

California Articulation Policies and Procedures Handbook

Revised Spring 2006

CIAC

California Intersegmental Articulation Council

A Professional Organization of California College and
University Articulation Personnel

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Acknowledgements

The first edition of the *Handbook of California Articulation Policies and Procedures* was written in 1986 and produced under the auspices of the Intersegmental Coordinating Council to recognize and emphasize the importance of articulation in the transfer process. It outlined segmental policies and established, for the first time, guidelines for the development of formal articulation agreements between postsecondary educational institutions in California. In 1989 the Intersegmental Coordinating Council sponsored a revision and expansion of the original *Handbook*.

The task of updating and revising the 1995 and 2001 editions of the *Handbook* was undertaken by an intersegmental subcommittee of the **California Intersegmental Articulation Council (CIAC)** in collaboration with the Intersegmental Coordinating Council (ICC), the California Community Colleges (CCC), the California State University (CSU), the University of California (UC), the Association of Independent California Colleges and Universities (AICCU), the California Articulation Number (CAN) System and Articulation System Stimulating Intersegmental Student Transfer (ASSIST).

The 2006 edition of the *Handbook* was revised by an intersegmental subcommittee of CIAC in collaboration the CCC, CSU, UC, AICCU, and ASSIST. Fiscal support for the printed publication of the *Handbook* was provided by CIAC, CCC, CSU, and UC. This document is also available to CIAC members at the CIAC website, <http://ciac.csusb.edu/ciac/>.

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Chapter I: Introduction

A. Introduction to this Handbook

This *Handbook of California Articulation Policies and Procedures* has been written to assist articulation officers (AOs) and all others involved in the articulation process. It is a comprehensive resource of articulation policies and practices for California's postsecondary educational institutions. In the following pages, the document establishes common language (e.g., ASSIST, OSCAR, and IGETC); provides definitions of terms (e.g., “articulation”), explains some of the relevant system-wide policies (e.g., Executive Orders); and offers you very practical advice and suggestions.

In the Appendices at the end of this handbook, you will find copies of the policy documents, conceptual models, samples of campus-specific practices, examples of articulation agreements, and system-wide guidelines.

Because we don't expect you to read this document in one sitting, you will find comments cross referenced throughout the chapters and sometimes repeated where the information seemed to bear repeating. Welcome to the dynamic, ever-changing world of articulation!

B. Introduction to Articulation in California

In California there are four postsecondary educational segments comprised of:

- 10 campuses of the University of California providing undergraduate and graduate programs through the doctorate, as well as professional schools.
- 23 campuses of the California State University providing undergraduate and graduate programs through the Master's Degree.
- 109 California Community Colleges whose multiple missions include provision of vocational education and the lower-division preparation for transfer to four-year colleges and universities.
- Approximately 90 degree-granting independent colleges and universities accredited by the Western Association of Schools and Colleges (WASC).

The size, complexity, and diversity of postsecondary education in California require the development of articulation policies and procedures to enable students to transfer between and among these segments.

C. Introduction to Your Profession

First Things First: “I’m new...What do I do?”

If you're reading this handbook, you've begun on the right foot! This handbook gives you much of the necessary background to enable you to develop and hone your skills as an articulation professional, whether you are working at a community college or at a

public or private four-year college or university; whether you are a newcomer or a seasoned professional. The first important thing to remember is that while this handbook is very comprehensive and practical, it is only a small part of the articulation learning curve. One of the best things about being an articulation professional is that the support network provided by your colleagues around the state is very helpful as you make your way through the maze of details and issues facing the fields of articulation and transfer. Specifically, you are only a phone call or an e-mail away from solving a problem, understanding an issue, or getting feedback from a mentoring colleague. In any case, there is much in this handbook that will help you as you begin or continue your professional journey as an articulation officer. So read on, make notes in the margins, and realize that you are in good company!

Definition of "Articulation"

When the word "articulation" is used in education, it often has different meanings and connotations, depending on the setting. Articulation, for purposes of this handbook, however, refers specifically to **course articulation** -- that is, the process of developing a formal, bilateral, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

Role of Faculty in the Articulation Process

The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the **faculty** at the respective institutions. Faculty in each discipline are responsible for the actual review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this bilateral review, identification, and formal written acceptance process has occurred, a course (or courses) is said to have been "articulated." Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.

It is important to note that articulated courses are not to be construed as "equivalent" but rather as **comparable, or acceptable in lieu of each other**. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. Articulation officers can help their faculty understand this crucial distinction.

This process of course articulation between and among campuses is the foundation of the vital "transfer" function in California. Course articulation is the "roadmap" by which students "navigate" the transfer process. It creates an academic pathway that eases students' transition between the segments of higher education in California.

The Roles and Responsibilities of an Articulation Officer

The process of faculty review leading to the articulation of courses between institutions is coordinated and facilitated by the articulation officer on each campus. The campus articulation officer has a vital, professional-level role that requires an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus. This highly sensitive function requires you to analyze quickly, comprehend, and explain the nature of articulation issues to the respective parties, diffuse conflict, and diplomatically negotiate and implement resolutions. While many of these responsibilities will be detailed in chapters throughout this handbook, specifically, as the articulation officer, you will:

- **Serve as an advocate for the transfer student** and, through the articulation process, seek to ease the student's transition.
- **Be a well-informed resource person** for students, campus faculty, administration, counseling/advising staff, and transfer center personnel on transfer curriculum, articulation, and related matters.
- **Disseminate current, accurate, articulation data** to students, staff, appropriate departments, and campuses.
- **Serve on appropriate campus committees** such as General Education, Curriculum, Academic Policies, Catalog, to provide input and to receive information about proposed changes in campus policy and curriculum.
- **Serve as a consultant** to faculty, academic, and student services units, providing needed materials and information about course articulation proposals and acceptances.
- **Facilitate campus participation in intersegmental programs** such as IMPAC, regional transfer fairs, ICC activities, and LDTP discussions.
- **Monitor each stage of the articulation process** and follow up with departments/faculty for timely responses and decisions. (See esp. Charts at end of Chapters V, VI, and VIII)
- **Manage and update campus articulation data** and provide an annual summary of transfer-related curricular changes for both internal and external recipients. (See Chapter VII)
- **Be a gatekeeper** of course outlines, IGETC, CSU GEB, baccalaureate lists, TCA Lists, LDTP agreements, ASSIST, and other articulation-related data. (See Chapters II, VI, VI, and VII)
- **Serve as a proactive agent** for enhancing and improving existing articulation.
- **Initiate faculty-approved articulation agreements** between institutions of higher education. (See Chapters III, V, VI, VII, and VIII)
- **Serve as an advocate for the faculty** and campus academic programs.

- **Serve as an advocate for the other articulating institution**, responsible for accurately communicating and conveying information and concerns about that institution's curriculum to the faculty.
- **Serve as a moderator and mediator** of problems or disagreements between the faculties of the home campus and the articulating institutions.
- **Serve as the campus liaison** to the segmental systemwide office.
- **Attend and participate in conferences and workshops** on articulation issues.

D. Setting up the Articulation Office

Many of the topics alluded to in this section are covered in greater detail elsewhere in this *Handbook*, so take your time to peruse this document. As we remind you at the end of this section, this *Handbook* will become your professional lifesaver, and you will refer to it often.

The first step in setting up an articulation office is to accumulate as quickly as possible the essential tools of the trade. Appendix A offers a visual accompaniment to this chapter, a checklist of necessary materials and tasks, particularly if you are a community college articulation officer.

The following paragraphs detail some of these tools you will want to assemble. Included in that toolkit are current paper copies of college catalogs and, if necessary, when no paper copies are available, a CD version or online catalog access. Your office should be equipped with the most efficient and high speed on-line access available on your campus; as you will be downloading large documents—and often printing them—both capacity and printing facilities will be issues for the work you will be required to do. This is especially important given that some colleges and universities only provide catalogs online.

In addition, make sure you are identified as the ASSIST “Manager” or contact person on your campus. The ASSIST website is the official repository of all public higher education articulation agreements in the state of California; as the articulation officer, it is crucial that you are apprised of changes on ASSIST that can occur daily.

Finally, if you have no clerical assistance begin right away to lobby for it. . . you will need it! An extra set of eyes is essential as you proofread documents for submission, search catalogs for comparable courses, or prepare materials for your local curriculum processes.

The next step in setting up the articulation office is organizing your files, both hard copy and electronic files. One approach is to divide your files into three categories: system-wide information; inter-campus files; and intra-campus data.

The system-wide section includes the CSU GE/Breadth, American History and Institution (AHI) information, UC Transfer Course Agreements (TCA), and Intersegmental General

Education Transfer Curriculum (IGETC) submissions. It might also contain information about common number systems such as the CAN numbers (now being phased out), and the CSU LDTP transfer course number and the California Community College common number, both in the development process.

The section of your files housing inter-campus agreements or correspondence would also have specific campus-to-campus agreement information such as course-to-course and by-major articulation agreements and a mechanism to track articulation information. You will receive many requests from articulation colleagues, and in turn you will frequently ask them for sample course outlines of record. Because it may be days, weeks, or even months between replies, you will want to devise a means by which you can keep track of what was requested, when it was sent, any necessary follow-up, and what the final disposition might have been.

The last component, the intra-campus files, includes such records as the annual summary of your curriculum changes, archives about local curricular matters, notes about courses or programs under development; additionally, any correspondence with your local faculty, and pertinent campus outreach information would be retained here. The community college articulation officer should be a member of the community college curriculum committees and often serves on technical review or General Education committees; minutes and means of tracking their activities will also be a part of these intra-campus files. Finally, retain documents that demonstrate your efforts on behalf of campus outreach activities, such as updating the campus publications about changes in articulation, providing articulation worksheets or handouts, conducting articulation presentations or workshops, or assisting faculty with course revision and/or development.

Once you have your tangible articulation tools in place, the final and probably most important step in setting up an articulation office is to make connections with the regional and statewide articulation association: California Intersegmental Articulation Council (CIAC). You will find the assistance and support that the members of the CIAC association provide each other is invaluable. To make these connections, you will make three contacts:

- (1) To be added to the CIAC Listserv: Send an email to kbarth@csuchico.edu providing your email and your request to be added to the listserv.
- (2) To be added to the CIAC directory: You must be part of the articulation staff at a WASC-accredited college or university in California. Email Bob Sperry at (bsperry@csusb.edu) with your request and be certain to include: Name, School, email address, campus phone number, and fax number ; and
- (3) To introduce yourself to your regional colleagues: Contact your regional representative whose name appears on the CIAC website (<http://ciac.csusb.edu/ciac/>). Each region has experienced articulation officers willing to help and mentor new articulation officers.

Finally, additional copies of this handbook can be downloaded from the CIAC web site, if needed. Although the responsibilities and tasks associated with articulation can seem

quite overwhelming, the handbook explains many of the duties of the articulation officer in a very detailed manner and can be a guide in setting up your new articulation office.

E. The Articulation Calendar

You will need to maintain an up-to-date calendar of all articulation activities, including both external and internal deadlines. External submission deadlines include those such as for IGETC, the local UC Transfer Course Agreement (TCA), the CSU GE Breadth List, the CSU Lower Division Transfer Patterns (LDTP) project, and quarterly and annual ASSIST curriculum updates. A sample of that calendar as it applies to college articulation officers is found in Appendix B. It might be a good idea to photocopy this handy document and keep it in a visible place in your office. Otherwise these deadlines may take you by surprise!

Internal deadlines are also superimposed upon your work. You will need to familiarize yourself with any curricular, publication, outreach, or other responsibilities that may have additional deadlines you must honor. These realities are particularly stringent if you are a community college articulation officer who must attend to deadlines for curricular technical review, curriculum committee decisions, necessary academic senate action (e.g., program/course deletion), submission of materials for board of trustee approvals, annual reports and notification to the System Chancellor's Office (e.g., stand-alone courses and new programs), and review of website and/or catalog information.

In addition, you will have conferences and regional meetings you will want to attend, ASSIST training opportunities, and system-wide meetings such as the articulation officer orientations for community college articulation officers, or counselors' conferences. Given these calendars and the responsibilities noted earlier in this chapter, we repeat: you will need to maintain an up-to-date calendar of *all* your articulation activities.

Chapter II: Affiliated and Associated Organizations

The articulation community works with many other associations around the state to accomplish the mission of facilitating student transfer between institutions. Our partners are diverse, and each plays an important role in the success of the transfer student. Partnerships throughout the state often work so well as to be invisible, but they are nonetheless essential to complete our joint missions.

A. California Intersegmental Articulation Council (CIAC)

The California Intersegmental Articulation Council (CIAC) is your voluntary, professional organization of postsecondary articulation personnel across the state. The purpose of CIAC is to provide a statewide forum for the discussion and resolution of transfer, articulation, and curricular issues and concerns.

The statewide organization is divided into Northern and Southern Councils (NCIAC and SCIAC). The Chairs of these two councils serve as the CIAC Co-Chairs. Regional groups also play an important role in the organization. NCIAC is divided into four regional areas; SCIAC is divided into five regional areas. Regional groups and Northern and Southern Councils meet at least twice during the academic year. CIAC also hosts an annual statewide conference, usually in Spring.

The aim of CIAC is to facilitate the progress of students between and among the segments of postsecondary education in California. It provides channels of communication among the postsecondary segments, and promotes the role, functions and support of articulation by working with segmental offices, statewide faculty senates, and member institutions.

Membership in CIAC is open to any college or university in California that is accredited, or is a candidate for accreditation, by a regional accrediting agency such as the Western Association of Schools and Colleges. Your membership dues, billed by and paid to NCIAC or SCIAC on an annual basis, are usually covered by your college or university administration.

History of CIAC

There has been a long tradition of articulation efforts in California, dating back to 1919 when representatives from the University of California and state high schools met to discuss areas of concern. Participation in these meetings, known as articulation conferences, was expanded to include junior college representatives in 1932, and state college representatives in 1944. In 1969, AICCU representatives were invited to join the other segments. In 1984, The Articulation Council of California was formed. In the late 1980s, the Intersegmental Coordinating Committee (ICC) of the California Education Round Table subsumed the activities of the Articulation Council of California.

In 1991, four-year articulation officers (AOs) met in both the North and South to discuss the need for a statewide organization where specific articulation issues could be addressed. In 1992, two surveys were conducted to determine whether or not AOs wanted to form a statewide council, with a northern and southern component. The response on both surveys was overwhelmingly positive. On March 31, 1993, AOs from all segments in the state met in Irvine and voted to create the California Intersegmental Articulation Council.

Bylaws for both SCIAC and NCIAC were written and adopted by January 1994. The first issue of the *Articulated Voice* newsletter was published in spring 1994. On April 12, 1994 at the California Community College Megaconference in San Jose, 93 AOs participated in the first CIAC annual conference where the CIAC bylaws were formally adopted.

CIAC Today

CIAC has grown into a vital organization that has become the primary resource for the exchange of articulation information. The activities of CIAC include:

- Serving as an advocate for articulation and transfer between segments
- Providing professional development and mentoring for AOs
- Supporting the role of AO throughout the state
- Providing a forum for the discussion of articulation and transfer issues throughout the state
- Serving as a liaison between segmental offices, faculty senates, and member institutions regarding articulation, transfer, and related curricular issues.

In addition to networking through regional and statewide meetings, CIAC members communicate regularly via the electronic listserv. This is the method by which curriculum or course outline information is shared, specific articulation questions are posed, and other information is exchanged on an almost daily basis. Chapter I provides details on how to join the listserv, while the CIAC website, <http://ciac.csusb.edu/ciac/>, has links to the CIAC bylaws, calendar of events, the updated *Articulation Handbook*, definitions of regions and contact information for their officers, and other articulation resources.

B. Other Affiliated and Associated Organizations

The following organizations either are closely affiliated with the professional work you will conduct on a daily basis or have a larger role associated with shaping policy and practice at the statewide level or disseminating information about transfer.

Articulation System Stimulating Inter-institutional Student Transfer (ASSIST)

ASSIST is a computerized student-transfer information system that can be accessed over the World Wide Web at <http://www.assist.org>. ASSIST displays reports of how course credits earned at one California college or university can be applied when transferred to another. The mission of ASSIST is to facilitate the transfer of California Community College students to California's public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information. ASSIST is funded by the California state legislature as the official repository of

articulation for California's colleges and universities; therefore, ASSIST provides the most accurate and up-to-date information available about student transfer in California. For that reason, AOs must be certain that any information disseminated on a campus or departmental website about transferability of courses reflects what is posted on ASSIST. Students, faculty, and other AOs are understandably confused when information is incomplete or contradictory.

The ASSIST Board of Directors, made up of representatives from each of the public postsecondary educational segments, oversees development and establishes policy for ASSIST. The daily implementation and project operations are managed by the ASSIST Coordination Site. The Board of Directors and the ASSIST Coordination Site work together with participating campuses to ensure that ASSIST continues to meet the needs of students transferring among California's institutions of higher education. The ASSIST Advisory Board typically includes an AO from each of the three segments of public postsecondary education in California.

The ASSIST database reflects the most current official articulation agreements that every CSU and UC campus has established with each of the California Community Colleges or with other CSU or UC campuses. The ASSIST database also includes the following complete and accessible archived information:

- UC Transferable Course Agreements
- CSU Baccalaureate Course Lists
- IGETC Course Lists
- CSU GE Certification Course Lists
- CSU US History, Constitution, and American Ideals Courses
- UC Transfer Admission Eligibility Courses
- Campus-specific General Education Courses

Each year, staff at the ASSIST Coordination site request that the Chief Instructional Officer at each participating institution identify an official ASSIST manager for that institution. Typically, the AO serves in that capacity; however, practices vary from campus to campus. The ASSIST database for each campus is password-protected and accessible only to the database manager. ASSIST provides training for database managers and hosts an annual conference. The ASSIST Coordination Site staff typically report activities to CIAC either through the electronic mailing list or through reports presented in-person at NCIAC and SCIAC meetings.

In addition to the ASSIST web site, the ASSIST Coordination Site also supports the ASSIST Curriculum Update System, the ASSIST Articulation Maintenance System, and OSCAR (Online Services for Curriculum and Articulation Review). The AO (or designated ASSIST Manager) at each institution is responsible for entering and updating curriculum and articulation information in the ASSIST database. Curriculum data is updated 4 times per year; however, campus-to-campus articulation data may be updated daily. Whenever new or updated articulation information is published, automated email notifications are sent to the ASSIST designated contacts at the respective institutions

involved in the agreement. AOs will want to devise appropriate email or hard-copy files to track these changes over time.

Articulation Tools

As just mentioned, several articulation-related tools have been developed and are maintained by the ASSIST Coordination Site to support the ongoing activity of keeping the data in ASSIST up to date. AOs from each CCC, CSU, and UC campus is or will become extremely familiar with the following:

ASSIST Curriculum Update System

The Curriculum Update System (CUS) is an online software application used by articulation personnel to identify changes and updates to curriculum at their institution. Since curriculum is the foundation of articulation, it is critical that ASSIST reflect accurate information about courses as well as course histories. AOs are responsible for the currency and accuracy of curriculum information for their respective institutions.

ASSIST Articulation Maintenance System

The Articulation Maintenance System software allows UC and CSU AOs to develop and maintain the articulation agreements available through ASSIST whose Coordination Site staff provide training for campus personnel. This password-protected system enables CSU and UC AOs to develop and publish user-friendly articulation agreements.

ASSIST Maintenance Reports

ASSIST Maintenance Reports are research and analysis tools used in the ongoing development and maintenance of articulation agreements. Available only to college and university articulation staff, the maintenance reports provide summaries of various data contained in the ASSIST database. Across California, articulation personnel rely on the accuracy of the data each participating college and university AOs provide during the curriculum update cycle.

OSCAR

OSCAR is a web-based system developed by ASSIST and the California State University in close collaboration with the University of California. OSCAR is a repository for California Community College course outline information to streamline CSU and UC review during the annual IGETC, CSU GE-B, and UC TCA update cycles. The ASSIST Coordination Site staff provide on-line training for submitting outlines via OSCAR.

Like the ASSIST database, OSCAR is password-protected and accessible only to the ASSIST Manager or designee. Community college AOs have three methods for submitting course outline information via OSCAR:

- 1) Hand-enter the course outline information on the OSCAR web site;
- 2) Cut-and-paste the course outline information from an existing computerized source into the OSCAR web site; or
- 3) Electronically transmit course outline data to be loaded into OSCAR from the campus computerized curriculum management system (if applicable) to ASSIST.

The ASSIST Board of Directors has established the ASSIST OSCAR Advisory Committee as a standing committee to discuss issues and make recommendations to the Board regarding the OSCAR component of ASSIST. This committee will meet at least twice annually or as requested by the ASSIST Board to discuss issues regarding features, implementation, utilization, expansion, and coordination of OSCAR. The OSCAR Advisory Board includes an AO from each of the three segments of public higher education in California.

Additional information for AOs about the processes for submitting information to OSCAR is available online at <http://info.assist.org/oscar.html> and through the interactive training sessions ASSIST personnel make available prior to major dates of OSCAR submissions.

Additional ASSIST Features

Exploring Majors

The Exploring Majors feature in ASSIST helps students search for majors they are considering, find out which majors are available at university campuses, investigate the emphasis and requirements of specific university majors, and learn about major preparation at community colleges as well as transferring to UC and CSU campuses. While several paths are available for students to explore majors based on their needs and preferences, AOs also find this site a convenient tool to explore colleges and universities with whom to pursue additional articulation for new or revised programs.

ASSIST Information Center

Another publicly available web site related to ASSIST is the ASSIST Information Center that includes information about nearly every aspect of ASSIST. It is designed for campus ASSIST managers and those involved in maintaining data in ASSIST, but it also has useful information for other campus personnel involved in helping students transfer. In addition, the Information Center includes links to several password-protected sites used by articulation personnel to enter and view articulation information in ASSIST.

ASSIST and CIAC work closely together to provide the best venue for and most current articulation information available to the public with the primary goal of supporting transfer students. Questions regarding ASSIST should be directed to the ASSIST Coordination site:

ASSIST Coordination Site
820 University Tower
Irvine, CA 92697-1005
Telephone: (949) 824-4385

California Articulation Number System (CAN)

The California Articulation Number (CAN) System was designed as a cross-reference course numbering system to identify courses of comparable content and standards of academic rigor that insured their transfer between and among participating institutions. The CAN Board of Directors, comprised of faculty, AOs, and administrative representatives from the University of California, the California State University, the California Community Colleges, the

private/independent sector, the California Postsecondary Education Commission, and ASSIST formulated policy and monitored the implementation of the program statewide.

