


**College Curriculum Committee Meeting Agenda**  
**Tuesday, February 2, 2016**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter
1. Minutes: January 19, 2016	Action	#2/2/16-1	Escoto
2. Announcements a. New Course Proposals b. Senate & CCC Representation Structure c. Division Guidelines for Online Learning d. Update on Course Management System e. Courses not Taught in 4 Years	Information	#2/2/16-2 & 3	Escoto  LaManque Vanatta
3. Consent Calendar a. Stand Alone Forms	Action	#2/2/16-4 & 5	Escoto
4. Transfer GE Review—IGETC & CSU-GE	Information	#2/2/16-6—8	Day
5. C-ID Descriptors & Articulation	Information	#2/2/16-9	Day
6. Credit for Upper Division Coursework	1st Read	#2/2/16-10	Escoto
7. Cross-listing Policy	Discussion		Escoto
8. Report Out from Division Reps	Discussion		All
9. Good of the Order			Escoto
10. Adjournment			Escoto

**Consent Calendar:**

**Stand Alone Forms** (attachments #4 & 5): L A 61A & 61B

**Attachment List:**

#2/2/16-1 Draft Minutes: January 19, 2016  
#2/2/16-2 New COR Proposal: MATH 67  
#2/2/16-3 New COR Proposal: PHED 41D  
#2/2/16-6 Foothill College General Education Options for Transfer 2015-16  
#2/2/16-7 2015 IGETC Standards, Policies and Procedures v. 1.6  
#2/2/16-8 CSU GE Breadth Requirements—Executive Order 1100   
#2/2/16-9 2016 Articulation Types  
#2/2/16-10 Credit for Upper Division Coursework

**2015 -2016 Curriculum Committee Meetings**

**Fall 2015 Quarter**

~~10/6/15~~  
~~10/20/15~~  
~~11/3/15~~  
~~11/17/15~~  
~~12/1/15~~

**Winter 2016 Quarter**

~~1/19/16~~  
~~2/2/16~~  
~~2/16/16~~  
~~3/1/16~~  
~~3/15/16~~

**Spring 2016 Quarter**

~~4/19/16~~  
~~5/3/16~~  
~~5/17/16~~  
~~5/31/16~~  
~~6/14/16~~

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

**2015-2016 Curriculum Deadlines**

~~12/1/15~~ Deadline to submit courses to CSU for CSU GE approval.  
~~12/1/15~~ Deadline to submit courses to UC/CSU for IGETC approval.  
~~2/1/16~~ Curriculum Sheet updates for 2016-17.  
2/15/16 Deadline to submit local GE applications.

- 6/1/16 Deadline to submit new/revised courses to UCOP for UC transferability.
- 6/17/16 COR/Title 5 updates for Summer 2017.
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

### **2015-2016 Professional Development Opportunities & Conferences of Interest**

~~Professional Development Day for Faculty & Staff | 10/9/15 | Foothill College~~  
[~~ASCCC 2015 Fall Plenary Session | 11/5–7/15 | Irvine Marriott~~](#)  
[~~ASCCC Fall 2015 Curriculum Regional Meeting \(North\) | 11/13/15 | Solano College - Fairfield~~](#)  
[~~ASCCC 2016 CTE Curriculum Academy | 1/14–15/16 | Napa Valley Marriott~~](#)  
[~~ASCCC 2016 Instructional Design and Innovation | 1/21–23/16 | Riverside Convention Center~~](#)  
[~~ASCCC 2016 Accreditation Institute | 2/19–20/16 | Marriott Mission Valley - San Diego~~](#)  
[~~ASCCC 2016 Academic Academy | 3/17–19/16 | Sheraton Sacramento~~](#)  
[~~ASCCC 2016 Spring Plenary Session | 4/21–23/16 | Sacramento Convention Center~~](#)  
[~~ASCCC 2016 Career Technical Education Institute | 5/6–7/16 | DoubleTree Hilton - Anaheim~~](#)  
[~~ASCCC 2016 Faculty Leadership Institute | 6/9–11/16 | Mission Inn - Riverside~~](#)  
[~~ASCCC 2016 Curriculum Institute | 7/7–9/16 | DoubleTree Hilton - Anaheim~~](#)

#### **Distribution:**

Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (AS President), Kurt Hueg (Acting VP, Instruction), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Don MacNeil (KA), Kimberlee Messina (Acting President), Teresa Ong (Acting Dean, BSS), Tiffany Rideaux (BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA), Nataly Wijono (ASFC)

## COLLEGE CURRICULUM COMMITTEE

Committee Members - 2015-16

Meeting Date: 2/2/16Co-Chairs (2)

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

Voting Membership—12 total; 1 vote per division

<input type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input 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 checked="" type="checkbox"/>	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong (W & S)	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input checked="" type="checkbox"/>	Teresa Ong	7394	Dean	ongteresa@fhda.edu
<input type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input checked="" type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu
<input checked="" type="checkbox"/>	Kristin Tripp-Caldwell	7562	F A	trippcaldwellkristin@fhda.edu
<input type="checkbox"/>	Suzanne Weller	7262	F A	wellersuzanne@fhda.edu

Non-Voting Members (3)

<input type="checkbox"/>		7231	Evaluations
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr Coordinator vanattamary@foothill.edu
<input type="checkbox"/>	Nataly Wijono		ASFC

Visitors:

Tiffany Rideaux, Rachel Solvason, Kurt Hueg

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College Curriculum Committee  
Meeting Minutes  
Tuesday, January 19, 2016  
2:00 p.m. - 3:30 p.m.  
President's Conference Room

Item	Discussion
1. Minutes: December 1, 2015	Minutes approved as written <b>M/S</b> (Starer, Hanning) <b>Approved</b> , 2 abstentions (Fong, Knobel).
2. Announcements a. New Course Proposals	<b>Speaker: Isaac Escoto</b> The following proposals were presented: BUSI 87; HLTH 22, 23; HORT 91C; HUMN 9; MTEC 62C, 70G; PHT 101, 102, 103. Please share with your constituents.  Mention of "pharmaceutical calculations" in curriculum for PHT courses. Suggestion that the department consider minimum Math qualifications (e.g. Math My Way) to ensure proficiency, instead of teaching Math within courses. Clarification that this is a pre-program series for High School students; what minimum level of Math should be required? Example given of an advisory for MATH 220 or equivalent. PSME encourages PHT faculty to connect with Math department to discuss.  Note regarding HUMN 9—Day suggested faculty connect with Language Arts to ensure no crossover. LA stated that they have discussed.
b. Notification of Proposed Requisites	Please share with your constituents.
3. Consent Calendar a. Stand Alone Forms	<b>Speaker: Isaac Escoto</b> The following Stand Alone forms were presented: LINC 75A, 75B, 75C, 82A, 82B, 82C, 91A, 91B, 91C, 92; PHT 101, 102, 103.  Motion to approve <b>M/S</b> (Jones, Evans) <b>Approved</b> . No comments.
4. Upper Division GE Criteria for Approval	<b>Speaker: Isaac Escoto</b> Concern that approval of policy will become "set in stone" for any future baccalaureate degrees. Escoto noted that the goal is to continue with further discussion for future degrees and that current conversation is specifically for the Dental Hygiene program.  Want to keep guidelines somewhat general, since these will be the first upper division GE courses offered. Proposal was crafted by reviewing criteria used by other schools and recommendations made by ASCCC; Escoto also reviewed draft of CCCCCO baccalaureate degree handbook to ensure that proposal does not conflict. LaManque noted that handbook adopted ASCCC recommendations and will be voted for approval by the Board of Governors.  Procedurally, we will approve criteria before reviewing upper division GE courses for Dental Hygiene program. Escoto stressed that this criteria will be used solely for the three courses currently under review, and upper division GE conversation will be resumed in the future, before considering any additional upper division GE courses.  Question about critical thinking component—not on

