

1C: Oral Communication (CSU requirement only) (one course - 3 semester or 4-5 quarter units)

AREA 2A - MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course - 3 semester or 4-5 quarter units)

AREA 3 - ARTS AND HUMANITIES (At least 2 courses. One from the Arts and one from the Humanities 6 semester or 8 quarter units)

3A: ARTS

3B: HUMANITIES

AREA 4 - SOCIAL and BEHAVIORAL SCIENCES (At least 2 courses from at least two academic disciplines. 6 semester or 8 quarter units)

AREA 5 - PHYSICAL and BIOLOGICAL SCIENCES (2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)

5A: PHYSICAL SCIENCE

5B: BIOLOGICAL SCIENCE

Full descriptions of these areas and their subareas begin in Section 10.0. Details about IGETC For STEM can be found in section 11.0

2.0 Students Who May Use IGETC

Completion of the Intersegmental General Education Transfer Curriculum (*IGETC*) will permit a student to transfer from a California Community College to a California State University (*CSU*) or University of California (*UC*) campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower-division general education requirements. However, individual colleges or majors within a CSU or UC campus may not accept IGETC for meeting general education. A list of those UC colleges and majors is found on the following website: <http://admission.universityofcalifornia.edu/counselors/files/transfer-admission-matrix.pdf>.

IGETC For STEM may only be used by students who are applying for majors in which the Transfer Model Curriculum explicitly indicates the availability of the option (see Section 11.0)

Note: Students transferring to a CSU with a completed IGETC will still need to complete 9 semester units of upper-division general education (GE) after transfer and may be held to other campus specific graduation requirements outside of general education and major coursework. CSU students who transfer with the IGETC For STEM will need to complete 6 semester units of lower-division GE and 9 units of upper-division GE after transfer. UC students who transfer with the IGETC For Stem will need to complete 6 semester units of lower-division GE and Area 6A (LOTE) after transfer.

2.1 IGETC and Other Lower-division General Education Options

Completion of the IGETC is not an admission requirement or admission guarantee for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements for CSU or UC prior to transfer. Engineering students and students completing majors that have high lower-division unit requirements are advised to focus on completing the pre-major requirements while meeting minimum admission requirements.

Students may also choose to complete coursework to meet the campus general education requirements of the university that they plan to attend. Depending on a student's major, the student may find it advantageous to take courses fulfilling CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

Students transferring to a CSU campus may choose to use the CSU GE-Breadth pattern in lieu of IGETC. Students may elect the GE pattern (*GE-Breadth* or *IGETC*) for certification at the time of transfer because nearly all IGETC coursework is embedded in the CSU GE-Breadth pattern.

2.2 Students who are eligible to use the IGETC

The IGETC was developed by the Academic Senates of the CCC, UC and CSU for use by California Community College transfer students. A student may be IGETC certified if they have completed coursework at a California Community College(s) without regard to current enrollment status or number of units accrued at a CCC.

Students who enroll at a UC or CSU campus, then leave and attend a community college, and subsequently return to a different UC or CSU campus may use the IGETC.

2.3 Students who are not eligible to use the IGETC

Students who initially enroll at a UC campus, then leave and attend a community college, and subsequently return to the same campus are considered “readmits” by the UC. Such students cannot use the IGETC. CSU does not have a system-wide policy that addresses this issue. Questions regarding the use of IGETC for a student who has recently been enrolled at a CSU should be directed to the specific campus the student wishes to attend.

3.0 IGETC Course Database

The IGETC course list for all California Community Colleges is available on the ASSIST Coordination site at <http://www.assist.org>. Development of the IGETC database allows counselors and students easy electronic access to all California Community College lists and provides expeditious access to accurate information that facilitates certification of coursework completed at other California Community Colleges.

4.0 IGETC Course Submission and Review Process

The UC and the CSU conduct an annual, joint review of CCC courses submitted for IGETC. Submission details are announced in the fall at articulation meetings and are also forwarded on the CIAC list serv.

Approved courses become effective the fall of the same academic year the course was submitted and approved if the course was active in the college’s curriculum at that time.

Example: A course submitted in December of 2014 and approved in March 2015, becomes effective on IGETC beginning fall 2014.

If a course is not approved for IGETC inclusion, detailed reasons for denial will be provided to the CCC. The CCC may then modify their outline of record and resubmit in the following submission cycle.

Occasionally, during the IGETC review cycle certain existing IGETC course(s) are reviewed to verify the course(s) continue to meet the IGETC standards. Course(s) resubmitted for content review and no longer found to meet the IGETC standards will be allowed to remain on the CCC IGETC list for at least one year. This allows the CCC time to submit a revised course outline for review, if appropriate.

Example: A CCC is notified in spring 2014 that English 101 no longer meets the IGETC standards. The course outline will remain effective on IGETC through summer 2015.

5.0 Courses Appropriate for IGETC

Courses must be CSU and UC transferable.

There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

5.1 California Community College (CCC) Courses on IGETC

In recognition that students often attend multiple California Community Colleges, policy specifies that IGETC coursework completed in specific subject areas will be used in the area designated by the CCC at which the course was completed. In other words, if College A is certifying IGETC completion using work completed at College B, College A should use the coursework according to the approved list for College B.

5.1.1 California Community College Course Application Rights

Certification of coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed. Courses with an approval date of fall 1991 may be applied to the IGETC if completed prior to fall 1991. Courses approved after fall 1991 may only be applied if completed on or after the approval date.

Example: Student 1 took Psychology 101 in 1975 (*IGETC approval date Fall 1991*). The course may be applied to IGETC. Student 2 took Chemistry 10 in 1975 (*IGETC approval date Fall 1992*). The course may not be applied to IGETC. Only if Chemistry 10 is taken fall 1992 or later can it be applied to IGETC.

Although California Community College courses may be listed in more than one area, they can only be applied to one area for certification purposes. The only exception is Language Other Than English (*LOTE*).
(*See Section 10.6.3 for details*)

5.2 Non-California Community College Courses on IGETC

Appropriate non-CCC general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States regionally accredited institutions should be routinely included in IGETC. For example, California Community Colleges should not hesitate to include such traditional introductory general education courses as Psychology, Sociology, Economics, Political Science, Biology, or Chemistry that have been completed at non-CCC colleges. Care should be taken to carefully scrutinize course outlines for content, prerequisites, texts, units, and IGETC Area Standards (*See Section 10.0 for Standards*). Particular care should be taken when evaluating non-CCC courses to fulfill IGETC Area 1B, Critical Thinking and Composition. Few non-CCC second semester English Composition courses offer a course in Critical Thinking/English Composition. Guidelines to determine if a course is appropriate can be found in Section 10.1.2b.

5.2.1 Lower-division Courses

A California Community College may include non-CCC lower-division courses that are completed at a United States regionally accredited institution and meet IGETC specifications if the following criteria are met:

1. The coursework completed at these institutions is deemed by the CCC faculty in the discipline or their designee to be comparable to coursework on that community college's approved IGETC course list; or
2. If the certifying CCC does not have an IGETC comparable course for a non-CCC course, but there is a comparable course at another CCC which is found on their IGETC pattern, the course may be used on IGETC as long as the course outlines are compared and scrutinized as to equivalency in content, prerequisites, texts, units, and conformity to IGETC Area Standards.
(See Section 10.0 for Standards).
3. If there is no comparable course at either the certifying CCC or another CCC's, then the certifying CCC may use the non-CCC course on the IGETC provided that the non-CCC course conforms to the IGETC Area Standards. *(See Section 10.0 for Standards)*

If the non-CCC course was completed prior to the CCC course's IGETC effective date and meets the criteria as outlined in number 2 above, the non-CCC course may be applied to IGETC.

5.2.2 Upper-division Courses

In general, non-CCC courses applied to IGETC should be classified as lower-division. However, there are occasions when a course that is listed as upper-division may be applied to the IGETC. They include the following:

1. When a UC or CSU campus has classified a course or series as upper-division but has requested that the system wide offices allow lower-division transfer credit because an equivalent course is taught at a community college or because the preparation of the subject is desired prior to transfer from the 2-year institution to the 4-year institution. Current examples include economics, organic chemistry and abnormal psychology.
2. When a non-CCC course is determined comparable to one taught and approved for IGETC at a CCC, it may be applied to IGETC regardless of its upper-division status.
3. When a CSU uses an upper-division course in its "lower-division" General Education Breadth Pattern.

Note: In all cases, these courses should have sufficient breadth to meet the intent of IGETC.

CSU students are required to complete 39 semester units of lower-division general education requirements to graduate. If students apply upper-division units to the lower-division requirements for IGETC certification, they may need to

complete additional lower-division units to reach the required 39 lower-division units needed to graduate. Students should be advised of the potential ramifications of using this option.

5.3 International Coursework on IGETC

International coursework may be applied to IGETC if the international institution has United States regional accreditation. All other international coursework cannot be applied to IGETC.

Exception: Area 6: Language Other Than English (*LOTE*). International coursework completed at a non-United States institution may be applied. (*See Section 10.6.1 for details on Language Other than English*)

Students with a substantial amount of international coursework at a non-United States regionally accredited institution should be encouraged to follow the CSU or UC campus-specific general education pattern.

5.4 Coursework Taught in a Language Other Than English

United States regionally accredited coursework taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

Exception: Courses in the area of written communication/critical thinking and oral communication must be delivered in English. (IGETC Area 1)

5.5 Online/Distance Education/Telecourses

5.5.1 CCC Courses

California Community Colleges may use online/distance education/telecourses for IGETC provided that the courses have been approved by the CSU and UC during the IGETC course review process. The relevant CCC Code of Regulations for distance education courses can be found in Title 5, Sections 55205 through 55215.

5.5.2 Non-CCC Courses

Non-CCC Institutions online/distance education/telecourses may be used on IGETC. The same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses. (*See Section 5.2 for guidelines*)

5.5.3 Area 1C: Oral Communication (CSU Only) (Same as Section 6.5)

Strictly online Oral Communication courses may not be used on IGETC Area 1C, without express permission from the CSU (*CSU Only*). (*See Section 10.1.3a*) Hybrid-delivery courses may meet the area criteria.

6.0 Courses Not Appropriate For IGETC

6.1 Courses That Focus on Personal, Practical, or Applied Aspects

Content taught in courses applicable to IGETC shall be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as

Everyday Legal Problems, Beginning Drawing, News Writing, Physical Education, College Success, Library Science or Child Development: Implications for Child Guidance are examples of courses that focus on personal, practical, or applied aspects and therefore do not meet the IGETC criteria.

6.2 Introductory Courses to Professional Programs

Courses such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets and other introductory professional courses are not considered to have breadth sufficient to meet general education requirements and are therefore excluded from IGETC.

6.3 Independent Study or Topics Courses

Independent study and special topics courses are not acceptable for IGETC. Content varies from term to term; therefore the applicability of these courses to IGETC cannot be determined.

6.4 International Coursework

International coursework may be applied to IGETC if the institution has United States regional accreditation. All other international coursework cannot be applied to IGETC.

Exception: Area 6: Language Other Than English (*LOTE*). International coursework completed at a non-United States institution may be applied. (*See Section 10.6.1 for details on Language Other than English*).

6.5 Area 1C: Oral Communication (CSU Only) (same as 5.4.3)

Strictly online Oral Communication courses may not be used on IGETC Area 1C, without express permission from the CSU (*CSU Only*). (*See Section 10.1.3a*) Hybrid-delivery courses may meet the area criteria.

6.6 Summary of Non-Applicable Courses, including but not limited to the following:

- Courses not transferable to the CSU and UC
- Pre-baccalaureate courses (*including remedial English composition*)
- Variable Topics
- Directed Study
- Independent Study
- International coursework from non-United States regionally accredited institutions (*Except LOTE, see Section 10.6*)
- Personal, Practical, Skills Courses
- Introductory courses to professional programs
- Performance Courses
- Creative Writing
- Logic
- Computer Science
- Trigonometry, unless combined with college algebra or pre-calculus
- Strictly online Oral Communication courses, Area 1C
- Courses with fewer than 3 semester or 4 quarter units
- Course outlines written in a language other than English

7.0 Credit by External Exams

There is no limit on the number of external exams that can be applied to IGETC. External exams may be used regardless of when the exam was taken.

7.1 Advanced Placement (AP)

A score of 3, 4, or 5 is required to grant credit for IGETC certification. An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes. Each AP exam may be applied to one IGETC area as satisfying one course requirement, with the exception of Language other Than English (*LOTE*). (See Section 10.6.3)

Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both.

There is no equivalent AP exam for Area 1B- Critical Thinking/Composition requirement.

Students earning scores of 3, 4, or 5 in the physical and biological science AP examinations earn credit toward IGETC Area 5 and meet the IGETC laboratory activity requirement.

AP exams in Biology, Chemistry or Physics B allow CCC campuses to apply 4 semester or 5 quarter units to IGETC certification. For Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism, 3 semester or 4 quarter units are applied for IGETC certification; therefore, students who complete these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5.

AP EXAMINATION	IGETC AREA	AP EXAMINATION	IGETC AREA
Art History*	3A or 3B*	Comparative Government & Politics	4H
Biology	5B and 5C	U.S. Government & Politics	4H and US 2
Calculus AB	2A	Human Geography	4E
Calculus BC	2A	Italian Language & Culture	3B and 6A
Calculus BC/ AB subscore	2A	Japanese Language & Culture	3B and 6A
Chemistry	5A and 5C	Latin Literature or Latin: Vergil	3B and 6A
Chinese Language & Culture	3B and 6A	Latin	3B and 6A
Macroeconomics	4B	Physics B	5A and 5C
Microeconomics	4B	Physics C mechanics	5A and 5C
English Language/Composition	1A	Physics C electricity/magnetism	5A and 5C
English Literature/Composition*	1A or 3B*	Psychology	4I
Environmental Science	5A and 5C	Spanish Language & Culture	3B and 6A
European History*	3B or 4F*	Spanish Literature & Culture	3B and 6A
French Language & Culture	3B and 6A	Statistics	2A
French Literature	3B and 6A	U.S. History*	(3B or 4F*) and US 1
German Language & Culture	3B and 6A	World History*	3B or 4F*

*AP exams may be used in either area regardless of where the certifying CCC's discipline is located.

Example: U.S. History at a CCC is approved for Area 3B. The U.S. History AP may be used in Areas 3B or Area 4.