The system streamlined the articulation process by eliminating the need for every campus in the state to articulate its courses with every other campus and provided needed transfer and articulation information to prospective transfer students. All courses included in the number system were lower-division, transferable. Upper-division and non-baccalaureate-level courses were not included in the system.

The CAN System was based on the development of formal, written faculty approved articulation agreements between campuses. In order to qualify to use a CAN identifier, each course at both two- and four-year campuses, was required to be formally articulated with four California public four-year institutions. Once the articulation was developed and bilaterally approved, the course was qualified in CAN. CAN qualified courses continue to be listed in college catalogs following the campus course description.

CAN became an official intersegmental program on July 1, 1985 and remained a joint effort of the California Community Colleges and the California State University until 2005, when the CSU Chancellor's Office elected to discontinue involvement with the program and the CCCs did not elect to sustain the program alone.

Until a new system is developed and implemented to replace the CAN numbers, the California State University will grant credit for CAN qualified courses until 2009; the California Community Colleges are also required by legislation to develop a numbering system for their own courses. AOs should communicate with their respective system-wide administrators for the latest developments in these two efforts.

Transfer Center Directors Association

The Transfer Center Directors Association is comprised of community college transfer center directors across California. The goals of this association focus on three areas: advocacy; strengthening of transfer centers, programs, and services; and communication. The association serves as an advocate for the needs of transfer centers, services and students at the local and state levels and encourages and supports legislation which promotes the transfer function. In cooperation with the Community College System Office and other bodies, the association sponsors statewide and regional conferences and holds meetings to provide training and support for transfer center personnel, to provide transfer updates, and to disseminate information and models of effective transfer programs and services. The association also serves as a liaison with the System Office and sends regional representatives to meet with the nine regional representatives of the California Community Colleges AOs. (See p. 8.)

Intersegmental Committee of Academic Senates (ICAS)

The Intersegmental Committee of Academic Senates (ICAS) is comprised of faculty members who serve on the statewide academic senates or councils of the California Community Colleges, California State University, and the University of California. ICAS meets regularly (4-6 times each year) to discuss shared concerns regarding legislation, postsecondary funding,

accreditation, and policy matters that have implications for the other segments. In recent years, ICAS and CIAC have developed a growing partnership to identify and resolve barriers to transfer and to improve the success of students transferring from the community colleges to the universities. Such collaboration has made the role of the articulation officer more visible to faculty.

The position of ICAS Chair and segmental staff support to ICAS rotates each year. Information about ICAS meetings, joint resolutions, projects, or activities can be found at their website: <http://www.academicssenate.cc.ca.us/icas.html>

IMPAC Project

The IMPAC Project (Intersegmental Major Preparation Articulated Curriculum) is an initiative of the Intersegmental Committee of Academic Senates. The project is coordinated through a steering committee that includes faculty and staff appointed by the three academic senates, liaisons from the ASSIST staff, and representatives of CIAC. Each year, CIAC is asked to invite and to help recruit AOs who serve in a consulting role to each of the discipline groups.

The intent of the IMPAC Project is to improve student transfer through increased awareness and involvement of faculty by ensuring that all students are well prepared for upper division major work. The two specific objectives of IMPAC are:

- the creation of a common understanding of the major preparation including key components of the lower division curriculum; and
- the establishment of a system of state and regional intersegmental faculty dialogues, by discipline and among related disciplines, to address curriculum issues related to articulation and transfer.

IMPAC seeks to achieve the general objectives of increasing intersegmental faculty collaboration, strengthening the alignment of curriculum and the rigor of its delivery, building trust among faculty of the three segments, and serving students whose education is a shared mission of both the sending and receiving institutions.

The IMPAC recommendations, published on their website, have implications for all AOs as they work with faculty in curriculum design and, subsequently, in the articulation of new or revised courses, majors, or programs. The recommendations, as well as additional information about scheduled meetings, are available at <http://www.cal-impac.org>. As an AO, you should familiarize yourself with this website and refer discipline faculty at your institution to the reports as appropriate.

Association of Independent California Colleges and Universities (AICCU)

AICCU represents seventy-five non-profit, WASC-accredited independent colleges and universities in California. AICCU provides advocacy in the state government, consolidated admissions information, collective purchasing, research, and professional development. Membership is voluntary. AICCU supports articulation efforts by publishing a list of member institutions that accept IGETC and CSU-GE Breadth. This list is currently available on their web site: www.aiccu.edu.

California Education Roundtable

The California Education Roundtable (CERT) is comprised of the chief executive officers of the educational sectors (including the California Superintendent of Schools—K-12 and private colleges/universities) and a representative of California Postsecondary Education Commission (CPEC; see below, p. 16). The Round Table has directed its attention to all students K-18 so that the high academic standards they encounter will prepare them “for subsequent success in education or the workplace without the need for remediation in core academic disciplines.” More information about this group can be found at the CERT website: <http://www.certicc.org/aboutcert.aspx>

Intersegmental Coordinating Committee (ICC)

The ICC is the programmatic arm of the California Education Round Table. ICC staff, and faculty and student representatives from all sectors of education have responsibility for fostering collaboration within California's educational community at all levels by conducting activities and supporting strategies that link the public schools, community colleges, and baccalaureate-granting colleges and universities. The ICC currently has two groups whose work might impact articulation:

1. The Student Learning Committee: Connecting Curriculum, Articulation, Assessment, and Teaching to Student Achievement (formerly K-18 Curricular Issues Committee)

This committee seeks to develop projects and activities that will enhance the teaching-and-learning experience for students from kindergarten through college graduation. In the past, this Committee supported a task force composed of faculty from the public schools and higher education to develop and articulate high school graduation standards in English/language arts and mathematics. The two primary issues currently focusing the efforts of this Committee are:

- Identifying ways to assure teachers better prepare ALL of their students to be successful in college and to reduce the need for remediation through a better understanding of the relationship between standards, assessments and college admission; and,
- Determining the role the ICC has, if any, in designing strategies to enrich the teaching profession.

Members of this committee have strong links to two Task Forces:

- Task Force on Curriculum, Articulation, and Assessment and
- Task Force on Teaching.

For more information about the progress of these efforts, see <http://www.certicc.org>.

2. Transfer Committee: Strengthening the Transfer Process within Higher Education

This group includes representatives from the all sectors of higher education as they examine what they perceive as barriers to information. This group recently published a white paper about the transfer function and made recommendations that also looked at articulation among our institutions. Information about this committee and ICC in general can be found at <http://www.certicc.org/abouticc.aspx>

California Postsecondary Education Commission (CPEC)

Established in 1974 by State law as California's planning and coordinating body for higher education under the provisions of the State Master Plan for Higher Education, the Commission serves a unique role in integrating fiscal, programmatic, and policy analysis about California's entire system of postsecondary education. CPEC is charged by law to "assure the effective utilization of public postsecondary resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation and responsiveness to student and societal needs."

Among the Commission's responsibilities are:

- Long-range planning
- Policy development and analysis
- Program administration
- Review of new campuses and off-campus centers
- State clearinghouse for information on higher education.

The Commission consists of 16 members, nine of whom represent the general public, five who represent the major systems of California education (the California Community Colleges, the California State University, the University of California, the independent colleges and universities, and the State Board of Education), and two student representatives.

CPEC's website contains information that may be especially helpful for AOs, such as profiles of California colleges and universities, WASC accreditation status, student transfer data, and current legislation pertaining to higher education in California. The web address is <http://www.cpec.ca.gov/>.

Chapter III:

Classifications of Course Articulation Agreements

Course articulation is established between "sending" and "receiving" institutions. In California, this process occurs mainly between the two-year community colleges and the three segments of higher education that grant the baccalaureate degree: the California State University (CSU), the University of California (UC), and the independent colleges and universities. In addition, a significant number of intrasegmental transfers occur; therefore, articulation may be established between two-year institutions as well as between four-year institutions. Articulation between the California community colleges, CSU and UC campuses (and a limited number of independent institutions) is recorded at <http://www.ASSIST.org>, the official repository for articulation information.

A word of caution: In some regions within the United States and at some independent institutions in California, the term “articulation agreement” may refer to either a transfer admission agreement or a memorandum of understanding between institutions. It is important to distinguish these intentions from the CIAC definition used throughout this handbook.

Articulation agreements as described in this document refer to *bilateral* course transferability between *regionally accredited* institutions. Unless otherwise noted, the bilateral nature of articulation agreements means that both parties of the agreement agree to accept the courses identified as being "comparable to" or "acceptable in lieu of" their course. In California, regional accreditation refers to accreditation by the Western Association of Schools and Colleges (WASC). In some instances, institutions have established *one-way* transferable course agreements with a non-accredited institution that guarantees transfer of credit *from* the accredited institution to the non-accredited institution; however, the courses from the non-accredited institution typically *may not* be transferred to the accredited institution.

Course articulation agreements are classified into four discrete types discussed below and summarized in the chart at the end of this chapter:

- A. Courses Accepted For Baccalaureate Credit
- B. General Education-Breadth Agreements
- C. Course-to-Course (By Department) Agreements
- D. Lower-Division Major Preparation Agreements

A. Courses Accepted for Baccalaureate Credit

The primary level of articulation identifies courses that are baccalaureate-level and therefore acceptable by a receiving institution or system (such as CSU or UC) to fulfill both unit requirements for admission and baccalaureate elective credit. These agreements do not indicate how the courses will be applied toward degree credit or whether they are acceptable for

satisfying General Education-Breadth requirements or major preparation requirements at the receiving four-year institution. Courses accepted for baccalaureate credit are the first level of articulation and comprise the basic "pool" of transferable courses from which subsequent articulation agreements are developed. Occasionally, courses for technical majors (e.g. architecture, engineering) may include non-transferable courses if the course content, rigor, and level are determined to be sufficient to articulate for major requirements. Such agreements are established on a case-by-case basis.

Courses Transferable to the California State University

CSU Executive Order 167 (Appendix C) authorizes California Community Colleges to identify courses that are baccalaureate level and appropriate for transfer to the CSU. This articulation agreement is commonly known as the Baccalaureate List or the "Bacc" List (See Appendix D). Community college articulation officers (AOs), in consultation with appropriate discipline faculty on their campus, and in adherence to local curriculum guidelines, determine which courses are appropriate for inclusion on the baccalaureate list.

The CSU Academic Senate document, *Considerations Involved in Determining What Constitutes a Baccalaureate Level Course* (November 7, 1986) (See Appendix E) may help serve as a guideline in making this determination. The community college AO, who is responsible for maintaining the Bacc List in the ASSIST database, updates this list four times each year, or as appropriate when courses are added to and deleted from the curriculum. See Chapter VI for detailed information regarding course transferability to the California State University.

Courses Transferable to the University of California

Community college courses that are transferable to all campuses of the University of California are identified on the UC Transferable Course List (also known as the UC TCA; see Appendix F for an example). In the UC System, the Office of the President (UCOP) initiates this agreement by extending an annual invitation for community colleges to submit courses for review and possible inclusion on the TCA. The University of California has established criteria for course transferability in specific discipline areas. The criterion includes types of courses appropriate for UC transferability and minimum required prerequisites, as well as other factors influencing transferability. The criteria may be revised by the UCOP as appropriate. Appendix G outlines the current criteria. Community college AOs should distribute the criteria to faculty who seek UC transferability for their courses. See Chapters V and VII for detailed information regarding course transferability to the University of California and preparing the TCA (esp., p. 29).

Courses Transferable to Independent Institutions

The independent segment does not currently maintain a system-wide transferable course agreement or baccalaureate list. Some independent institutions accept community college courses identified either on the CSU Bacc List or the UCOP TCA list for transfer credit, while others maintain comprehensive course-to-course lists. A few independent institutions have developed Memorandums of Understanding (MOUs) with the California Community

College System Office guaranteeing transfer of credit for all associate degree-applicable courses.

It is essential for the respective institutional AOs to communicate with each other when establishing course articulation or transfer agreements. Articulation agreements should not be published or distributed without review and consent by both parties. (See Chapter VIII for detailed information regarding articulation with regionally accredited independent colleges and universities.)

B. General Education-Breadth Agreements

General education-breadth agreements identify courses qualified at a sending institution for satisfaction of the general education-breadth requirements at a receiving institution. Courses qualified for the general education-breadth agreements are a subset of the basic "pool" of transferable courses accepted for baccalaureate credit through the aforementioned UC TCA and/or CSU Bacc List. These agreements are explained in greater detail in Chapters IV-VII of this handbook. Community college AOs, in consultation with discipline faculty, the local academic senate, chief instructional officer, and campus curriculum committee chair (and in accordance with local curriculum guidelines), submit courses proposed for inclusion on these agreements annually. Representatives from the University of California Office of the President (UCOP), the CSU Chancellor's Office, and postsecondary faculty review these courses and typically report the results to community college AOs in late spring. The approved lists for each community college are identified on ASSIST by selecting either "CSU General Education/Breadth" (Appendix H1) or "IGETC for UC and CSU" (Appendix H2).

Note that CSU grants students credit for courses certified either for the CSU General Education Breadth and Intersegmental General Education Transfer Curriculum (IGETC) course lists; UC, however, grants credit for courses approved for either the IGETC or for those courses approved for campus-specific general education requirements.

Some independent institutions grant transfer students full or partial general education credit for either completing the IGETC or CSU GE/Breadth requirements, while others maintain campus-specific requirements, commonly called general education or core curriculum requirements. Community college AOs should contact either the articulation officer or campus contact at the specific institutions or check with this Association of Independent Colleges and Universities (AICCU) website for additional information: https://partner.xap.com/common_functions/site_templates/loaddoc.asp?i=909***a4300b002bcfb71f291dac175d52df94

C. Course-To-Course (by Department) Agreements

Course-to-Course agreements identify individual courses or sequences of courses at a sending institution that are comparable to, or "acceptable in lieu of" a corresponding course or sequence of courses at a receiving institution. As with General Education-Breadth agreements, course-to-course agreements are developed from the basic pool of transferable

courses accepted for baccalaureate credit (see Appendix I). These courses are identified on ASSIST as articulation “*By Department.*” The appropriate CSU or UC AO notifies community college AOs via ASSIST whenever changes are made to the agreement.

Since articulation is granted only between community colleges and universities for *lower division courses*, on rare occasions “content credit” may be granted identifying a lower division community college course that is acceptable in lieu of an upper division CSU or UC course. In these cases, students who receive content credit will be required to substitute other upper division units after matriculation to the university. Course catalog descriptions, official course outlines of record, and other supplemental materials may be used in the creation of these agreements.

Independent institutions and community colleges sometimes publish their course-to-course articulation agreements on their respective college/university web sites. The articulation officers at *both* the community college and independent institution should review and agree upon the agreement *before* either distributing or publishing this information to the public.

D. Lower-Division Major Preparation Agreements

Lower-Division Major Preparation Agreements specify courses at a sending institution that fulfill lower-division requirements for a specific major at a receiving institution. Catalog descriptions, official course outlines of record, and baccalaureate lists, as well as recommendations from the discipline-specific faculty curriculum review projects (e.g. IMPAC, LDTP), may be used in the development of lower division major preparation articulation agreements. In addition, unique or supplemental major requirements may be included on agreements such as: pre-major requirements, supplementary admission requirements for selected majors, and/or information pertinent to admission in impacted or over-subscribed majors. As with GE-breadth and course-to-course agreements, lower-division major preparation agreements are developed from the list of courses accepted for baccalaureate credit (see Appendix J).

Agreements within and between the CCC, UC, and CSU are published on ASSIST. The CSU or UC AO notifies the appropriate community college AOs via ASSIST when changes are made to the agreement. At this time, it is not common for independent institutions to maintain lower division major preparation agreements with community colleges.

Again if some independent institutions publish lower division major preparation agreements on individual campus web sites, the AOs at *both* the community college and independent institution should review and agree upon the information *before* distributing this information to the public.

E. Notifying Other Institutions Regarding Curriculum Changes

Articulation agreements are typically valid for a specific academic year. In addition to reporting changes via the ASSIST database quarterly, AOs are responsible for annually notifying other college and university AOs of new and/or deleted or inactivated courses

as well as identifying substantive changes to transferable courses at their respective institutions. Substantive changes include, but are not limited to, units (increase or decrease), title changes, substantive additions or deletions to course content or expected objectives/outcomes, lab unit or content changes, and changes in course prerequisites or corequisites. Several years ago, a CIAC subcommittee created a template for the annual curriculum update. Curriculum updates may be distributed either electronically or through US mail. Articulation officers typically distribute the IGETC and CSU GE certification course lists, annual report of curriculum changes and hard copy of the institutional course catalog to all individuals on the CIAC list in one packet during the summer months. Appendix K illustrates excerpts of a sample curriculum change summary, while Appendix L provides the CIAC-recommended template for submitting this summary of changes.

Based upon the specific nature of the curriculum change, the AO at receiving institutions may request supplemental information from the AO at the sending institution (such as official course outlines of record) in order to determine whether the changes will affect the status of the existing articulation agreement. With new courses, some AOs routinely forward a copy of the new course outline with an articulation proposal or call for proposals along with the curriculum change report.

Table 1: Matrix of Articulation

RECEIVING INSTITUTIONS			
Type of Agreements	California State University	University of California	Independent Colleges & Universities
Transferable Course Agreements	Established by the community college in compliance with the CSU Executive Order 167. (Baccalaureate List)	Approved by the UC Office of the President for each community college. (Transferable Course Agreement-TCA)	Established by some independent colleges and universities with community colleges. Some honor CC Bacc List or UC TCA.
General Education Breadth Agreements	Approved by the CSU Chancellor's Office in compliance with CSU Executive Orders 405 & 595	Campus/College Specific Created between institutions by each UC campus	Developed by some independent institutions with community colleges. Some institutions honor IGETC or CSU GE for full or partial fulfillment of GE requirements.
	<u>IGETC</u> Developed by the Academic Senates for the UC, CSU, and CCC. Courses approved by CSU/UC Review Committee		
Course-to-Course Agreements	Established between institutions through respective articulation officers, in consultation with discipline faculty	Established between institutions through their articulation officers and discipline faculty	Developed by some independent colleges and universities with articulation officers
Major Preparation Agreements	Created between institutions through the CCC and CSU articulation officers	Created between institutions through the CCC and UC articulation officer	Developed by some independent colleges and universities with articulation officers

Chapter IV: Intersegmental General Education Transfer Curriculum

A. Overview

The Intersegmental General Education Transfer Curriculum (IGETC) is a comprehensive pattern of courses prospective transfer students from the California Community Colleges may complete to satisfy lower-division General Education requirements at both the University of California and the California State University. The IGETC was developed in 1991 to simplify transfer for California Community College students. Additionally, some independent institutions grant transfer students full or partial general education credit for completing the IGETC. Community college articulation officers (AOs) should contact either the AO or campus contact at the specific institutions or, for additional information, check the Association of Independent Colleges and Universities (AICCU) website https://partner.xap.com/common_functions/site_templates/loaddoc.asp?i=909***a4300b002bcfb71f291dac175d52df94.

Students have the option of completing the IGETC, or the specific lower-division General Education-Breadth requirements of the school or campus they plan to attend. In general, the IGETC must be fully completed prior to transfer (see Completion of IGETC after Transfer below). Students who do not fully complete the IGETC before transfer will be required to satisfy the specific lower-division General Education-Breadth requirements of the CSU or UC school, college, or campus they attend.

The IGETC is not an admission requirement, and completion of IGETC does not guarantee admission to the campus or program of choice. IGETC will be most helpful to students who wish to keep their options open—those who know they want to transfer but have not decided upon a particular institution, campus, or major.

Moreover, not all colleges and/or majors within the University of California system accept IGETC. For complete details, see the IGETC section of this University of California website:

http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/transfer/tr_info_ccc/tr_planning_IGETC.html)

Additionally, certain students are not well served by following the IGETC. Students who intend to transfer into high-unit majors (music, art, nursing), or those majors that require extensive lower-division preparation such as engineering, should concentrate on completing the prerequisites for the major, as certain departments/schools/colleges within a university consider applying students' completion of their major preparation in selecting among those students for admission purposes.

B. The Articulation Officer's Role

As detailed in Chapter VII of this document, community college AOs, in consultation with discipline faculty, the local academic senate, chief instructional officer, and campus curriculum committee chair (and in accordance with local curriculum guidelines), submit courses proposed for inclusion on the IGETC annually. Representatives from the CSU Chancellor's Office and the University of California Office of the President (UCOP) review these courses and typically report the results to community college AOs in late spring. The approved lists for each community college are identified on ASSIST by selecting "IGETC for UC and CSU."

The community college AOs play an important role in editing, revising, and amending their campus' IGETC list. The AO is responsible for adding new courses, deleting courses (on an as-needed basis), and revising entries (such as prefixes and course number changes) as needed.

Before requesting IGETC designations, the community college AO enters into OSCAR the course outlines of transferable courses newly approved by the campus curriculum committee that year and transmits these at the appropriate time to the UC Office of the President for possible inclusion in the system-wide UC Transfer Credit Agreement (UC TCA). Once a new course has been approved for inclusion on the UC TCA, and is considered by the community college as CSU transferable, then the course may be submitted to IGETC for consideration. Courses that are not approved by the UC Office of the President may not be submitted to IGETC for consideration.

Once IGETC course submissions are either approved or denied, the community college AO must update all relevant campus publications, such as the college catalog, the schedule of classes, on-line databases, outreach or advisement materials so that all members of the campus community have access to the most accurate IGETC information possible.

C. IGETC Certification

A community college student intending to transfer to a UC verifies completion of lower division general education work by seeking formal IGETC Certification. Certification of IGETC completion is the responsibility of the last California Community College the student attended in regular session prior to transfer, and the process for IGETC certification is determined by the individual California community colleges. On some campuses the process fall under Admissions and Records; on others it is a Counseling Office responsibility. The AO may be asked to serve as a resource for any certification questions.