	<p>proposal but noted in draft handbook in “Definition of Upper Division” section. Not specifically in the GE section of handbook, but important to consider when reviewing GE. Group agreed to add to proposal—Escoto made update.</p> <p>Motion to approve <b>M/S</b> (Serna, Emanuel) <b>Approved</b>.</p>
5. Upper Division GE Courses for Approval	<p><b>Speaker: Isaac Escoto</b>  Courses were developed with close eyes on ASCCC recommendations and upper division GE course guidelines at CSUs. Question from LaManque regarding which course best fits critical thinking component. IDS 300 mentions "critical evaluation" and "critical thinking skills" in description. Escoto noted that courses are designed to build on coursework taught earlier in the program. Question regarding when courses will be taught—program begins in fall 2016.</p> <p>Motion to approve <b>M/S</b> (Serna, Hanning) <b>Approved</b>.</p>
6. Dental Hygiene Baccalaureate Program for Approval	<p><b>Speaker: Isaac Escoto</b>  Note that Phyllis Spragge forwarded new version of attachments, which Escoto emailed to the group this morning. Very minor changes to the sheets, including correction from Associate to Bachelor degree (cannot note BS in C3MS yet).</p> <p>LaManque clarified that the program is one degree with two different cohorts. Question regarding program prerequisite courses being double-counted. Clarification that prerequisite courses may also count for IGETC/CSU GE purposes. Escoto noted that much of the course content for the Dental Hygiene courses has not changed—Spragge has communicated that the courses have always been upper division equivalent, but we had not yet had the ability to categorize courses as upper division. Question regarding ESLL 26. LA stated ESLL 26 would no longer be used as prerequisite for ENGL 1B. Dental Hygiene program sheet does not state that ESLL 26 may be used as prerequisite for ENGL 1B, but clarification should be made. Follow-up necessary to make sure this change to the ENGL 1B prerequisite is planned/implemented through our curricular process.</p> <p>Escoto noted that we cannot use local Foothill GE pattern for baccalaureate degree—only CSU-GE or IGETC may be used. Note that small adjustments to program sheets (e.g. ESLL issue) may still be made after program is approved. Next step in process is for program to be presented at PARC for approval, then FHDA Board.</p> <p>Question regarding how equivalents are determined for program prerequisites. Counseling already uses established process and will use that process for this program, as well. Note that a few courses listed do not allow for an equivalent. Question as to why English courses do not allow for equivalent and suggestion for that to be added. Suggestion that certain prerequisite courses be noted as “must be taken at Foothill College,” if that is expected. Escoto noted that Spragge has created suggested/example Ed Plan sheets with expanded information; suggestion that, for continuity, the program sheets match that information as much as possible.</p>

	<p>Motion to approve <b>M/S</b> (Francisco, Evans) <b>Approved.</b></p>
7. Course Numbering System Proposal for Approval	<p><b>Speaker: Isaac Escoto</b>  New language for 2016-17 catalog. Previously discussed language in earlier meetings, especially around “degree-applicable” term. Curriculum team researched Title 5 when crafting proposal. Biggest adjustment is to 300 series—changing to upper division courses and will move current 300s to other numbers. Some discussion has occurred for EMT courses but no new numbers settled yet. Question regarding transferability of upper division courses, as proposal states that courses numbered 100 and above are not transferable. Comment that transferability is relative to the given institution choosing to accept the content/units. Suggestion that statement be changed to, “Courses numbered 100 and above are typically not transferable” as to allow for the possibility of a situation when transfer credit were to be granted for upper division Dental Hygiene courses. Question regarding standard use of 300 numbering across CA Community Colleges—note that there is no standard, but the draft baccalaureate degree handbook does recommend 300s for upper division.</p> <p>Note that “usually,” “generally,” and “typically” are all used, and request for consistency. Group consensus on “typically”—Escoto made update. Escoto changed “designated” to “numbered.” Question regarding note on courses numbered 1-49, cautioning students to consult with a counselor regarding transferability—Escoto believes it should remain, although rarely an issue. Suggestion to move statement to bottom of numbering system as footnote—Escoto made update.</p> <p>Motion to approve <b>M/S</b> (Evans, Serna) <b>Approved.</b></p>
8. Review of Lower Division GE	<p><b>Speaker: Isaac Escoto</b>  This will be a big conversation, spanning multiple meetings. Escoto passed out “Foothill College General Education Requirements for A.A./A.S. Degree Advising Worksheet” and noted that there have been some concerns about how our local GE pattern relates to CSU-GE or IGETC and how students determine which to follow. Is our pattern best serving our students?</p> <p>Advising Worksheet lists graduation requirements; minimum proficiency requirements for English and Math (note that Math is not a specific GE area due to Math proficiency requirement); GE Areas I-VII, noting number of courses required per area and listing current GE courses per area. Note that certain areas required by Title 5 and a few added by Foothill because we determined that they are important enough to be included in GE. <i>Reference Title 5 §55063.</i></p> <p>As a campus, we agreed on the criteria for each GE area; subcommittees review applications to determine whether or not a course fits within the area. Escoto stressed the need for CCC members to review and understand criteria for each GE area ahead of larger discussion of GE as a whole.</p> <p>Counseling noted that students may have confusion</p>

	<p>regarding courses listed as, for example, Humanities for CSU-GE or IGETC but not as Humanities for Foothill GE. Escoto noted that one cause of this may be a focus on the incorrect/inappropriate pattern for the goal. Question as to whether or not this may be resolved by simply adding course to Foothill GE; Escoto noted that, sometimes, there is also a curriculum change that must be made, which delays process. Note that when GE area criteria was updated, all courses needed to re apply for GE consideration.</p> <p>Concern that, in the past, some courses were submitted for GE in order to ensure enrollment and that departments wouldn't recommend new courses for GE if they had a good number listed. Suggestion that Area VII (Lifelong Learning) is such a long list because it's the "easiest" criteria to match. Question of how closely Lifelong Learning matches up with our current college mission statement.</p> <p>Question regarding who is the best person to contact if one believes a course should be listed as GE. CCC Rep(s) for that division; Starer suggested contacting faculty and Dean for courses that are listed as GE but are not scheduled very frequently. Question regarding students' ability to petition for local GE for a course that is not listed; Escoto noted that if a course counted for GE when it was taken, or during any catalog year to which the student has catalog rights, we can use it for local GE purposes. We cannot petition a course that was not in a local GE area to count for a local GE area. This stems from the idea that all students must have the same options for each GE area, appropriate to their catalog rights, not just those who petition for it.</p> <p>Question as to whether we should allow a student to retain GE for a course when changing from CSU-GE or IGETC to Foothill GE (for courses listed on CSU-GE/IGETC but not on Foothill GE)—Escoto stated that this is the sort of topic that should be part of the larger GE discussion. Noted that there are many nuances that need to be taken into consideration when revisiting GE, including discussing need for local GE pattern, in general.</p>
9. Report Out from Division Reps	<b>Speaker: All</b> Nothing to report.
10. Good of the Order	
11. Adjournment	<b>3:33 PM</b>

**Attendees:** Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Tiffany Rideaux (BSS), Lety Serna (CNSL), Paul Starer (Dean, LA), Kristin Tripp-Caldwell (FA)

**Minutes Recorded by:** M. Vanatta

**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:** Marc Knobel & Marnie Francisco

**Proposed Number:** MATH 67

**Proposed Units:** 3.0

**Proposed Hours:** 3 hours lecture

**Proposed Transferability:** CSU

**Proposed Title:** Enhanced Mathematics Learning with *Mathematica*

**Proposed Catalog Description & Requisites:**

An introduction to *Mathematica* mathematics software and its use as a tool for computation and visualization in mathematics and statistics. Use of *Mathematica* in solving problems taken from algebra and statistics through linear algebra and differential equations. Access to *Mathematica* provided at no additional cost.