Actual AP transfer credit awarded for these and other AP exams for admission is determined by the CSU and UC. The UC Policy for AP credit can be found at: <http://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf> .

The CSU also has a system-wide policy for these and other AP exams for awarding transfer credit for admission. The CSU policy for AP can be found at <http://www.calstate.edu/app/general-ed-transfer.shtml>

7.2 International Baccalaureate (IB)

A score of 5, 6 or 7 on Higher Level exams is required to grant credit for IGETC certification. An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

International Baccalaureate (IB)	IGETC AREA
IB Biology HL	5B
IB Chemistry HL	5A
IB Economics HL	4B
IB Geography HL	4E
IB History (any region) HL	3B or 4F*
IB Language A1 (any language, except English) HL	3B and 6A
IB Language A2 (any language, except English) HL	3B and 6A
IB Language A1 (any language) HL	3B
IB Language A2 (any language) HL	3B
IB Language B (any language) HL	6A
IB Mathematics HL	2A
IB Physics HL	5A
IB Psychology HL	4I
IB Theatre HL	3A

*IB exam may be used in either area regardless of where the certifying CCC's discipline is located.

Example: History at a CCC is approved for Area 3B. The History IB may be used in Areas 3B or Area 4.

Actual IB transfer credit awarded for these and other IB exams for admission is determined by the CSU and UC. The UC Policy for IB credit can be found at: <http://admission.universityofcalifornia.edu/counselors/exam-credit/ib-credits/index.html> .

The CSU also has a system-wide policy for these and other IB exams for awarding transfer credit for admission. The CSU policy for IB can be found at <http://www.calstate.edu/app/general-ed-transfer.shtml>

7.3 College Level Examination Program (CLEP)

CLEP cannot be used on IGETC.

7.4 Other Exams

College Board and ACT exams cannot be used to satisfy IGETC requirements (*e.g. SAT I, SAT II, Subject Tests, Achievement Tests*).

Exceptions: AP exams as listed in Section 7.1 and SAT II for Language Other Than English (*LOTE*) as listed in Section 10.6.1 may be used.

Credit by exam is acceptable provided that a United States regionally accredited college or university transcript specifies the course title, unit value and grade. A “Credit/Pass” designation is acceptable provided that the institution’s policy states that a “Credit/Pass” designation is equivalent to a “C” grade (*2.0 grade points on a 4.0 scale*) or better. The course must be deemed comparable by the CCC faculty in the discipline or its designee as defined in Section 5.2.

8.0 Unit Value

8.1 Minimum Unit Value

A course must have a minimum unit value of 3 semester or 4 quarter units to meet the requirements for IGETC. (*Laboratory courses intended to accompany lecture courses are an exception to this guideline, see Section 10.5.3*). It is not acceptable to take three 1 unit courses to fulfill a 3 unit requirement, because as a rule three 1 unit courses will not together provide the depth or rigor of a single 3-unit course.

Exception: 3-quarter unit Math and English courses that satisfy IGETC Area/s 1A or 2 may be applied if they are a part of a sequence, and at least two of the 3-quarter unit sequence courses have each been completed with “C” grade (2.0 on a 4.0 scale) or higher. The course sequence must meet the rigor of IGETC Standards. (*See Section/s 10.1.1 and/or 10.2*)

Example A: Student takes English 101, 102, and 103 (3-quarter units each). The CCC certifying college may apply any combination of 101, 102 or 103 that have been completed with a “C” grade (2.0 on a 4.0 scale) or higher, for a total of six quarter units, to clear Area 1A. The combination of courses must meet the rigor of the IGETC Standards. (*See Section 10.1.1.*)

Example B: Student takes Math 121, Calculus A (3 quarter units) and Math 122, Calculus B (3 quarter units) and completes each course with a “C” grade (2.0 on a 4.0 scale) or higher.. [Calculus 121 and 122 are the same as Calculus 120, Calculus (6 quarter units)]. The certifying CCC campus may apply Math 121 and 122, for a total of 6 quarter units, to IGETC Area 2 as long as the courses meet the rigor of the IGETC Standards. (*See section 10.2*)

8.2 Combining Quarter and Semester Units

When combining quarter and semester unit values within an IGETC area, units shall be converted to either all quarter units or all semester units to best serve the student. For example, in Social/Behavioral Sciences (*Area 4*), a student needs either a minimum of 9 semester units or 12 quarter units. If a student takes one 4 quarter unit course and two 3 semester unit courses, convert the semester units to quarter units ($6 \text{ units} \times 1.5 \text{ quarter units} = 9 \text{ quarter units}$). The student will be credited with 13 quarter units in Area 4 and has satisfied the requirement.

The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester or 72 quarter units of general education which includes 9 units of upper-division general education coursework, as determined by the receiving CSU campus.

9.0 Grades

9.1 Minimum Grade Requirements

A minimum “C” grade is required in each college course for IGETC. A “C” is defined as a minimum of 2.0 grade points on a 4.0 scale. A “C-” grade valued at less than 2.0 grade points on a 4.0 scale can not be used for IGETC certification.

9.2 Credit/No Credit-Pass/No Pass

Courses in which a student receives a “Credit/Pass” grade may be certified for IGETC if the community college’s policy states that a “Credit/Pass” designation is equivalent to a “C” grade ($2.0 \text{ grade points on a } 4.0 \text{ scale}$) or better. It is important to keep in mind that some CSU and UC campuses may have limitations on the number of “Credit/No Credit” (“Pass/No Pass”) courses that may be used to meet degree requirements. The UC system allows a maximum of 14 semester units graded “Pass/No Pass” (*Credit/No Credit*) basis of the 60 transferable semester units required for admission.

There is no system-wide policy for CSU campuses. Therefore, each campus has established its own policy on limitations of courses transferred with grades of “Credit/Pass”. The information is updated annually and is available as part of the materials made available for the CSU fall counselor conferences. See the CSU Student Academic Support website: <http://www.calstate.edu/ar/counselors.shtml>, under Counselors and Educators, for counselor conference materials.

9.3 Language Other Than English High School Grade Exception

For the UC Language Other Than English requirement, Area 6A, the University of California does not count “minus” or “plus” grades for high school coursework, only the whole grade is used. In other words, a “C-” grade is counted as a “C”.

Example: A student receiving “C-” grades in high school Spanish 1 and 2 meets the language proficiency requirement.

10.0 Subject Areas and Course Guidelines

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of California public postsecondary education. Courses listed in more than one area can only be applied in one area.

Courses in the IGETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

IGETC courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

Coursework taken at a United States regionally accredited institution of higher education taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

Exception: Courses in the area of written communication/critical thinking and oral communication must be delivered in English. (IGETC Area 1)

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

10.1 Subject Area 1: English Communication

(3 courses; 9 semester, 12-15 quarter units)

Area 1A: One course, English composition, 3 semester/4-5 quarter units;

Area 1B: One course, Critical Thinking/English Composition, 3 semester/4-5 quarter units;

Area 1C: One course, oral communication, 3 semester/4-5 quarter units.

Exception: Area 1C, Oral Communication, is required only for students transferring to the CSU.

10.1.1 Subject Area 1A: English Composition

A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

10.1.1a Courses That Do Not Fulfill the English Composition Requirement, including but not limited to:

1. English as a Second Language courses (*ESL*).
2. English composition courses which are intended for non-native or international students.
Example: English 101, English Composition for Non-Native Speakers (same as English 100, Freshman English Composition)
3. Writing courses designed to meet the needs of a particular major, (*e.g.*, *Writing for Accountants, Journalism, Business Writing/Communication*).
4. Courses designed exclusively for the satisfaction of remedial composition (*ELD*).

10.1.2 Subject Area 1B: Critical Thinking and Composition

Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6,000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

10.1.2a Critical Thinking and Composition Background

From fall 1991 through the summer of 1993 there was a phase-in period for courses meeting the critical thinking and composition requirement. Community college students could satisfy this requirement by completing a second-semester English composition course and a critical thinking course, with no regard to the actual date of transfer. Students, who completed one of the two courses for this requirement prior to fall 1993, may still satisfy the requirement by completing the remaining course. After the summer 1993 term, completion of a single course is required to fulfill the Critical Thinking/English Composition requirement.

Please refer to IGETC Areas 8A and 8B available on the ASSIST Coordination site at <http://www.assist.org>.

10.1.2b Critical Thinking/Composition Courses from Institutions Other Than the California Community College (CCC) System

In most cases, courses are found lacking in instruction in critical thinking if the course description and objectives did not specifically include critical thinking skills. Introduction to principles of inductive and deductive processes, the relationship of language to logic, and the abilities to analyze, criticize, and advocate ideas often are not evident. The critical thinking component should go beyond critical reasoning or literary criticism.

When certifying completion of coursework taken at non-CCC United States regionally accredited institutions, the rule is that community college faculty in the discipline or their designee determines that the coursework is comparable to courses approved for IGETC at a California Community College. Since it is unlikely that institutions other than California Community Colleges will have a combined course in Critical Thinking/English Composition, certification of coursework from other institutions to satisfy this requirement is not common.

However, there are some courses outside the CCC system that have been found to meet this requirement. Care should be taken when evaluating the course to ensure that it meets the course requirements as outlined in the above paragraphs. It is strongly suggested that valid documentation (*i.e. course outline of record or syllabus*) be kept on file by the CCC and by the student.

10.1.3 Subject Area 1C: Oral Communication (CSU Requirement Only) (*One course: 3 semester, 4 quarter units*)

Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Interpersonal communication courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.

10.1.3a Oral Communication Online/Distance Education/Telecourse Limitations

Oral communication courses must include faculty-supervised, faculty-evaluated practice in communicating orally in the presence of other listeners. Rhetorical principles must be covered; for example, study of effective communication in formal speeches or social interaction is appropriate.

The CSU Communication departments have asked that for courses submitted for IGETC Area 1C, the “methods of instruction” and “methods of evaluation” section of the outline be very specific about how instruction and evaluation are conducted so that it may be determined that student presentations will be made in front of faculty and other listeners and not online or recorded. This request is met by language in the CSU’s executive order governing General Education Breadth:

<http://www.calstate.edu/EO/EO-1033.html>

Acceptable courses must include faculty-supervised, faculty-evaluated practice in communicating orally (*live*) in the physical presence of other (*live*) listeners. Rhetorical principles must be included and specified in the course outline (*for example, the study of effective communication in formal speeches or social interaction would be appropriate*). Acceptable outlines will specify the “methods of instruction” and “methods of evaluation” to assist reviewers in determining whether performance and evaluation take place live in the presence of faculty and other listeners.

Strictly online oral communication courses may not be used on IGETC Area 1C, without express permission from the CSU (*CSU Only*). Hybrid-delivery courses may meet the area criteria.

10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning (1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in

mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.

10.3 Subject Area 3 A/B: Arts and Humanities

(3 courses; 9 semester, 12-15 quarter units)

At least one course in the Arts and at least one course in the Humanities are required.

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and should recognize the contributions to knowledge, civilization, and society that have been made by men and women, and members of various ethnic or cultural groups.

At least one course shall be completed in the Arts (*Area 3A*) and one in the Humanities (*Area 3B*). Within the Arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of men and women, and members of various ethnic or cultural groups shall be included.

10.3.1 Courses That Do Not Fulfill the Arts Requirement

The Arts courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (*e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing primarily on performance*).

10.3.2 Courses That Do Not Fulfill the Humanities Requirement

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they include literature or cultural aspects. Theater and film courses were approved if they were taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses if the focus is not solely on technique but includes the role of logic in humanities disciplines.

10.4 Subject Area 4: Social and Behavioral Sciences

(3 courses: 9 semester, 12-15 quarter units); from at least two academic disciplines.

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with behavior in human social, political, and economic institutions; the three courses must be in a minimum of two academic disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men and women, and members of various ethnic or cultural groups as part of such study will provide a more complete and accurate view of the world.

Introduction to American Government courses are not required to contain a California Government component in order to be applied in Area 4. However, a California Government component is required for the CSU AI requirement.

10.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement

Only courses taught from the perspective of a social or behavioral science are approved. Consequently, courses such as Physical Geography and Statistics do not meet the IGETC specifications for this area and are not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus are not approved (*See Section 6.0*). Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences.

10.5 Subject Area 5 A/B/C: Physical and Biological Sciences

(At least 2 courses: 7-9 semester, 9-12 quarter units); A minimum of one course in each area is required, and at least one must include a laboratory.

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science (*Area 5A*) and one in Biological Science (*Area 5B*), at least one of which incorporates a laboratory (*area 5C*). Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

10.5.1 Courses That Do Not Fulfill the Physical and Biological Sciences Requirement

Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC.

10.5.2 IGETC Laboratory Science Requirement (Area 5C)

The IGETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory. The intent of the IGETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this IGETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject. It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers.

10.5.3 Unit Requirement for Laboratory Science Courses

Three semester or four quarter unit laboratory science courses may be used on IGETC to clear the laboratory science requirement as long as the minimum unit value is met for this area (*7 semester or 9 quarter units*). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/qtr. unit.

Example A: 1 biological science w/lab, 3 semester units
1 physical science, lecture, 4 semester units
Conclusion: Area 5 satisfied

Example B: 1 biological science w/lab, 3 semester units
1 physical science, lecture, 3 semester units
1 physical or 1 biological science, lecture, 3 semester units
Conclusion: Area 5 satisfied

10.6 Language Other Than English (LOTE)

Exception: Only students transferring to the UC are required to meet this area.

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are appropriate for transfer. Courses primarily conversational must have as a prerequisite a course equivalent to the third year of high school study or one year of college level in the language. Also, the content of conversation courses should not be primarily business or travel-oriented.

10.6.1 Certification of Competence in a Language Other Than English

Students transferring to the University of California are required to demonstrate competence (*proficiency*) in a language other than English equal to two years of high school study. Competence may be demonstrated through one of the following mechanisms:

1. Satisfactory completion of two years of high school coursework (*United States high school or high school in country where the language of instruction is English*) in a language other than English, with a grade of “C-” or better in each course. The two years must be in the same language.
2. Satisfactory completion of a course (*or courses*) at a college or university with a grade of “C” (2.0) or better in each course. Usually, one semester of college work in a language other than English is equivalent to two years of high school work. The equivalency is usually stated in the college catalog. For the purpose of the Intersegmental General Education Transfer Curriculum, the appropriate course (*or courses*) that can be used to satisfy the Language Other Than English (*LOTE*) requirement is indicated on the approved IGETC list of each community college.
3. Satisfactory completion, with “C” (2.0) grades or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate that the required coursework was completed. If an official sealed transcript cannot be obtained from an international institution an unofficial or opened transcript may be used to verify proficiency. Students who cannot provide documentation should either pass one of the examinations or tests listed below in 4 through 10, or satisfactorily complete an appropriate language course at their college, as outlined in 2 above.
4. Satisfactory score on the SAT II: Subject Test in languages other than English.