As a general rule, the IGETC can be certified for California Community College transfer students who have also completed transferable coursework at a college or university other than a California community college, if the community college faculty determines that the coursework from the other college or university is equivalent to coursework on their own college's approved list. Inclusion on IGETC of appropriate general education courses completed at regionally accredited institutions should be routine. It is expected, however, that a student will have completed most of the transfer units at one or more California

community colleges. If there is any question regarding the use of IGETC for a student who has recently been enrolled in a regular session at a CSU or UC campus, the student should contact the university he or she wishes to attend for clarification of its campus policy. Since it is unlikely that institutions outside of California offer the specified Critical Thinking-English Composition course, certification of coursework from out-of-state institutions to satisfy this requirement is not encouraged.

All IGETC courses must be completed with a grade of "C" or better. A grade of "Credit" or "Pass" may be used, if the community college's grading policy states that "Credit" or "Pass" is equivalent to a grade of "C" or better.

IGETC course credit may be earned for the acceptable scores of 3, 4, or 5 on Advanced Placement Examinations (AP) that the community college faculty recognize as being equivalent to one of its IGETC approved courses. Only one course can be cleared by one test with an acceptable score. An acceptable score on an English AP test may be used to meet the English composition requirement only. An AP test cannot be used to satisfy the requirement for a Critical Thinking-English Composition course.

A single community college course may be listed on the IGETC course agreement under more than one subject area; however, it may be used only once to satisfy any IGETC subject area.

Students who transfer to a CSU campus and wish to complete the CSU Graduation requirement in U. S. History, Constitution and American Ideals, should be advised that these courses will not "double count" for this graduation requirement and Area 4. It is strongly recommended that CSU-bound students complete the CSU Graduation requirement in U.S. History, Constitution and American Ideals first, and then certify courses other than those used for this requirement, for IGETC Area 4.

The California Community Colleges, the California State University, and the University of California have jointly published a series of informative *IGETC Notes* that contain comprehensive guidelines and details about the certification of coursework and implementation procedures for the IGETC. Three issues of *IGETC Notes* were published between 1991 and 1994. Appendix M in this document offers you a place to insert a hard copy of each issue of the *IGETC Notes* for easy access and reference. They can be downloaded from the following website:

<http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/Downloads/Igetc.doc>

The complete IGETC standards and regulations can also be found at this Academic Senate for California Community Colleges Curriculum website:

http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/IGETC_Standards.htm

D. Completion of IGETC after Transfer

A maximum of two IGETC courses may be completed after transfer. The community college which the student last attended before transfer shall provide information to the receiving

institution specifying the IGETC area(s) and number of courses yet to be completed. It is expected that the reason for the lack of these courses involves good cause such as illness or class cancellation. This partial certification shall be communicated to the receiving institution in the same manner used for full certification. No further documentation or justification shall be required by the receiving institution.

The option of completing IGETC after transfer does not relieve the student from requirements for admission to the receiving institution. As a consequence, any IGETC course which is required for admission must be completed in order for the student to be eligible for transfer. Similarly, this option does not relieve the student from the requirement to meet any course prerequisites at the receiving institution. These conditions are to be communicated to the student as part of the partial certification process at the community college and by other means as deemed appropriate by the college. Students who have been approved to complete one or two IGETC courses after transfer may do so in any of the following three ways:

- The student may take a certified IGETC course, in the area remaining to be completed, at any California community college at a time that does not require concurrent enrollment, such as during summer school.
- The student may complete the remaining IGETC requirement(s) at a California community college while concurrently enrolled at UC or CSU. The student will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available at all receiving institutions.
- The student may take a comparable course at the UC or CSU campus to which the student will be transferring. This option is at the discretion of each campus, so it may not be a choice available to the student.

It is expected that IGETC will be fully completed before the beginning of the second full year of transfer. The receiving institution, following processes of its own design, may check for the completion of the IGETC. Students who have completed the remaining IGETC course(s) at a community college will provide the necessary documentation (e.g., a transcript) as furnished by that community college.

For additional information regarding the IGETC, please consult the related appendices in this handbook. For segmental assistance, you may contact these individuals:

IGETC Contact Person for California State University:

Jo Service
Dean, Academic Program Planning
California State University Office of the Chancellor
401 Golden Shore Drive, 6th Floor
Long Beach, CA 90802-4210
(562) 951-4723
jo@calstate.edu

IGETC Contact Person for University of California:

Dawn Sheibani
Principal Analyst
Community College Articulation
UC Office of the President
1111 Franklin Street
Oakland, CA 94607-5200
(510) 987-9569
dawn.sheibani@ucop.edu

IGETC Contact Person for California Community Colleges:

Jeff Spano
California Community College Chancellor's Office
1102 Q Street
Sacramento, CA 95814-6511
(916) 327-7252
jspano@cccco.edu

IGETC Contact Person for California Independent Colleges and Universities

Robert Oakes, Vice President, External Relations and Research

– or –

Beth Benedetti, Research Director
Association of Independent California Colleges and Universities
1100 11th Street, Suite 10
Sacramento, CA 95814
Phone (916) 446-7626 / Fax (916) 446-7948
REOakes@aiccu.org or Beth@aiccu.org

Chapter V: University of California

A. Introduction

The University of California (UC) and the California Community Colleges (CCC) work together to establish course articulation agreements that enable transfer students to maintain continuity in their academic programs.

Several kinds of articulation agreements exist, each having a specific function, as you have seen in Chapter 3:

1. UC System-wide Articulation:
 - a. Transferable Course Agreements (TCA)
 - b. Intersegmental General Education Transfer Curriculum (IGETC)
2. UC Campus-specific Articulation
 - a. Campus-specific General Education
 - b. Course-to-Course (By Department Agreements)
 - c. Lower Division Major Preparation Agreements

All agreements between the UC and the CCCs are available on ASSIST (see Chapter II, pp. 9ff.).

B. System-wide Articulation

Transferable Course Agreements

These agreements identify the general transferability of community college courses to the University of California. Courses approved for transfer unit credit count as advanced standing elective credit toward a university degree on any of the campuses. The UC Office of the President (UCOP) is responsible for producing this annual list called the "Transferable Course Agreement (TCA)" for each CCC (see Appendix F). The TCA also indicates which of the transferable courses satisfy IGETC requirements (see Appendix H2) as well as minimum transfer admission requirements. Courses must first be approved for addition to the TCA before any other type of articulation may be proposed.

The UC TCAs are developed in the Office of the President in accordance with policies established by the Board of Admissions and Relations with Schools (BOARS), a committee of the UC Academic Senate charged with developing undergraduate admissions requirements. BOARS' policies determine which courses can be accepted upon transfer for advanced standing elective credit toward a University degree. The basic principles used in determining the transferability of CCC courses are:

1. The course should be comparable to one offered at the lower-division level on any of the UC campuses in scope, level, and prerequisite.

2. If the course is not comparable to any offered at UC, it must be appropriate for a university degree in terms of its purpose, scope and depth.

Courses listed as transferable are accepted at the point of admission by all UC campuses for unit credit in partial satisfaction of the degree requirements of the University.

Since the determination of transferability is subject to constant review and revision in line with current offerings on all campuses of the University, the goal of the UCOP is to revise TCAs each year. Annually each community college will receive general information regarding the UC/community college articulation process, a copy of their most recent TCA, and specific instructions (Appendix N) for reviewing and updating the agreement including guidelines on the articulation of courses.

In the spring, UCOP contacts community college articulation officers (AOs) by email with instructions on selecting a month from June through September to update their TCA. During the assigned month, each college must complete revisions to its draft TCA and submit relevant course outlines through OSCAR (see Chapter II, pp. 11-12; and Appendix O) for proposed new courses or for those with substantial revisions. The community college catalog for the upcoming academic year must be available during the selected month. There is a 30-day turnaround period for each segment. Status of courses is sent to the community colleges via email approximately 60 days after submission date.

The UCOP Articulation Analyst updates each TCA, and during the review process uses UC and community college catalogs, expanded course outlines from both the community college and UC, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas (e.g., Physical Education or English as a Second Language), and recommendations developed by UC faculty and deans in special areas such as Agriculture and Environmental Design. The review is also governed by the "Guidelines for Transfer Credit" used on every UC campus as part of the admission process.

UCOP faculty and staff periodically conduct reviews of subject areas and prerequisites/corequisites. Community colleges will be informed about subject areas or courses under review each year. During the annual TCA update process, a community college may be notified of any course that does not appear to meet current standards. A note will be placed on the TCA indicating that the course outline, including the necessary changes, must be resubmitted during the next annual update, or the course will be removed from the TCA.

The annual update cycle is completed by October 31st, so transfer applicants will have access to new course approvals prior to the November 1 - 30 application-filing period. Some late submissions and any appeals are accepted during the month of November.

If a community college wishes to appeal the denial of transfer credit for certain courses, the Articulation Analyst will ask the community college AO to submit an appeal with pertinent information in addition to the course outlines. The UC Articulation Analyst is usually able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate

University faculty to solicit an opinion as to the transferability of a given course. The community college AO is notified when the final TCA is published, as well as both the Office of Admissions and the Office of Relations with Schools on all UC campuses.

IGETC

The Intersegmental General Education Transfer Curriculum (IGETC), discussed more fully in Chapter IV, is a comprehensive pattern of courses prospective transfer students from the CCCs may complete to satisfy lower-division General Education requirements at both the UC and the California State University (CSU). Students who are preparing for a major that accepts IGETC have the option of completing either the IGETC or the specific lower division General Education-Breadth requirements of the campus they plan to attend.

On the individual UC campuses, some colleges/schools/divisions do not accept IGETC in full satisfaction of that particular UC college's breadth pattern—for example many colleges housing the science and engineering majors strongly advise transferring students against following the IGETC pattern. For further information about which UC colleges/schools/divisions do not accept or do not recommend IGETC, consult this website: <http://www.universityofcalifornia.edu/educators/counselors/admininfo/transfer/advising/igetc.html>

C. Campus-specific Articulation

Each UC campus has also developed its own unique sets of general education curriculum. While the GE pattern may be the same across a particular UC campus, more likely each college/school/division on that UC campus will have its very specific GE pattern.

Policies and procedures for developing and maintaining campus-specific General Education/Breadth, Course-to-Course, and Lower-Division Major Preparation agreements vary at each UC Campus. A listing of the name of each campus articulation officer/coordinator is available in the CIAC Directory, at: <http://ciac.csusb.edu/directory>. Contact these individuals directly regarding articulation questions, proposals, and procedures.

General Education-Breadth Agreements

These agreements specify how transferable courses will be used to satisfy the General Education-Breadth requirements of a particular school or college on each campus. Responsibility for producing the campus-specific General Education-Breadth agreements rests with the individual UC campuses.

Course-to-Course Agreements

(Referred to as "By Department Agreements" at www.assist.org)

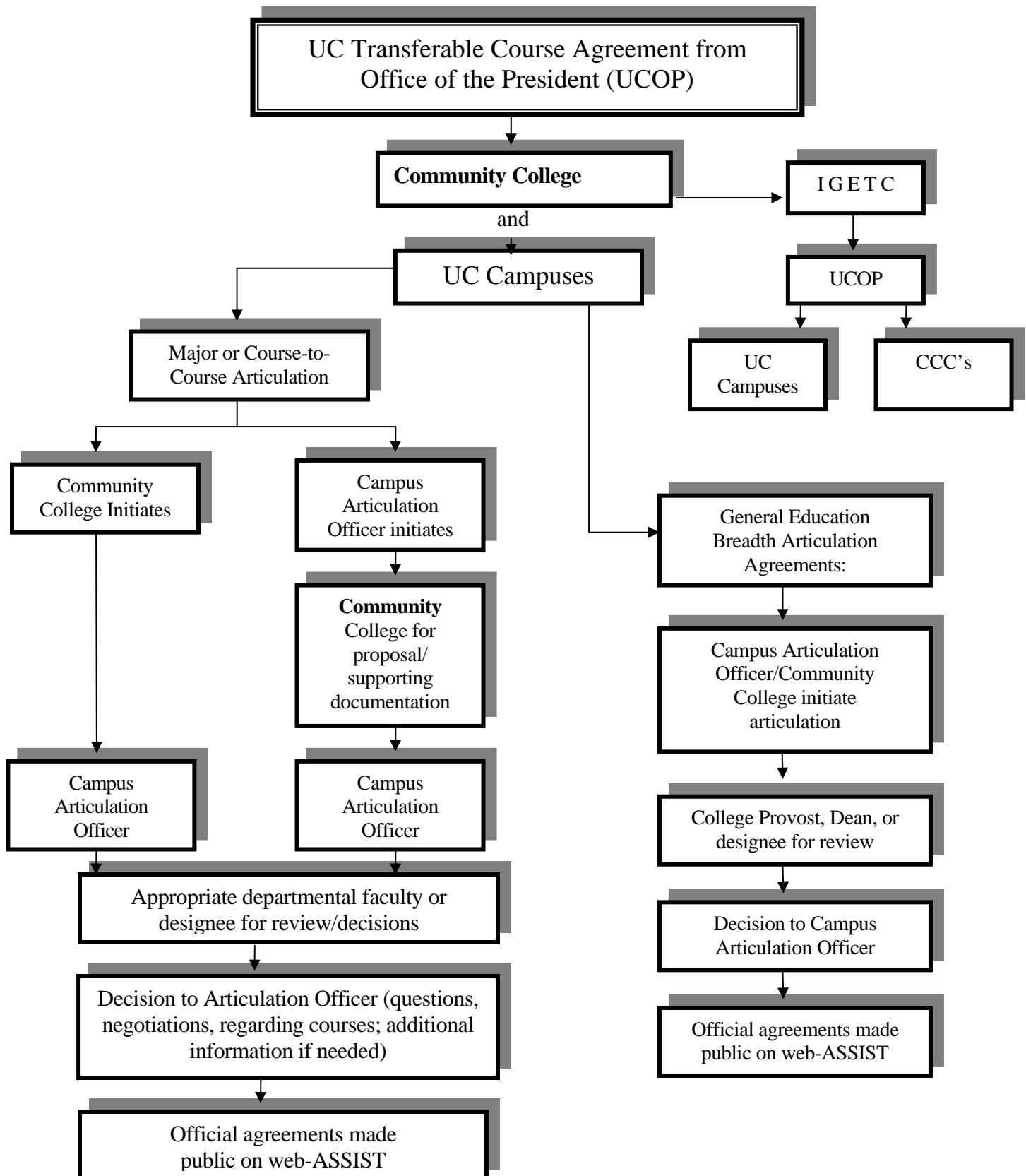
The purpose of these agreements is to determine if a particular course at a sending institution is comparable to or "acceptable in lieu of" a corresponding course at a particular campus of the University. Courses identified under a course-to-course agreement represent the spectrum of lower division courses offered within one department on a four-year campus, and include courses that may be applied as lower division major, GE/breadth, or elective units for a

degree. Responsibility for producing Course-to-Course agreements rests with the individual UC campus AO (see Appendix I.).

Lower-Division Major Preparation Agreements

These agreements indicate how lower-division courses satisfy specific requirements for various majors or academic programs on a campus. Lower Division Major Preparation Agreements may also include specific selection criteria in the form of required course preparation, or GPA requirements, and are the most useful agreements in helping students prepare for a particular degree on a particular campus. Responsibility for producing the Lower-Division Major Preparation Agreements rests with the individual UC campus AO (see Appendix J).

General Model of UC Articulation Process



Chapter VI:

California State University

A. Introduction

The California State University (CSU) has policies and procedures in place to facilitate the movement of approximately 55,000 California Community College (CCC) transfer students into the CSU annually, and two out of three graduating seniors are transfer students. For every new freshman, two new transfer students enroll in the CSU; three-quarters of these come from California Community Colleges. The articulation of compatible CSU lower-division courses with those offered in California Community Colleges can smooth the transition of students between the two segments, saving students time and money and assisting their progress toward a baccalaureate degree even as they attend a community college.

Courses Acceptable for Baccalaureate Credit

Community colleges and other regionally accredited institutions are responsible for designating those courses on their campuses that have been developed and are recommended by the faculty as appropriate for baccalaureate level credit and thus transferable to a CSU campus. Transferable courses, also referred to as baccalaureate-level courses, must be accepted by any CSU campus for elective credit, as established by CSU Executive Order 167 (see Appendix C). The Academic Senate of the California State University adopted in 1987 a document on considerations involved in determining what constitutes a baccalaureate-level course (see Appendix E). The lists of approved courses, also known as the “Bacc” lists, are provided on the ASSIST website.

General Education-Breadth Requirements

The current CSU General Education-Breadth framework was adopted in 1981. Policies and procedures for development and implementation of the program are detailed in CSU Executive Order 595 (see Appendix P). Each CSU campus develops its campus program within that established framework. Executive Order 595 allows other regionally accredited colleges and universities, primarily community colleges, to “certify” completion of General Education-Breadth requirements, using courses that have been accepted for inclusion on the college’s CSU General Education-Breadth list (Appendix H).

Another helpful document compiled by members of CIAC is entitled *CSU GE-Breadth Certification Guidelines* (Appendix Q). This document addresses various questions relating to the CSU GE-B certification process.

There may be occasional reviews of CSU GE-B or United States History, Constitution, and American Ideals (AI) courses, even after they have been initially approved. For example, the CSU recently reviewed all courses intended to fulfill CSU GE-B Area A2. The CSU Chancellor’s General Education Advisory Committee, which includes

representatives of the CCC as well as the CSU, may request that an area be reviewed to ensure that all approved courses remain in compliance with the established requirements and promote student achievement of the program objectives. (Many courses were “grandparented” in to CSU GE-B certification lists without ever having been reviewed beyond the college.)

Transfer students who are fully certified are not subject to CSU-campus-specific lower-division General Education-Breadth requirements, so certification is particularly advantageous for students who cannot be sure to which CSU campus they will transfer. If students are not fully certified, they may be held to the campus-specific lower-division General Education-Breadth requirements of the CSU campus to which they ultimately transfer. Of the minimum total of 48 semester units required for General Education-Breadth, no more than 39 semester units may be certified for a student.

The CSU General Education-Breadth requirements closely align with Intersegmental General Education Transfer Curriculum (IGETC), which is an alternative path students may take to fulfill their lower-division General Education requirements (see Chapter IV on IGETC). During the annual update process, colleges may propose that courses be added to their CSU GE-B and IGETC certification lists; course outlines are submitted by the articulation officer (AO) for CSU GE-B and/or IGETC review each December via OSCAR, a component of ASSIST (see Chapter II pp. 11-12, Chapter III, p. 29 for more about this process). Responsibility for accepting courses for addition to certification lists rests with a CSU-CCC faculty panel. Approved courses are posted on the ASSIST website.

United States History Constitution and American Ideals Requirement

Executive Order 405 (Appendix R), published in 1982, outlines graduation requirements for the CSU in United States History, Constitution, and American Ideals. It established guidelines for the administration of Section 40404 of Title 5, California Code of Regulations, by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements. This executive order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied. Many students take courses that can simultaneously satisfy the AI requirement (sometimes called the “American Institutions” or “code” requirement) and be used as partial fulfillment of the CSU General Education-Breadth requirements. However courses used to certify completion of the American Institutions requirement cannot be applied toward completion of IGETC. The ASSIST website shows combinations of courses at a college that will satisfy the AI requirement.

Course-to-Course Agreements

This kind of agreement involves individual course offerings, irrespective of and distinct from the Major Preparation Agreements (see below). These agreements are maintained and published in ASSIST by each CSU campus. Within each departmental list, are courses or sequences of courses at a “sending” institution that are acceptable in lieu of another course, or sequence of courses, at a “receiving” CSU campus. Responsibility for publishing Course-to-Course Agreements rests with the individual CSU campus. However, AOS at the sending

institution have an obligation to ensure accuracy and should notify the CSU AO with any concerns or questions.

Course-to-Course agreements are helpful when a CCC student has decided to transfer to a particular CSU campus, knows what lower-division CSU courses will meet specific requirements, and is seeking courses at the community college that will satisfy the same requirements. Course-to-Course agreements may be particularly valuable in sorting out which CSU requirements have been met for students who have attended more than one CCC. These agreements feed into the Major Preparation Agreements and both types of agreements are available on the ASSIST website.

However, it is important to note that some institutions provide Course-to-Course and Major Preparation Agreements, while some institutions may offer just one type of agreement. This decision is discretionary for each CSU campus. Articulation agreements are typically bilateral, and communication regarding development of the agreements may be initiated by either party to the agreement.

Major Preparation Agreements

This kind of agreement identifies coursework (usually lower-division) at a "sending" institution that is acceptable in lieu of requirements in a specific major or department at a "receiving" CSU campus. Major Preparation Agreements are initiated, maintained, and published on the ASSIST website by each individual CSU campus. These agreements are frequently used by CCC students preparing to transfer to a particular CSU campus and to pursue a particular major. Unlike the departmentally organized Course-to-Course Agreement (incorporating courses that are offered by a single department but which may satisfy requirements in various majors), a Major Preparation Agreement will include courses from a variety of departments if those are the courses that meet lower-division requirements for the particular major, as seen in Appendix J.

Lower-Division Transfer Patterns by Major (LDTP)

Now under development is a new addition to the types of articulation activity conducted in the CSU. The Lower-Division Transfer Pattern (LDTP) project, sponsored by the CSU and supported by a California Community Colleges Memorandum of Understanding, will present potential transfer students with a guarantee of highest priority for admission to a particular CSU campus and major upon execution a written LDTP agreement between the student and the CSU campus. The guarantee is subject both to satisfactory completion of the agreement requirements and to the campus's ability to accommodate the student. Ultimately, additional information detailing required coursework will be available to students through CSUMentor and ASSIST.

Over the next several years, CSU and CCC AOs will have significant roles in ensuring full articulation of: (1) a specified set of general education courses and major courses common to all CSU campuses offering that major; and (2) additional sets of courses identified by the particular CSU campus named in the LDTP agreement. The coursework in the systemwide and campus-specific LDTP pattern will total at least 60 units, the number needed to transfer to CSU as an upper-division student. To that end, CCC AOs

will need to work with their local faculty to apprise them of changes and to provide them with resources for any timely curricular revision. There is a website maintained by the CSU which provides historical and current information on the development of this project on the CSU website at: <http://www.calstate.edu/AcadAff/ldtp/shtml>. LDTP will be further developed and defined over the next several months and years.