Advisory: MATH 48A. Ability to download software and work with basic programs like Word or Excel.

**Proposed Discipline:** Mathematics

**Proposed Need/Justification Statement:**

This course is a restricted support course for the AS Degree in General Studies Science.

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

General Studies Science

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:** NONE

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:



**Foothill College  
College Curriculum Committee  
New Course Proposal**

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**Faculty Author:** Lauren Hickey

**Proposed Number:** PHED 41D

**Proposed Units:** 1

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** UC/CSU

**Proposed Title:** Spin and Sculpt

**Proposed Catalog Description & Requisites:**

This class provides a high intensity full body workout. It is a combination of an indoor cycling program and upper body resistance training. The class is designed to develop cardiovascular and muscular endurance.

**Proposed Discipline:**

Physical Education

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

AA in Physical Education

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

N/A

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** LA 61A

**Course Title:** TUTOR TRAINING I

#### Catalog Description:

Training in team leading skills necessary for tutoring, including study skills, college policies, professionalism, ethics and role modeling of successful student behavior. Techniques of subject specific tutoring skills. Practice of these skills through sample student work and instructor assignments and, when applicable, content-specific suggestions from the tutee's instructor. Ideal for students intending to tutor English or ESLL composition for the first time.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☒ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☐ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### **Briefly explain how this course is consistent with one (or more) of these missions:**

This course offers training in leadership, and strengthens academic skill at the level of lower division

English, ESLL, and other courses that require reading and composition. As such it serves the primary mission of offering academic instruction at the lower division level. This course also serves the secondary mission of preparing students with the skills to provide peer-to-peer tutoring, a demonstrated best practice support service for students with basic skills needs. In addition, the course supports transfer students who intend pursue degrees that will support careers in education.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

#### **Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

The course serves as training for students who will be tutoring English, ESLL, or other reading and writing based curriculum to students in basic skills and transfer level courses

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

#### **Criteria C. -- Curriculum Standards (please initial as appropriate)**

\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_ This is a non-degree applicable credit course (specify which one, below)

\_\_\_ non-degree applicable basic skills course.

\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

#### **Criteria D. -- Adequate Resources (please initial as appropriate)**

\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

#### **Criteria E. – Compliance (please initial as appropriate)**

\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Natalia Menendez**

**Date: 1/19/16**

## FOOTHILL COLLEGE

Division Curriculum Representative: Valerie Fong

Date: 1/27/16

Date of Approval by Division Curriculum Committee: 1/27/16

Date: 1/27/16

College Curriculum Co-Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

This course is newly transferrable and so its status is not yet updated on ASSIST. Below is an equivalent course and evidence of its transfer status.

### CSU Baccalaureate Level Course List by Department Yuba College (15-16)

<u>Course</u>	<u>Title</u>	<u>Semester Units</u>
<b>==== Education ====</b>		
EDUC 1	Introduction to Teaching with Field Experience	3
EDUC 20	Tutoring Seminar	1
EDUC 21	Advanced Tutoring Seminar	1

**END OF REPORT**

## Education

### **EDUC 1—Introduction to Teaching with Field Experience** (3 units) CSU/UC

Prospective teachers are placed in selected K-12 schools that have been recognized for exemplary practices and whose student populations represents California's diversity. Course content includes a review of California Standards for the Teaching Profession, review of cognitive and learning studies, current issues in K-12 education, characteristics of successful teachers, and effective communication skills for the teaching profession. (L)

### **EDUC 20—Tutoring Seminar** (1 unit) CSU

Tutor training involving the role and function of tutoring, the phases through which each tutoring session should progress, the behaviors of tutors and tutees during tutoring activities, and the principal strategies by which the business of teaching and learning is handled in tutorials. Not open for credit to student with credit in EDUC 21. (L)

### **EDUC 21—Advanced Tutoring Seminar** (1 unit) CSU

Builds on skills acquired in EDUC 20. Application and analysis of techniques that enable tutors to communicate underlying thought processes of a task and to allow their tutees time to demonstrate their understanding of course materials. Tutors will monitor the success rates of their tutees and compare those rates with actual class averages of the corresponding target course. Prerequisite: EDUC 20 with a minimum grade of 'B'. (L)

## FOOTHILL COLLEGE

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** LA 61B

**Course Title:** TUTOR TRAINING II

#### Catalog Description:

Advanced training in team leading skills necessary for tutoring. Students will be asked to engage in advanced reflections on tutoring and advanced level critique of one's own and other tutoring processes. Techniques of subject specific tutoring skills with attention given to diverse learning styles. Practice of these skills through sample student work and instructor assignments and, when applicable, content-specific suggestions from the tutee's instructor. Ideal for students intending to tutor English or ESLL for the second time.

**Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?**

- ☒ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☐ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

**The Curriculum Committee must evaluate this application based on the following five criteria:**

#### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

This course offers training in leadership, and strengthens academic skill at the level of lower division English and ESLL as well as in other courses that address reading and composition. As such it serves the primary mission of offering academic instruction at the lower division level. This course also serves the secondary mission of preparing students with the skills to provide peer-to-peer tutoring, a demonstrated best practice support service for students with basic skills needs. In addition, the course supports transfer students who intend pursue degrees that will support careers in education.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

#### **Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

The course serves as training for students who will be tutoring English, ESLL, or other reading and writing based curriculum to students in basic skills and transfer level courses

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

#### **Criteria C. -- Curriculum Standards (please initial as appropriate)**

\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_ This is a non-degree applicable credit course (specify which one, below)

\_\_\_ non-degree applicable basic skills course.

\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

#### **Criteria D. -- Adequate Resources (please initial as appropriate)**

\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

#### **Criteria E. – Compliance (please initial as appropriate)**

\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

## FOOTHILL COLLEGE

Faculty Requestor: Natalia Menendez

Date: 1/19/16

Division Curriculum Representative: Valerie Fong

Date: 1/27/16

Date of Approval by Division Curriculum Committee:

Date: 1/27/16

College Curriculum Co-Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

This course is newly transferrable and so its status is not yet updated on ASSIST. Below is an equivalent course and evidence of its transfer status.