Before May 1995 use 1st score; if taken after May 1995 use 2nd score:

Chinese with listening: 500/520

Hebrew (Modern): 500/470

Korean/Korean with listening: /500

French/French with listening: 500/540

Italian: 500/520

Latin: 500/530

German/German with listening: 500/510

Japanese with listening: 500/510

Spanish/Spanish with listening: 500/520

5. Satisfactory score, 3 or higher, on the College Board Advanced Placement examinations in languages other than English.
6. Satisfactory score, 5 or higher, on the International Baccalaureate Higher Level Examinations in language other than English.

7. Satisfactory completion of an achievement test administered by a community college, university, or other college in a language other than English. The test will have to assess the student's proficiency at the level equivalent to two years of high school language. This conclusion must be posted on a transcript indicating unit, course title and grade or on a document with letter head of the institution granting proficiency stating that the student has mastered proficiency in the language equivalent to two years of high school language.
8. If an achievement test is not available, a faculty member associated with a United States regionally accredited institution of higher education can verify a student's competency. The institution must provide a document on letterhead asserting that the student has mastered proficiency in the language equivalent to two years of high school study. (See Section 11.6 for a sample. This sample must be printed on college/ university letterhead.)
9. Cambridge International Examinations, Language other than English GCE "O" level exam with grade of "A", "B", or "C".
10. Cambridge International Examinations, Language other than English International GCE "A" Level exam with a grade of "A", "B" or "C" or a score of 5, 6, or 7.
11. A Defense Language Institute language other than English course which is indicated as passed with a "C" or higher on the official transcript.

10.6.1a Language Other Than English-Sequential Knowledge

In May 2005, UC faculty confirmed that foreign language is an area of sequential knowledge and validation in this area is acceptable. During the 2005-06 TCA update, agreements were adjusted to reflect this understanding. Courses that are equivalent to two years of high school study are identified by a footnote and with the IGETC Area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the IGETC Area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half. Credit should be granted for each individual course as indicated on the community college transcript. For practical purposes this policy began in the 2005-06 year but UC campuses may use discretion when considering students from past years. Flexibility is encouraged whenever possible.

10.6.2 Using High School Courses to Meet the Language Proficiency Requirement

The following are regulations used by the University of California in evaluating high school work in Languages Other Than English:

10.6.2a Acceptable Courses

Two years of high school coursework in a language other than English. The two years must be in the same language.

Example: If a student takes two languages, but completes only one year in each, he/she **has not met** the requirement. If a student has not completed two years of foreign language in high school, he/she can meet the proficiency requirement by completing a community college course that is equivalent in level to two years of high school, with a “C” (2.0) grade or better.

10.6.2b Seventh and Eighth Grade Courses

Courses in languages other than English completed in the 7th and 8th grades with grades of at least “C-” may be used (*see Section 9.3/10.6.2d*). However, the principal of the high school from which a student graduates must certify that the 7th and 8th grade courses are comparable in content to those offered at the high school. This may be done by including the names of and grades for these courses on the student's transcript, or by stating their equivalency on the transcript. The 7th and 8th grade courses may also be validated if the student completes one semester or more of a foreign language in the high school at level three or higher.

10.6.2c Validation of Less Advanced Coursework

A more advanced course may be used to “validate” a less advanced course even if the less advanced course does not appear on the high school transcript.

Example: Spanish level 2 in high school completed with at least “C-” grades “validates” Spanish level 1.

10.6.2d Evaluation of Letter Grades

The University of California does not count “minus” or “plus” grades in computing the grade point average; only the whole grade is used from high school coursework. In other words, a “C-” grade is counted as a whole “C”.

Example: A student receiving “C-” grades in Spanish level 1 and level 2 meets the language proficiency requirement.

10.6.2e “D” and “F” Grades in Less Advanced Work

Students may clear “D” and “F” grades in less advanced work by completing more advanced work with grades of “C-” or higher.

Examples:

1. A student taking two years of the same language with grades “DD” and “CC” meets the requirement because the “CC” in the more advanced course validates the “DD” in the first level course.
2. Two years of the same language with grades “DD” and “DC” meets the requirement because the “D’s” are validated by the grade in the most advanced class.
3. Two years of the same language with grades “CC” and “DD” does NOT meet the requirement because the “D” grade is in the most advanced course.

10.6.2f Repeating Courses with “D” or “F” Grades

A student may clear “D” and “F” grades by repeating the course(s) in which the “D” or “F” grades were received.

Example: If a student repeats Spanish level 1 because of “D” grades and then gets a “C-” or better, it counts as one year completed. However, the student will still need to take an additional year (*Spanish level 2*) to meet the requirement.

10.6.3 Placement of Courses Meeting the Language Other Than English Requirement

The completion of an advanced course, such as French level 3, “validates” the student’s proficiency in the language and can be used to satisfy proficiency and clear IGETC Area 6A, Language Other Than English. Appropriate exams can be used to certify the Language Other Than English (*LOTE*) requirement. The more advanced language courses that focus on culture and otherwise satisfy the specifications of the humanities can be used to satisfy the Area 3B (*Humanities*) and clear IGETC Area 6A, Language Other Than English (*LOTE*).

10.7 CSU U.S. History, Constitution, and American Ideals Requirement

The CSU U.S. History, Constitution, and American Ideals (*AI*) graduation requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed and applied to IGETC Subject Areas 3B and/or 4. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement to count in both Areas 3B/4 and to meet the *AI* graduation requirement.

11.0 IGETC For STEM

Students who are eligible to use the IGETC for STEM Majors

- Students preparing for a major in science, technology, engineering or mathematics are eligible. (IGETC for STEM will allow them to concentrate on the lower division math and science courses required for a STEM major.); and
- If it is impossible for students to complete major preparation coursework and IGETC or CSU GE Breadth within 60 units prior to transfer.

IGETC for STEM Majors is applicable only to majors in which the TMC explicitly indicates the availability of the option. As of March 2014 **only Chemistry** allows for IGETC for STEM. A current list of ADT's that allow for use of IGETC for STEM can be found at www.c-id.net.

For IGETC for STEM certification

Complete the following courses *before* transfer:

- All courses in Areas 1 (except 1C for UC-bound students), 2, and 5 of the traditional IGETC; and
- One course in Area 3A; one course in Area 3B; and two courses in Area 4 from two different disciplines.

Complete the following courses *after* transfer:

- One remaining lower-division general education course in Area 3;*
- One remaining lower-division general education course in Area 4;* and
- One course in Area 6 for UC-bound students who have not satisfied it through proficiency.*

*These deferred lower division courses must be replaced with calculus and/or science courses required by the major before transfer.

For CSU

If any specific AS-T degree allows IGETC for STEM Majors as its general education pattern, the specific courses that should replace the deferred lower division general education courses may be indicated on the Transfer Model Curriculum (TMC) for that discipline.

For UC

UC will accept IGETC for STEM if the UC school/college/major program to which the student transfers accepts partial IGETC certification. For information on the IGETC acceptance practices for each UC school/college/major program, see:

<http://admission.universityofcalifornia.edu/counselors/files/transfer-admission-matrix.pdf>

For CSU and UC

Alternatively, STEM students may complete the traditional IGETC. However, IGETC and IGETC for STEM Majors may not be appropriate for those colleges or majors which prefer that transfer students follow a more prescribed lower-division curriculum.

12.0 Certification Processes

It is the student's responsibility to request IGETC Certification. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion.

There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

12.1 Who Certifies the IGETC?

Students who have completed coursework at more than one California Community College should have their coursework certified by the last California Community College they attended for a regular term (*fall or spring for semester schools; fall, winter or spring for quarter schools*) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.

IGETC certifications will be processed by each CCC campus without regard to current enrollment status or number of units accrued at a particular CCC. IGETC certification form shall be included on or sent with the student's transcript directly to the UC or CSU campus Admission's Office.

12.2 Reviewing Coursework from Other Institutions:

11.2.1 Coursework from another California Community College

The coursework should be applied to the subject area in which it is listed by the institution where the work was completed. In other words, if college A is certifying completion of the IGETC using work completed at college B, college A should place that work according to the approved list for college B.

11.2.2 Coursework from all Other United States Regionally Accredited Institutions

The coursework from these institutions should be placed in the same subject areas as those for the community college completing the certification.
(See Section 5.2 for details)

12.3 Instructions for Completing Intersegmental General Education Transfer Curriculum Certification Form

1. The IGETC certification form shall be completed by authorized CCC staff or faculty as determined by each community college.
2. For each area, list course(s) taken, name of college or the Advanced Placement exam (*minimum score of 3 is required*). Advanced Placement cannot be used for Area 1B (*Critical Thinking/English Composition*) or 1C (*Oral Communication*). List units in "Units Completed" column on right side, indicating quarter or semester units.
3. Full IGETC Certification may be forwarded to the CSU or UC in one of two ways:
 - i. Utilizing a separate form, with all areas completed (see section 11.5 for a sample IGETC Certification form).

- ii. Noting full IGETC certification on the official transcript. Notation must include whether the full certification is for UC or CSU and must indicate which courses are being used for full certification.

Example: Full IGETC Certification: UC or Full IGETC Certification: CSU with a note next to each class used for certification.

Partial IGETC Certifications must be sent as a separate form (see section 11.4)

4. Courses used for IGETC certification must be passed with a minimum grade of “C” (“C-” is not acceptable, except for high school courses used to satisfy LOTE. See Section 9.3/10.6.2d). A “C” is defined a 2.0 on a 4.0 scale. A “Credit” or “Pass” is acceptable providing either is equivalent to a grade of “C” (a 2.0 on a 4.0 scale) or higher. A college transcript or catalog must reflect this policy.
5. On the bottom section of the form, check if IGETC certification is directed to the California State University or University of California.
6. Sign and date the form. A campus seal is not required.
7. The form must come directly from the community college to the UC or CSU campus(es) to be considered official. A copy of the form will be considered official by CSU and UC campuses providing it has an official signature or stamp.
8. Students who have completed coursework at more than one California Community College should have their coursework certified by authorized staff from the last California Community College attended for a regular term (*fall or spring for semester schools; fall, winter or spring for quarter schools*) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.
9. Although not part of IGETC, community colleges may certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. Courses used to meet this requirement may also be used to satisfy IGETC Subject area requirements. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Area 3B/4 and to meet the AI graduation requirement.
10. Open or unofficial transcripts for LOTE are acceptable.
11. When combining quarter and semester unit values within an IGETC area, units shall be converted to either all quarter units or all semester units to best serve the student. For example, in Social/Behavioral Sciences (*Area 4*), a student needs either a minimum of 9 semester units or 12 quarter units. If a student takes one 4 quarter unit course and two 3 semester unit courses, convert the semester units to quarter units ($6 \text{ units} \times 1.5 \text{ quarter units} = 9 \text{ quarter units}$). The student will be credited with 13 quarter units in Area 4 and has satisfied the requirement.

The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester/72 quarter units of general education per Executive Order 1033.

12.4 Partial IGETC Certification

Partial certification is defined as completing all but two (2) courses on the IGETC pattern. The student petitions for certification and either the complete or partial certification is sent by the CCC to the UC or CSU. Partial Certifications must be accompanied by a separate IGETC Certification Form, which clearly indicates that the certification is "Partial", and identifies which requirement(s) remain to be completed. (See section 11.5 for a sample IGETC Certification form). Each UC or CSU campus will inform a student that has submitted a partial certified IGETC of the specific timelines and courses needed to complete the IGETC. The UC or CSU is responsible for verifying that the missing IGETC course(s) has been completed.

The student may complete the missing course(s) in one or more of the following ways or in some other manner acceptable to the receiving institution:

1. Take an approved IGETC course, in the area(s) to be completed, at any California Community College at a time that does not require concurrent enrollment, such as during the summer.
2. Take a course approved by the UC or CSU campus of attendance in the area(s) to be completed at a United States regionally accredited institution at a time that does not require concurrent enrollment, such as during summer.
3. Take an approved IGETC course, in the area(s) to be completed, at any California Community College while concurrently enrolled at a UC or CSU campus. The student will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available.
4. Take a course approved by the UC or CSU campus of attendance at a United States regionally accredited institution in the area(s) to be completed while concurrently enrolled at a UC or CSU campus. The student will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available.
5. Take a comparable course at a UC or CSU campus in the area(s) to be completed. This option is at the discretion of each UC or CSU campus, so it may not be a choice available to the student.

Warning: Students need to meet minimum UC/CSU transfer admission requirements. Therefore, partial certification that acknowledges a deficiency in IGETC Areas 1 and/or 2 *may* also indicate a student does not meet minimum transfer requirements. Community colleges should make every effort to notify students of this potential problem.

12.5 IGETC Certification Form

**Intersegmental General Education Transfer Curriculum
IGETC Certification**

Name: _____ Student ID#: _____
(Last) (First) (Middle)

Transferring to: ___ UC ___ CSU School: _____ Date of Birth: ____/____/____

A minimum "C" grade is required in each college course for IGETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale."	Units Comp.
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AREA 1 – ENGLISH COMMUNICATION CSU: 3 courses required, one each from Group A, B and C.
 UC: 2 courses required, one each from Group A and B.