B. System-wide Articulation

CSU Chancellor's Office and the Academic Senate: The CSU GE Advisory Committee

The CSU Office of the Chancellor, in consultation with the Academic Senate, has overall responsibility for helping to develop, implement, and monitor policies—including CSU Executive Orders 167, 405, and 595—on the transfer of credit and academic requirements that apply systemwide. It also has operational responsibility for those review processes whose results are to be honored systemwide: IGETC; CSU GE-B; United States History, Constitution, and American Ideals; and the systemwide portions of the LDTPs. The Executive Vice Chancellor/Chief Academic Officer and supporting staff conduct their work in consultation with the CSU General Education Advisory Committee. This committee is comprised of CSU faculty members, campus and system administrators, a CSU AO, a CCC AO, and representatives of the California State Student Association, the California Community Colleges Chancellor's Office, and the Academic Senate for California Community Colleges. One of the committee's charges is to review the implications of general education and AI policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.

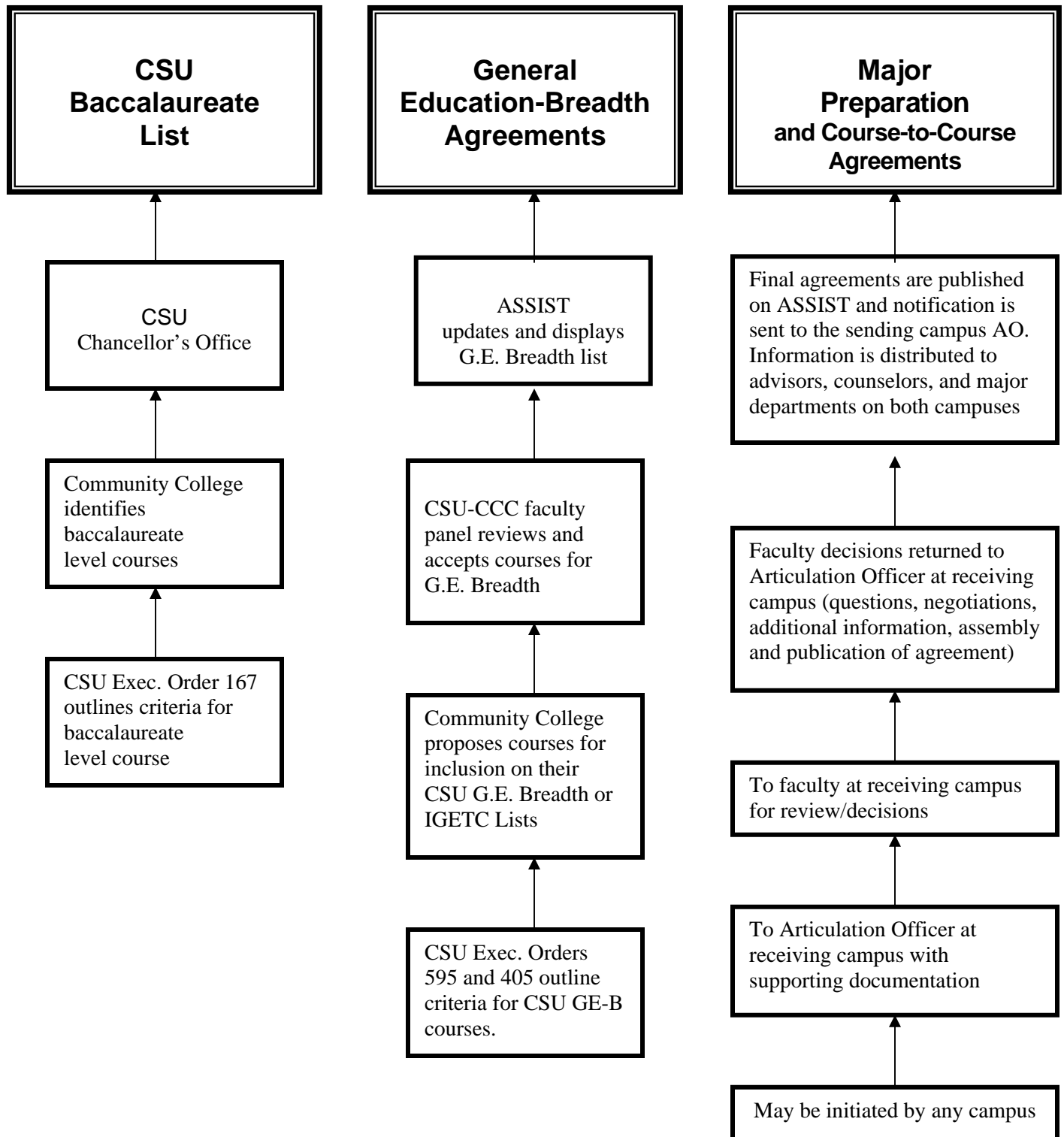
C. Campus Articulation

Policies and procedures for developing, maintaining, and publishing on the ASSIST website the campus-specific General Education/Breadth, Course-to-Course, and Major Preparation Agreements vary across CSU campuses. It is the responsibility of each CSU AO to:

- Maintain current curriculum data in the ASSIST database
- Develop, maintain and publish current Articulation Agreements for their campus
- Ensure that the articulation presented on the various departmental postings within their campus is in concert with the published articulation on the ASSIST website.

The name of each campus Articulation Officer/Coordinator is listed in the CIAC Directory at: <http://ciac.csusb.edu/directory/>. Contact these individuals directly regarding articulation questions, proposals, and procedures.

General Model of CSU Articulation Process



Chapter VII: California Community Colleges

A. Introduction

Transfer education is a priority within the multiple missions of the California Community Colleges. This priority has been reaffirmed through individual campus commitment, and through the reality of more than 75,000 students transferring annually from the community colleges to baccalaureate degree-granting institutions each year (Sources: AICCU and CPEC.)

The success of the community college transfer mission is directly related to the quality and quantity of formal articulation that exists between the community colleges and their four-year partners. The complexity seen in the Matrix at the end of Chapter III illustrates the enormity of the articulation process faced by postsecondary education in California; that process is addressed, whenever possible, by common policies and practices. These common policies and practices combine with unique local approaches to form the framework within which students are served.

B. Development of Articulation Agreements

Faculty and staff at California Community Colleges partner with colleagues at baccalaureate degree-granting institutions to develop articulation agreements, offering students assurance that progression from one segment of postsecondary education to another can be both smooth and efficient. Their transition is made possible by the development of the following types of articulation agreements:

1. General Transferable Course Agreements
 - a. CSU Baccalaureate List
 - b. UC TCA and Campus-Specific
 - c. Independent Agreements
2. General Education Agreements
 - a. Intersegmental General Education Transfer Curriculum (IGETC) Agreement
 - b. CSU General Education-Breadth Agreement
 - c. Campus-Specific UC and CSU General Education-Breadth Agreements
 - d. General Education requirements with independent institutions
3. Course-to-Course (*By Department*) Articulation Agreements
4. Lower-Division Major Preparation Articulation Agreements

These articulation agreements are also discussed in Chapters III, V, VI, and VIII. This chapter, however, provides additional information and instruction if you are a community college articulation officer (AO).

C. General Transferable Course Agreements

The California State University System

The CSU Executive Order 167 (Appendix C) established the criteria for the community colleges to designate those courses offered on each campus deemed to be baccalaureate level and, therefore, transferable to all campuses in the CSU system. The responsibility for maintaining the currency of the CSU Baccalaureate Level Course List (commonly referred to as the Bacc List) rests with each community college AO. In consultation with discipline faculty, and through the college's curricular process, the AO identifies courses to be added, deleted, or revised. Baccalaureate Lists are published at www.assist.org. Community college AOs may update the list 3 - 4 times every year as curriculum at their institutions changes.

Courses on the Bacc List are transferable to every campus in the CSU system and are accepted for elective credit toward the baccalaureate degree. A CSU campus may, at its discretion, accept courses which have not been identified as baccalaureate level if it is determined that the courses are applicable to a particular CSU program. These courses would not be included on the Bacc list, but are articulated individually. (See Appendix D for a sample Baccalaureate List and Chapter VI for more information about the California State University.)

The University of California System

Faculty and staff at the University of California and the California Community Colleges work together to establish articulation agreements that enable students planning to transfer to maintain continuity in their programs. There are two main categories of articulation agreements. One type of agreement determines the general transferability of community college courses system-wide and the other, developed at the campus level, identifies the acceptability of transfer courses in satisfaction of specific degree requirements for individual academic programs.

UC Transferable Courses

In the UC Office of the President (UCOP), the staff within the Office of Outreach, Admissions and Student Affairs coordinates course reviews and updates the course articulation agreements with community colleges. The Board of Admissions and Relations with Schools (BOARS), a standing committee of the university-wide Academic Senate, has delegated this responsibility to the UCOP Office. The UCOP maintains current and historical lists of articulated courses with all public community colleges and with two private colleges. Courses listed as transferable are accepted at the point of admission for unit credit in partial satisfaction of the degree requirements of UC. (See Appendix F for a sample *UC Transferable Course Agreement* and Appendix G for *Specific Guidelines for the Articulation of Courses to UC*).

TCA agreements for each college are updated annually through the UCOP articulation analyst. Community college AOs are responsible for providing detailed course information from the official course outline of record via OSCAR for each proposed course (See Chapter II for more information regarding OSCAR). During the course review process, the analyst uses UC and community college catalogs, course outlines, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas, and

recommendations developed by UC faculty and deans in special areas. The community college AO is notified of review results, typically within a few weeks; moreover, the final UC TCA is published at www.assist.org. Community college AOs are encouraged to review their UC TCA carefully and to contact the UCOP articulation analyst with any concerns or questions. (See Appendix N for *Directions for Revising the UC TCA*.)

UC Campus-Specific Articulation

UC campus articulation agreements determine the applicability of transferable courses toward satisfaction of General Education-Breadth requirements and lower-division major or departmental requirements. These articulation agreements enable students to progress toward a specific university degree while enrolled at the community college. Individual UC campus AOs facilitate the creation of these agreements and are responsible for publishing and updating them at <http://www.assist.org>. Community college AOs should direct questions regarding the articulation of campus-specific requirements or course equivalencies to the appropriate UC campus AO whose contact information appears in the CIAC Directory at <http://ciac.csusb.edu/directory>. (See Chapter V for more information about the University of California.)

Independent Colleges and Universities

Transferable course agreements may be developed between public institutions and independent colleges and universities individually. Either institution may initiate the articulation process. Currently, there is no central repository for agreements with independent colleges and universities. Numerous independent institutions publish articulation agreements or “course transfer guides” on their respective web sites. (See Chapter VIII for more information about Independent Colleges and Universities).

D. General Education-Breadth Agreements

Intersegmental General Education Transfer Curriculum (IGETC)

As noted in Chapter IV, the Intersegmental General Education Transfer Curriculum is a general education program which California Community College transfer students can use to fulfill lower-division general education requirements for many majors in either the CSU or UC system without the need, after transfer, to take additional lower-division general education requirements. It should be noted that on UC campuses, some colleges or schools do not recommend the IGETC, and some do not accept it as complete fulfillment of lower division breadth.

All courses proposed for IGETC must be transferable to both the CSU and the UC (i.e., listed on both the Bacc List and the UC Transferable Course Agreement). Complete course outlines must be submitted for all proposed additions to IGETC lists. Courses must have a unit value of at least 3 semester or 4 quarter units to be considered for IGETC. The community college academic senate president, curriculum chair, and chief instructional officer must provide their signatures, attesting that the proposed courses were approved prior to the submission. The deadline for submitting proposed IGETC updates for the following academic year is typically in December, and community college AOs usually receive email notification of decisions by April. The IGETC lists for each community

college are published at <http://www.assist.org>. (See Appendix S for IGETC Criteria, Appendix T for *Instructions For Preparing IGETC Lists*, and Appendix U for a sample *IGETC Update Format Form*.)

California State University General Education-Breadth Pattern

Executive Orders 595 and 405 (Appendices P and R) establish the framework within which community colleges offer coursework that meets lower-division CSU General Education-Breadth requirements for the Baccalaureate Degree. Responsibility for review and approval of community college courses used for this purpose rests with the CSU Chancellor's Office. Complete course outlines for proposed additions or revisions to the CSU GE list are submitted annually through OSCAR to the CSU Chancellor's Office (typically in mid-December). (See Chapters II and VI for additional information on this process). Like IGETC, the CSU GE proposals AOs submit require approval of the community college academic senate president, curriculum chair, and chief instructional officer. Community college AOs usually receive notification of decisions in April. The CSU GE lists for each community college are published at <http://www.assist.org> (see Appendix H).

University of California/CSU Campus-Specific GE Pattern

General Education-Breadth agreements specify how UC or CSU transferable courses will be credited toward satisfaction of the Breadth or General Education requirements at a particular school or college on each UC or CSU campus. Responsibility for developing the campus-specific General Education-Breadth requirements rests with the individual UC or CSU campus. The community college AO collaborates with each UC or CSU campus AO to develop agreements with each of the campuses. It is the responsibility of the university AO to publish and update all such agreements at <http://www.assist.org>. The community college AO receives email notification from the university through ASSIST when such updates are made, reviews the updated posting to confirm its accuracy, and notifies the respective university AO with any questions or concerns.

General Education at Independent Colleges and Universities

Many of the independent colleges and universities have established General Education-Breadth articulation agreements with community colleges. These agreements are developed on an individual basis and should be coordinated through the AOs on each campus. Some independent colleges and universities recognize the IGETC or the CSU General Education-Breadth pattern in whole or partial fulfillment of the campus General Education requirements. A list of Association of California College and Universities (AICCU) member institutions that honor IGETC or CSU GE-Breadth can be found on the AICCU website: <http://www.aiccu.edu/>.

E. Course-to-Course (By Department) Agreements

Lower-division course-to-course articulation agreements are official lists of courses *by department* that identify comparable courses at both the community college and the four-year institution. These lists are available on ASSIST. Courses that have been approved for inclusion on the course-to-course list will transfer to the four-year institution and be accepted for credit by all majors that use the course unless specific, unique exceptions are

noted (e.g., articulated for elective credit or satisfaction of major prerequisites). Again, it is important to note that some CSU campuses do not offer Course-to-Course agreements, electing instead to focus on Major Preparation articulation agreements.

Either the university or community college AO may initiate course-to-course agreements. It is important to emphasize that the review of proposed articulation and its subsequent approval/denial is the responsibility of discipline faculty, with the process of articulation facilitated by the AO. Whether initiated by the community college or the four-year institution, the process should include:

1. Identification of lower-division course(s) that are required for at least one major, minor, concentration, option, or graduation requirement at the four-year institution;
2. Identification of the comparable course(s) at the community college that could be accepted in lieu of the four-year course(s), taking into consideration such factors as prerequisites or sequences, CAN or LDTP designations, faculty input, and/or comparable articulation with other CCCs; and
3. Submission of the required documentation to the reviewing institution (e.g., catalog course description, official course outline of record, supplemental materials as appropriate).

After review, the receiving institution accepts, denies, or proposes a modification to the proposed course(s). When accepted or appropriately modified, the course(s) are added to the *By Department* agreement at <http://www.assist.org>. Some university AOs also identify denied courses on the course-to-course agreement posted on ASSIST, which may offer additional layers of clarification for students and counselors. (See Appendix I for an example of a Course-to-Course articulation agreement.)

Many CCC articulation officers maintain a database or spreadsheet of articulation requests and outcomes. Doing this provides them a tool for checking the status of articulation and prevents them from requesting articulation that was already denied. It also provides a record of reasons for denial or other feedback that faculty can use in curriculum development.

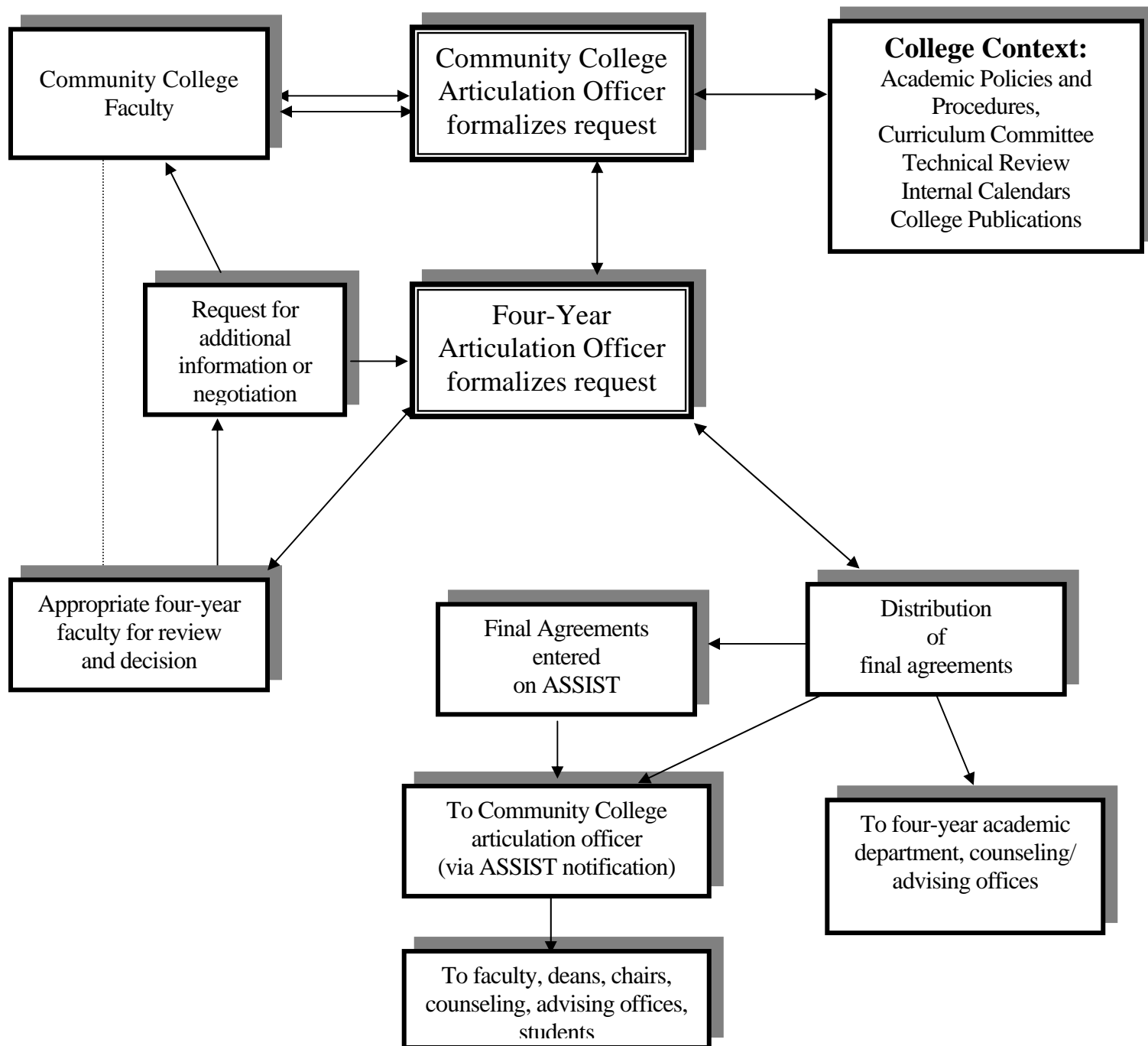
F. Lower-Division Major Preparation Agreements

Lower-division major preparation agreements differ from course-to-course agreements in that they identify lower-division courses acceptable at the four-year institution for specific majors. As a consequence, these agreements may also list a wider range of courses from multiple disciplines as appropriate to the major preparation; successful completion of this package of courses prepares students for the next level of major courses to be taken upon transfer.

The process of developing lower-division major preparation articulation agreements is the same as for course-to-course agreements (see above).

Model of the Articulation Process

For Course-to-Course and Major Preparation Agreements



Chapter VIII:

WASC-Accredited Independent Colleges and Universities

A. Introduction

California's independent colleges and universities are known for their diversity, quality, and innovation. From the University of Southern California, with over 30,000 students, to the University of Judaism, with fewer than 300 students, these institutions offer a wide range of academic programs in more than 130 fields of study.

The Association of Independent California Colleges and Universities (AICCU) (<http://www.aiccu.edu/>) inventories articulation and transfer processes of the 76 colleges and universities enrolling almost 8,500 community college transfer students each year. Nearly one-fourth of California's Baccalaureate Degrees are earned at AICCU colleges and universities. In total, the independent colleges and universities enroll 29% of the total student body in California at the four-year and graduate levels.

Statewide efforts in the area of CSU Certification and IGETC have assisted independent colleges and universities assess the comparability of courses. AICCU maintains an up-to-date list of those member institutions that accept CSU Certification and/or IGETC in lieu or as the major part of their lower division general education. To receive a copy, contact AICCU's research director or check the AICCU web site (https://partner.xap.com/common_functions/site_templates/loaddoc.asp?i=909***a4300b002bcfb71f291dac175d52df94). Students may have to complete additional coursework in areas unique to the mission of that particular institution.

Conversely, independent colleges and universities may submit their curriculum for inclusion in CSU GE-Breadth certification. Since approved courses from independent institutions will not be included in ASSIST, contact the CSU Chancellor's Office for up-to-date approved course listings.

B. Process

Independent colleges and universities act autonomously in setting transfer credit policies. Since each institution is free to establish its own standards, there are few requirements that apply to all institutions. One hallmark of these colleges and universities is their tradition of flexibility and review of special circumstances in the admission process. Each individual applicant is reviewed with care and adjustments to their transcript evaluations are made if students demonstrate that their previous courses meet comparable standards at their new institution.

In the majority of colleges and universities, the responsibility for determining transfer credit is assigned to a Transfer Admissions Counselor and/or an official evaluator in the Registrar's

Office. Transfer students' records are evaluated on an individual basis, according to guidelines usually established by the academic departments, or in consultation with the department faculty or division deans.

In some independent institutions transfer students are relatively few in number, and therefore a formal articulation process is not necessary. Those schools reporting formal articulation agreements have, for the most part, developed them within their geographic area. Generally, these agreements have focused on transferable community college courses for lower-division credit, general education courses, and some transferable courses applicable to the major (particularly in high demand major fields). Generally, catalog descriptions, course outline of record, and/or student learning objectives/outcomes are required for course articulation.

Increasingly, many independent colleges and universities are including their articulation agreements on their institution's web site. This assists potential student transfers and community college counselors in preparing students for transfer. Updates of articulation are generally done on a yearly basis.

C. Campus Articulation

Policies and procedures for developing and maintaining campus-specific General Education/Breadth, Course-to-Course, Lower-Division Major Preparation, or Baccalaureate Credit agreements vary at each independent college and university. Independent institutions generally have more freedom and flexibility in establishing articulation agreements than public-sector intuitions.