### CSU Baccalaureate Level Course List by Department Yuba College (15-16)

<u>Course</u>	<u>Title</u>	<u>Semester Units</u>
<b>==== Education ====</b>		
EDUC 1	Introduction to Teaching with Field Experience	3
EDUC 20	Tutoring Seminar	1
EDUC 21	Advanced Tutoring Seminar	1

**END OF REPORT**

## Education

### **EDUC 1—Introduction to Teaching with Field Experience** (3 units) CSU/UC

Prospective teachers are placed in selected K-12 schools that have been recognized for exemplary practices and whose student populations represents California's diversity. Course content includes a review of California Standards for the Teaching Profession, review of cognitive and learning studies, current issues in K-12 education, characteristics of successful teachers, and effective communication skills for the teaching profession. (L)

### **EDUC 20—Tutoring Seminar** (1 unit) CSU

Tutor training involving the role and function of tutoring, the phases through which each tutoring session should progress, the behaviors of tutors and tutees during tutoring activities, and the principal strategies by which the business of teaching and learning is handled in tutorials. Not open for credit to student with credit in EDUC 21. (L)

### **EDUC 21—Advanced Tutoring Seminar** (1 unit) CSU

Builds on skills acquired in EDUC 20. Application and analysis of techniques that enable tutors to communicate underlying thought processes of a task and to allow their tutees time to demonstrate their understanding of course materials. Tutors will monitor the success rates of their tutees and compare those rates with actual class averages of the corresponding target course. Prerequisite: EDUC 20 with a minimum grade of 'B'. (L)

# FOOTHILL COLLEGE

## GENERAL EDUCATION OPTIONS FOR TRANSFER

**2015-2016**



General Education for Transfer to  
**California State Universities** and/or to **UC (University of California)**  
*via the*  
**CSU GE/Breadth** and the  
**Intersegmental General Education Transfer Curriculum (IGETC)**

**Both lower division *Major Preparation and General Education* courses should be completed *prior to transfer*.**

### **To Do List:**

1. See a counselor!
2. Apply for a *Certificate of Achievement in Transfer Studies*.
3. Request *Certification of CSU GE or IGETC*!

**Required for students completing the Associate Degree for Transfer!**



## GENERAL EDUCATION OPTIONS FOR TRANSFER

Foothill College transfer students have three options for completing their lower division general education requirements. It is important for students to carefully examine each of the options and choose the one that is best for their educational plans. Foothill College counselors can help students select the best option. Listed below are the two primary choices for general education: The **CSU General Education/Breadth** pattern and the **Intersegmental General Education Transfer Curriculum (IGETC)** pattern. The third option is the specific general education pattern for each university. Few transfer students select this option because it is more limited and fulfills requirements for that campus only. **For more information about campus-specific general education requirements, either access <http://www.assist.org> or see a counselor.**

### IMPORTANT INFORMATION!

Remember: General Education is only *part* of the transfer plan. Students should complete most or all of the lower division major preparation courses in order to be competitive in the university selection process. This is especially true for transfer to UC campuses and to impacted CSU programs. For high-unit majors such as engineering and the biological sciences, completion of lower division major preparation courses is more important than general education.



**Transfer planning should begin as soon as possible. See a counselor to develop an individualized educational plan for completion of all lower division major and general education requirements.**

### CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION/BREADTH PATTERN

#### *Advantages:*

- Students can obtain certification for partial completion of the general education pattern.
- A “D” grade may be used for some GE courses if students have a cumulative “C” average in all general education courses.
- The CSU American History/Government graduation requirement may be double-counted with general education courses.

#### *But remember:*

- The CSU GE pattern is not designed to satisfy requirements for the University of California (UC).

#### *Recommended for:*

- Students who have **definite plans** to transfer to a CSU campus.

### INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM PATTERN (IGETC)

#### *Advantage:*

- **Flexibility!** IGETC will satisfy general education requirements for all CSU and most UC campuses.

#### *But remember:*

- The entire pattern should be completed before transferring in order to obtain a full certification. While it is not advisable, students missing up to two courses may request a partial certification of IGETC. A counselor can provide information regarding this option. **Students transferring to the College of Letters and Science at UC Berkeley must complete IGETC in its entirety!**
- For IGETC certification for a UC campus, students must either complete two years of foreign language in a high school or the second quarter of an approved foreign language at Foothill (with a grade of C or better).
- UC professional schools such as Revelle and Eleanor Roosevelt at UCSD, the School of Business at UC Berkeley, and the Colleges of Engineering at UC Riverside, UC Santa Barbara, UC Berkeley, and UCLA will not accept IGETC. Also, *IGETC is not recommended for optometry, nursing, creative studies, and natural and agricultural science majors.*

#### *Recommended for:*

- Students transferring to a UC campus (see exceptions above).
- Students who are applying to both UC and CSU campuses.

**Transferring to an independent or out-of-state college or university? Many institutions accept IGETC and/or CSU GE. See a counselor for details!**

**REMEMBER to: 1. APPLY FOR A CERTIFICATE OF ACHIEVEMENT IN TRANSFER STUDIES and 2. REQUEST CERTIFICATION OF YOUR GENERAL EDUCATION PATTERN!**

**FOOTHILL COLLEGE**  
**CSU GENERAL EDUCATION/BREADTH REQUIREMENT**  
**2015-2016 Academic Year**

Foothill College will certify completion of 58 quarter units of the 70-unit General Education requirement for graduation from the CSU for students satisfying courses from the following pattern. The remaining 12 quarter units must be taken in the upper division of the degree-granting CSU campus. A minimum of 45 units in GE including all of Areas A and B4 with grades of C or better in each course must be completed prior to transfer. Students must request certification at the time of transfer. **Don't forget to request a Certificate of Achievement in Transfer Studies!**