1A	English Composition (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement (No IB score accepted for this area): _____	
1B	Critical Thinking – English Composition (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
1C	Oral Communication (CSU requirement only) (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
AREA 2A – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		

AREA 3 – ARTS AND HUMANITIES (At least 3 courses, with at least one from the Arts and one from the Humanities. 9 semester or 12-15 quarter units)

3A	ARTS Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
3B	HUMANITIES Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
	Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	

AREA 4 – SOCIAL and BEHAVIORAL SCIENCES (At least 3 courses from at least two academic disciplines. 9 semester or 12-15 quarter units)

	Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
	Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
	Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	

AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES (At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)

5A	PHYSICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5B	BIOLOGICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5C	LABORATORY Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	

AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (Proficiency equivalent to two years of high school study in the same language.)
 1. Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____
 2. Completed in High School:
 3. Other:

CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (not part of IGETC; may be completed prior to transfer, 6 units)
 Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____
 Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____

IGETC certified for: ___ UC ___ CSU Circle one: **Full / Partial Certification**
 Signature: _____ Phone #: ()
 Certified by (print name): _____ Title: _____ Date: _____

12.6 IGETC For STEM Certification Form

**Intersegmental General Education Transfer Curriculum
IGETC Certification**

Name: _____ Student ID#: _____
(Last) (First) (Middle)

Transferring to: ___ UC ___ CSU School: _____ Date of Birth: ____/____/____

A minimum "C" grade is required in each college course for IGETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale."		Units Comp.
AREA 1 – ENGLISH COMMUNICATION CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B.		
1A	English Composition (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement (No IB score accepted for this area):	
1B	Critical Thinking – English Composition (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
1C	Oral Communication (CSU requirement only) (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
AREA 2A – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate:		
AREA 3 – ARTS AND HUMANITIES (At least 2 courses, with at least one from the Arts and one from the Humanities. 6 semester or 8 quarter units)		
3A	ARTS Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
3B	HUMANITIES Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
AREA 4 – SOCIAL and BEHAVIORAL SCIENCES (At least 2 courses from at least two academic disciplines. 6 semester or 8 quarter units)		
	Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
	Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES (At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)		
5A	PHYSICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5B	BIOLOGICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5C	LABORATORY Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (not required for IGETC for STEM certification)		
1. Course: _____ College: _____ Advanced Placement/International Baccalaureate: 2. Completed in High School: 3. Other:		
CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (<u>not part of IGETC</u> ; may be completed prior to transfer, 6 units)		
Course: _____ College: _____ Advanced Placement/International Baccalaureate: Course: _____ College: _____ Advanced Placement/International Baccalaureate:		

IGETC certified for: ___ UC ___ CSU Date: _____

Signature: _____ Phone #: () _____

Certified by (print name): _____ Title: _____

****The following IGETC courses must be completed after transfer: one Area 3 and one Area 4 course and Area 6A (UC only)**

12.7 IGETC Certification in a Language Other than English

IGETC Certification in a Language Other than English Proficiency Test Certification		
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STUDENT'S LAST NAME <i>(PLEASE PRINT)</i>	STUDENT'S FIRST NAME <i>(PLEASE PRINT)</i>	STUDENT ID #

Purpose:

The purpose of this IGETC certification of “Language Other Than English” (LOTE) is to assist students who have acquired the knowledge of a language other than English and demonstrate proficiency as outlined in the IGETC Standards Area 10.6.

Instructors:

As a college instructor who is fluent in the student’s native language you are asked to voluntarily assess the basic language ability of this student who falls into the category listed above.

Criteria:

Equivalent to two (2) years of foreign language as taught in United States high schools. Specifically the student should have;

1. Basic vocabulary of approximately 1,000 words;
2. Basic ability to read, write and speak using the present, past (preterit) and future tenses.

Method of Evaluation:

It is suggested that the instructor give the student written material for the language being evaluated. The material could be a magazine article, or newspaper or other written material. The instructor should ask the student to answer questions in writing that pertain to the written material. The instructor should also ask the student to answer questions verbally. The student needs to demonstrate basic use of present, past (preterit) and future tenses.

I certify that this student possesses basic language proficiency in the following language other than

English: _____

I assessed this student’s ability by:

1. Requiring the student to answer questions in writing and verbally after reading material written in the language listed above.
2. Determining that the student has basic knowledge of reading, writing, and speaking in the present tense, basic past tense, (preterit) and simple future tense with a basic vocabulary of approximately 1,000 words.

This assessment indicates the student’s ability is equivalent to at least two years of high school foreign language as taught in the United States.

Instructor’s Name *(please print)*

Instructor’s Signature *(please print)*

Instructor’s College/University Affiliation *(please print)*_____

IGETC Standards Founding Committee

Users of the IGETC Standards are indebted to the faculty, staff, and administrators who from 2006 to 2008 volunteered their time and effort to compile the first edition of this document:

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IGETC Standards Approval History

November 15, 2006: As a result of CIAC suggestion to update and revise IGETC Standards/Notes, an intersegmental committee was formed.

June 12, 2007: Document created

September 12, 2007: Document reviewed by ICAS and referred to each segment for review and approval.

September 28, 2007: CSU Chancellor's Office, Academic Program Planning Division reviewed and forwarded to CSU GEAC.

October 11, 2007: CSU General Education Advisory Committee (GEAC) reviewed and endorsed the document and forwarded to CSU Senate Executive Committee.

November 3, 2007: Document endorsed by the California Community College Academic Senate at their statewide plenary session.

November 1, 2007: Document forwarded to the UC A & E BOARS subcommittee for review.

November 16, 2007: The A & E subcommittee carried forward the document with a recommendation of approval to the full BOARS committee; the document was approved by BOARS.

December 5, 2007: Approved provisionally by ICAS through June 2008.

April 19, 2008- Document re-endorsed by the California Community College Academic Senate at their statewide plenary session, due to the addition of the Advanced Placement Chart.

April 30, 2008: Final Approval by ICAS

May 8, 2008: CSU approves updated EO 1033. No conflicts with new IGETC Standards. Final signature process begins.

June 4, 2009: Version 1.1 approved by ICAS.

June 9, 2010: Version 1.2 approved by ICAS

June 9, 2011: Version 1.3 approved by ICAS

June 25, 2012: Version 1.4 approved by ICAS

June 5, 2014: Version 1.5 approved by ICAS

IGETC Standards Ongoing Governance

The IGETC Standards are maintained by the faculties of the University of California, the California State University, and the California Community Colleges, all through their elected representatives on the Intersegmental Council of Academic Senates (ICAS).

The current roster and contact information for both ICAS and the subcommittee that advises it on the IGETC Standards are available at icas-ca.org.



THE CALIFORNIA STATE UNIVERSITY



UNIVERSITY OF CALIFORNIA

Guiding Notes For General Education Course Reviewers

January, 2012

January, 2012

These Guiding Notes have been developed by the faculty and staff who review course outlines proposed for lower-division general education credit in the University of California and the California State University. They elaborate on state policy, adding suggestions and insights from past reviewers.

The Guiding Notes are in three parts:

Part One	background	2
Part Two	review criteria by area	7
	English and critical thinking	10
	quantitative reasoning	13
	arts and humanities	16
	social sciences	21
	physical and biological sciences	24
	lifelong learning	27
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Part Three	electronic bibliography	31
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We make these Notes available to the public so our colleagues can see what the CSU and UC look for in proposals for general education courses. For community colleges, this may make for quicker and more successful course submissions.

This document is continuously shaped by the faculty and staff in California's public colleges and universities who serve as GE course reviewers. California's Title 5, the IGETC Standards, and CSU Executive Orders remain the official policy documents for the general education transfer curriculum. Links to those policies and to these annually updated Notes are available in Part Three.

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PART ONE: BACKGROUND

The Purpose of General Education

General education represents the universal curriculum of the degree, the learning expected of all baccalaureates regardless of background or major. It develops the intellectual capacities and versatility that employers say they most value:

- Effective oral and written communication
- Critical thinking
- Familiarity with styles of inquiry from a range of disciplines
- Ability to work in groups
- Skills to solve complex problems
- Tolerance for ambiguity
- An understanding of a variety of cultures, including one's own

The universities of the UC system and California State system have each created a distinct general education curriculum that meets these goals. Students who know which university they will attend may be best served by the local GE curriculum, but should check with the receiving campus to see whether IGETC or GE Breadth is preferred.

For transfer students planning to attend a public California university but unsure of which one, the GE transfer curriculum establishes universally accepted minimum requirements in different academic areas, so students know which courses will take them closer to the degree, while maintaining consistent breadth in the baccalaureate.

Students who transfer into the UC or CSU from California Community Colleges may be “certified” as having completed the lower-division units of their general education.

Administration of the two statewide general education patterns is set by Title 5 of the California Code of Regulations, and governed day-to-day by these policies:

	for students bound for	governing policy
Intersegmental GE Transfer Curriculum (IGETC)	any UC or CSU	IGETC Standards v1.3 www.ccctransfer.org
CSU General Education Breadth	any CSU	CSU Executive Order 1065 www.calstate.edu/eo

Each curriculum is defined by the set of courses approved for its subject areas, as published at www.assist.org and annually updated. The reviewers who use these Guiding Notes are participating in the annual updates by evaluating college course outlines proposed for general education credit in California's public universities.

General Education before Transfer

Both GE Breadth and IGETC will apply to any CSU, and IGETC will apply to any UC or CSU -- regardless of a student's choice of campus or major. However, students in high-unit majors such as science or engineering may find they can graduate sooner if they *don't* complete their GE before transferring.

For these majors, longer chains of prerequisites may make it more advantageous to take lower-division coursework in the discipline, and then complete General Education and major requirements as matriculated students at the university. Community college counselors can help students choose the most efficient way to complete their general education.

Students and their advisors should remember that any kind of GE certification before transfer is separate from – and doesn't guarantee – admission: certification recognizes completed coursework, not eligibility to enroll.

CSU GE Breadth vs. IGETC

Both the CSU GE Breadth and IGETC patterns are designed to educate students to think, write, and speak clearly and logically; to reason quantitatively; to know about the human body and mind, the development and functioning of human society, the physical and biological world, and human cultures and civilizations; and to develop an understanding of the principles, methods, and values of human inquiry.

They do so by grouping disciplines and modes of inquiry into areas such as science and social science, and each area is further divided into subareas such as "Biological Sciences" or "Ethnic Studies." Most areas and subareas in GE-Breadth match those in IGETC, and so course outlines are routinely submitted for both.

See the chart on the next page for a detailed comparison of areas.

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA A	A1	Oral Communication	1C	AREA 1
	A2	Written Communication	1A	
	A3	Critical Thinking	1B	
AREA B	B1	Physical Sciences	5A	AREAS 5 and 2
	B2	Biological Sciences	5B	
	B3	Laboratory Activity	5C	
	B4	Mathematics	2	
AREA C	C1	Arts	3A	AREA 3
	C2	Humanities	3B	
AREA D	D1	Anthropology & Archeology	4A	AREA 4
	D2	Economics	4B	
	D3	Ethnic Studies	4C	
	D4	Gender Studies	4D	
	D5	Geography	4E	
	D6	History	4F	
	D7	Interdisciplinary Soc. Science	4G	
	D8	Political Science	4H	
	D9	Psychology	4I	
	D0	Sociology & Criminology	4J	
AREA E	E	Lifelong Learning		[no area]
[no area]		Language Other Than English	6A	AREA 6A

Detailed review criteria for each area and subarea, as well as sample reviewer’s responses for each, comprise the next section of these Guiding Notes. Reviewers consider similar questions for the two patterns.

However, within their similarities are some important differences:

GE Breadth pattern (CSU only)	IGETC pattern (CSU plus UC)
⇒ requires oral communication	⇒ doesn’t require oral communication of students transferring to the UC
⇒ doesn’t require Language Other Than English	⇒ requires Language Other Than English for students transferring to the UC
⇒ any passing grade will count*	⇒ only grades of C or better will count
⇒ a single course may carry any number of units	⇒ each course must carry at least three semester- or four quarter-units
⇒ students may be certified one area at a time	⇒ only full certification is ordinarily available although students may complete up to two courses after transfer
⇒ includes an area in Lifelong Understanding and Self-Development	⇒ no area in Lifelong Understanding and Self-Development

*Note: while any passing grade will allow a course to count for GE credit, for the sake of admission to the CSU, students may still be held to minimum grades of C or better in certain GE areas.

In practice the IGETC pattern is more restrictive. Courses that are approved for IGETC are automatically approved for the corresponding area(s) or subarea(s) in GE Breadth. However, not all courses approved for GE Breadth are approved for IGETC.

CSU Executive Order 1061: American Institutions

CSU Executive Order 1061 establishes for all CSU students a separate graduation requirement in United States History, Constitution, and American Ideals (informally abbreviated “American Institutions” or “AI”). As with lower-division general education, transfer students may fulfill American Institutions requirements before or after matriculating to the CSU.

Each CSU campus decides whether coursework applied to an area of GE-Breadth may also be applied to American Institutions. At the time of this writing, no California State University denies a certification in American Institutions or GE Breadth/IGETC that relies on such double-counting.

Process Overview: Faculty and Staff Review

California Community Colleges submit new or revised course outlines to the CSU and UC system offices electronically via OSCAR, the On-Line Service for Curriculum and Articulation Review. Intersegmental faculty and staff then evaluate the outlines for consistency with the respective policy documents. Approved outlines from previous years are automatically carried forward, unless a community college reports that a course has changed substantially since its last review. (For a description of what counts as a “substantial” change, see Submission, below.)

Course Design

Courses are created by faculty at participating institutions, usually California Community Colleges. The CSU and UC systems don’t suggest particular subjects. Before they can be offered (or submitted to a system office for GE transfer credit), courses go through the normal channels of curriculum approval, and only baccalaureate-level courses are eligible for GE transfer credit. Subsequent determinations made by the four-year schools relate only to the suitability of a course to an area of a GE pattern, and even high-quality courses may be denied.

A word of caution to the community college faculty who design courses for general education transfer credit in the UC or CSU: some published approvals are better models than others. Until 1993 courses were accepted without review by the four-year institutions. When the public segments created the current review process, those courses were “grandfathered in” without review. Second, as knowledge and the needs of our graduates evolve, so do our review criteria for general education. Creators of courses are encouraged to choose examples whose approval is recent, and in no case earlier than 1993.