To assist with you in developing such agreements, the name and contact information of each CIAC articulation officer/coordinator is available in the CIAC Directory of Articulation Personnel at <http://ciac.csusb.edu/directory/>. However, not all AOs are included in the directory, as some are not members of CIAC. If you do not find an AO listed in the directory, you are urged to contact individual institutions directly regarding articulation questions, proposals, and procedures.

Appendix A: Setting up the Articulation Office

This checklist is intended to help you set up the articulation office and fulfill your responsibilities. These suggestions for managing time, information and resources come from experienced articulation officers. Duties appropriate for your specific campus may differ.

What to do First

- ☐ Go to [www. http://ciac.csusb.edu/ciac/](http://ciac.csusb.edu/ciac/) to download the articulation *Handbook* from the CIAC website.
- ☐ Introduce yourself to the CIAC list serve kbarth@csuchico.edu
- ☐ Use the CIAC listings and directory to find your regional CIAC representative; call to introduce yourself
- ☐ Work with your college administrators to identify yourself to ASSIST as campus contact.
- ☐ Check to see if there's an articulation intranet and/or internet page calling for your contributions or management.
- ☐ Meet with your campus curriculum chair; become familiar with curricular calendar and deadlines as well as lines of reporting.
- ☐ Set up college catalog library; replace out-dated catalogs

Training Available to You

1. For your duties

- ☐ System Office training
- ☐ CIAC and Regional assistance and mentoring (Talk to your Regional CIAC Representative)

2. For electronic reporting

- ☐ ASSIST (On-line training and Conference updates)
- ☐ OSCAR (On-line training and ASSIST Conference updates)

Articulation Reports to Review, Update, and Retain

- ☐ Your college's annual Curriculum Update
- ☐ UC TCA University of California
- ☐ CSU GE-B California State University General Education Breadth
- ☐ BACC List California State University Baccalaureate
- ☐ IGETC Intersegmental General Education Transfer Curriculum
- ☐ US History, Constitution and American Ideals
- ☐ Your college catalog – articulation-related sections
- ☐ Your college's IGETC, CSU GE-B, and associate degree worksheets

Conferences and Meetings to Attend

- ☐ California Intersegmental Articulation Council (CIAC) (annual)
- ☐ ASSIST
- ☐ Northern or Southern CIAC meeting (annual)
- ☐ Regional CIAC meetings (throughout the year)

Managing your Articulation Workload
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1. Time management

- ☐ Review Calendar of Articulation Tasks Community Colleges contained in the CIAC Handbook; consider how they correspond to your local calendar
- ☐ Block out time to attend scheduled campus curriculum meetings
- ☐ Set up calendar to reflect when reports are due (see list above for starters)
- ☐ Submit campus travel paperwork, if necessary, for off campus, regional, SCIAAC/NCIAC and state-wide CIAC meetings.
- ☐ Schedule “ideal” time for responding to emails and telephone calls. Be flexible. Expect the unexpected.
- ☐ Keep a list of daily objectives. ✓ each objective off as you accomplish it.

2. Information Management

- ☐ Learn your campus’ curriculum management filing system
- ☐ Review your campus’ latest articulation reports
- ☐ Review, then update and maintain your campus summary of curricular changes
- ☐ Maintain, or create system for monitoring campus curriculum process.
- ☐ Create and maintain files for faculty research projects
- ☐ Familiarize yourself with articulation-related websites
- ☐ Create computer filing structure for emails and archived information
- ☐ Review or create and maintain methods for distributing new articulation information to counselors, Vice Presidents, lead faculty/department chairs, and students as appropriate.

Articulation Requests

- ☐ Maintain, or create folders for communications with your own campus faculty
- ☐ Identify and track needed or “missing” articulation to pursue
- ☐ Keep an articulation request record or tracking

Maintain Files to Prepare for Submitting Intersegmental Reports
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- ☐ New transferable courses approved by Board of Trustees
- ☐ Deletion of course/programs approved by the Board of Trustees
- ☐ Cumulative summary of Curricular Changes
- ☐ UC TCA University of California
- ☐ CSU GE-B CSU General Education Breadth
- ☐ IGETC Intersegmental General Education Transfer Curriculum
- ☐ Course to course agreements
- ☐ US History, Constitution and American Ideals

Appendix B: Calendar of Articulation Tasks for Community Colleges

April/May	<ul style="list-style-type: none"> Update CCC CSU GE/Breadth and IGETC information (e.g., in catalog, course schedule, student handouts, web page) after receiving review results
June	<ul style="list-style-type: none"> Distribute IGETC and CSU GE-Breadth handouts, as well as the annual "Summary of Course/Catalog Changes" to articulation officers at all campuses (community colleges, CSUs, UCs and Independents) Mail new catalogs to articulation officers at all campuses (particularly all CSU and UC campuses and other colleges in your region)
July	
August	
September	<ul style="list-style-type: none"> TCA update information received for current year; Submit course outlines via OSCAR by the end of the month for UC TCA Review * Input Winter term curriculum changes in ASSIST Attend Regional CIAC meeting(s) Attend UC Counselors' Conference Attend CSU Counselors' Conference
October	<ul style="list-style-type: none"> Input Spring term curriculum changes in ASSIST Attend NCIAC/SCIAC meetings
November	<ul style="list-style-type: none"> Results of TCA updates back to college from UCOP, if not sooner* Submit appeals for UC TCA as appropriate
December	<ul style="list-style-type: none"> Submit IGETC course proposals via OSCAR Submit CSU GE Breadth course proposals via OSCAR
January	
February	<ul style="list-style-type: none"> Input Summer term curriculum changes in ASSIST
March	<ul style="list-style-type: none"> Attend regional CIAC meetings Attend NCIAC/SCIAC meetings "Reservations" taken for updating UCOP TCA for the coming academic year for anytime between June 1 and September 1.* (Month reservation is taken may fluctuate, but will be in early spring)
April	<ul style="list-style-type: none"> Receive CSU GE and IGETC proposal decisions Input Fall term curriculum changes in ASSIST Attend "Ensuring Transfer Success Workshops" Attend CIAC Annual Conference Attend ASSIST Conference

*For this calendar, the example of a September 1 reservation was used. Each community college selects one month to update its Transfer Course Agreement (TCA) with the University of California Office of the President.

Appendix C: CSU Executive Order 167

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Office of the Chancellor

5670 Wilshire Boulevard

Los Angeles, CA 90036

January 26, 1973

TRANSFER OF CREDIT

Executive Order #167

This Executive Order is issued pursuant to Section 40601 (n) of Title 5 of the California Administrative Code and is effective in connection with applications for admission from undergraduate transfers seeking to enroll in the fall 1974 term and thereafter.

General Policy. Courses which have been developed and are recommended by the faculty of a regionally accredited college or university and designated as appropriate for baccalaureate credit by that institution shall be accepted by any campus of The California State University and Colleges for credit toward its baccalaureate degrees. Appropriate campus authorities shall determine the extent to which such credit satisfies the requirements of a particular degree program. Credit not otherwise applied shall be accepted as elective credit insofar as it meets any qualifications which may be associated with elective provisions, such as course level, distribution among disciplines, or type of course. Courses presented by transfer applicants which were completed at unaccredited institutions or courses completed at accredited institutions but not designated as appropriate for baccalaureate credit shall be evaluated and their acceptability and applicability shall be determined by appropriate campus authorities.

Procedures: Courses offered by general purpose baccalaureate granting institutions can be assumed generally to be considered as appropriate for baccalaureate credit by that institution unless specifically identified as serving some other purpose. However, in the case of multi-purpose institutions such as community colleges, a determination must be made as to the purpose, which each course serves. Courses from accredited institutions such as community colleges, a determination must be made as to the purpose which each course serves. Courses from accredited institutions which do not offer bachelor's degrees will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. Such identification must make clear that the course is considered to be of baccalaureate level and quality. No qualification may be attached to the designation. For example, it would not be acceptable to designate a course as being of baccalaureate level for The California State University and Colleges or for particular fields of study.

The following procedures will govern the treatment of transfer credit for degree and admission purposes, particularly with reference to transfers from the California Community Colleges:

1. Only those courses which are certified or otherwise identified as baccalaureate courses shall be used in determining eligibility for admission as an undergraduate transfer.

2. Following determination of eligibility for admission, appropriate campus authorities shall review these course in conjunction with the applicants' (students') degree objective to determine the extent to which they meet particular requirements and qualifications. Courses not otherwise applied shall be acceptable as general electives to the extent that the particular degree objective permits.

3. A particular California State University or College campus may, at its discretion, accept courses which have not been certified or identified as baccalaureate level after admission eligibility has been determined if, in its judgment, these courses are applicable to a particular baccalaureate degree program.

4. In the case of two-year colleges, other institutions not offering the baccalaureate, and special-purpose baccalaureate-granting institutions, explicit certification of baccalaureate level is required. Wherever such certification is not provided, each of The California State University and Colleges campuses shall evaluate an applicant's record on the basis of the best information available and exercise its judgment as to the transferability of each course.

5. Certification by accredited institutions may take any of the following forms:
- a. A legend in the catalog (or similar official publication) or on the transcript of record indicating those number series which designate baccalaureate level courses.
 - b. A list of those courses (or groups of courses) offered by the college which are baccalaureate level, enclosed with each transcript of record. Such a list must correspond to an appropriate catalog statement.

6. A joint California Community Colleges-California State University and Colleges Transfer Credit Review Board shall be established. The California State University and Colleges' membership on this Board shall consist of five members from the faculties, one campus Director of Admissions and a staff member from the Office of the Chancellor. Terms shall be for two (2) years after initial provision is made for staggered membership. The Board shall become operative when an equal number of members is appointed by the Chancellor of the California Community Colleges.

7. In any issue concerning course transferability, it shall be the policy of The California State University and Colleges to accept the recommendation of the Transfer Credit Review Board.

8. Review may be requested by an officer of any campus in either segment, or by the Chancellors. Requests for Board Review must be presented in writing. The California State

University and Colleges officials shall cooperate fully with the Board in the conduct of its duties.

9. In order that the likelihood of student hardship is minimized any certified course under challenge shall be accepted if the student offering it enrolled in the course prior to the filing of the challenge and provided that said student has remained in continuous attendance in any California

Community College or in any combination of California Community Colleges and California State University and Colleges' campuses.

10. If it is not possible for the Board to obtain sufficient information to take action on a particular course, that course shall be treated subsequently as if it were not certified and the individual campus shall exercise its authority under No. 3 above.

11. Insofar as these procedures relate to the transfer of credit from California public community colleges, they shall be effective with applications for admission to the fall 1974 term and thereafter involving applicants seeking to transfer from California public community colleges which meet the provisions of Item #4 and #5 above and which are willing to abide by recommendations of the Transfer Credit Review Board in the same manner as The California State University and Colleges.

Dated: January 26, 1973
Glenn S. Dumke, Chancellor
No. 167, Transfer of Credit

Appendix D: Sample CSU Baccalaureate List

www.assist.org
 CSU Baccalaureate Level Course List By Department
 Diablo Valley College
 05 - 06

Course	Title	Semester Units
==== Addiction Studies ====		
ADS 101	Introduction to Substances Abuse and Treatment	3
ADS 102	Introduction to Motivational Interviewing Skills	3
ADS 103	Group Process	2
ADS 150A-Z	Topics in Addiction Studies (Formerly "Topics in Alcohol & Drug Studies" prior to F05) (Formerly .5-3 unit(s) prior to F05)	.3 - 4
ADS 151	Ethical and Legal Concerns for ADS Paraprofessionals	1.5
ADS 152	Relapse Prevention	3
ADS 154	Dual Disorders	3
ADS 155	Diverse Communities and Social Services	3
ADS 163	Pharmacology and Medical Aspects of Alcohol and Other Drugs	3
ADS 168	Group Leadership	2
ADS 169	Field Work: Discussion and Analysis	3
ADS 170	Introduction to Codependency and Family Issues	3
ADS 171	ADS Field Work I	5.5
ADS 172	ADS Field Work II	5.5
ADS 298	Independent Study	1-3
==== Administration of Justice ====		
ADJUS 120	Introduction to Administration of Justice IGETC: 4J CSU GE: D0 (CAN AJ 2)	3
ADJUS 121	Criminal Law (CAN AJ 4)	3
ADJUS 122	Criminal Procedure	3
ADJUS 124	Elements of Corrections	3
ADJUS 125	Report Preparation for Criminal Justice	3
ADJUS 130	Police Multicultural Relations	3
ADJUS 139	Gangs and Threat Groups in America CSU GE: D0	3
ADJUS 203	Physical Evidence and the Crime Laboratory	4
ADJUS 221	Criminal Evidence	3
ADJUS 222	Criminal Investigation (CAN AJ 8)	3
ADJUS 230	Juvenile Procedures	3
ADJUS 260	Patrol Procedures	3
ADJUS 270	Personal Self-Defense and Firearms	2
ADJUS 280	Probation and Parole	3
ADJUS 284	Interviewing and Counseling	3
ADJUS 298	Independent Study (Formerly 1-2 units prior to SU05)	.5-3

Appendix E: CSU Considerations in Determining Baccalaureate List

Considerations Involved in Determining What Constitutes a Baccalaureate Level Course

Academic Senate
Of
The California State University

November 7, 1986

Because baccalaureate level coursework is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet as one of several standards, the criterion of having a bridging function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the three segmental Academic Senates have identified expected entry level competencies (e.g., English, mathematics, natural science), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but will instead require for satisfactory completion the prior attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum, reference to entry level expectations will be useful in helping to define baccalaureate level coursework.

Various graduation expectations, such as those expressed in (1) the goals of general education (2) the objectives of the various majors, (3) the standards for competency, and (4) such generalized expectation as intellectual growth also will influence the judgment as to what constitutes baccalaureate level coursework. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations will generally be of baccalaureate level. In such courses, faculty judged by their peers to be qualified to teach the courses shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate course in way which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.

Criteria for Determining Baccalaureate Level Courses

The significant elements involved include institutional issues, the course expectations, and the pedagogy employed. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty

and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curriculum review processes.

Institutional Issues

- (1) The course is to be taught by a qualified instructor, judged by peers to be competent in the subject matter.
- (2) Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
- (3) The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.
- (4) Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

Course Expectations

- (1) The course is presented in a manner that requires of students:
 - b. a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any for that course;
 - c. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
 - d. the capacity to think critically and to understand and apply concepts.
- (2) The course:
 - a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level; and
 - b. requires the student to continue development of communication skills appropriate for higher education.
- (3) Coursework that:
 - a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
 - b. Enhances understanding of occupational and professional fields usually requiring experience in higher education a prerequisite to employment in such field may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
- b. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such field may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.
- c. Is remedial or college preparatory shall not be considered baccalaureate level.

Pedagogy Employed

- (1) There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives
- (2) The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and expectations.

Appendix F: Sample UC Transfer Course Agreement (Excerpt)

7/1/2005 UCOP Transfer Course Agreement Page 1

Foothill College

05-06

INDICATES NEW COURSES OR CHANGES FOR 05-06

Course	Title	IGETC Area	Quarter Units	UC Area
<p>This agreement lists courses transferable for unit credit at all UC campuses. It is based on information from the 2005-06 catalog and is valid for the current academic year listed at the top of this agreement. Courses marked with "UC-" will satisfy the five areas of the 1998 transfer course requirements. (E =English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S =Biological and Physical Sciences)</p>				

IMPORTANT INFORMATION ABOUT UC'S TRANSFERABLE COURSE AGREEMENTS

Variable Topics Courses

These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Internships", "Field Work", etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas.

Honor Course Credit Limitation

Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of C or better.

==== Accounting ====

ACTG 1A	Financial Accounting I	5
ACTG 1B	Financial Accounting II	5
ACTG 1C	Managerial Accounting	5

==== Anthropology ====

ANTH 1	Introduction to Physical Anthropology	4	UC-B
ANTH 2A	Cultural Anthropology	4	UC-B
ANTH 2B	Patterns of Culture	4	UC-B
ANTH 3	Prehistory: The Search for Lost Civilizations	4	UC-B
ANTH 4	Indians of North	4	UC-B

Appendix G: Criterion for Articulation of Courses to UC

Guidelines for Articulation of Courses to UC

Special Regulations for Courses in Specific Subject Areas

UC Transferable Course Agreement

The following guidelines pertain to courses in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit (i.e., transferable courses should be comparable in terms of their purpose, scope and depth, to lower-division courses in the UC system).

Administration of Criminal Justice

Courses should be comparable to those offered by the University at the lower-division level. The content of these courses should not specifically deal with the applied, functional aspects of law enforcement. Only one introductory course to the profession is allowed for transfer credit. Credit for Variable Topics is not usually allowed due to credit limitations in this area.

Agriculture

The primary focus of the course must be theoretical, although the course may contain some elements of an applied nature. May be found in UC Colleges of Agricultural and Environmental Sciences or Natural and Agricultural Sciences or UC Departments such as Botany, Environmental Science or Plant Science.

American Sign Language

Appropriate courses must be in American Sign Language, not Signed English, and cover the deaf culture as well as the phonology, vocabulary, and grammar of American Sign Language. Courses which cover signed Exact English are not acceptable.

Architecture

Courses should be comparable to those offered by the University at the lower-division level. As such, courses in this subject should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. Variable Topics courses usually are not granted credit in this area due to credit limitations. May be found in UC departments such as Architecture and Civil Engineering

Art

Transferable courses in this area should stress aesthetic intent and content over technique. Courses in the Arts may include performance or studio components; however, courses that are primarily performance or studio art courses are not appropriate for transfer. In addition to knowledge and appreciation, courses should stress principles and concepts

that unify knowledge as well as the methods of investigation that characterize specific disciplines. Courses on the history of photography are acceptable.

Metal casting, bronzing or color photography, commercial or professional art courses (Advertising, Commercial Photography, interior Design, etc.) are not appropriate, nor are craft courses (Calligraphy, Jewelry Making, Weaving, etc.).

Biological (Life) Sciences

Courses must focus on teaching the basic concepts of the Biological Sciences discipline. Courses in this area should teach fundamental concepts and principles, how these were derived and how they are applied. Although specific prerequisites are not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. While courses generally are expected to have a laboratory or field component where appropriate, lab or field work are not required for elective credit. It is not appropriate for courses in this area to be primarily professional or technical (i.e., designed for Allied Health majors). Human Nutrition, Horticulture, Forestry, Health, and Man and His Environment courses are not acceptable due to their narrow focus.

Business

Credit is granted for up to two courses in Principles of Accounting and one course in Business Law. Transfer credit will be allowed for an introductory business course, provided it focuses on the role of business as it relates to the greater society and includes topics on ethics, labor, finance marketing, etc. Credit for Variable Topics is not usually allowed due to credit limitations in this area. Calculus and some computer systems courses offered through a business department may be transferable, if the majority of the content is math or computer-oriented and not business-oriented. For all upper division level see UC catalogs for comparability.

Chemistry

Courses in this subject should cover the basic principles of chemistry. Courses designated as applied, remedial/review or designed for allied health programs/certificates are not considered appropriate. UC allows one course prior to the course for the major or non-major, not to exceed one introductory or survey course. For second (or subsequent) terms of two one-year courses, one for the non-major and one for the major, credit only for the course for the major. No credit for an introductory or non-major course following the course for the major.

College Success

Courses should cover topics such as critical thinking, perceptions of the value of a college degree, university history/policies, student culture, communication, health and wellness, sex, diversity, life planning, campus resources and student responsibility for education. Primary focus should not be career development and course should focus on the theories of succeeding in college. Campus catalog should be a required text for this course.

Computer Science

Transferable courses in this area should cover topics such as introductory theory of the computer; its organization and logic; or development of a high-level programming language. Courses that provide technical training, or are primarily business-oriented, are not considered appropriate for transfer. Courses such as software development, computer graphics, data processing and desktop publishing are not appropriate for transfer. Credit for one course in computer literacy may be granted. Because of the wide variety of offerings in the field, examine course descriptions carefully and compare them to courses offered at UC departments such as Computer Science, Electrical and Computer Engineering, Engineering, Information and Computer Science, Mathematics and Statistics.

Criminology/Law and Society

The content of these courses should focus on criminal theory and not specifically with the functional aspects of law enforcement or administration of justice. May be found in UC departments of Criminology, Law and Society, Legal Studies and Sociology.

Dance

Theory, history, choreography, notation or performance courses offered in any department are acceptable.

Education

Courses should focus on education within the context of its history, politics, culture, and effect on the individual and society.

Engineering

Courses in this area must have a strong theory component, but may include some application. However, courses primarily skills-oriented (e.g., manufacturing technology, practical mapping, engineering shop) are not considered appropriate for transfer. Surveying courses must have a prerequisite of at least Intermediate Algebra. Most other engineering courses must have a prerequisite of at least Introduction to Calculus to be articulated. These include Circuits, Statics and Properties of Materials. One course in Introduction to Engineering CAD is also acceptable.

English

Courses in English composition must have a prerequisite of a course or examination comparable to Subject A. Although such a prerequisite is not currently required for literature courses, the expectation is that they too will be of a college level. Courses should require extensive practice in writing papers, and require a substantial amount of reading of significant literature. See also "Writing". Remedial work in English is defined as work primarily focused on topics in spelling, punctuation, and usage, and in the basic structures of sentences, paragraphs, and short essays. Children's Literature courses are acceptable as a genre but not as a teaching/selection guide for teachers/parents.

English As A Second Language

UC Academic Senate regulations allow a maximum of 12 quarter/8 semester units of transfer credit for courses that emphasize writing. Only the highest levels of ESL, which prepared students for English 1A, may be approved for UC transferability. In order to approve ESL course work, paragraph development and progression to the essay writing is needed. Courses that focus exclusively on listening, reading, or speaking skills are not appropriate for UC credit. UC cannot allow credit for independent studies courses in the ESL area.

English/ Writing

These courses are also called: "Writing", "Creative Writing", "Script Writing", "Newswriting." All writing courses in which writing is the primary focus must have a minimum prerequisite of English 1A or eligibility for English 1A. One course in Journalism is allowed for transfer credit. Courses may include topics such as fundamentals, history, media studies. Commercially oriented writing courses (e.g., magazine writing, how to publish/sell a novel) are not appropriate for UC transferability.