<b>AREA A: ENGLISH LANGUAGE AND CRITICAL THINKING</b> (One course required from A1, A2 and A3.) (12 quarter units required)	<b>Completed</b>
A1. Oral Communication: <b>COMM 1A, 1AH, 1B, 1BH, 2, 3, 4</b> <i>Required for CSU admission.</i>	
A2. Written Communication: <b>ENGL 1A or 1AH or 1B or 1BH or ENGL 1S &amp; 1T</b> (if this option selected, must complete <i>both</i> courses for A2 credit) or <b>ESLL 26</b> <i>Required for CSU admission.</i>	
A3. Critical Thinking: <b>ENGL 1B, 1BH, 1C, 1CH; PHIL 1, 7, 30</b> <i>Required for CSU admission.</i>	
<b>AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING</b> Complete one course from category B1, B2 and B4. One Physical or Biological Science must include a laboratory experience (noted with asterisk). (Complete 12-15 quarter units.)	<b>Completed</b>
B1. PHYSICAL SCIENCE: <b>ASTR 10A, 10B, 10BH; 10L*, CHEM 1A*, 1B*, 1C*, 12A*, 12B*, 12C*, 20*, 25*, 30A*, 30B*, GEOG 1*, PHYS 2A*, 2B*, 2C*, 4A*, 4B*, 4C*, 4D, 6, 12, 27.</b>	
B2. BIOLOGICAL AND LIFE SCIENCE: <b>ANTH 1, 1H, 1HL*, 1L*; BIOL 1A*, 1B*, 1C*, 1D, 9, 9L*, 10*, 12, 13*, 14*, 15*, 23*, 40A*, 40B*, 40C*, 41*, 45; HORT 10*.</b>	
B4. MATHEMATICS/QUANTITATIVE REASONING: <i>Required for CSU admission.</i> <b>C S 18; MATH 1A, 1AH, 1B, 1C, 1D, 2A, 2B, 10, 11, 12, 22, 42, 44, 48A, 48B, 48C, 57(thru Summer 2019); <b>PSYC 7; SOC 7.</b> At least one Area B4 course must be completed with a grade of C or better.</b>	
<b>AREA C: ARTS AND HUMANITIES</b> Completion of a minimum of three courses, to include at least one course from the Arts and one course from the Humanities. (Complete 12-15 quarter units.) <b>NOTE: Students who did not complete ENGL 1B for Area A3 (above) should complete ENGL 1B as one of the Area C courses. Courses may not be counted in more than one area.</b>	<b>Completed</b>
C1. Arts ( <i>Art, Dance, Music, Theatre</i> ): <b>ART 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2E, 2F, 2G, 2J, 3, 4A, 6; DANC 10; MDIA 1, 2C, 3, 5, 6; MUS 1, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 7, 7D, 7E, 7F, 8, 8H, 9A, 9B, 10, 11A, 11B, 11C, 11D, 11E; PHIL 11; PHOT 1, 5, 8, 8H, 10, 10H, 11, 11H; THTR 1, 2A, 2B, 2F, 8, 12A, 20A, 26; WMN 15.</b>	
C2. Humanities: ( <i>Literature, Philosophy, Foreign Languages</i> ): <b>COMM 12; CRWR 6, 39A, 39B, 41A, 41B; ENGL 1B, 1BH, 5, 7, 7H, 8, 11, 11H, 12, 14, 16, 17, 18A, 22, 24, 31, 40, 41, 43A, 43B, 45A, 45B, 46A, 46B, 46C, 47A, 47B, 48A, 48B, 48C; HIST 4A, 4B, 4C, 4CH; HUMN 1A, 1B, 3, 3H, 4, 4H; JAPN 1, 2, 3, 4, 5, 6, 25A, 25B, 33, 35; MDIA 2A, 2B, 11, 12; PHIL 2, 4, 8, 20A, 20B, 20C, 24, 25; SPAN 1, 2, 3, 4, 5, 6, 10A, 25A, 25B; THTR 2A, 2B.</b>	
<b>AREA D: SOCIAL SCIENCES</b> <b>Two CSU graduation requirements:</b> Minimum of 3 courses: (Complete 12-15 quarter units.) <b>Requirement 1:</b> HIST 17A, 17B, or 17C <b>and</b> POLI 1 (F-1 CSU American Institutions Requirement) <b>and</b> <b>Requirement 2:</b> One course, selected from D-1 through D-0	<b>Completed</b>
<b>D-1</b> Anthropology and Archaeology: <b>ANTH 2A, 2B, 2AH, 3, 4, 5, 6, 8, 8L, 8LX, 8LY, 12, 14, 15, 20, 22, 52.</b> <b>D-2</b> Economics: <b>ECON 1A, 1B, 9, 9H, 18, 25; GEOG 5; POLI 9, 9H.</b> <b>D-3</b> Ethnic Studies: (Please note that some CSU campuses may require additional courses after transfer to meet this requirement.) <b>ANTH 2B, 4, 6, 20; CHLD 51A; COMM 12; ENGL 12, 31; HIST 10; MUS 8, 8H; PHIL 24, 25; PHOT 8, 8H; PSYC 21, 22; SOC 21, 23; SOSC 20; WMN 21.</b> <b>D-4</b> Gender Studies: <b>ART 2E; COMM 10; ENGL 22; PSYC 21; SOC 21, 28; WMN 5, 11, 15, 21.</b> <b>D-5</b> Geography: <b>GEOG 2, 5, 9, 10.</b> <b>D-6</b> History: <b>HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, 18, 20.</b> <b>D-7</b> Interdisciplinary Social or Behavioral Science: <b>CHLD 1, 2, 51A; HIST 18; KINS 2; MDIA 9; SOC 8; SOSC 20; SPED 62.</b> <b>D-8</b> Political Science, Government, and Legal Institutions: <b>ECON 9, 9H; POLI 1, 2, 2H, 3, 3H, 9, 9H, 15, 15H; SPED 64.</b> <b>D-9</b> Psychology: <b>CHLD 50A; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33, 40, 49, 55; SOC 10, 21, 30; WMN 21</b> <b>D-0</b> Sociology and Criminology: <b>PSYC 10, 21, 30; SOC 1, 1H, 8, 10, 11, 14, 15, 20, 21, 23, 28, 30, 40, 57; WMN 21.</b>	
<b>AREA E: LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT</b> (Complete 4-5 quarter units.)	<b>Completed</b>
<b>E. BIOL 8; CNSL 52, 72; CRLP 7; DANC 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5, 6, 7, 9, 11A, 11B, 11C, 12A, 12B, 12C, 13A, 13B, 14, 15, 16, 17, 18A, 18B</b> ( <i>DANC limited as PE Activity</i> ); <b>HLTH 21, 60; any ATHL/PHED/PHDA Activity course</b> ( <i>limited to 2 units</i> ); <b>KINS 4, 9; PSYC 50; SOC 19, 40; SPED 52, 62.</b>	

# FOOTHILL COLLEGE

2015-2016

## Intersegmental General Education Transfer Curriculum (IGETC)

Completion of requirements in IGETC will permit the student to transfer from a community college to a campus in either the UC or CSU system without the need, after transfer, to take additional lower-division general education courses to satisfy campus general education requirements. See page 2 for information regarding exceptions to this requirement. **Students must request certification at time of transfer.** IGETC does not guarantee admission to any school. *Students should see a counselor to verify that their campus/major accepts IGETC!*