Submission	<p>Each fall, community college articulation officers submit courses by entering their new or substantially revised course outlines, one by one, into the online database at assist.org. (These course submission screens aren't visible to public users.)</p> <p>Substantial changes include changes in content, student learning objectives, modes of delivery (if student learning objectives or content are affected), prerequisites, contact hours and/or units, or methods/criteria of assessment. Technical changes (not requiring review) include prefix, number, or title changes and/or updates of sample texts.</p> <p>After the course outline data has been submitted, ASSIST forwards the information to a separate database called the "Online Service for Curriculum Articulation Review," or OSCAR. Submissions are copied to a working database at the CSU Office of the Chancellor, which displays to CSU and UC reviewers the course outline data as it was provided by the community colleges. The software permits users to log on, review the courses, and confidentially record their comments and recommendations.</p>
1st Level Review	<p>Every submitted course undergoes a 1st-level review in which it is judged against criteria developed by faculty to describe a given area of GE-Breadth or IGETC. Each 1st-level review ends with a preliminary recommendation.</p>
2nd Level Review	<p>Every course submitted for GE consideration then undergoes a 2nd-level review, which involves reading both the course outlines as submitted online, and evaluating the 1st-level reviews for fairness and consistency. 2nd-level reviewers write the comments that will be returned to the articulation officers at participating institutions. 2nd-level reviewers may also contact liaisons to the authors of the course outlines to get clarification or additional details.</p>
Discipline Faculty	<p>Courses with an unclear or marginal match to GE criteria are forwarded to intersegmental faculty in the disciplines, for a final decision.</p>
Reconciliation	<p>Reviewer recommendations for courses in GE Breadth and American Institutions are reconciled by the department of Academic Programs and Policy, in the CSU Office of the Chancellor. Determinations of IGETC congruence are made in discussions with the UC Office of the President.</p>
Notification	<p>By early April, the system offices forward their decisions to articulation officers at participating institutions throughout California. Soon afterward the review decisions in OSCAR are communicated to ASSIST, so the public can see which community college courses bear GE transfer credit at four-year institutions.</p>

PART TWO: REVIEW CRITERIA BY AREA

Criteria Applying to All Areas

From the IGETC Standards 1.3:

Courses in the IGETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

IGETC courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

When they submit courses for GE acceptability, participating institutions will indicate the pattern, area and subarea to which they want the course applied. Reviewers use area-specific criteria as well as the following, which apply to all submitted courses:

- ⇒ **Any course submitted for GE must be baccalaureate level.** Because community colleges serve multiple constituencies, not everything they teach is comparable in depth and rigor to courses at four-year universities; for example, some coursework is instead meant to train students for specific jobs, or to prepare them for college.

The UC faculty have asked to review every community college course proposed for transferability, whether or not for general education. Prior to the IGETC update cycle each year, community colleges use OSCAR to propose courses for the Transfer Credit Agreement (TCA).

CSU faculty chose instead to let community colleges decide which courses should transfer. In 1973 the CSU adopted Executive Order 167 to define transferability. Later the CSU's faculty senate elaborated on the definition in a document called "Determining a Baccalaureate Level Course." (Both the Executive Order and subsequent elaboration are available at the Academic Programs and Policy web site, calstate.edu/app.) Generally, indications that a course is baccalaureate level include (1) a clear emphasis on cultural, historic, aesthetic, or other intellectual facets of the subject taught – particularly in classes that otherwise would amount to skills development; (2) stated requirements in reading and writing; (3) high demands of students, substantial student-faculty interaction, and clearly distinguished entry- and exit-level expectations; and (4) the existence of comparable courses at four-year institutions.

- ⇒ **Courses should carry an appropriate number of units.** In the IGTEC pattern, any course must carry at least three semester-units or four quarter-units of credit. In the GE Breadth pattern, any unit level is acceptable as a matter of policy, but in practice courses below two units seldom meet the criteria for breadth, depth, and rigor expected of general education courses.

Both patterns make exception for science laboratories, when offered separately from the accompanying lecture.

- ⇒ **Course content should reflect a balance between breadth and depth appropriate for lower-division work.** While it's important for course outlines to reflect the depth of university-level work, proposed courses may be denied if their focus is too narrow. For example, an otherwise acceptable course in literature (IGETC Area 3B) that focuses on a single book, or in self-development (GE-Breadth Area E) that focuses only on the first years of childhood, would fail to provide the breadth expected of general education.
- ⇒ **Variable-topics courses are excluded.** As a rule, no variable-topics courses (or directed-studies courses) are acceptable for IGETC or CSU GE-Breadth regardless of area, because they change too much from one term (and instructor) to the next. However, not all the topics in a course have to be specified in great detail; for example, a course on Victorian-era English literature doesn't have to name every novel assigned. A course in "Contemporary Controversies in Science" that examined a different controversy every term would be denied.
- ⇒ **Course outlines may belong in area(s) other than those requested.** Some disciplines such as English and history may encompass multiple areas, for example by emphasizing the practice of English rhetoric (IGETC Areas 1A or 1B) vs. great works in English (IGETC Area 3B), or emphasizing the development of political philosophies (GE Breadth Area C2) vs. their historical impact on different social groups (GE Breadth Area D6). Reviewers may disagree with the participating institution's area designation as originally submitted, and will approve the course for the most appropriate area in their judgment.
- ⇒ **Proposed courses should include at least one textbook.** Reviewers use the representative text as a way to confirm their understanding of course content. It's understood that the instructor in a given section may choose a different text, but the proposed one is still given close attention. It's expected that the structure of the text will be consistent with the course outline. Including additional reading is a good way to demonstrate that multiple points of view will be evaluated, as a means of developing critical thinking.

Texts don't need to be published in hard copy. The UC and CSU welcome the use of online texts and other Open Educational Resources, so long as the resource is a stable, bona fide textbook, and not just a collection of links to lecture notes or other web pages.
- ⇒ **Courses and recommended textbooks should be current.** Course outlines should reflect contemporary thinking in the discipline, for example by showing a relatively recent date of approval from the department or campus curriculum committee.

Normally at least one text (and for some disciplines, *all* the texts) should have been published within seven years of the submission date (e.g., published in 2004 for course outlines submitted fall, 2011). Older books should be included if they're considered classics in the field. Reviewers make exceptions if the course authors provide a strong rationale.
- ⇒ **Any course outline should contain enough detail to make a decision possible.** Reviewers are asked not to make assumptions based on their own disciplinary background or knowledge of the community college, course topic, or instructor. Among the areas of information submitted, course descriptions are considered least reliable because they're used to market the course to students. Course objectives, methods of instruction, and methods of evaluation are more

- informative. Listed prerequisites are also good indicators of course content, rigor, and disciplinary grounding.
- ⇒ **Course outlines should make sense to the reviewer.** Occasionally courses are rejected because the course outline is in a language other than English, doesn't match the "cross-listed course" in the OSCAR database, or has gaps or contradictions in the submitted information.
 - ⇒ **Course outlines should be in English** -- even when the course isn't.
 - ⇒ **IGETC and GE-Breadth decisions should be consistent.** Because transfer students count on courses that meet IGETC standards to work in the CSU Breadth pattern, reviewers will approve courses in GE-Breadth for the sake of consistency. This is true even for courses that were proposed only for IGETC.

Typical reviewer comments applying to all Areas

"This outline contains insufficient detail in the content section for reviewers to determine how the course meets the area requirements."

"Outlines submitted for IGETC course approval must be in English."

"This is primarily a skills course."

"No variable-topics courses (or directed-studies courses) are acceptable for IGETC or GE-Breadth."

"This is primarily an occupation-oriented course."

"This outline is different from the one submitted for the counterpart cross-listed course."

"Courses proposed for IGETC must have a minimum unit value of 3-semester or 4-quarter units."

"Textbook information should include the date of publication."

"The perspective is predominantly humanistic, not social scientific. The course is retained solely in Area C2 of GE Breadth and Area 3B of IGETC."

"The texts appear to be outdated. Outlines with texts more than five years old may be rejected if more recently published texts are appropriate and readily available."

"This course is accepted in Area D5 to maintain consistency with IGETC, as well as Area D3."

"This course is accepted in Area C2 to maintain consistency with its cross-listed counterpart."

CSU GE-Breadth Area A and IGETC Area 1

Communication in the English Language & Critical Thinking

Areas A and 1 emphasize development of students' communication and reasoning skills. These require coursework in "communication in the English language, to include both oral communication and written communication," making them the only areas in the GE patterns that must be taught in English.

1A Written Communication

(GE Breadth Area A2)

Written Communication courses must lead to achievement of the same "freshman composition" objectives as found at most universities. Courses should explore rhetorical principles independent of the application of writing to a specific profession: an advertising department's course in Copy Writing or a journalism department's course in News Writing would not be suitable for Written Communication.

From the IGETC Standards 1.3:

A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature.

Difference in GE Breadth: Area A2 of the GE Breadth pattern has no minimum number of words; however, some number of words should be specified in the course outline.

Reviewers look for evidence of assigned and graded student writing, both in class and as assigned homework.

The course must carry an appropriate prerequisite, such as an SAT score or placement score, distinguishing it from a basic skills class.

Typical reviewer comments applying to Area A2/1A

"Courses in this area must be conducted in English."

"Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English composition requirement."

"A revised outline should specify the approximate total number of words (counting only final drafts) that students are expected to write, and should specify writing assignments required in class and outside the classroom."

"Courses in news writing and reporting are excluded from Area A2."

"This course focuses on the development of students' creative writing skills and techniques rather than the development of expository writing, which emphasizes form, content, context, and effectiveness of communication."

1B Critical Thinking and Composition

(GE Breadth Area A3)

The second semester of English composition adds a requirement of critical thinking.

From the IGETC Standards 1.3:

Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

Courses approved for IGETC Area 1B must have a stated prerequisite of a college-level course in English composition.

Difference in GE Breadth: Area A3 in GE Breadth is a course in critical thinking but not writing. There's no minimum word count, and the course is typically offered by departments of philosophy.

Critical thinking courses include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought. Literary criticism courses are typically not accepted in this area.

Typical reviewer comments applying to Area A3/1B

"The content section of the outline does not provide enough detail to determine whether all elements of critical thinking required by CSU E.O. 1033 for Area A3 are present (e.g., whether students will be able to advocate ideas effectively and to reason inductively and deductively)."

"This course does not appear to include sufficient explicit instruction and practice in inductive and deductive reasoning or identifying formal and informal fallacies of language and thought."

"Area 1B courses must include evaluation of information."

"Journalism courses are excluded from Area A3."

Reviewers look for courses that develop students' ability to think systematically and identify faulty reasoning, such as:

- ⇒ hasty generalization
- ⇒ non sequitur
- ⇒ false analogies
- ⇒ post hoc arguments
- ⇒ attacks ad hominem
- ⇒ bandwagon appeal
- ⇒ tautology/circular reasoning
- ⇒ either-or fallacies

1C Oral Communication

(GE Breadth Area A1)

Courses must include faculty-supervised, faculty-evaluated practice in communicating orally *in the physical presence of other listeners*. Rhetorical principles must be covered (study of effective communication in formal speeches or social interaction is appropriate, for example). The CSU Communications Departments have asked that course outlines submitted for IGETC Area 1C or CSU GE-Breadth Area A1 be very specific regarding how instruction and evaluation are conducted, so that it may be determined that student presentations will be made in front of faculty and other listeners (not online or recorded).

Interpersonal communications courses are not a natural fit in Area A1, but a few have been made to work by incorporating significant faculty-supervised, faculty-evaluated practice in speaking with others and at least a small component of traditional rhetoric.

Typical reviewer comments applying to Area A1/1C

“The revised outline will need to specify methods of instruction.”

“Course must include faculty-supervised, faculty-evaluated practice in oral communication presented in front of other listeners (not online or recorded).”

“Rhetorical principles must be covered (study of effective communication in formal speeches or social interaction is appropriate, for example).”

“This course is accepted with reservations about the extent of faculty-supervised, faculty-evaluated practice in oral communication. Reviewers suggest revising the outline.”

A note about Area 1C Oral Communication

The UC system doesn't require Oral Communication. Area 1C has been set aside under the IGTEC pattern so that evaluators can see whether students transferring into the CSU have met this graduation requirement, but the review standards are identical to those for Area A1 Oral Communication in the CSU's GE-Breadth pattern.

CSU GE-Breadth Area B4 and IGETC Area 2

Mathematical Concepts and Quantitative Reasoning

From Executive Order 1065:

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

From the IGETC Standards 1.3:

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges. Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments.

Symbolic Logic, Computer Programming, and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.

Certain courses are always excluded from Area B4:

- ⇒ courses in the history of mathematics
- ⇒ logic and symbolic logic courses
- ⇒ computer programming courses (although Discrete Math offered by a Computer Science department may be acceptable)
- ⇒ courses without a stated prerequisite of intermediate algebra, or from institutions that don't have intermediate algebra among their criteria for admission

Difference from GE Breadth: Math courses developed specifically for students preparing to teach elementary school are excluded from IGETC but acceptable in GE Breadth. CSU math faculty have asked reviewers to check for inclusion of specific elements of math instruction before granting approval. See the next page for details.

Approving Math Courses for Elementary School Teachers (GE Breadth pattern only)

Math courses designed as part of a teacher preparation or liberal studies curriculum must meet specific criteria to qualify for area B4 of GE Breadth. Faculty have asked that such courses include *all* of these elements listed in the January, 2008 posting of the TCSU math descriptor 120, "Mathematical Concepts for Elementary School Teachers - Number Systems."

Course Topics: In conformity with ESM standards, topics must include, but are not limited to:

1. Basic set theory and logic: set operations, relations and functions, Venn diagrams, DeMorgan's Laws, truth tables, equivalent statements, deductive reasoning, contradictions, tautologies;
2. Numeration systems: history, Hindu-Arabic numeration system, other place values systems, computations in different bases;
3. Integers: structure and basic properties, computational algorithms;
4. Modular arithmetic: operations, divisibility;
5. Basic number theory: prime and composite numbers, prime factorization, fundamental theorem of arithmetic, least common multiple and greatest common divisor;
6. Rational numbers: structure and properties, ratio and proportion;
7. Real numbers: structure and basic properties, arithmetic operations, rational and irrational numbers, decimal representation, number line representation;
8. Patterns and sequences: arithmetic sequences, geometric sequences, mathematical induction.

Student Learning Outcomes: In conformity with ESM standards, course outcomes must include, but are not limited to:

1. Analyze multiple approaches to solving problems from elementary and advanced levels of mathematics, using concepts and tools from sets, functions, and logic.
2. Compare numeration systems, including their historical development, with attention to base numeration systems, exponents, scientific notation, and place values.
3. Evaluate the equivalence of numeric algorithms and explain the advantages and disadvantages of equivalent algorithms in different circumstances.
4. Analyze algorithms from number theory to determine divisibility in a variety of settings, such as different base systems and modular arithmetic.
5. Analyze the structure of least common multiples and greatest common divisors and their role in standard algorithms.
6. Explain the concept of rational numbers, using both ratio and decimal representations; analyze the arithmetic algorithms for these two representations; and justify their equivalence.
7. Analyze the structure and properties of whole, rational, and real number systems; define the concept of rational and irrational numbers, including their decimal representation; and illustrate the use of a number line representation.