Health Education/First Aid

Courses may include topics in community, general, personal or public health. Watch for duplication. May be found in UC departments such as Physical Education, School of Public Health, Social and Administrative Health Science, Sociology, etc. Credit may be granted for one course in Health Education and one course in First Aid

Independent Study

Independent Study courses will usually be undertaken after completion of basic courses in the subject area. It is a means of meeting special curricular needs and not a replacement for standard courses. Courses should be in areas for which credit is granted in transfer to the University and which have appropriate and sufficient readings, papers and or tests. Granting of partial credit is acceptable based on course content. This area includes courses in Directed Study, Experiential Learning, Field Studies, Independent Study, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc. A course syllabus must be submitted by the student for campus consideration.

Languages other than English

Courses beyond the area 6A proficiency level should provide instruction in the oral and written language, as well as the history and cultural traditions of the foreign country studied. Courses primarily conversational must have as prerequisite a course equivalent to the third year of high school study in the language. Also, the content of conversation courses should not be primarily business or travel-oriented. Languages other than English for Native Speakers such as Heritage Spanish are appropriate for transfer.

Specialized/Military Language Schools should be held to the same standards as above.

Academic Senate Regulation 480:

"A student whose native language is not English and who has completed at least nine years of education conducted in that native language may receive credit for language

courses in it only if the courses are advanced courses at the upper division level. College credit for literature in the native language is allowed only for courses taken in native institutions of college grade, or for upper division and graduate courses actually taken at the University of California or at another English-speaking institution of approved standing."

Mathematics

Mathematics courses (including statistics) must have a prerequisite course equivalent to Intermediate Algebra. These courses will employ topics of advanced algebra as found in courses such as college algebra, pre-calculus, calculus, linear algebra, discrete mathematics, analytic geometry or Elementary Functions. A student may receive credit for at most four semester/six quarter units of any combination of college algebra or pre-calculus courses. Remedial work in mathematics is defined as work in topics from arithmetic, beginning and intermediate algebra, plane geometry, and trigonometry. A pre-calculus course, with intermediate algebra as a prerequisite, containing topics from advanced algebra, elementary functions (logarithmic, exponential, and trigonometric), and analytic geometry, is not considered remedial. Credit for Trigonometry is not allowed if taught as a separate course. One course in Elementary Math for Teachers may be considered for credit.

Military Science (offered at Military Academy/ROTC Program)

Courses should be in the areas of academic disciplines, literature, history, sociology, psychology, ethics, engineering of the military services. Some courses of a practical nature may be acceptable. (See UCSB Land Navigation and orienteering, Basic Mountaineering, Basic Leadership, Basic and Advanced Military Physical Conditioning; See UCLA Principles of Land Navigation Applicable in Maneuver.)

Military credit is not granted upon admission. Credit may be granted on departmental or UC school or college recommendation after enrollment. If the student requests a review of this course work, advise the student to submit supplemental information upon which to make a decision (same as Independent Study). Specialized language school-see Foreign Language.

Mineralogy

Courses in this subject require a prerequisite of either physical geology or chemistry.

Music

Theory and performance courses are granted transfer credit. However, courses that focus primarily on the commercial aspect of music are not considered appropriate for transfer. Electronic music courses should have prerequisites of music theory and history. UC no longer limits credit for appropriate music courses a student may transfer.

Physical Education

Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly.

Credit for Activity courses is limited to 4 semester/6 quarter units; for Theory to 8 semester units/12 quarter units. Courses primarily vocational such as Aerobic Instructor Training or Fire Academy Protection Preparation are not considered appropriate for transfer credit.

Physical Science

Courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Although a specific prerequisite is not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical in nature (i.e., designed for Allied Health majors). While courses generally have a laboratory or field component, lab or fieldwork is not required for elective credit. It is expected the student will take these courses before other transferable courses in astronomy, physics, chemistry, etc. Courses that do not focus on the core concepts of the Physical Sciences discipline, such as Energy and the Way We Live, or Physics of Music are not acceptable.

Physics

Courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Physics for Physicists and Engineers must have a prerequisite of Calculus, Physics for Biologists must have a prerequisite of Trigonometry, and Physics for Liberal Arts Students must have a prerequisite of Intermediate Algebra. UC allows one introductory or survey course. No credit for an introductory course following any course for the major or non-major. Course or courses for majors and non-majors combined: Deduct credit for duplication of major topics.

Psychology

All courses must be academic in content (research, theory, analysis) and not a simple transfer of process. The course should include the theory and application of information. Courses in which the student is a recipient of therapy or instruction aimed at personal improvement or information about the health aspects of psychology or learns a trade skill do not transfer.

Religion

Acceptable courses in this area should focus on religion in an objective and scholarly manner. Courses that may be considered for transfer approach religion from a historical and literary point of view - comparative and cultural. Courses not appropriate approach religion from a dogmatic, applied point of view, meant to indoctrinate.

Social Sciences

Transferable courses should provide students with an understanding of the development and basic features of major societies and cultures. Courses may include an examination of the historic and contemporary ideas that have shaped our world, an examination of the nature and principles of individual and group behaviors, or a study of social science methodologies. Courses that are primarily for personal enrichment are not appropriate for transfer.

Statistics

May be found in the social sciences, mathematics, economics, sociology, psychology, and science departments. Must have a prerequisite of Intermediate Algebra or its equivalent.

Theater Arts

Theory courses, as well as performance and production courses, are transferable. Appropriate courses may include directing, film making, history, performance, production (i.e. stagecraft), theory and scriptwriting. Practical courses in Broadcasting (i.e., radio or TV) or other commercially oriented courses are not appropriate for transfer.

Distance Education/Telecourses

Title 5, Section 55376 requires that:

(a) Each distance education/telecourse shall include the use of appropriate texts, supplemental assigned readings, and/or enrichment materials and activities including examples of reading and writing assignments as required by section 55002(a) and (b).

(b) Each distance education/telecourse shall include regular personal contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone, correspondence or other in-person activities. Personal contact may be supplemented by telephone contact and correspondence.

Additional information about the revised Title 5 regulations for distance education courses can be found online at

http://www.academicssenate.cc.ca.us/Publications/Papers/Distance_learning.html.

General Requirements

Outlines should be current (not more than five years old). Only one of the cross-listed courses needs to be submitted for review. Decision recorded for the submitted course will carry over to the cross-listed courses in the ASSIST maintenance database.

- All lab courses must have a prerequisite/corequisite of a corresponding lecture course.
- Advisory prerequisite/corequisite courses cannot be considered.
- Field courses must have a prerequisite/corequisite of an introductory course in the related discipline.

- All new and revised course submissions must be formally approved by the CCC curriculum committee. "Draft" outlines cannot be accepted.
- If a course has both a "regular" and an "honors" version, information must be forwarded covering both versions of the course.
- If a course has undergone several successive changes, only the most recent outline needs to be submitted.

Textbook requirements

Main text for the proposed course must be dated within 5 years for most course submissions. If there is a specific reason why it is not dated within 5 years there should be a note of explanation.

In some courses such as current history or courses where there has been significant change in recent history there must be up to date materials present.

- **All textbooks should be beyond the 12th grade reading level and at the appropriate college level.**
- **Textbooks and supplemental material should relate directly to the content of the course outline.**
- **Science courses that include a lab component must include a lab manual.**
- **Composition courses need to include a stylebook.**
- **Literature courses must include a representative reading list.**

Credit Limitations

PE Activity courses combined are granted up to 4 units of credit and Theory courses in the area of PE are granted up to 8 units.

Students are allowed up to a maximum of 8 units of ESL/ELD courses.

Students may take one series in Physics; duplication of topics will result in deduction of credit.

Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of C or better.

Credit will not be awarded for any introductory Physical Science course if taken after a college level course.

Variable Topics Courses

These courses are also called “Independent Studies”, “Special Studies”, “Special Topics”, “Internships”, etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas.

Each UC campus will determine credit for these courses based on information provided by the student after they have been admitted at UC. Credit should be initiated by the student after transfer, and is granted only if a UC evaluator determines that the content of the course is appropriate for transfer at the individual UC campus.

Appendix H1: Sample CSU General Education Breadth List (from ASSIST)

www.assist.org

CSU GE Certification Course List by Area
Pasadena City College
05 - 06

Course	Title	Smstr Units	Other Cert	Date Apprvd	Date Rmvd
Area A - COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING					
9 semester or 12-15 quarter units required with at least one course in each from A1, A2 and A3					
A1 - Oral Communication					
SPEECH 1	Fundamentals of Speech	3			
SPEECH 10	Interpersonal Communication	3			
A2 - Written Communication					
ENGL 1A	Reading and Composition	4			
A3 - Critical Thinking					
ENGL 1C	Intermediate Composition - Critical Thinking and Argument	4	C2	F87 F87	F95
PHILO 25	Introduction to Critical Thinking	3		S93	
PHILO 30	Logic	3			
PHILO 33	Introduction to Symbolic Logic	3		F89	
PHYSC 2	Scientific Method as Critical Thinking	3		S92	
SPEECH 6	Argumentation and Debate	3			
SPEECH 12	Argumentation and Critical Thinking			F92	
Area B - PHYSICAL UNIVERSE AND ITS LIFE FORMS					
9 semester or 12-15 quarter units required with at least one course each from Physical Science, Life Science (at least one to contain a laboratory component) and Mathematics/Quantitative Reasoning					
B1 - Physical Science					
ASTRON 1	Elementary Astronomy	4			
ASTRON 10	Topics in Modern Astronomy	3	B3		S88
ASTRON 12	Descriptive Introduction to Astronomy	3	B3	F97	S88
ASTRON 38	Survey of Astronomy	3			F87
CHEM 1A	General Chemistry and Chemical Analysis	5	B3		
CHEM 1B	General Chemistry Chemical Analysis	5	B3		
CHEM 2	College Chemistry	3			S90
CHEM 2A	Chemistry - General, Organic, and Biochemistry	4	B3		

Appendix H2: Sample IGETC List (UC/CSU) (from ASSIST)

www.assist.org

IGETC Course List by Area
City College of San Francisco
05 - 06

Course	Title	Smstr Units	Other Area	Date Apprvd	Date Rmvd
Area 4 - SOCIAL AND BEHAVIORAL SCIENCE					
At least 3 courses from at least 2 disciplines or an interdisciplinary sequence. 9 semester, 12 - 15 quarter units.					
4J - Sociology & Criminology					
BCST 20	Mass Media for Consumer	3		F91	F95
BCST 103	Mass Media and Society	3		F95	
+ SOC 1	Introduction to Sociology	3		F91	
+ SOC 1AC	Introductory	3		F00	
	Sociology/American Cultures				
SOC 2	Social Deviance and Social	3		F91	
	Issues				
SOC 6	The Organization of the	3		F91	F98
	Latin American Community				
SOC 8	Filipino American Community	3		F91	F92
SOC 20	The Sociology of Cities	3		F91	F98
SOC 25	Sex and Gender in American	3		F91	
	Society				
SOC 30	Social Psychology	3		F91	
SOC 35	Sex, Marriage, and Family	3		F91	
	Relationships				
SOC 36	Latin American Family	3		F91	F98
SOC 40	Chinese American Community	3		F91	F92

END OF REPORT

+ Transfer credit is limited by either UC or CSU or both. Please consult with a counselor.

Note: Courses approved for Fall 91 may be taken prior to Fall 91
Courses approved for Fall 92 or later may **NOT** be taken prior to Fall 92

Appendix I: Sample Course-to-Course Agreement (UC) (from ASSIST)

Articulation Agreement by Department			
Effective During the 05-06 Academic Year			
To: UC Riverside		From: Los Angeles Pierce College	
05-06 General Catalog	Quarter	05-06 General Catalog	Semester
=====			

Articulation Agreement by Department
Effective during the 05-06 Academic Year

====Biology====

BIOL 2	Cellular Basis of Life	(4)	BIOL 3	Introduction to Biology	(4)
<hr/>					
BIOL 3	Organisms in Their Environment	(4)	No Course Articulated		
<hr/>					
BIOL 5A	<u>&</u> Intro to Cell and Molecular Biology	(3)	BIOL 6	General Biology I	(5)
BIOL 5LA	Intro to Cell and Molecular Biology Lab	(1)			
<hr/>					
BIOL 5B	Intro to Organismal Biology	(4)	BIOL 7	General Biology II	(5)
<hr/>					
BIOL 5C	Introductory Evolution and Ecology	(4)	BIOL 6 <u>&</u> BIOL 7	General Biology I General Biology II	(5) (5)
<hr/>					
BIOL 30	Human Reproduction and Sexual Behavior	(4)	PSYCH 52	Psychological Aspects of Human Sexuality	(3)
<hr/>					
BIOL 34	Human Heredity and Evolution	(4)	No Course Articulated (Denied: BIOL 25, 46)		

END OF DEPARTMENT

Appendix J: Sample Major Preparation Agreement (CSU) (from ASSIST)

Articulation Agreement by Major			
Effective During the 05-06 And 06-07 Academic Years			
To: CSU Chico		From: Foothill College	
05-07 General Catalog	Semester	05-06 General Catalog	Quarter
=====			

Articulation Agreement by Major
Effective during the 05-06 And 06-07 Academic Years

====Liberal Studies - General====

Subject preparation requirements are governed by legislative action and approval of the California Commission on Teacher Credentialing. Requirements may change between catalogs; please contact the Liberal Studies Office, 530-898-5802 or lbst@csuchico.edu, for advising.

LOWER DIVISION CORE PROGRAM

BIOL 101	Concepts of Biology	(3)	BIOL 10	General Biology: Basic Principles	(5)
	OR			OR	
BIOL 108	Principles of Biology	(3)	BIOL 10	General Biology: Basic Principles	(5)
CMST 131	Speech Communication Fundamentals (CAN SPCH 4)	(3)	SPCH 1A	Public Speaking (CAN SPCH 4)	(4.5)
	OR			OR	
CMST 132	Small Group Communication (CAN SPCH 10)	(3)	SPCH 4	Group Discussion (CAN SPCH 10)	(4.5)
EDTE 255	Introductory Classroom Experience	(2)	NOT ARTICULATED		
	OR			OR	
EDCI 110	Field Experience with Youth	(1-2)	NOT ARTICULATED		
ENGL 130	Academic Writing (CAN ENGL 2)	(3)	ENGL 1A	Composition and Reading (CAN ENGL 2) (§ CAN ENGL SEQ A)	(5)
GEOS 141	Concepts in the Physical Sciences	(3)	NOT ARTICULATED		
HIST 101	Ancient Civilizations	(3)	NOT ARTICULATED		

§ Foothill College ENGL 1A + ENGL 1B qualified as CAN ENGL SEQ A.

THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE CONSULT A COUNSELOR EVERY SEMESTER TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE ARTICULATED COURSES.

HIST 102	Medieval and Early Modern Civilizations	(3)	NOT ARTICULATED		
HIST 130	United States History	(3)	HIST 17A	History of the United States to 1877 (CAN HIST 8) (§ CAN HIST SEQ B)	(5)
			<u>OR</u>		
			HIST 17B	History of the United States from 1877 (CAN HIST 10) (§ CAN HIST SEQ B)	(5)
HUMN 100	Introduction to the Humanities	(3)	NOT ARTICULATED		
MATH 110	Concepts and Structures of Mathematics	(3)	NO COMPARABLE COURSE		
MATH 111	Concepts and Structure of Mathematics	(3)	NO COMPARABLE COURSE		
PHIL 102	Logic and Critical Thinking (CAN PHIL 6)	(3)	PHIL 1	Critical Thinking (CAN PHIL 6)	(5)
			<u>OR</u>		
			PHIL 7	Introduction to Symbolic Logic	(5)
POLS 155	American Government: National, State, and Local (CAN GOVT 2)	(3)	POLI 1	Political Science: Introduction to American Government and Politics (CAN GOVT 2)	(5)
ONE COURSE SELECTED FROM:					
PSYC 151	Socio-Cultural Context Of Psychological Development	(3)	NOT ARTICULATED		
UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.					
ONE COURSE SELECTED FROM:					
THEA 111	Literature in Performance	(3)	DRAM 30	Oral Interpretation of Literature Same as: SPCH 30	(4)
			<u>OR</u>		
			SPCH 30	Oral Interpretation of Literature Same as: DRAM 30	(4.5)
THEA 112	Acting for Non-Majors (CAN DRAM 8)	(3)	DRAM 20A &	Principles of Acting (§ CAN DRAM 8)	(3)
			DRAM 20B	Principles of Acting (§ CAN DRAM 8)	(3)

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

ONE COURSE SELECTED FROM:

ASST 200	Cultures of Asia	(3)		NOT ARTICULATED
	Same as: ANTH 200			

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

GENERAL (PRE-CREDENTIAL) PATTERN - LOWER DIVISION

12 UNITS SELECTED FROM ONE OF THE FOLLOWING AREAS OF CONCENTRATION

ART - LOWER DIVISION

ARTS 125	Basic Drawing (CAN ART 8)	(3)		ART 4A & Introduction to Drawing (3) (§ CAN ART 8)
				ART 4B Intermediate Drawing (3) (§ CAN ART 8)
ARTS 227	Introduction to Painting (CAN ART 10)	(3)		ART 19A & Painting (3) (§ CAN ART 10)
				ART 19B Painting (3) (§ CAN ART 10)
ARTS 260	Introduction to Ceramics (CAN ART 6)	(3)		ART 45A & Beginning Ceramics (3) Handbuilding (§ CAN ART 6)
				ART 45B Beginning Ceramics (3) Potter's Wheel

ONE COURSE SELECTED FROM:

ARTS 100	Art Appreciation	(3)		NO COMPARABLE COURSE
ARTS 101	Art History Survey (CAN ART 2) (§ CAN ART SEQ A)	(3)		ART 2A & Art History (4) (§ CAN ART 2) (§ CAN ART SEQ A)
				ART 2B Art History (4) (§ CAN ART 2) (§ CAN ART 4) (§ CAN ART SEQ A)
ARTS 102	Art History Survey (CAN ART 4) (§ CAN ART SEQ A)	(3)		ART 2C Art History (4) (§ CAN ART 4) (§ CAN ART SEQ A)
ARTS 103	Far Eastern Art Survey	(3)		NO COMPARABLE COURSE
ARTS 104	Survey of Arts of the Americas, Oceania, and Africa	(3)		ART 2D African, Oceanic and (4) Native American Art

CHILD DEVELOPMENT - LOWER DIVISION

CHLD 250	Child Development (CAN FCS 14)	(3)		PSYC 14 Childhood and (4) Adolescence
				<u>OR</u>

			CHLD 55	Child Growth and Development (CAN FCS 14)	(4)
	OR			OR	
*	CHLD 252	Child Development	(3)	PSYC 14	Childhood and Adolescence (4)
				OR	
			CHLD 55	Child Growth and Development (CAN FCS 14)	(4)

CROSS CULTURAL AND LANGUAGE STUDIES

NO LOWER DIVISION COURSE REQUIREMENTS

ENGLISH - LOWER DIVISION

ENGL 220	Beginning Creative Writing (CAN ENGL 6)	(4)	CRWR 6	Introduction to Creative Writing (CAN ENGL 6)	(4)
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ONE COURSE SELECTED FROM:

ENGL 251	African American Literature Same as: AFAM 251	(3)	ENGL 12	African American Literature	(4)
ENGL 252	American Indian Literature Same as: AIST 252	(3)	NOT ARTICULATED		
ENGL 253	Asian American Literature Same as: AAST 253	(3)	NOT ARTICULATED		
ENGL 254	Chicano/Latino/a Literature	(3)	NOT ARTICULATED		

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

ENVIRONMENTAL STUDIES

NO LOWER DIVISION COURSE REQUIREMENTS

HEALTH SCIENCE STUDIES - LOWER DIVISION

HCSV 265	Human Sexuality	(3)	NOT ARTICULATED		
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HUMANITIES - LOWER DIVISION

PHIL 101	Introduction to Philosophy (CAN PHIL 2)	(3)	PHIL 4	Introduction to Philosophy (CAN PHIL 2)	(4)
	OR			OR	
PHIL 104	Personal Values (CAN PHIL 4)	(3)	PHIL 8	Ethics (CAN PHIL 4)	(5)

ONE COURSE SELECTED FROM:

HUMN 220	Arts and Ideas: Ancient(3)	NOT ARTICULATED
HUMN 221	Arts and Ideas: Middle (3) Period	NOT ARTICULATED
HUMN 222	Arts and Ideas: Modern (3)	NOT ARTICULATED
RELS 100	Judaism, Christianity, (3) Islam	NOT ARTICULATED
RELS 110	Asian Religions (3)	NOT ARTICULATED

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

ONE COURSE SELECTED FROM:

ENGL 258	World Literature (3)	NOT ARTICULATED
ENGL 260	Great Books (3)	NOT ARTICULATED
RELS 107	The Bible (3)	NOT ARTICULATED

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

LIFE SCIENCE - LOWER DIVISION

THREE COURSES SELECTED FROM:

BIOL 105	Food, Fiber, and Drugs (3)	NO COMPARABLE COURSE
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UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

LITERATURE

NO LOWER DIVISION COURSE REQUIREMENTS

MATHEMATICS - LOWER DIVISION

MATH 105	Statistics (3) (CAN STAT 2)	MATH 10	Elementary Statistics (5) (CAN STAT 2)
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TWO COURSES SELECTED FROM:

MATH 101	Patterns of Mathematical Thought (3) (CAN MATH 2)	MATH 44	An Introduction to Contemporary Mathematics (5) (CAN MATH 2)
MATH 107	Finite Mathematics for Business (3) (CAN MATH 12)	MATH 11	Finite Mathematics (5) (CAN MATH 12)
MATH 109	Survey of Calculus (3) (CAN MATH 30)	MATH 12	Calculus for Business (5) and Economics (CAN MATH 34)

MATH 118	Trigonometry (CAN MATH 8)	(3)	MATH 51	Trigonometry (CAN MATH 8)	(5)
MATH 119	Precalculus Mathematics (CAN MATH 16)	(4)	MATH 49	Precalculus (CAN MATH 10)	(5)
MATH 120	Analytic Geometry and Calculus (CAN MATH 18) (§ CAN MATH SEQ B) (§ CAN MATH SEQ C)	(4)	MATH 1A & MATH 1B	Calculus (CAN MATH 17) (§ CAN MATH 18) (§ CAN MATH SEQ B) (§ CAN MATH SEQ C) Calculus (§ CAN MATH 18) (CAN MATH 19) (§ CAN MATH 20) (§ CAN MATH SEQ B) (§ CAN MATH SEQ C)	(5) (5)
MATH 121	Analytic Geometry and Calculus (CAN MATH 20) (§ CAN MATH SEQ B) (§ CAN MATH SEQ C)	(4)	MATH 1C	Calculus (§ CAN MATH 20) (CAN MATH 21) (§ CAN MATH 22) (§ CAN MATH SEQ B) (§ CAN MATH SEQ C)	(5)