<b>AREA 1-ENGLISH COMMUNICATION</b> For UC: Complete one course from GROUP A and one course from GROUP B For CSU: Complete one course from GROUP A, Group B and Group C	<b>Completed</b>
Group A: English Composition: <b>ENGL 1A</b> or <b>1AH</b> or <b>1S</b> & <b>1T</b> (if this option is selected, both 1S & 1T must be completed to satisfy the requirement.) (5 quarter units)	
Group B: Critical Thinking/English Composition: <b>ENGL 1B</b> , <b>1BH</b> , <b>1C</b> , <b>1CH</b> ; <b>PHIL 1</b> (5 quarter units)	
Group C: Oral Communication (CSU requirement only): <b>COMM 1A</b> , <b>1AH</b> , <b>1B</b> , <b>1BH</b> , <b>2</b> , <b>3</b> , <b>4</b> (5 quarter units)	
<b>AREA 2-MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</b> Complete a minimum of one course. (4-5 quarter units)	<b>Completed</b>
<b>C S 18</b> ; <b>MATH 1A</b> , <b>1AH</b> , <b>1B</b> , <b>1C</b> , <b>1D</b> , <b>2A</b> , <b>2B</b> , <b>10</b> , <b>11</b> , <b>12</b> , <b>22</b> , <b>44</b> , <b>48C</b> , <b>57</b> (thru summer 2019); <b>PSYC 7</b> ; <b>SOC 7</b>	
<b>AREA 3-ARTS AND HUMANITIES</b> (12-15 quarter units) At least 3 courses: 1 course from the Arts and 1 course from the Humanities, plus one additional course.	<b>Completed</b>
Arts: <b>ART 1</b> , <b>2A</b> , <b>2AH</b> , <b>2B</b> , <b>2BH</b> , <b>2C</b> , <b>2CH</b> , <b>2D</b> , <b>2E</b> , <b>2F</b> , <b>2G</b> , <b>2J</b> , <b>3</b> ; <b>DANC 10</b> ; <b>MDIA 1</b> , <b>2A</b> , <b>2B</b> , <b>2C</b> , <b>3</b> , <b>5</b> , <b>6</b> ; <b>MUS 1</b> , <b>2A</b> , <b>2B</b> , <b>2C</b> , <b>2D</b> , <b>2F</b> , <b>3A</b> , <b>3B</b> , <b>3C</b> , <b>7</b> , <b>7D</b> , <b>7E</b> , <b>7F</b> , <b>8</b> , <b>8H</b> , <b>9A</b> , <b>9B</b> , <b>10</b> , <b>11A</b> , <b>11B</b> , <b>11C</b> , <b>11D</b> , <b>11E</b> ; <b>PHIL 11</b> ; <b>PHOT 5</b> , <b>8</b> , <b>8H</b> , <b>10</b> , <b>10H</b> , <b>11</b> , <b>11H</b> ; <b>THTR 1</b> , <b>2A</b> , <b>2B</b> , <b>2F</b> , <b>8</b> , <b>12A</b> , <b>26</b> ; <b>WMN 15</b> .	
Humanities: <b>ENGL 5</b> , <b>7</b> , <b>7H</b> , <b>8</b> , <b>11</b> , <b>11H</b> , <b>12</b> , <b>14</b> , <b>16</b> , <b>17</b> , <b>18A</b> , <b>22</b> , <b>24</b> , <b>31</b> , <b>40</b> , <b>41</b> , <b>43A</b> , <b>43B</b> , <b>45A</b> , <b>45B</b> , <b>46A</b> , <b>46B</b> , <b>46C</b> , <b>47A</b> , <b>47B</b> , <b>48A</b> , <b>48B</b> , <b>48C</b> ; <b>HIST 4A</b> , <b>4B</b> , <b>4C</b> , <b>4CH</b> ; <b>HUMN 1A</b> , <b>1B</b> , <b>3</b> , <b>3H</b> , <b>4</b> , <b>4H</b> ; <b>JAPN 4</b> , <b>5</b> , <b>6</b> , <b>25A</b> , <b>25B</b> , <b>33</b> , <b>35</b> ; <b>MDIA 11</b> , <b>12</b> ; <b>PHIL 2</b> , <b>4</b> , <b>8</b> , <b>20A</b> , <b>20B</b> , <b>20C</b> , <b>24</b> , <b>25</b> ; <b>SPAN 4</b> , <b>5</b> , <b>6</b> , <b>10A</b> , <b>25A</b> , <b>25B</b> ; <b>THTR 2A</b> , <b>2B</b> .	
<b>AREA 4-SOCIAL AND BEHAVIORAL SCIENCES</b> Complete at least 3 courses from 2 different subjects. (12-15 quarter units)	<b>Completed</b>
<b>ANTH 2A</b> , <b>2B</b> , <b>3</b> , <b>4</b> , <b>5</b> , <b>6</b> , <b>8</b> , <b>12</b> , <b>14</b> , <b>15</b> , <b>20</b> , <b>22</b> ; <b>ART 2E</b> ; <b>CHLD 1</b> , <b>2</b> ; <b>COMM 10</b> , <b>12</b> ; <b>ECON 1A</b> , <b>1B</b> , <b>9</b> , <b>9H</b> , <b>18</b> , <b>25</b> ; <b>GEOG 2</b> , <b>5</b> , <b>9</b> , <b>10</b> ; <b>HIST 4A</b> , <b>4B</b> , <b>4C</b> , <b>4CH</b> , <b>8</b> , <b>9</b> , <b>9H</b> , <b>10</b> , <b>16</b> , <b>16H</b> , <b>17A</b> , <b>17B</b> , <b>17C</b> , <b>18</b> , <b>20</b> ; <b>KINS 2</b> ; <b>MDIA 9</b> ; <b>PHOT 8</b> , <b>8H</b> ; <b>POLI 1</b> , <b>2</b> , <b>2H</b> , <b>3</b> , <b>3H</b> , <b>9</b> , <b>9H</b> , <b>15</b> , <b>15H</b> ; <b>PSYC 1</b> , <b>4</b> , <b>10</b> , <b>14</b> , <b>21</b> , <b>22</b> , <b>25</b> , <b>30</b> , <b>33</b> , <b>40</b> , <b>49</b> , <b>55</b> ; <b>SOSC 20</b> ; <b>SOC 1</b> , <b>1H</b> , <b>8</b> , <b>10</b> , <b>11</b> , <b>14</b> , <b>15</b> , <b>20</b> , <b>21</b> , <b>23</b> , <b>28</b> , <b>30</b> , <b>40</b> ; <b>WMN 5</b> , <b>11</b> , <b>15</b> , <b>21</b> .	
<b>AREA 5-PHYSICAL AND BIOLOGICAL SCIENCES</b> At least 2 courses, 1 Physical Science course and 1 Biological Science course; at least one must include a laboratory (underlined courses include lab). (9-12 quarter units) *Either UC or CSU may limit credit.	<b>Completed</b>
Physical Sciences: <b>ASTR 10A</b> , <b>10B</b> , <b>10BH</b> , <u><b>10L</b></u> ; <b>CHEM 1A</b> , <u><b>1B</b></u> , <u><b>1C</b></u> , <u><b>12A</b></u> , <u><b>12B</b></u> , <u><b>12C</b></u> , <u><b>20</b></u> , <u><b>25</b></u> , <u><b>30A</b></u> , <u><b>30B</b></u> ; <b>GEOG 1</b> ; <b>PHYS 2A</b> , <b>2B</b> , <b>2C</b> , <u><b>4A</b></u> , <u><b>4B</b></u> , <u><b>4C</b></u> , <u><b>4D</b></u> , <b>6</b> , <b>12</b> , <b>27</b> .	
Biological Sciences: <b>ANTH 1</b> , <u><b>1L</b></u> , <b>1H</b> , <u><b>1HL</b></u> ; <b>BIOL 1A</b> , <u><b>1B</b></u> , <u><b>1C</b></u> , <b>1D</b> , <b>9</b> , <b>9L</b> , <b>10</b> , <b>12</b> , <b>13</b> , <b>14</b> , <b>15</b> , <b>23</b> , <b>40A</b> , <b>40B</b> , <u><b>40C</b></u> , <b>41</b> , <b>45</b> ; <b>HORT 10</b> .	
<b>LANGUAGE OTHER THAN ENGLISH</b> (UC Requirement Only) Proficiency equivalent to two years of high school study in the same language with a grade of C or better or completion of one of the following courses:	<b>Completed</b>
<b>JAPN 2,3,4,5,6</b> ; <b>SPAN 2,3,4,5,6,10A</b> .	

**\*CSU Graduation Requirement in U.S. History, Constitution and American Ideals.** Not required for IGETC certification. It is recommended that CSU students complete this requirement prior to transfer. Courses used to meet this requirement may also be used to satisfy IGETC Area 4 requirements above at CSU campuses.

Select one course from Group 1 and one course from Group 2 below:

**Group 1: POLI 1**                      **Group 2: HIST 17A, 17B, 17C**

NOTE:

1. Courses used for IGETC certification must be passed with a minimum grade of C (*C minus is not acceptable*). Grades of "Credit" or "Pass" are acceptable providing the grade designation is equivalent to a grade of C or higher.
2. AP scores with acceptable scores may be used for IGETC. See a counselor for qualifying scores. There is no limit on AP credits that may be applied.
3. Students with completed coursework from institutions other than California community colleges must present official transcripts and course descriptions in order to determine whether the course(s) satisfy IGETC standards.

**Don't forget to request a Certificate of Achievement in Transfer Studies!**

# CSU and UC Transfer and GE/Transfer Studies Certification

## **Transfer to CSU**

### **CSU General Education Certification**

"Certification" means that Foothill College has verified that a student has completed the lower-division general education requirements for the California State University system.

Certification from a community college is important, because without it, students will be held to the general education requirements specific to the CSU campus to which they are transferring. This typically involves additional lower-division coursework. Once a student is "certified", the CSU campus of choice will identify the student as having completed the lower-division requirements that are spelled out in the articulated agreements between the CSU and Foothill College. (Students should note that 9 semester units of upper-division general education courses must be completed at the university after transfer).