Arts and Humanities and Social and Behavioral Sciences

Between them these two areas cover Arts, Humanities, and Social Sciences – the broad middle ground of what most educated people consider liberal learning. Taken together, these two areas have accounted for more than half of all course outlines submitted for general education credit in California.

To ensure the breadth of learning expected of a baccalaureate, it’s important that courses in these two areas be distinguished from each other:

Study in Arts and Humanities	Study in the Social Sciences
⇒ focuses on the human condition: its limits, potential, and creative expressions	⇒ uses hard-science techniques of experimentation and empirical evidence to explore human experience
⇒ relies on critical analysis of specific texts or works to support its claims	⇒ includes explicit use of research and the scientific method
⇒ is “hermeneutic,” <i>i.e.</i> , interpretive, especially of speech or writing	⇒ employs quantitative and qualitative analysis
	⇒ is likelier to examine groups of people and patterns of behavior than particular artifacts, individuals or idiosyncrasies

Although the areas are distinct, some disciplines such as Ethnic Studies may comprise significant coursework in both kinds of inquiry, and so count in both areas of general education.

History is among the hardest disciplines to categorize, by historians’ own admission:

Since the 1980s, the discipline of history, which has always straddled the humanities and social sciences, has become more identified with the humanities . . . Indeed, the American Historical Association has recently urged the National Research Council (NRC) to classify history with the humanities in its periodic ranking of departments. For the institutional purposes that motivate the NRC rankings (and the methodologies used for them), the formal shift in category makes sense. But this change of institutional location in the national organization of research should not be understood as an intellectual abandonment of the discipline’s historical association with the social sciences. History should value and maintain its Janus-faced position in the world of scholarship—looking to both the humanities and the social sciences.

-- *The Education of Historians for the Twenty-First Century*
American Historical Association, 2004

The CSU and UC systems take their cues from the discipline, and tend to categorize history in the humanities. However, if participating institutions submit a history course for approval in Area D/Area 4 Social Sciences and the outline supports the designation, then that’s where the course is approved.

CSU GE-Breadth Area C and IGETC Area 3

Arts, Literature, Philosophy, and Foreign Languages

From the IGETC Standards 1.3:

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts.

From Executive Order 1065:

Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however Area C excludes courses that exclusively emphasize skills development.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

3A Arts (Art, Dance, Music, Theater)

(GE Breadth Area C1)

Arts include:

- ⇒ visual arts
- ⇒ architecture
- ⇒ interior design
- ⇒ music
- ⇒ dance
- ⇒ theater
- ⇒ film

Studio and performance classes that develop technique or skills alone don't meet the standards established for this area. For C1 in the CSU's GE-Breadth pattern courses must also address aesthetic and cultural study; for the corresponding Area 3A in the IGETC pattern the requirement is stronger; courses must *predominantly* emphasize cultural and/or aesthetic study.

A note to faculty who create courses in this area: beware of emulating arts courses with existing approvals on ASSIST. Approval for arts courses in particular is often "grandfathered in" from years before 1993, when the current review process was put in place. These skills-heavy courses would be unlikely candidates for GE under the current procedure and criteria.

In 2011, CSU faculty addressed the problem of these grandfathered courses in Area C1 by removing those offered at below two units. In the other areas of GE Breadth, courses of any unit value may still appear grandfathered in.

To determine the degree of emphasis on skills acquisition in new submissions, reviewers look at the time spent in lecture vs. activity (1.5 vs. 4.5 hours per week more than tips the scale to activity-based). For example, community college courses in design and color often carry a heavy lab component to prepare students for immediate employment; this is sound professional preparation but tips the course away from the goals of general education.

On the other hand, a noteworthy course in ceramics did qualify. The outline took a historic approach to the study of ceramics, much as an art appreciation course would. The students created ceramic works only as a reinforcement of the historic/cultural style (*e.g.*, the students produced a ceramic piece in the Japanese raku style after studying the historic and cultural influence of raku).

Special cases:

Music Theory: Music Theory courses are primarily skills-development courses (notation and ear training) and are ordinarily excluded, even if they include some classical compositions.

Film Studies: Film studies courses (as opposed to film production) may qualify for either Arts or Humanities, depending on the focus of the course. Sometimes film is used as a means to study a particular time or culture, making a humanities (area C2 or 3B course) designation appropriate. When the focus is instead on film as a medium of artistic expression, the more appropriate placement is Arts (area C1 or 3A).

The same distinction applies to courses in still photography rather than motion pictures: if the medium is merely the means to examine the human condition, the approval will be in the Humanities area; if the medium itself is the main subject of study, then the approval will be in Arts.

Art for Teachers: Frequently these courses are denied for general education, because they emphasize pre-professional training for educators rather than great works of the human imagination.

Typical reviewer comments
applying to Area C1 *and* 3A

“Performance and studio classes may be credited toward satisfaction of this subject area only if they include the integration of history, theory, and criticism.”

“This course’s strong focus on technical and performance skills precludes its acceptance in Area C1. It is accepted in Area E with the usual unit limitation on physical-activity courses.”

3B Humanities

GE Breadth Area C2

From the IGETC Standards 1.3:

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they include literature or cultural aspects. Theater and film courses were approved if they were taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses if the focus is not solely on technique but includes the role of logic in humanities disciplines.

In determining which of these submissions should qualify under either pattern, reviewers ask:

- ⇒ will students learn to analyze and appreciate works of philosophical and cultural importance?
- ⇒ does the course use canonical or seminal works as pathways to a broader understanding of the human condition?
- ⇒ how will the course help students confidently understand and articulate their own subjective intellectual experiences?

These criteria are key to determining the suitability of courses in a range of disciplines:

- ⇒ **Language courses** should do more than impart vocabulary and rules of grammar; they should use the second language to evoke a sympathetic response to the acquired culture, to help students understand the “other” in the first person.

For most languages courses in IGETC, the course should be equivalent to at least the third year of high school to meet the criteria for Area 3B. Another useful indicator of whether the course exceeds that threshold is in its prerequisite: courses approved for Area 6A under the IGETC pattern are intended to achieve that minimum proficiency level, and so if they're listed as prerequisite to a course submitted for Area C2 in GE-Breadth, then the more advanced course probably has a strong enough cultural component to qualify.

The prerequisite may be stated as:

- ⇒ a community college course that satisfies Area 6A of IGETC
- ⇒ two years of high school study of the language
- ⇒ some other measure of proficiency

There may be a rare exception, however, for a course that (1) is intended for students who may begin just a little below proficiency level, (2) is designed to take them well beyond proficiency level, and (3) includes a significant cultural component.

Difference from GE Breadth: Language courses at the elementary level may be acceptable for Humanities designation under GE Breadth but not IGETC.

Reviewers check to see if the cultural content justifies the qualification – *i.e.*, if it includes more than food, festivals, and holidays.

- ⇒ **Creative writing courses** are acceptable for GE Breadth Area C2 only if they include reading and analysis of respected works of literature. Students should be learning to “read as writers” (focusing on how creative writing is developed, not just how readers interpret what is written), which is a different process than literary criticism. (Note that there is a difference here between the GE Breadth pattern and the narrower IGETC pattern: creative writing courses are *never* accepted for IGETC.)
- ⇒ **Courses in geography, history, and art** may satisfy Area 3B Humanities if the outline indicates a strong cultural content and an exploration of subjective human experience.
- ⇒ **Literature courses** may be disallowed because they are too narrow. A course in a single novel or literary movement (*e.g.*, postmodern American fiction) is probably more suitable for upper-division work, since it may not incorporate literary analysis from a variety of critical perspectives.
- ⇒ **Courses in mass communication or mass media** are not accepted in Area 3B or C2. (However, courses that study the interaction of mass communication and society are often appropriate for social studies.)
- ⇒ **Courses in English as a Second Language** may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of the Humanities Areas C2 and 3B.
- ⇒ **Logic courses** are categorically excluded from Area C2. Such courses are designed primarily to develop students’ reasoning skills, not their appreciation of “great works of the human imagination.”
- ⇒ Depending on their dominant mode of inquiry, **history courses** may be categorized in Area C2 Humanities, Area D6 History, or both.
- ⇒ Courses in linguistics may also be a close call between humanities and social science. In such cases reviewers may take the department prefix (typically Anthropology or English) to suggest which mode of inquiry is dominant.
- ⇒ **Art history courses** are always reviewed in Humanities, not as any of the social sciences in Areas D or 4.

Special Cases for History Courses in GE Breadth: Adding Areas

For each history course it submits, a community college may request GE designation under Humanities, Social Sciences, or both. In most cases reviewers accept that recommendation when categorizing the course.

However, there are several cases where reviewers *add* approval in an area of CSU GE Breadth where the course wasn't originally submitted:

1. **When the course is submitted differently for IGETC approval.** A course submitted under the Humanities area for one pattern but under the Social Sciences area for the other is approved in *both* the Humanities and Social Sciences areas for GE-Breadth. This protects transfer students who expect the IGETC pattern to work the same for both university systems, and switch to the GE-Breadth pattern before transfer.
2. **When the course is in the history of a U.S. ethnic group.** A course like "History of Native Americans" may be submitted in Area D6 History, and approved in Area D6 History *and* Area D3 Ethnic Studies. This facilitates graduation for students enrolled at CSU campuses which individually require coursework in cultural diversity, satisfied by Area D3.
3. **When a humanities-focused history course has been approved under the "U.S. history" objective of the CSU's United States History, Constitution, and American Ideals requirement.** For example, a course in the cultural influences of the major U.S. immigrant populations from 1840 to the present is submitted and approved under Area C2 Humanities, and had prior approval under Area US-1, Historical Development of American Institutions and Ideals. Reviewers will *add* approval under Area D6 History, for transfer students whose pre-major coursework relies on these areas double-counting.

Typical reviewer comments applying to Areas C2 and 3B

"Courses for native (heritage) speakers must emphasize culture and cultural readings in the language rather than a focus on grammar and written language skills exclusively."

"A significant cultural component (including the history and literature of the deaf community) needs to be made evident in the course outline."

"This children's literature course appears to focus too heavily on how to select books for children and how to read them to children, rather than on learning and applying the techniques of literary analysis and criticism to literature written for children."

"This course focuses on the development of students' creative writing skills and techniques rather than the critical analysis of literary genres."

"Mass communication/mass media courses are not accepted in IGETC Area 3B."

"The strong focus on skills and techniques precludes it from being accepted for Area C2."

CSU GE-Breadth Area D and IGETC Area 4

Social, Political, and Economic Institutions & Behavior; History

From CSU Executive Order 1065:

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

From the IGETC Standards 1.3

The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.

For this area, reviewers look in particular for evidence that:

- ⇒ students will learn how to practice social science, and not just understand what social scientists have concluded.
- ⇒ the course has a specific disciplinary focus. Because the Standards and the Executive Order both require coursework in more than one subarea, it's important for each course to keep a distinct, discipline-based perspective. Often the choice of textbook is used as evidence of this.
- ⇒ the course leads to a broad understanding of social science, and not just the discipline within it. In the words of one reviewer, "it has to look like Area D, not just Area D3."
- ⇒ students are learning more than pre-professional skills. At the extreme, courses proposed for GE social science can look too much like training for careers in criminal justice or social work, with learning objectives different from those of general education.

Areas D and 4 group disciplines into ten subareas:

4A Anthropology & Archaeology

GE Breadth Area D1

4B Economics

GE Breadth Area D2

4C Ethnic Studies

GE Breadth Area D3

Ethnic studies courses must focus on one or more ethnic groups in the U.S. Courses with a focus outside the U.S. and that integrate anthropological perspectives, theories, and methods may qualify for Area 4A (Area D1 under GE Breadth).

4D Gender Studies

GE Breadth Area D4

Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives (rather than social scientific analysis) are categorized in Areas 3B and C2.

4E Geography

GE Breadth Area D5

Many geography department courses fit here, but depending on the emphasis courses may be better suited to the physical sciences or life sciences (GE-Breadth Area B or IGETC Area 5).

4F History

GE Breadth Area D6

For a number of reasons, course approvals for this area of GE-Breadth may be affected by approvals in IGETC or American Institutions.

4G Interdisciplinary Social or Behavioral Science

GE Breadth Area D7

Interdisciplinary courses must specify which disciplinary perspectives are informing the course (through readings, coverage of theory and methods, and texts specific to the discipline). Interpersonal communication courses that draw on theories of psychology, sociology, and gender studies may be placed here.

4H Political Science, Government, and Legal Institutions

GE Breadth Area D8

These courses focus on social scientific analysis of the *institutions* responsible for law enforcement, justice, and corrections. Courses that emphasize *individual* criminal behavior are considered for Area 4J/D0, below, and those that prepare students for specific professions are excluded from GE-Breadth.

4I Psychology

GE Breadth Area D9

It's particularly important that psychology courses focus on the methods, approaches, and foundations of the discipline. At their weakest, submissions in Areas D9/4I may appear like self-help classes: how to be happy in marriage, conflict resolution for teens, etc.

Research Methods courses (often created by faculty in psychology or sociology) should include both the methodology of the discipline and basic social science theories and principles. If they are purely a methodology course emphasizing research strategies,

techniques, and use of statistics, then they may not have the requisite breadth for general education.

4J Sociology and Criminology

GE Breadth Area D0

Criminology courses should focus on social scientific analysis of the etiology (causation) of crime and criminal behavior, rather than emphasizing professional skills. Note also the distinction from courses in Criminal Justice, which focus on the institutions responsible for law enforcement, justice, and corrections), and are categorized within Political Science (Area D8).

In this area, reviewers are especially careful with Administration of Justice courses. The critical distinction is whether or not the course deals with the theory beyond criminal behavior. Sometimes the term “criminology” means procedures (not theory) so those courses are denied; at other times “criminology” is meant to include the theory behind the crime, and so the course is approved.

Typical reviewer comments applying to Areas D1-D0 *and* 4A-4J

“This course emphasizes the application of social scientific findings in an occupationally oriented context, rather than principles, theories, and methods of social science.”

“Most of the course appears to be devoted to career-oriented teacher preparation, rather than social scientific concepts, theories, and methods.”

“The sociological perspective makes the course more appropriate for Area 4J than Area 4I.”