MULTICULTURAL ISSUES - LOWER DIVISION

ONE COURSE SELECTED FROM:

MCGS 155	Introduction to Multicultural and Gender Studies	(3)	NOT ARTICULATED
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UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

TWO COURSES SELECTED FROM:

SELECT COURSES FROM TWO DIFFERENT CULTURAL GROUPS

African American Studies

AFAM 170	Introduction to African American Studies	(3)	NOT ARTICULATED
AFAM 251	African American Literature Same as: ENGL 251	(3)	ENGL 12 African American Literature (4)

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

American Indian Studies

AIST 252	American Indian Literature Same as: ENGL 252	(3)	NOT ARTICULATED
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AIST 230 The American Indian (3) | NOT ARTICULATED
Same as: HIST 230 |

AIST 170 Introduction to (3) | NOT ARTICULATED
American Indian Studies

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

Asian American Studies

AAST 152 Introduction to the (3) | NOT ARTICULATED
Asian American Experience |
Same as: SOCI 152

AAST 253 Asian American (3) | NOT ARTICULATED
Literature |
Same as: ENGL 253

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

Chicano Studies

CHST 135 Mexican Heritage in (3) | NOT ARTICULATED
The United States |
Same as: HIST 135

CHST 157 Introduction to (3) | NOT ARTICULATED
Chicano Studies |
Same as: SOCI 157

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

MUSIC - LOWER DIVISION

MUSC 107 Listening with (1) | NOT ARTICULATED
Understanding

MUSC 291 American Music (3) | NOT ARTICULATED

MUSC 292 Major Music Figures in (3) | NOT ARTICULATED
Western Civilization

TWO COURSES SELECTED FROM:

MUSC 293 History of Jazz (3) | NOT ARTICULATED

MUSC 294 History of Rock and (3) | NOT ARTICULATED
Roll

MUSC 296 African American Music (3) | NOT ARTICULATED
Same as: AFAM 296

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

PHYSICAL EDUCATION

NO LOWER DIVISION COURSE REQUIREMENTS

SCIENCE - LOWER DIVISION

CHEM 100 Chemistry and Current Issues (3) | NOT ARTICULATED

PHYS 100 Concepts in Physics (3) | NOT ARTICULATED

SOCIAL SCIENCE - LOWER DIVISION

HIST 103 The Modern World (3) | NOT ARTICULATED

ONE COURSE SELECTED FROM:

HIST 230 The American Indian (3) | NOT ARTICULATED
Same as: AIST 230

HIST 231 African American History (3) | NOT ARTICULATED
Same as: AFAM 231

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

SOUTHEAST ASIAN-AMERICAN CULTURES

AAST 152 Introduction to the Asian American Experience (3) | NOT ARTICULATED
Same as: SOCI 152

ASST 200 Cultures of Asia (3) | NOT ARTICULATED
Same as: ANTH 200

END OF MAJOR

- * CHLD 55 IS AN APPROVED SUBSTITUTE FOR THIS MAJOR ONLY
- § Foothill College ENGL 1A + ENGL 1B qualified as CAN ENGL SEQ A
Foothill College HIST 17A + HIST 17B qualified as CAN HIST SEQ B
Foothill College DRAM 20A + DRAM 20B qualified as CAN DRAM 8
Foothill College ART 4A + ART 4B qualified as CAN ART 8
Foothill College ART 19A + ART 19B qualified as CAN ART 10
Foothill College ART 45A + ART 45AX qualified as CAN ART 6
California State University, Chico ARTS 101 + ARTS 102 qualified as CAN ART SEQ A
Foothill College ART 2A + ART 2B qualified as CAN ART 2
Foothill College ART 2A + ART 2B + ART 2C qualified as CAN ART SEQ A
Foothill College ART 2B + ART 2C qualified as CAN ART 4
California State University, Chico MATH 120 + MATH 121 qualified as CAN MATH SEQ B
California State University, Chico MATH 120 + MATH 121 + MATH 220 qualified as CAN MATH SEQ C
Foothill College MATH 1A + MATH 1B qualified as CAN MATH 18
Foothill College MATH 1A + MATH 1B + MATH 1C qualified as CAN MATH SEQ B
Foothill College MATH 1A + MATH 1B + MATH 1C + MATH 1D qualified as CAN MATH SEQ C
Foothill College MATH 1B + MATH 1C qualified as CAN MATH 20
Foothill College MATH 1C + MATH 1D qualified as CAN MATH 22

THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE CONSULT A COUNSELOR EVERY SEMESTER TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE ARTICULATED COURSES.

Appendix K: Sample Curricular Changes

LEGEND:

DEPT= Prefix; TITLE= Course title or new title; UNITS= Current unit value; NEW= New course; REV= Revised courses with substantive change; DEL= Deleted courses; REINSTATED= Inactive course reactivated; UC (UC transferability) A= Courses approved by UC P= UC approval pending; COMMENTS= Substantive change noted.

NOTE: All courses on this list are baccalaureate level.

DEPT	CRSE NUM	TITLE	UNITS	EFF QTR	NEW	REV	DEL	UC	RE-IN STATD	COMMENTS
ART	1L	Introduction to Art Laboratory	1	05S			X			
								A		
ART	2L	Art History Laboratory	1	05S			X	A		
ART	12	Introduction to Asian Art	4	05F	X			P		
ART	13	Introduction to Islamic Art	4	05F	X			P		
ART	15A	Basic Two-Dimensional Design	3	02M			X			Late curriculum change
ART	45 A	Beginning Ceramics Handbuilding	3	05M		X				Title change: Formerly "Beginning Ceramics"
								A		
ART	45 B	Beginning Ceramics Potter's Wheel	3	05M		X				Title change: Formerly "Ceramic Pottery"
								A		
ART	49	Monoprinting	3	05M		X		A		Changed to GID 48
ART	66	The Art of Spain	4	05M						
								P	X	Unit increase from 3 to 4
BIOL	11	Humans and the Environment	4	05F			X			
								A		
BIOL	19	Environmental Biology	4	05F	X			P		
BIOL	19L	Environmental Biology Laboratory	1	05F	X					
								P		
BIOL	20	Environmental Biology	5	05F			X			Course redesigned as BIOL 19 & 19L
								A		
BTEC	69	Basic Mammalian Cell Culture Techniques	2	05F		X				Unit increase. Formerly 1 unit
CHIN	1	Elementary Chinese I	5	05F		X				Minor title change. Sequential numbers added
								A		
ENGL	23	Modern English: Function & Grammar	4	05M		X				Remove cross listing with LING 23
								A		
ENGR	20	Introduction to Engineering	4	05M	X					
								A		
GID	1	History of Graphic Design	4	05F		X				
										Title change. Formerly GRDS 36. Same as ART 36
HLTH	21	Health Education	3	05M		X		A		
								A		

Appendix M: *IGETC Notes*

You are invited to download the three issues of *IGETC Notes* and insert them here.

<http://www.ucop.edu/pathways/ucnotes/>

OR

<http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/Downloads/Igetc.doc>

Appendix N: Instructions for Updating UC TCA

Directions for Revising the UC Transferable Course Agreements

General Information

Courses are reviewed only for the current academic year, during your scheduled update month. UC compares course numbers, titles, and unit values listed in the community college catalog with the current TCA. Please compare the course number, title, and unit information in your catalog with that of the TCA for accuracy. Course outlines should be submitted only for those courses that are new, or have undergone significant content or prerequisite changes, and that you and your faculty think are appropriate for UC transfer credit. Outlines should clearly state the prerequisite of a course, its purpose and content, the method of evaluation, required texts including publication date, and laboratory manual/description where appropriate.

Please refer to the following guidelines:

- ◆ Your college's curriculum committee must have formally approved new courses submitted. "Draft" outlines are not acceptable.
- ◆ If a course has both a "regular" and an "honors" version, information must be forwarded covering **both** versions of the course.
- ◆ If a course has undergone several successive changes, only the most recent outline should be submitted.
- ◆ Generally, outlines should not be more than five years old. Textbook year is required for each appropriate outline and should also be within five years.
- ◆ You may indicate that a course is repeatable by adding "ea" after the unit value.
- ◆ When stating a prerequisite in a course outline please be sure to include the course prefix, number and **title**.

When submitting outlines for courses that are "cross-listed" among different subject areas, all departments in which the course is offered should be indicated on the outline. This information should have been relayed through the ASSIST maintenance system during the curriculum update cycle. Only one outline needs to be submitted for "cross-listed" courses.

Specific Instructions

A copy of your college's most recent UC Transferable Course Agreement (TCA) is provided as a pdf file. You will need Adobe Acrobat to open the attachment. **Notice the list includes only those courses that are transferable to the University of California.**

Please print the attached pdf and indicate the following:

1. Courses that have been removed from your curriculum should be deleted from the TCA.
2. Courses that have been added to your course offerings since your last review. For articulation purposes, this includes existing courses that have recently undergone substantial prerequisite or content changes.
3. Any course title, number, and/or unit value changes. Since these changes are technical in nature, course outlines do not need to be submitted for review. The attached pdf file shows all course prefixes, numbers, titles, and units as they have been submitted to ASSIST for the current year. If you find any discrepancies you should mark them on the printout and submit corresponding error corrections to ASSIST or contact ASSIST to discuss the discrepancy.

The revisions you make to the enclosed TCA will serve as our working copy to update your TCA for the new academic year. **For this reason we ask that you include all pages, do not retype, copy double-sided, or staple the TCA when submitting it to our office.** Please be as thorough as possible in revising your TCA as it will expedite our review. Your assistance with this process is greatly appreciated.

In order to update your TCA within the timeframe you requested we need to adhere to a strict update schedule. We must receive your revised agreement, catalog, course outlines entered in OSCAR for all new/revised courses and any supplementary materials within one month from the date of receiving this letter. If we do not receive all needed information by this time, priority will be given to those who adhered to their schedule and submitted their materials in a timely manner.

Appendix O: Sample OSCAR Entry Outline (Excerpts)04/06/06 **OSCAR Campus Course Outline Report** **Page # 1****College Name:** Irvine Valley College**Course Name:** ECON 10**Title:** Statistics for Business and Economics**Units:** 3**Course Begin Date:** F05**Same As:** MGT 10**OSCAR Cycle:** 2005**Current** UC**Transferable:** Y**Requested** UC**TCA Action:** Add**Current** IGETC:**Requested** IGETC**Action:****Current** CSU GE-B:**Requested** CSU**GE-B Action:** D2 (Add)**Current** CSU AI:**Requested** CSU**AI Action:****Is the data entry of
this course outline
complete?** Y**Is this course
repeatable?** N**Are there components
of this course that
may be conducted via
distance education?** N**Is this an honors
course?** N**Face-to-face lecture
hours per week:** 2.50**Face-to-face lab
hours per week:** 1.50**Date of campus
approval of course
outline:** Feb 28 2005**Prerequisites:**

Math 253.

Corequisites:

None

Course Description:

This introductory course presents statistical concepts and methods used extensively in business and economics, including computer-based statistical analysis. Students study descriptive and inferential statistics using examples and observations, and perform statistical analysis using software applications. Emphasis is on problem solving, interpretation and results that underlie decision-making within markets and international institutions. The course provides a foundation to prepare business economics and business administration majors for required upper division courses in quantitative methods and provides a foundation to prepare economics majors for the study of econometrics.

04/06/06

OSCAR Campus Course Outline Report

Page # 7

Methods of Evaluation:

1. Assignments that require identification of the appropriate statistical procedure to use given the data.
2. Tests that assess basic principles of statistical inference and probability theory.
3. Case studies that require students to explain variability in data and how variability affects decisions and accuracy of forecasts.
4. A comprehensive course project that applies statistical analysis to compute various statistics, describes and illustrates basic principles of statistical inference and probability theory, model development, formulation and testing of an hypothesis, and written and oral presentation of conclusions for non-statistical readers and listeners.
5. Instructor evaluation of participation in class discussions to determine the student's proficiency applying concepts and methods of statistical analysis and inference, and computation of various statistics.
6. Lab assignments that require replication of statistical analysis using two software packages, trend line forecasting, model construction with assumptions, and inference for decision making.

Examples of Appropriate Texts or Other Required Reading:

Title: Statistics for Business and Economics

Author: Anderson, Sweeney and Williams

Date: 2005

Other Appropriate Reading:

"Statistics for Business and Economics" 9th ed. by Anderson, Sweeney and Williams (Thomson, 2005) or the equivalent.

College Name: Irvine Valley College

Course Name: ECON 10

If this is an honors course, please describe how it is enriched beyond the regular course:

Not offered as honors

Other Outline Information:

ECON 10 is also listed as MGT 10.

Appendix P: CSU Executive Order 595

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 08082-4275

Executive Order No.:

595

Title: General Education-Breadth Requirements

Effective Date: January 1, 1993

Supersedes: Executive Order No.338,342

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.

I. Scope and Purpose

This Executive Order is intended to establish a common understanding about CSU General Education Breadth Requirements (pathway A below) and to provide for certification by regionally accredited institutions of the extent to which transfer students have met these requirements. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education-Breadth Requirements is also addressed in this Executive Order.

Policies adopted by the Board of Trustees in July 1991 provide for three ways for undergraduate students to fulfill general education requirements of the CSU:

A. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.

B. Completion of the Intersegmental General Education Transfer Curriculum (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.

B. Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.

II. Campus Responsibility

A. The faculty of a CSU campus has primary responsibility for developing and revising the institution's particular General Education-Breadth program. Trustee policy describes broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its creativity in identifying courses and disciplines to be included within its General Education-Breadth program. In undertaking this task, participants should give careful attention to the following:

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.
2. Considering the organization of approved courses into a variety of "cores" or "themes," each with an underlying unifying rationale, among which students may choose.
3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.
4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.
5. Considering the possibility of incorporating integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.
6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.
7. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
8. Considering possibilities for activity as well as observation in all program subdivisions.

B. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

C. Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

D. Each campus shall provide for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

III. Objectives of CSU General Education-Breadth Requirements

General Education-Breadth Requirements are to be designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

A. will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;

B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;

C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

IV. Entry-Level Learning Skills

Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

V. Distribution of General Education-Breadth Units

Every baccalaureate graduate who has not completed the program specified in Subsection B or C of Section I above shall have completed the program described in Subsections A through E below, totaling a minimum of 48 semester units or 72 quarter units. At least nine of these semester units or twelve of these quarter units must be upper-division level and shall be taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained. At least nine of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of units required be less than 48 semester units or 72 quarter units. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women.

A. A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in 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 course(s) 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.

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 reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

B. A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

C. A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts,

the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

D. A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

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

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit "double counting" of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campus wide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

VI. Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to

avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior level transfer student.

B. In the case of high-unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the campus level prior to initiating the request. A full academic justification shall be submitted to the Senior Vice Chancellor, Academic Affairs, who shall submit his or her recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VII. General Education Advisory Committee

A system wide Advisory Committee on General Education is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of the California State University. Liaison membership from the instructional faculty of the California Community Colleges may be included as well. The responsibilities of this committee will be as follows:

A. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education-Breadth policy to ensure high quality general education.

B. To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.

C. To review the implications of CSU General Education-Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.

D. To report as appropriate to the Chancellor and the Board of Trustees.

The Chancellor or the Senior Vice Chancellor, Academic Affairs, may from time to time request the committee to address and provide advice on other issues related to development and well-being of General Education Breadth policy and programs in the California State University.

VIII. Certification by Non-CSU Regionally Accredited Institutions of Transfer Students' Fulfillment of CSU General Education-Breadth Requirements

A. Premises

1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

3. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions in the absence of specific indications that such reciprocity is not appropriate.

B. Conditions for Participation

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education-Breadth certification if it agrees to the following provisions:

1. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

2. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Section III of this Executive Order and such additional objectives as may be promulgated by the Chancellor of the California State University.

a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

b. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education-Breadth Requirements may be appropriate components of general education (cf. Subsections A-5 and A-7 of Section [1]).

c. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.

3. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

a. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)

b. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

c. As of the effective date of this executive order, the list will include all entries that were submitted by participating institutions and not identified for challenge under the provisions of Executive Order 342. Recognizing the integrity of faculty curricular review processes in participating institutions, the CSU expects that proposed updates will generally be acceptable. However, after the effective date of this executive order, additions or modifications of entries shall be reviewed by a subcommittee of the Advisory Committee on General Education for congruence with the areas and objectives specified. The subcommittee is to be drawn from the instructional faculty of the California State University. The subcommittee may ask the participating institution for additional materials and is encouraged to consult faculty from the California State University or California Community who have relevant expertise. The subcommittee may refer decision on

acceptance of Executive Order No. 595 the course to the Advisory Committee on General Education. A course that is reviewed and determined to be inconsistent with the objectives with which it has been associated will not be added to the list.

d. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.

e. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for reapproving entries that are found to have remained appropriate and for directing to the subcommittee of the Advisory Committee on General Education any questions such updating of the courses may have raised as to their congruence with CSU General Education-Breadth areas and objectives.

4. The participating institution shall report certification for individual students in a format to be specified.

C. Acceptance of Certification

CSU campuses shall accept full certification or subject-area certification, as defined below, by participating institutions. Students admitted to a CSU campus with full certification may not be held to any additional lower-division general education requirements; students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified. Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections m and V. The units must be distributed as follows, except as specified in Subsection 3 below:

a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication and critical thinking.

b. In Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component and mathematics/quantitative reasoning.

c. *In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).*

d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. In Area E, no fewer than three semester units (4-5 quarter units).

2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:

a. For Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.

b. For Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component and mathematics/quantitative reasoning. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.

c. For Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).

d. For Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. For Area E, no fewer than three semester units (4-5 quarter units).

3. Exceptions to restrictions above may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

D. Limitations on Certification of Students

1. A participating institution may not certify a student for more than 39 semester units or equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 39 semester units or equivalent.

2. A CSU campus need accept as certified for a given subject area no more than the minimum numbers of units specified in Subsections A through E in Section V above.

3. A participating institution may certify a student for no more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses

and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.

6. Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this executive order and the total units in general education-breadth required by the campus granting the degree.

IX. Lower-Division General Education Reciprocity Among CSU Campuses

A. Lower-division general education requirements designated by CSU campuses as having been satisfactorily completed in their entirety shall be recognized as fulfilling all lower division general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist between the two programs. (A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.) For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus may not be held to any additional lower-division general education requirements by the campus awarding the degree.

B. Lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed, shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist in the configuration of the two programs or in the content of the subject area. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.

C. The provisions of Subsections A and B of this section do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree, or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

D. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower division general education requirements in each subject area, and shall provide official documentation of such completion.

November 20, 1992
Barry Munitz, Chancellor

ATTACHMENT A [To Executive Order 595]

Designations for Subject Areas and Objectives Executive Order No. 595

Area A: Communication in the English Language and Critical Thinking
References: Sections V-A, VIII-C-I-a, VIII-C-2-a

Oral Communication	A1
Written Communication	A2
Critical Thinking	A3

Area B: Physical Universe and Its Life Forms
References: Sections V-B, VIII-C-I-b, VIII-C-2-b

Physical Science	B1
Life Science	B2
Laboratory Activity	B3
Mathematics/Quantitative Reasoning	B4

Area C: Arts, Literature, Philosophy and Foreign Languages
References: Sections V-C, VIII-C-I-c, VIII-C-2-c

Arts (Art, Dance, Music, Theater)	C1
Humanities (Literature, Philosophy, Foreign Languages)	C2

Area D: Social, Political, and Economic Institutions and Behavior;
Historical Background
References: Sections V-D, VIII-C-I-d, VIII-C-2-d

Anthropology and Archeology	D1
Economics	D2
Ethnic Studies*	D3
Gender Studies*	D4
Geography	D5
History	D6
Interdisciplinary Social or Behavioral Science	D7
Political Science, Government, and Legal Institutions	D8
Psychology	D9
Sociology and Criminology	D0

Area E: Lifelong Understanding and Self-Development E
References: Sections V-E, VIII-C-I-e, VIII-C-2-e

*Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives may be categorized in Area C.

Appendix Q: CSU General Education-Breadth Guidelines

CSU GENERAL EDUCATION-BREADTH (GE-B) CERTIFICATION GUIDELINES

CERTIFICATION BASICS

- ◆ All CSU GE-B Areas A-E must be completed for full certification. However, certification of particular areas is also possible.
- ◆ A course taken at a California Community College can only be used to satisfy the CSU GE-B area if the course was approved for that area when the student took the course. The exception is if a course was “grandparented”
 - If the CSU GE-B approved date on ASSIST is blank or F81, course was “grandparented” in this GE area. This means that the course is acceptable for this GE area for “as far back as the course can be identified.”
 - If the CSU GE-B approved date on ASSIST is S82 or later, the course technically cannot be certified for this area if the student took it before the approved date
- ◆ Courses can be listed in more than one area, but cannot be double counted. In other words, a course cannot be used to certify more than one of the CSU GE-B Areas A-E. However, courses used towards A-E certification may be used to fulfill the CSU requirement of U.S. History, Constitution and American Ideals.
- ◆ Since CSU admissions requirements for transfer students at the upper-division level specify a minimum grade of “C” for CSU GE-B Areas A1, A2, A3 and B4, most colleges require a “C” or better grade when certifying CSU GE-B Areas A and B4. A total of at least 30 semester units of courses on CSU GE-B certification lists or the equivalent must be completed with a grade of “C” or better for admission purposes. If students have exceeded certification requirements in certain areas, including in the certification the maximal number of courses with “C” or better grades is recommended. [There is a minimum GPA requirement of 2.0 for all transferable units but no minimum GPA requirement specific to CSU GE-B.]
- ◆ Courses with a “credit” grade may be used for certification, provided the college issuing the “credit” has a policy which states that “credit” is equivalent to a grade of “C” or better. (Note: Some campuses might have limitations on the number of “credit” grades that can meet degree requirements, but this is separate from CSU GE-B certification.)
- ◆ International or foreign coursework cannot be used in CSU GE-B certification. The individual CSU campus may opt to give students credit for foreign coursework, but community colleges do not have that prerogative.