Courses from other schools may be considered for certification by petition through a process called "pass along certification." Please see a Foothill College counselor for assistance. Petition forms to request equivalence for courses completed at colleges other than California community colleges are available online at <http://www.foothill.edu/transfer/>

It is the student's responsibility to request certification. Certifications will be mailed directly to the student's transfer institution. Petitions for certification may be filed in the Counseling Office during finals week of the last quarter at Foothill prior to transfer. Certification petitions are available in the Counseling Office and online (go to <http://www.foothill.edu/transfer/> ).

### **APPLICATIONS**

Applications to the CSU are available online at [www.csumentor.edu](http://www.csumentor.edu). Applications to impacted programs must be filed during the priority filing period, which is the first month applications are accepted for a given term. Many campuses are approaching capacity in a number of academic disciplines and are likely to close to applications after the first month of the filing period. Campuses, which are less impacted, may accept applications up to one month prior to the opening day of the term, though individual programs may close earlier. APPLICATIONS SHOULD BE FILED AS EARLY IN THE FILING PERIOD AS POSSIBLE TO ENSURE PRIORITY CONSIDERATION!

### **PRIORITY APPLICATION FILING PERIODS**

Students are encouraged to attend an application workshop offered through the Transfer Center. The application priority filing periods are:

#### **Quarter System Campuses:**

Summer Quarter: February 1-28

Fall Quarter: October 1-November 30

Winter Quarter: June 1-30

Spring Quarter: August 1-31

#### **Semester System Campuses:**

Fall Semester: October 1-November 30

Spring Semester: August 1-31

## **Transfer to UC and CSU via IGETC**

Courses completed at a California Community College will be applied to the subject area in which they were listed by the institution where the work was completed. Coursework from other United States regionally accredited institutions can be used on IGETC. Each course must be deemed equivalent to a course on any California Community College's approved IGETC course list, and must be used in the area designated on the IGETC course list. All courses must be completed with a grade of C (2.0) or higher. A "Credit" or "Pass" that is defined by institutional policy as being equivalent to a grade of C (2.0) or higher may be applied to meet IGETC requirements. Foreign coursework from non-US regionally accredited institutions may not be used. Course credit earned on the basis of acceptable scores on Advanced Placement exams can be applied toward IGETC certification (see the Foothill College AP list for a list of acceptable AP courses and scores).

### **IGETC CERTIFICATION**

The IGETC requirements should be completed and certified prior to transfer. "Certification" means that the last California community college a student attended for a regular term (Fall or Spring for semester schools or Fall, Winter, Spring for quarter schools) prior to transfer to the UC or CSU system will verify that the student has completed the IGETC requirements. It is the student's responsibility to request IGETC certification during the last quarter of attendance at Foothill College prior to transfer. The certification will be mailed to the students' transfer institution.

Requests for IGETC certification may be filed in the Counseling or Evaluations Office.

### **Foothill College Certificate of Achievement in Transfer Studies**

- **Certificate of Achievement in Transfer Studies-- CSU GE or** Certification petitions are available on those dates in the Counseling or Evaluations Office and online (go to <http://www.foothill.edu/reg/forms.php>).
- **Certificate of Achievement in Transfer Studies-- IGETC** Before petitioning for IGETC certification, students are strongly urged to consult with their Foothill College counselor and verify that they have fulfilled their IGETC requirements.

ie Certificates of Achievement in Transfer Studies are designed for students who intend to transfer to either the California State University system (CSU) or to a campus of the University of California. Students who complete the requirements for the Certificate of Achievement--CSU GE or IGETC with a grade of C- or better in each course will complete the lower division requirements for either the general education requirements. See a counselor for details.

Note: Many private and out-of-state colleges and universities will accept the completed IGETC to meet their lower-division general education requirements. See a counselor for details.

the SU General Education/Breadth pattern or the IGETC as required by the California State University and University of California. Students could meet with a Foothill College counselor to determine which pattern is the best option to meet their specific transfer goals.

#### **IGETC CHECKLIST**

- A summary of requirements for IGETC certification is listed below.
1. The institution is accredited by the Western Association of Schools and Colleges or an equivalent regional accrediting body. A course cannot be certified by Foothill College unless it was on the approved Foothill College CSU GE or IGETC certification list when it was completed. For information regarding the year in which courses are approved, access <http://www.assist.org>.
  2. A course taken at a California community college is applied to the subject area in which it is listed by the institution where the work was completed (check [www.assist.org](http://www.assist.org) for college IGETC lists).
  3. Coursework from other U.S. regionally accredited institutions can be used on IGETC. The course(s) must be deemed equivalent to a course(s) on any California Community College approved IGETC course list and must be used in the area designated on the IGETC course list.

**Regardless of your transfer plans, it is important to obtain the Certificate of Achievement in Transfer Studies!**

4. The grade received in a course is C (2.0) or higher. A grade of C- (C minus) is not acceptable. A "Credit" or "Pass" that is defined by institutional policy as being equivalent to a grade of C (2.0) or higher may be applied to IGETC requirements.
5. Foreign coursework from non-US regionally accredited institutions cannot be used for IGETC.
6. Each course is a minimum of 3 semester or 4 quarter units.

### **Advanced Placement Credit for CSU GE and IGETC**

Students must have the College Board send AP exam results to the Admissions Office (hand carried copies will not be accepted) for use on the AA/AS/ADT or CSU GE/IGETC patterns. **Course credit and units granted at Foothill College may differ from course credit and units granted by a transfer institution.** Students may earn credit for Advanced Placement (AP) Tests with scores of 3, 4, or 5. AP credit can be used to meet IGETC and CSU GE requirements. Minimum scores required differ for Foothill GE and university majors. There is no limit to the number of AP credits used for IGETC and/or CSU GE. For more information: [http://www.foothill.edu/transfer/forms/ap\\_credit.pdf](http://www.foothill.edu/transfer/forms/ap_credit.pdf)

### **Guaranteed Admission to Colleges and Universities**

Foothill College students can get guaranteed admission to a variety of UC, CSU and private colleges. Students need to fulfill certain requirements and deadlines, and in some cases, fill out a contract. Students may have admission guarantees to more than one campus! A complete list of guaranteed admission programs is available at <http://www.foothill.edu/transfer/taa.php>.

**IGETC**

**STANDARDS, POLICIES  
&  
PROCEDURES  
FOR  
INTERSEGMENTAL  
GENERAL EDUCATION  
TRANSFER  
CURRICULUM  
Version 1.6**

The 2015 IGETC Standards, Policies and Procedures Version 1.6 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***

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### **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

5C: Lab

**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

5C: Lab

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***

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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***

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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***

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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-CCCs offer a second semester course that combines Critical Thinking and 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***

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

\*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	4
IB Geography HL	4
IB History (any region) HL	3B or 4*
IB Language A: Literature (any language, except English) HL	3B and 6A
IB Language A: Language and Literature (any language, except English ) HL	3B and 6A
IB Language A: Literature (any language) HL	3B
IB Language A: Language and Literature (any language) HL	3B
IB Language B (any language) HL	6A
IB Mathematics HL	2A
IB Physics HL	5A
IB Psychology HL	4
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

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### 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

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### 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 grade points on a 4.0 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***

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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, 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 1<sup>st</sup> score; if taken after May 1995 use 2<sup>nd</sup> 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***

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### **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 May 2015 **only Chemistry and Biology** allow 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](http://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***

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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 12.5 for a sample IGETC Certification form).