“With no prerequisites or co-requisites in archaeology or anthropology to provide a conceptual and theoretical context, this course’s attention to archaeological methods is not sufficiently grounded in disciplinary perspectives to meet the objectives of Area D1.”

“This course appears to concentrate on the development of students’ communication skills rather than on social scientific principles, theories, and research methods. Its objectives are more appropriate for Area A1, but A1 courses cannot be specific to a single field of study (in this case, Business).”

“The course outline does not make clear how sociological concepts, theories, and methodology underlie the examination of marriage and the family as social institutions.”

“This course is also accepted in CSU GE Area D3 to reflect its focus on an ethnic group (ethnic populations) in the United States.”

CSU GE-Breadth Areas B1-B3 and IGETC Area 5

Physical and Biological Sciences

These areas of IGETC and GE Breadth call for three kinds of coursework: physical science lecture, life science lecture, and a lab associated with a lecture.

From the IGETC Standards 1.3:

Courses [in physical and biological sciences] must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

From CSU Executive Order 1065:

In subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

Courses in these subareas of Areas B and 5 emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific disciplines. Those that have built-in laboratory activity may also qualify for Area B3, so long as the course outline clearly distinguishes the laboratory activity from the lecture.

Some but not all course outlines submitted for these areas will refer to “the scientific method.” Implicit inclusion of the scientific method is acceptable, especially for courses designed for students majoring in science. EO 1033 refers to “methodologies of science as investigative tools,” so Area B/5 courses should enhance students’ appreciation of how scientists do science, not just what scientists have concluded.

This distinction of learning not just the conclusions of scientists but also *how science is practiced* is the key to making review decisions in a few special cases:

⇒ **Multi-disciplinary and interdisciplinary science courses.** Some community colleges have designed courses to meet California’s credentialing standards for prospective elementary school teachers, who will need to know something about geology, astronomy, physics and chemistry. These “do-it-all” courses are usually acceptable, so long as they address science as a way of intellectual inquiry.

Organic chemistry courses may also strike reviewers as interdisciplinary, but are ordinarily categorized in B1/5A Physical Science, where the subject is frequently housed and taught.

- ⇒ **Physical geography courses.** These are almost always accepted in Area B1. (Other kinds of geography course are closer to the social sciences and are instead approved in Area D5.)
- ⇒ **Physical anthropology courses.** Depending on the emphasis, a course in physical anthropology may belong with other biological sciences in Area B2.
- ⇒ **Lower-division major preparation courses.** These may work unless they're too narrow; the question is whether students will achieve the "science literacy" expected of educated citizens in any profession.

In defining "science literacy" for an educated populace, science faculty from across the CSU agreed to this definition and course-scoring rubric, which reviewers of community college courses may find helpful:

A student who achieves science literacy through a course that satisfies a general education science requirement must master literacy in understanding both:

- (a) science as the system of reasoning—the acquisition of testable knowledge of the physical world, including explanations of the phenomena and
- (b) the minimal foundational concepts and content of the science discipline(s) addressed by the course.

This rubric addresses "a":

Unacceptable	Minimally acceptable	Very Acceptable	Ideal
Item 13 only or item 13 plus omission of any items 1-7	Items 1-7, plus Item 13	Items 1-10 plus Item 13	Items 1-13

Learning Outcomes for Science Literacy in Science as a Framework of Reasoning in an Introductory Course

1. Student can articulate in her/his own words a reasonable definition for what constitutes science.
2. Student can describe, using at least two specific examples, how science literacy is important in everyday life to an educated person.
3. Student can explain why the attribute of doubt has value in science.
4. Student can explain how scientists select which among several competing working hypotheses best explains a physical phenomenon.
5. Student can explain how "theory" as used and understood in science differs from "theory" as commonly used and understood by the general public.
6. Student can explain why peer review generally improves our quality of knowing within science.
7. Student can explain how science uses the method of reproducible experiments to understand and explain the physical world.
8. Student can name one assumption that underlies all science.
9. Student can provide two examples of science and two of technology and use these to explain a central concept by which one can distinguish between science and technology.
10. Student can cite a single major theory from one of the science disciplines and explain its historical development.
11. Student can explain and provide an example of modeling as used in science.
12. Student can explain why awareness of ethics becomes increasingly important to a society becoming increasingly advanced in science.
13. Student can meet the minimal learning outcomes specified by the discipline that address the major ideas, concepts and content of the science discipline. *The arbiter of "specified by discipline" might range from locally at the scale of a department to internationally as specified by the larger profession.*

Typical reviewer comments applying to Areas B1 and 5A and Areas B2 and 5B

“This course emphasizes professional applications of chemistry rather than science as an investigative tool; it does not address sufficiently the principles, theories, and methodology of chemistry.”

“Because the course emphasizes technical skills rather than the scientific principles and theories of physical or cultural geography, it is appropriate for neither Area 5A nor Area 4E.”

“Science courses should cover basic scientific principles and not just include memorization of facts or skills practice.”

“The college is urged to revise the outline to distinguish clearly the laboratory activities from the content of the lectures.”

Laboratory Activity

Courses meeting the requirements of this subarea must be associated with a lecture component, either built into the laboratory section itself or connected as a co-requisite or prerequisite. It's especially important for colleges to clearly delineate laboratory activity from the lecture: a list of topics to be covered in the lab sections is seldom enough to tell reviewers whether the activity warrants the additional lab approval. Reviewers rely in particular on the choice of textbook, checking that it's appropriate for a course with lab activities.

When a participating institution submits a science course that includes both lecture and lab, it may be approved for GE Breadth Areas B1 & B3 as a pair, or Areas B2 & B3 as a pair – even if the institution didn't request placement in Area B3. The same is true for the corresponding areas in IGETC: reviewers will add the lab designation (Area 5C) if it seems appropriate, whether or not the submission requests it.

Stand-alone lab courses are designated B3 or 5C only, and *only* when associated with a lecture course as either a pre- or co-requisite.

Laboratory courses offered entirely online are held to particularly close scrutiny. University science faculty have instructed reviewers to be sure such delivery doesn't compromise learning objectives that are met by in-person instruction. For the time being, all such submissions are referred to discipline faculty for further review.

Typical reviewer comments applying to Areas B3 and 5C

“Lecture-and-Lab science outlines should distinguish lecture content from lab activity.”

“This course is accepted in Area B3, to reflect the laboratory component, as well as in Area B1.”

“This laboratory course is acceptable in Area B3 only if the corresponding lecture is adopted as its pre- or co-requisite.”

GE-Breadth Area E (CSU only)

Lifelong Learning and Self-Development

Courses that meet the learning objectives of Area E draw on findings from the biological, behavioral, and social sciences to study humans from psychological, sociological, and physiological perspectives.

From Executive Order 1065

A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

With the exception of courses in physical activity (detailed below), reviewers expect courses in Area E to include three kinds of inquiry:

- ⇒ **Sociological:** in this context, the relationships between an individual and broader society.
- ⇒ **Physiological:** the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.
- ⇒ **Psychological:** the study of the mental processes that create consciousness, behavior, emotions, and intelligence.

Any single course should address all three – though not necessarily with equal emphasis. Submissions in this area fail when they focus on a single learning skill (e.g. library use, computer literacy, first aid, or study skills for college success).

Second, any course submission should address all three areas for *more than a few years of a human lifespan*. The consideration doesn't need to extend from cradle to grave, but study should include more than early childhood or the octogenarian experience, in order to provide the breadth expected of general education.

Conversely, child development courses that meet criteria for Area E are often designated Area D7/4G Interdisciplinary Social Sciences.

Physical Activity

Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E, if the students move and are instructed (or supervised or coached) by a faculty member or a designee when doing so. In this area a textbook isn't required, but faculty supervision is essential. Varsity sports may be included, and so may basic training in the military, in cases where they are awarded academic credit.

However, students may not complete Area E using only physical activity courses. Participating institutions are asked to limit the number of physical-activity units they count when certifying a student for Area E.

(Note the wording: a community college may offer a three-semester-unit class in badminton and qualify it for Area E; it just can't apply all three units to a student's Area E certification.)

Military Service

CSU Executive Order 1036 encourages campuses to use evidence of military training to satisfy Area E for their students who enroll without a prior certification in GE. Typically the evidence is the completion of basic training as listed on the veteran's discharge papers, Form DD-214. All CSU campuses have elected to honor GE Breadth transfer certifications that clear Area E Lifelong Learning with a DD-214.

Typical reviewer comments applying to Area E

"This course is accepted in Area E with the usual unit limitation on physical-activity courses."

"For physical-activity courses to qualify for Area E, the activity has to be under the supervision of the instructor (or appropriately qualified staff members working with the instructor)."

"It is not clear that an instructor or qualified assistant observes the students' physical activity and provides instruction, supervision on the students' performance."

"Attention to the integration of physiological, psychological, and social considerations does not appear to be sufficient; most of the course appears to be devoted to college-specific material, study skills, and educational planning."

"Courses that teach specific job skills are not considered appropriate for Area E."

"This course does not appear to integrate physiological, psychological, and sociological study to a sufficient extent to qualify for Area E."

"Child development courses qualify for Area E only if they cover birth through adolescence."

"Although there is some mention of "behavior" in the outline, the extent to which the course integrates psychological and socio-cultural considerations with its physiological content is not clear."

"Although this course has some topics that draw clearly on findings and principles of psychology and sociology, it hardly touches on physiological (e.g., health) considerations and appears to be devoted to too great an extent to college-specific material and educational planning."

There is no IGETC Counterpart to Area E.

Students using the IGETC pattern to meet their lower-division general education before transfer to the CSU are exempted from this systemwide requirement.

IGETC Standards Area 6A (UC only)

Language Other Than English

Courses approved for this area are deemed “proficiency,” *i.e.*, equivalent to two years’ high school foreign language. This means that language courses above this level could in theory have a strong enough cultural component to qualify under Area C2 in GE-Breadth (or Area 3B in IGETC).

Some UC campuses and departments may require more than two years of language proficiency; students should check with the receiving campus to determine whether a course satisfying IGETC Area 6A will clear the entire requirement in a Language Other Than English.

From the IGETC Standards 1.3:

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are appropriate for transfer. Courses primarily conversational must have as a prerequisite a course equivalent to the third year of high school study or one year of college level in the language. Also, the content of conversation courses should not be primarily business or travel-oriented.

CSU “American Institutions” (CSU only)

U.S History, Constitution, and American Ideals

The CSU’s graduation requirements in American Institutions are established in Executive Order 1061, separately from the areas of GE Breadth. EO 1061 implements Title 5 Section 40404 of California’s Civil Code, which calls for study in three areas:

1. The historical development of American institutions and ideals (Area US-1),
2. The Constitution of the United States and the operation of representative democratic government under that Constitution (Area US-2), and
3. The process of California state and local government (Area US-3).

While the Executive Order doesn’t set a unit or course minimum for these areas, it’s unusual for a single course to adequately address all three. Instead participating community colleges submit a sequence of courses – typically including courses from their history and/or political science departments – that together meet the graduation requirement in American Institutions.

Following the executive order, reviewers use these criteria for each of the three areas:

Area US-1: American History

Students are expected to learn significant events from U.S. history, as follows:

- ⇒ covering a minimum time span of approximately one hundred years
- ⇒ occurring in the entire area now included in the United States of America
- ⇒ including the relationships of regions within that area and with external regions and powers
- ⇒ the role of major ethnic and social groups
- ⇒ the “continuity of the American experience” (i.e., not a string of isolated events) and its derivation from others cultures, including study of politics, economics, social movements, and/or geography (at least three of the four)

Area US-2: The U.S. Constitution

Course outlines should reflect content that teaches:

- ⇒ the political philosophies of the framers of the Constitution
- ⇒ the operation of United States political process and institutions under the U.S. Constitution
- ⇒ the rights and obligations of individual citizens in the political system established under the Constitution

Area US-3: California State and Local Government

Courses in this area will address:

- ⇒ the Constitution of the State of California
- ⇒ the nature and processes of California state and local government
- ⇒ the relationships between the U.S government and California’s state and local governments

Notice that these criteria are extremely detailed. Good courses are often turned down, as reviewers have to consider not only their quality but also how closely they meet these exact criteria, as set by administrative law and CSU policy.

Typical reviewer comments applying to American Institutions

“The outlines will have to be revised to include considerably more information about the courses’ coverage of the U.S. and California state constitutions and the nature and processes of the federal, state, and local governments.”

“The course content section of the outline does not address the political philosophies of the framers of the U.S. Constitution or the Constitution of the State of California”

“The course content appears to focus largely on the American Southwest, not the entire area now comprising the U.S.”

“This course covers a time span of 62 years, which is considerably less than the 100-year time span that is expected of courses meeting the historical elements of the requirement.”

“This course in the history of Armenian Americans is too narrowly focused on a single population to qualify for US-1.”

ELECTRONIC BIBLIOGRAPHY

These notes are available on-line at www.calstate.edu/app/general-ed-transfer.shtml.

The documents cited in these Guiding Notes are those in effect as of January, 2011. Readers are encouraged to refer to online sources, as these references are often revised or superseded.

General Education Breadth, IGETC, and American Institutions

- ⇒ IGETC Standards 1.3
www.ccctransfer.org
- ⇒ CSU Executive Order 1065: General Education Breadth
www.calstate.edu/eo/EO-1065.pdf
- ⇒ CSU Executive Order 1061: American Institutions
www.calstate.edu/eo/EO-1061.pdf
- ⇒ Guiding Notes for General Education Course Reviewers
www.calstate.edu/app/general-ed-transfer.shtml

Courses and Articulation in California

- ⇒ ASSIST
www.assist.org
- ⇒ College Catalogs
www.collegesource.org
- ⇒ California Community Colleges and Districts
www.cccco.edu

Transferability of Baccalaureate-Level Coursework

- ⇒ CSU Executive Order 167: Transfer of Credit
www.calstate.edu/eo/EO-167.pdf
- ⇒ Working Definition of Baccalaureate Credit (Faculty Senate Resolution of 1987)
www.calstate.edu/app/general-ed-transfer.shtml

Academic Senate Statements on
**Reciprocity, Course Substitution, and Credit by Exam—in light of
AA-T and AS-T degrees**
September 2013

Substitution and Reciprocity

The passage of SB 1440 (Padilla, 2010) and the resulting faculty-designed Transfer Model Curriculum (TMC) system have altered the way colleges operate. Today, a higher level of coordination exists across the community colleges and with the universities. This new system affects traditional practices regarding course substitutions and reciprocity.