- ii. Noting full IGETC certification on the official transcript, either hard copy or electronic. 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 12.4)

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 units x 1.5 quarter units=9 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 12.5 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.
<b>AREA 1 – ENGLISH COMMUNICATION</b> CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B.		
1A	<b>English Composition</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement (No IB score accepted for this area):	
1B	<b>Critical Thinking – English Composition</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
1C	<b>Oral Communication (CSU requirement only)</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
<b>AREA 2A – MATHEMATICAL CONCEPTS &amp; QUANTITATIVE REASONING</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate:		
<b>AREA 3 – ARTS AND HUMANITIES</b> (At least 3 courses, with at least one from the Arts and one from the Humanities. 9 semester or 12-15 quarter units)		
3A	<b>ARTS</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
3B	<b>HUMANITIES</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
	Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
<b>AREA 4 – SOCIAL and BEHAVIORAL SCIENCES</b> (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:	
<b>AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES</b> (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	<b>PHYSICAL SCIENCE</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
5B	<b>BIOLOGICAL SCIENCE</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
5C	<b>LABORATORY</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
<b>AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only)</b> (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:		
<b>CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION &amp; AMERICAN IDEALS</b> ( <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 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.
<b>AREA 1 – ENGLISH COMMUNICATION</b> CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B.		
1A	<b>English Composition</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement (No IB score accepted for this area):	
1B	<b>Critical Thinking – English Composition</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
1C	<b>Oral Communication (CSU requirement only)</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
<b>AREA 2A – MATHEMATICAL CONCEPTS &amp; QUANTITATIVE REASONING</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate:		
<b>AREA 3 – ARTS AND HUMANITIES</b> (At least 2 courses, with at least one from the Arts and one from the Humanities. 6 semester or 8 quarter units)		
3A	<b>ARTS</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
3B	<b>HUMANITIES</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
<b>AREA 4 – SOCIAL and BEHAVIORAL SCIENCES</b> (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:	
<b>AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES</b> (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	<b>PHYSICAL SCIENCE</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
5B	<b>BIOLOGICAL SCIENCE</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
5C	<b>LABORATORY</b> Course: _____ College: _____ Advanced Placement/International Baccalaureate:	
<b>AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only)</b> (not required for IGETC for STEM certification) 1. Course: _____ College: _____ Advanced Placement/International Baccalaureate: 2. Completed in High School: 3. Other:		
<b>CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION &amp; AMERICAN IDEALS</b> ( <b>not part of IGETC</b> ; 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***

<div style="text-align: center;"><b>IGETC</b> Certification in a Language Other than English Proficiency Test Certification</div>		
STUDENT'S LAST NAME (PLEASE PRINT)	STUDENT'S FIRST NAME (PLEASE PRINT)	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***

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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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Diablo Valley College

Jane Woo  
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Sacramento City College.



## ***IGETC Standards Approval History***

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**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

June 5, 2015: Version 1.6 approved by ICAS

## ***IGETC Standards Ongoing Governance***

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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](http://icas-ca.org).

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## How are Foothill College courses accepted by receiving institutions?

Type of Approval	Comment	Deadline
<b>CSU Transferability</b>	CSU E.O. 167 permits the community colleges to identify courses that are baccalaureate-level. The CSU Academic Senate outlined considerations for what constitutes a baccalaureate-level course. Decisions are made in consultation with the articulation office. Such courses are numbered 1-99. Courses are initially approved as transferable electives.	ASSIST deadline for input of new baccalaureate level courses is February 1 for the following summer catalog.
<b>UC Transferability</b>	CCC courses are submitted to the UC Office of the President for consideration and UC transferability. Specific guidelines are in effect <a href="http://info.assist.org/tca_guidelines.html">http://info.assist.org/tca_guidelines.html</a> and may include requiring certain prerequisites. The UC requires that a comparable lower division course be offered at a minimum of one UC campus.	July 1 for the following academic year. Oct. 1 deadline for courses approved late or for previously denied courses being resubmitted.
<b>CSU GE Approval</b>	Courses are submitted to the CSU Office of the Chancellor for consideration as appropriate to a particular GE area(s). Students are required to complete approximately 58 GE units for certification prior to transfer. Courses are reviewed in comparison with the GE guidelines by a minimum of three intersegmental reviewers. CSU GE approval does not mean that a course is approved for a lower division major requirement. CSU GE approval is not sufficient to warrant a course from being "stand alone". Decisions regarding which courses to submit are typically made in consultation with the articulation office, which submits courses for review.	December 1 for the following academic year.
<b>IGETC Approval</b>	Courses must first be approved as UC transferable prior to submission. CCC courses are submitted to both the CSU Office of the Chancellor and the UCOP for consideration as appropriate to a particular GE area(s). Students are required to complete approximately 58 GE units for certification prior to transfer. Courses are reviewed by a minimum of three intersegmental reviewers. IGETC approval does not mean a course is approved for a lower division major requirement. IGETC approval is not sufficient to warrant a course from being "stand alone". Decisions regarding which courses to submit are typically made in consultation with the articulation office, which submits courses for review.	December 1 for the following academic year.

Type of Approval	Comment	Deadline
<b>Local GE Approval</b>	Course outlines are submitted to individual universities for review by the articulation office.	Rolling.
<b>C-ID</b>	Course outlines are submitted to C-ID by the articulation office after consultation with discipline faculty for review by a panel of CCC and CSU reviewers. C-ID is currently not accepted by UC. Some CSU campuses will automatically articulate a C-ID approved course for it's comparable lower-division major course; however, some CSUs do not engage in this practice. Obtaining C-ID approval does not automatically ensure that a course is articulated with CSUs; however, C-ID approval does ensure that the course will be received as identical to similarly approved C-ID courses at <b>other CCCs</b> . C-ID approval is required prior to inclusion on any Associate Degree for Transfer that specifies a specific C-ID course.	Rolling. Course not approved may be submitted with required changes within one year.
<b>Course-to-course Articulation</b>	This means a course is considered comparable to a course at a receiving institution. Course outlines are submitted for review to individual universities by the articulation office. This option is not available at all universities.	Typically rolling, although some universities have specific deadlines.
<b>Lower Division Major Preparation Articulation</b>	This type of articulation ensures that a course is approved as meeting the lower division requirements for a particular major at a receiving institution. Completion of lower division major preparation requirements in a key factor in admission to selecting institutions. Courses may or may not be appropriate for CSU GE/IGETC. Courses are submitted to individual universities by the articulation office, generally in consultation with discipline faculty. Articulation is not bilateral.	Typically rolling, although some universities have specific deadlines for submission.
<b>Content-credit Articulation</b>	This type of arrangement is uncommon; however, when permitted, it means that a community college course may be deemed comparable to an upper division requirement at a receiving university. Since Title 5 prohibits articulation of lower division courses for upper division courses, universities may elect to award "content credit" for the particular course(s) while still requiring students to complete additional upper division units in the major after matriculation to the university. Common examples are organic chemistry and microbiology.	Rolling

## **Resolution - Credit for Upper Division Coursework**

Whereas, in some instances, upper division course content at one college or university, may be similar to lower division content at another college or university;

Whereas, Title 5 does not preclude course and unit content to be granted for upper division coursework;

Whereas, Foothill College has an existing course review process, involving discipline faculty, to aid in reviewing courses from other institutions;

Resolved, that the Foothill College Curriculum Committee assert that course content and units be granted for upper division coursework when deemed appropriate by discipline faculty, through the current established course substitution process.