In the interest of best serving students and establishing an efficient transfer route, the Academic Senate for California Community Colleges (ASCCC) encourages colleges to apply courses successfully completed as part of a TMC-aligned degree at one college for requirements within their own degrees to the greatest extent deemed possible and reasonable (See ASCCC resolution 15.01 Spring 2011). While course substitution decisions remain a matter of local control, students often earn credit at multiple colleges during the course of their academic careers and, therefore, are best served when courses that are taken in good faith as part of a TMC-aligned degree at one college are accepted as part of a TMC-aligned degree at other colleges. Therefore, **the ASCCC strongly urges community colleges to establish policies to allow and encourage acceptance of the courses students have taken at other colleges in a TMC-aligned degree.** While the C-ID system establishes course-to-course reciprocity, where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, substitution decisions must be informed by the judgment of discipline faculty. When an AA-T or AS-T is being conferred any substitutions made must result in the awarding of a degree that is consistent with the parameters defined by the TMC.

This recommendation is in the spirit of SB 1440 and the TMC-based statewide solution that faculty developed in response to SB 1440. The ideal case is for colleges and universities to widely accept the courses identified in the TMC and contained within TMC-aligned degrees. The TMC process establishes a transfer pathway that is based on the package of courses that comprise a TMC-aligned degree. Furthermore, the C-ID system identifies course content and standards, and most courses specifically identified and required in TMCs have or will soon have C-ID descriptors.

Example: The TMC for psychology includes three courses in List A: Introduction to Biology, Human Biology, and Introduction to Biological Psychology. Students are required to complete one of these three courses. College X may choose to allow all three of these List A options in their local psychology AA-T degree. However, College Y might decide that Human Biology is necessary for all students and thus might eliminate the other two List A options. A student who took Introduction to Biology at College X, expecting that course to fulfill the List A requirement, but who then enrolled at College Y to complete the associate degree for transfer would have taken a course not included or not fulfilling the same requirements in the local AA-T for psychology at College Y. In such a case, because the student has acted in good faith and the course taken falls within the requirements of the TMC, the ASCCC (and the language of SB 1440) would strongly encourage College Y to accept Introduction to Biology as fulfilling the List A requirement or, at the least, to accept the Introduction to Biology course as fulfilling a List B or C requirement as is allowed by the TMC.

Every TMC (and every discipline) is different, so the extent to which courses can be moved between lists is dependent upon the parameters defined in the individual TMC. The Psychology TMC offers maximum flexibility, permitting any course in the first list of options to be used in one of the later lists, but other TMCs may not permit the same level of flexibility. The Early Childhood Education TMC, for example, specifies all courses in the TMC without options, allowing no substitutions or local variations. Many

TMCs fall somewhere between these extremes, allowing flexibility in some areas but not in all. While the ASCCC encourages course reciprocity and substitution where possible and reasonable, substitutions should only be made in instances where the TMC allows flexibility, as the local AA-T or AS-T degree awarded must remain consistent with parameters of the TMC for the specific discipline.

Local policies and practices may need to be revisited in light of the TMC system; senates and curriculum committees should lead such discussions, ensuring that discipline faculty are responsible for making decisions regarding course substitutions within the TMC-aligned degree requirements. While existing practices may permit colleges to substitute (or not) in any way they choose, for the sake of the TMC system and in the spirit of SB 1440, **the ASCCC urges colleges to allow all reasonable course substitutions that are consistent with the parameters of the TMCs.**

Once all the specifically identified and required courses in TMCs have C-ID descriptors, all colleges have their courses approved in C-ID, and colleges use E-transcripts, the identification of comparable courses will be much simpler. The complicated aspect of reciprocity will continue to be the substitution of non-comparable courses when permitted by the parameters of the TMC. It should be noted that this document pertains to the courses that are specified in the TMC; existing processes related to determining course applicability for general education are not impacted.

If a student transferring in from another community college took a course required for an AA-T or AS-T, but the course does not have a C-ID number or did not have one at the time it was taken, local course substitution processes should be employed. Note that this presumes that the local course does have a C-ID designation. In the event the local course does not have a C-ID number and is in process with respect to C-ID approval, the local review process should incorporate the C-ID descriptor expectations. For instance, if a local course was submitted to C-ID lacking a required prerequisite the local process for review should incorporate that C-ID descriptor requirement into the local review process.

External Sources of Credit

In addition to allowing reciprocity for courses earned toward a transfer degree at other institutions, colleges should continue to allow students to apply course credit earned through external exams or processes, including AP, CLEP, and IB, to the major requirements for transfer degrees. **Education Code clearly grants the authority to community colleges for the content of the AA –T and AS-T degrees, and this authority extends to community colleges the right and responsibility for granting credit they deem appropriate in the AA/S-T degrees.**

The ASCCC has passed numerous resolutions endorsing the use of external credit and has even created statewide templates to recommend the use of external credit in manners consistent with policies regarding CSU GE and IGETC (see ASCCC Resolutions 9.01 S10, 9.05 F10, 9.06 S07, 9.03 S05, 4.02 S08, 4.03 S08, 4.04 S08, 4.01 S09, 9.04 F10, 9.01 S11). The reasoning in these resolutions applies to AA-T and AS-T degrees as fully as it does to all other applications of their intent and can also include other methods of earning external credit, such as the units often granted to veterans for their experience in military service.

Credit by Exam:

Title 5 provides regulations for community colleges regarding credit by exam (section 55050). Once again, because **Education Code grants community colleges the authority for the content of the AA – T and AS-T degrees, and Title 5 spells out the regulations for credit by exam, colleges retain these authorities when granting AA-T and AS-T degrees.** In other words, **colleges retain the existing authority and responsibility for granting credit they deem appropriate in the AA/S-T degrees, including credit earned through internal credit by exam processes.** In short, the existing credit by exam policies remain in place for the new associate degrees for transfer.

REFERENCES

What SB 1440 said:

CEC section 66746. *Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.*

ASCCC Resolution

Reciprocity for TMC Courses in Associate Degrees for Transfer 15.01 Spring 2011

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) mandates the creation of associate degrees for transfer (AA-T and AS-T) that include a minimum of 18 units in a major or field of emphasis, and community colleges throughout California are currently in the process of developing these degrees;

Whereas, The Academic Senate for California Community Colleges, in coordination with California State University, is developing Transfer Model Curricula (TMCs) that local colleges can use in the creation of the AA-T and AS-T degrees in order to provide some consistency and structure, and the TMCs allow local colleges freedom to make appropriate alterations within that structure and to include transferable local courses within the discipline that may not exist at other colleges;

Whereas, Many students take courses at multiple community colleges or start at one college and finish at another, and therefore students may begin a transfer degree at one community college and then find that courses they have taken in good faith toward that degree no longer apply when they move to another college, which is a significant issue given the 60-unit restriction for the AA-T and AS-T degrees; and

Whereas, A reciprocity policy regarding major requirements for the AA-T and AS-T degrees would eliminate unnecessary repetitions of classes and thereby reduce college costs, would allow students broader educational opportunities given that different colleges possess differing course offerings, would reduce the amount of local workload created by the circulation of student petitions, and would help students complete their degrees in a more expeditious and effective manner;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to adopt a reciprocity policy for courses contained in the TMC for the associate degrees for transfer.

Title 5—credit by exam

Article 5. Alternative Methods for Awarding Credit

§ 55050. Credit by Examination.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.

(b) The governing board may grant credit to any student who satisfactorily passes an examination

approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guidelines for certifying students for the Associate Degree for Transfer, (including pass-along guidelines)

Students are required to:

- Complete 90 quarter or 60 semester CSU transferable units.
- Complete all courses in the major with a “C” or better.
- Complete either the CSU GE or **IGETC** general education pattern (CSU IGETC is not mandated; however, Oral Communication is an admission requirement for CSU). In some cases, the ADT may limit the GE option.
- Achieve a cumulative transferable GPA of 2.0 in all baccalaureate-level courses.
- Complete a minimum of 12 semester/18 quarter units in residency.

NOTE: Students may NOT be required to complete any additional “Local requirements”.

Pass Along Guidelines – courses from other California community colleges or any other college

Evaluators and/or counselors should reference the original approved Transfer Model Curriculum (TMC) templates, which are published by the California Community College Chancellor’s Office and may be found at:
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

Students who have fulfilled a specific course requirement or entire area of an AA-T/AS-T degree at a California Community College will be considered to have met those requirements for the same degree at this institution.

“Passing Along” courses – from a CCC or other institution

Course(s) completed at another institution may be substituted for an approved Associate Degree for Transfer (ADT) at this institution in the following instances:

1. The receiving course is approved for the same C-ID number as the our course on the ADT.
2. The receiving course is approved for C-ID and is aligned with an approved course on the CCCC template for this Associate Degree for Transfer, whether or not our institution includes this course on the ADT. Information regarding C-ID courses is available both at ASSIST.org and at C-ID https://c-id.net/course_compare.html.
3. The receiving course appears to be comparable to a course listed on either the aligned TMC template or the our ADT, but the course does not appear to be approved for C-ID. When in doubt, the course should be reviewed by discipline faculty based upon the course title, catalog description, and content. Outlines for many CCC courses are available at: <http://ciac.csusb.edu/outlines.html> It may also be appropriate to access ASSIST to determine whether the course in question is already articulated for the major at the students' intended CSU destination. If the course is deemed comparable, this information should be communicated to the discipline faculty for consideration regarding whether the course will be applied toward satisfaction of the ADT.
4. The receiving course is not listed on our ADT degree; however, it could be applied toward the degree based upon the CCCC template (known by some as the TMC). In cases such as this, apply the course similarly to the template. Templates are available at: <https://c-id.net/degreereview.html> and at <http://extranet.cccc.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

5. When it is not possible to determine whether a course is appropriate, complete the regular Petition for Course Substitution or Waiver process and route it through discipline faculty.
6. The Articulation Officer is also available as a resource.

Note: it is important to maintain clear and accurate records of decisions regarding pass-along decisions.

DRAFT

ASCCC Reciprocity Statement Summary

- ◆ Honor courses as part of another college's ADT that are deemed reasonable;
- ◆ Maintain local control for course substitutions;
- ◆ Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, make informed course substitution decisions by the judgment of discipline faculty;
- ◆ Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others);
- ◆ Apply external sources of credit: (e.g. AP, IB, CLEP) toward the major. Use statewide documents and local policies for such determinations; and,
- ◆ Credit by Exam: Utilize existing local credit by exam policies

Challenges:

ASCCC statement conflicts with some CCCC statements.

Local colleges need to develop a policy.



FOOTHILL COLLEGE
CSU/UC Transferable General Education Update

DATE: 3 April 2015
TO: Instructional Division Deans, Curriculum Committee Representatives,
Counseling Faculty
FROM: Bernie Day, Articulation/Curriculum Officer
RE: **2015-2016 Update regarding approval and denial of courses for Intersegmental General Education Transfer Curriculum (IGETC) and CSU GE-Breadth**

I am pleased to report that the following courses were **APPROVED** by both the California State University and University of California review committees, for inclusion to our IGETC Certification List *for 2015-2016 and beyond*, and/or the California State University General Education Breadth pattern, by the General Education Area(s) indicated. Please note that, unless otherwise indicated, the course approval is effective *summer 2015*. This departure from past practice (approving the courses retroactive to the preceding fall term) is the result of a new IGETC policy. You may view all transferable Foothill GE courses at <http://www.assist.org>.

Course	Title	UC/CSU IGETC Area	CSU GE Area	Comment
ANTH 2H	Honors Cultural Anthropology	No	D1	Will apply for UC approval in 6/2015 and submit for IGETC in Dec, 2015
ENGL 43A	Survey of British Literature 1: Beowulf to the Late 18 th Century	3B	C2	Effective Summer 2015
ENGL 43B	Survey of British Literature 2: the Romantic Period to the Present	3B	C2	Effective Summer 2015

Course	Title	UC/CSU IGETC Area	CSU GE Area	Comment
ENGL 45A	Survey of American Literature 1: Beginnings to 1865	3B	C2	Effective Summer 2015
ENGL 45B	Survey of American Literature 2: 1865 to the Present	3B	C2	Effective Summer 2015
HLTH 60	Healthy Aspects of Aging	No	E	
MATH 1AH	Calculus I Honors	2A	B4	
MDIA 6	Film & New Media Genres	3A	C1	Effective back to fall 2014
MDIA 9	Global Media	4G	Prior approval	Effective back to fall 2014
MUS 11D	History of Electronic Music, 1867- 1970	3A	C1	Effective back to Fall 2014
MUS 11E	History of Electronic Music, 1970- Present	3A	C1	Effective back to fall 2014
PHOT 5	Introduction to Photography	3A	C1	Effective back to fall 2014
POLI 9H	Honors Political Economy		D2	
SPAN 10A	Spanish for Heritage Speakers	6A, 3B	C2	Effective back to fall 2014
ATHL 41	Preseason Conditioning for Women's Sand Volleyball	N/A	E	
ATHL 41A	Intercollegiate I Women's Sand Volleyball	N/A	E	

Course	Title	UC/CSU IGETC Area	CSU GE Area	Comment
ATHL 41B	Intercollegiate II Women's Sand Volleyball	N/A	E	
ATHL 41C	Sport techniques and Conditioning for Women's Sand Volleyball	N/A	E	
ATHL 41D	Functional Fitness for Women's Sand Volleyball	N/A	E	

COURSES NOT APPROVED

The following courses were submitted, but **not approved** in this submission cycle. Please advise me if changes were made which would affect their status. The next deadline for submission is December 1, 2015.

NONE! (That is a first!)

NOTE: Courses judged not to be congruent with IGETC and/or CSU GE specifications and objectives may be revised to better meet the outlined objectives and resubmitted for consideration in a subsequent review cycle.

This information, along with the entire list of all approved IGETC and CSU GE courses, will be published in the catalog and other student publications. It is recommended that instructors present information regarding course transferability on course syllabi. Please do not hesitate to contact me with any questions regarding course transferability. The standards for transfer GE are also available online at: <http://www.foothill.edu/articulation/uc.php> .

Please advise all appropriate faculty regarding these changes.

CC: Kimberlee Messina; Andrew LaManque; Isaac Escoto; Corinne Nunez; Stephanie Franco