PASS-ALONG

Pass-along is that process where a community college uses course work taken at another institution *PRIOR TO ENROLLING AT THE COMMUNITY COLLEGE* when certifying course work for one of the California accepted General Education patterns.

Pass-along for CSU GE-B courses taken at a California Community College or other institution maintaining a CSU GE-B certification list

- ◆ Courses are placed in the general education pattern in the area for which they were approved at the college where the course was taken.

Pass-along for courses taken at a California State University prior to enrolling at a California community college

- ◆ Courses are placed in the general education pattern in the area for which they were approved at the CSU where the course was taken. CSU campuses do not always use the coding in Attachment A of E.O. 595 to label the areas of the campus-specific GE-B pattern, so it may be necessary to ascertain the appropriate area by matching up the objectives rather than the labels. Note: If the student is transferring back to a CSU campus he or she attended previously, the campus *may* regard the student as subject to the campus-specific GE pattern and not an appropriate candidate for certification.

Pass-along for courses taken at a University of California campus, a regionally accredited independent college or university in California that does not maintain a CSU GE-B certification list, or a regionally accredited out-of-state institution of higher education:

- ◆ If a course from one of these institutions is substantially comparable to a course at your campus that is currently on your CSU GE-B certification list, you may pass it along in the appropriate area. This generally requires review and approval by subject matter faculty from your college of the course in question. However, your college may allow the articulation office to determine that an obvious general education course, such as General Psychology, is comparable.
- ◆ ‘Spirit’ of GE Area: Where your college doesn’t offer a comparable course but the course in question meets GE requirements at the institution offering it that are substantially similar to CSU GE-B requirements, the course may be passed along.
- ◆ Criteria would include:
 - ◆ The institution is accredited by one of the United States regional accrediting associations, e.g. WASC. (Community colleges should not pass-along courses from international educational institutions.)
 - ◆ The scope and rigor of the course is similar to courses already on CSU GE-B certification lists, e.g. History of India would be OK if we have History of Japan already on our list. Note: The course is not required to be lower division.

Pass-Along for Critical Thinking:

- ◆ Pass-along for critical thinking courses from out-of state and independent colleges and universities is discouraged. A reference in the catalog description to “critical thinking” is not sufficient; to pass along such a course, the faculty would have to evaluate a course outline or syllabus on the basis of the explicit critical-thinking standards in E.O. 595.

QUESTIONS AND ANSWERS

1. Is Partial Certification of CSU GE-B permitted?
Students may qualify for full certification or certification of one to four areas. (This is different from IGETC.) A student qualifies for full certification when all 5 subject-areas of CSU GE-B are satisfied. A student qualifies for Area certification for each subject area where all requirements are satisfied.
2. When a student attends multiple colleges, which institution is responsible for certifying CSU GE-B?
The last community college the student attends should prepare the certification.
3. May community colleges use courses with “credit” grades for CSU GE-B?
Yes. Courses with a “credit” grade may be used for certification, provided the college issuing the “credit” has a policy which states that “credit” is equivalent to a grade of “C” or better (not C- or better).
4. What is the minimum unit value for a course to clear a subject subarea? Can a one-unit course be used?
A one-unit course may be used to clear a subarea of Area C or Area D as long as that course is approved for use in that particular subarea. Example: A one-unit music course may clear Area C1, if 8 units are taken in Area C2. Together, they would fulfill the Area C requirement.
5. May a community college use Advanced Placement (AP) exams in place of courses for CSU GE-B?
Yes, CSU has adopted guidelines for the use of AP exams for CSU GE-B certification.
6. May community colleges use CLEP exams in place of courses for CSU GE-B?
Not at this time. While all CSU campuses will accept one chemistry and two math exams for *elective* credit, they do not necessarily accept them for general education or other degree requirements. Individual CSU campuses determine how they will apply CLEP exams towards degree requirements. [Note: Community colleges often accept AP in lieu of coursework; sometimes CLEP is listed on transcripts using the same general code as AP credit. Community college students have to petition for CLEP credit as they would for AP credit. If CLEP credit is received (rarely), then it may show up on transcripts under the aforementioned generic code; hence, there may be no way of distinguishing between these two tests on a CCC transcript.]
7. Is CSU GE-B an admission requirement?
No. If students were not eligible for admission out of high school, however, they will need to complete either IGETC or CSU GE-B Areas A1, A2, A3 and B4 with “C” or better grades to be admitted to a CSU campus.

8. Is it advisable for all students to complete IGETC or CSU GE-B?
No. Some students pursuing majors that require extensive lower-division major preparation may want to focus on taking major preparation courses and the CSU GE-B areas required for admission (Areas A and B4).
9. Is there a limit as to how many courses can be passed along from independents/out-of-state institutions? What about courses coming from CSUs and UCs?
CSU GE-B policy imposes no limit on the number of courses or units that can be passed along. At least one course, however, should have been completed at the college doing the certification.
10. What about double counting for CSU-GE-B and the major? How is CCC certification of CSU-GE-B affected by local CSU campus policy?
Some CSU campuses may impose limits on the double-counting of courses for CSU GE-B and the major. It is useful for community colleges to be aware of such limitations, so that when there is a choice of courses that can fulfill CSU GE-B requirements, the certification is structured to maximize what “counts” for the student.
11. Are community colleges restricted from using military credit for CSU GE-B Area E (i.e., Health Education and PE)?
The CSU will accept military credit for basic training as equivalent to one unit of physical-activity courses in Area E.
12. What about the use of three-quarter-unit courses from independent or out-of-state universities, particularly for certification of Area A1, A2, A3; and B4?
For admission purposes, the student must fulfill Area B4 by completing at least three semester units or four quarter units in mathematics/quantitative reasoning with an intermediate algebra prerequisite. Three-quarter-unit courses can contribute to fulfillment of Area A. A total of 12 quarter units is required; these units do not have to be evenly distributed across the three subareas, but the instruction in each subarea must be substantial enough to meet the pertinent objectives in E.O. 595.
13. What about repeatable courses?
If the college allows repeats for a course on the CSU GE-B list, the repeated units may be applied to the CSU GE-B, unless limitations are noted on ASSIST.

14. Under “Spirit of GE,” could a community college certify a course if the course to be “passed along” was comparable to a course on another community college’s CSU GE/B list?

Probably, at least for CCC courses that were reviewed and accepted (not grandparented) in the CSU GE-B course review process.

Note: This document was prepared by a subcommittee of CCC Articulation Officer Regional Representatives (Deanna Abma, Jerry Somerville, Michael Stephans); was reviewed and edited by Jolayne Service, Dean of Academic Program Planning, CSU Chancellor’s Office; and was further reviewed by the CCC Articulation Officer Regional Representatives and various CIAC articulation officers. Publication Date: March, 2006

Appendix R: CSU Executive Order 405**Executive Order No.: 405****THE CALIFORNIA STATE UNIVERSITY AND COLLEGES****Office of the Chancellor****400 Golden Shore****Long Beach, CA 90802****Executive Order:** 405**Title:** Graduation Requirements in United States History, Constitution and American Ideals**Effective Date:** November 15, 1982**Supersedes:** No Prior Executive Order

This Executive Order is issued pursuant to Section 40404 of Title 5 of the California Administrative Code. Its purpose is to establish guidelines for the administration of Section 40404 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This Executive Order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied.

I. Content of Course and Examination Designated as Meeting Requirements of Section 40404

A. Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.

2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.

3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

B. Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

II. Certification

Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this Executive Order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of The California State University.

III. Procedures for Certification

The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342) modified as follows:

1. Certification means that the entire requirement has been met. Partial certification is not authorized.
2. Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification for those purposes shall be according to established procedures for those purposes (see Executive Orders 167 and 342).
3. A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 342 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this Executive Order.

IV. Disputes

When disagreements arise, the procedures in the Chancellor's Executive Order concerning certification of General Education-Breadth Requirements (see Executive Order 342, Part V) shall be utilized to achieve resolution.

V. Effective Date

This Executive Order is effective immediately. Students presently enrolled, however, who enrolled in courses or completed examinations prior to this date, which would have met the requirements of Section 40404 at that time, shall be deemed to have satisfied these requirements.

W. Ann Reynolds, Chancellor

Date: November 15, 1982

Appendix S: UC/CSU IGETC Criteria

Adoption of the Intersegmental General Education Transfer Curriculum Board of Governors California Community Colleges March 15, 1991

Background

Assembly Bill 1725 (Chapter 973, Statutes of 1988) directed the governing boards of the University of California, the California State University, and the California Community Colleges, with appropriate consultation with the Academic Senates of the respective segments, to jointly "develop, maintain, and disseminate a common core curriculum in general education for the purpose of transfer," and to adopt that curriculum. The full text of that directive, as incorporated in the Education Code, reads as follows:

66720. The Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, with appropriate consultation with the Academic Senates of the respective segments, shall jointly develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. Any person who has successfully completed the transfer core curriculum, shall be deemed to have thereby completed all lower division general education requirements for the University of California and the California State University.

66721. Upon development of the transfer core curriculum pursuant to Section 66720, and upon any subsequent joint revision of that curriculum, the Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University shall jointly cause the curriculum to be published and distributed to each public school in this state that provides instruction in any of the grades 7 to 12, inclusive, and to each community college in this state, with an emphasis on the communication of that information to each school or college having a high proportion of students who are members of one or more ethnic minorities. In addition, the Board of Governors shall distribute that transfer core curriculum to the State Board of Education, which shall apply that information to ensure, through its curriculum development activities, that public school pupils enrolled in any of the grades 9 to 12, inclusive are aware of the academic requirements for preparation for higher education and may receive any necessary academic remediation in a timely manner.

66723. No provision of this chapter shall apply to the University of California except to the extent that the Regents of the University of California, by appropriate resolution, makes that provision applicable.

This action of the Legislature followed from recommendations in reports of the Commission to Review the Master Plan for Higher Education and the Joint Legislative Committee to Review the Master Plan. Both reports decried the confusing multiplicity of general education course requirements of the State University system and the individual campuses, colleges, and programs of the University of California as a barrier to students who wished to transfer. The solution, all agreed, was the creation of a common set of lower-division, general education requirements that could serve as a basis for transfer to all campuses of both segments.

The Intersegmental Committee of the Academic Senates (ICAS) took up the task of responding to those recommendations in the fall of 1986, well before the AB 1725 directive took effect. (The members of ICAS committee who developed the basic proposal are listed in Appendix B.) A year earlier, the California State University (CSU) had adopted a systemwide general education pattern of courses, and, faculty at the University of California (UC) had conducted a series of studies of the general education and lower-division major requirements in several disciplines.

These separate but complimentary efforts served as a common meeting ground for development of the Intersegmental General Education Transfer Curriculum (IGETC). In less than two years, agreement had been reached on 12 of the 13 necessary courses. The final area of agreement, which concerned the nature of the second course in the "English Communication" area, was reached more than a full year later.

In the meantime, the University of California adopted the 37-unit "interim" agreement as its systemwide Transfer Core Curriculum (TCC). The TCC will be superseded by the IGETC in fall 1991, following the latter's adoption by the three governing boards.

Content of the Intersegmental Curriculum

The full text of the Intersegmental General Education Transfer Curriculum is contained in Appendix A. Its basic requirements are summarized below in a statement that has been endorsed by ICAS.

Intersegmental General Education Transfer Curriculum (IGETC)

Summary Outline

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of CSU or UC prior to transfer. Depending on a student's major and field of interest, 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.

<i>English Communications:</i>	One course, English Composition (3 sem./4-5 qtr. units); this course is a prerequisite to Critical Thinking. One course, Critical Thinking-English Composition (3 sem./4-5 qtr. units); strong emphasis on writing; prerequisite: English Composition. One course, Oral Communications (3 sem./4-5 qtr. units).(a)
<i>Mathematical Concepts and Quantitative Reasoning:</i>	One course, Mathematical Concepts and Quantitative Reasoning (3 sem./4-5 qtr. units).
<i>Art and Humanities:</i>	Three courses, at least one course in arts and at least one course in humanities (9 sem. /12-15 qtr. units).
<i>Social and Behavioral Sciences:</i>	Three courses in at least two disciplines within subject area (9 sem../12-15 qtr. units).
<i>Physical and Biological Sciences:</i>	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem../9-12 qtr. units).
<i>Language Other Than English:</i>	Proficiency equivalent to two years of high school study.(b)

(a) Students transferring to UC do not have to meet the Oral Communication requirement.

(b) Students transferring to CSU do not have to meet the requirement of a language other than English

Implementation of the Intersegmental Curriculum

As may be seen readily from the above summary, the IGETC document establishes agreement on:

- the five basic areas of general education, plus the foreign language proficiency;
- the number of courses and units required for each basic area; and
- the fundamental characteristics of courses that may be applied in each area.

The IGETC document does not, however, specify the individual courses that will fulfill each of those requirements. Each community college will have to identify and propose the courses that will apply to each requirement. The Chancellor recently transmitted a letter from the three segmental faculties to the community colleges requesting that the first such lists of courses be submitted for intersegmental review by March 15. By May 31, colleges will be advised of the courses from that list approved for the curriculum. These first lists are regarded as constituting "Phase One," with refinements and additions occurring in Phase Two for Fall 1992.

The IGETC document also does not spell out the procedures to be followed by community colleges certifying that students have completed the requirements of the IGETC. However, the Intersegmental Committee has begun work on common certification forms and procedures, which will be provided to the colleges during spring 1991. Appendix C lists the members of the IGETC Committee.

Dissemination of the Intersegmental Curriculum

AB 1725 requires that the three segments jointly disseminate the Intersegmental General Education Transfer Curriculum, once it is approved, to all secondary schools in California and to the State Board of Education. The purpose is to encourage schools to provide the appropriate preparation to students who wish to attend college. When the IGETC has been adopted by all the segments, Chancellor's Office staff will work through the Intersegmental Coordinating Council to meet the dissemination requirement.

Recommended Action

That the Board of Governors adopt the Intersegmental General Education Transfer Curriculum as set forth in Appendix A, and direct the Chancellor to commence dissemination and implementation activities.

ATTACHMENT A

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of the CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it better to take courses fulfilling the CSU's general education requirements or those of the UC campus or college to which the student plans to transfer. Students pursuing majors that require extensive lower-division preparation may not find the Intersegmental General Education Transfer Curriculum option to be advantageous.

Since the development of the 1960 Master Plan, 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 Commissioners and Legislators who recently examined and "renewed" the Master Plan for Higher Education in California.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. Among those concerns was a recommendation for the creation of a general education transfer curriculum. As faculty we share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; general education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

Courses in the transfer curriculum should 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 women and members of minority groups.

Similarly, one of the most useful things that students should get from their general education is an understanding of 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.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. Completion of the Intersegmental General Education Transfer Curriculum will not satisfy this requirement.

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 public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Except for the American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

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.

Subject Area: English Communication

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

* Students transferring to UC do not have to meet the oral communication requirement.

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California 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. Written

work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.

Instruction approved for fulfillment of the requirement in 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.

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.

Subject Area: 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-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. (See the description of "Algebra 2," Statement On Competencies In Mathematics Expected Of Entering Freshmen - 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Because 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.

Subject Area: Arts and Humanities

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

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 an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. 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. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

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 women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Social and Behavioral Sciences

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

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two 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 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. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

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. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. 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 of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences

(at least 2 courses: 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. 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.

OTHER

Language Other Than English*

*Students transferring to CSU do not have to meet the requirement of proficiency in a language other than English.

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or 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.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Summary Outline

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of the CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it advantageous to take courses fulfilling the CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

English Communication:	One course, English composition, 3 sem./4-5 qtr. units; this course is a prerequisite to critical thinking
	One course, critical thinking-English composition, 3 sem./ 4-5 qtr. units; strong emphasis on writing; prerequisite: English composition
	One course, oral communication(a), 3 sem./4-5 qtr. units
Mathematics:	One course, mathematics/quantitative reasoning, 3 sem./4-5 qtr. units
Arts and Humanities:	Three courses, at least one course in arts and at least one course in humanities, 9 sem./12-15 qtr. units
Social and Behavioral Sciences:	Three courses in at least two disciplines within this subject area, 9 sem./12-15 qtr. units
Physical and Biological Sciences:	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units
Language Other Than English:	Proficiency equivalent to two years' high school study (b)

(a) Students transferring to UC do not have to meet the oral communication requirement.

(b) Students transferring to CSU do not have to meet the proficiency in language other than English requirement.

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GUIDELINES USED BY THE CALIFORNIA STATE UNIVERSITY AND THE UNIVERSITY OF CALIFORNIA IN REVIEW OF PROPOSED 1991-92 IGETC COURSES

In reviewing proposed courses the segments used the specifications stated in the IGETC Curriculum which was sent to the community colleges in November 1990. The following guidelines were used to guide CSU and UC faculty decisions regarding 1991-92 proposed courses for IGETC. These guidelines are consistent with the general education policies developed by the CSU General Education-Breadth Advisory Committee and the UC University Committee on Educational Policy (UCEP) and Board on Admissions and Relations with Schools (BOARS).

Community colleges may find the following guidelines helpful when they begin preparation of course list updates for 1992-93. The guidelines are organized according to subject area. General issues are also listed.

GENERAL ISSUES:

Minimum unit value - The faculty determined that a course must have a minimum unit value of 3 semester or 4 quarter units in order to meet the requirements of the IGETC. (Laboratory courses intended to accompany lecture courses are an exception to this guideline). It is not acceptable to take three one (1) unit courses to fulfill a 3 unit requirement, because as a rule three one (1) unit courses will not together provide the depth or rigor of a single 3 unit course.

Courses that focus on personal, practical, or applied aspects - Material taught in courses applicable to IGETC should 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, Psychology of Intimate Relations, or Child Development: Implications for Child Guidance are examples of courses which focus on personal, practical, or applied aspects and do not meet the specifications of the IGETC.

Courses introductory to professional programs - Courses which are introductory to professional programs, such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets do not have the sufficient breadth to meet general education requirements.

Advanced placement exams - Acceptable scores of 3,4, or 5 can be used to satisfy any of the IGETC subject areas. An acceptable score on an English exam may be used to meet the English composition requirement but may not be used to meet the critical thinking-English composition requirement.

Independent Study or Topics Courses

Independent study and special topics courses are not acceptable for IGETC. Since content of independent study or special topic courses varies from term to term, the applicability of these courses to IGETC cannot be determined.

ENGLISH COMMUNICATION

English as a Second Language courses cannot be used to fulfill the English composition requirement. Writing courses designed to meet the needs of a particular major, e.g., Writing for Accountants, cannot be used to meet the composition requirement.

MATH/QUANTITATIVE REASONING

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 math/quantitative reasoning requirement.

ARTS

The IGETC requires that 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).

HUMANITIES

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

SOCIAL AND BEHAVIORAL SCIENCES

Only courses which are taught from the perspective of a social or behavioral science were approved. Consequently, courses such as Physical Geography and Statistics did not meet the IGETC specifications for this area and were not approved. Community colleges may resubmit these courses in a more appropriate area. As noted in the General Issues section, courses with a practical, personal, or applied focus were not approved. Administration of Justice courses may be approved on an individual basis if they focus on core concepts of the social and behavioral sciences.

BIOLOGICAL SCIENCES

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.

PHYSICAL SCIENCES

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.

Information about Courses Submitted for IGETC Critical Thinking-English Composition Requirement

The English Communication subject area includes a requirement for a combined course in critical thinking- English composition. The IGETC curriculum states that the course must have a prerequisite of a first-semester reading and composition course. The course must provide "as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking."

In general the faculty found that courses not approved for IGETC fell into one of two categories. Either they did not include a substantial writing component or they did not include a substantial critical thinking component. **Courses not approved for the 1991-92 year may be revised and resubmitted.** We encourage colleges to revise course content and outlines as appropriate and resubmit these courses in the fall with their 1992-93 proposed course list.

Courses with Insufficient Writing Instruction

Evidence that formal instruction in writing was a major component of the course was often not clear on course outlines. While outlines usually stated that students were expected to write substantial essays, either expository or analytic, there was often no indication that progress toward refinement of writing skills was evaluated. Some outlines did not explicitly state how much writing was expected of students. Although some courses appeared to have a sufficient amount of writing, if they did not have the stated prerequisite it was assumed that the writing was not at the level expected for a second-semester English composition course. Courses approved for IGETC successfully integrated the required components of writing and critical thinking in the course description, goals, objectives, and outcomes sections of the course outline.

Courses with Insufficient Critical Thinking Instruction

In most cases, courses were 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 were not evident. The critical thinking component should go beyond critical reasoning or literary criticism. It was often unclear that students' work was evaluated for critical thinking. Courses approved for IGETC successfully integrated the required components of writing and critical thinking in the course description, goals, objectives, and outcomes sections of the course outline.

During modification or development of critical thinking-English composition courses faculty should pay close attention to the specifications in the IGETC curriculum for both the second-semester written communication and critical thinking components.

Please see the transmittal letter sent to the college President and the Academic Senate President for information about **phase-in** of the critical thinking-English composition requirement and **workshops** addressing content of courses applicable to IGETC.

The following section lists the courses that your college submitted to fulfill the critical thinking- English composition requirement and the decision of the CSU and UC faculty.

<u>Course Prefix/No.</u>	<u>Approved For IGETC</u>	<u>Not Approved For IGETC</u>	Community College		
			<u>REASON(S) COURSE NOT APPROVED</u>		
			Lacks Stated Prere- quisite	Insufficient Writing Instruction	Insufficient Critical Thinking Instruction

Appendix T: Instructions for Preparation of IGETC Submissions

Checklist for IGETC Review Process November 9, 2005

- All proposed updates must be entered into OSCAR (<http://info.assist.org/oscar.html>) in final form by **Friday, December 16, 2005**. Revisions, corrections, or updates may not be accepted after this date.
- Only courses transferable to *both* UC and CSU should be included.
- Courses proposed for IGETC must have a minimum unit value of 3 semester or 4 quarter units. Science courses that include a laboratory should ordinarily be a minimum of 4 semester or 5 quarter units in value. If the laboratory is offered separately from the lecture, the combined total of the lecture and the laboratory should equal at least 4 semester or 5 quarter units.
- The outlines submitted should provide information in all required fields (including the title, author, and date of publication of examples of textbooks or required readings). Outlines with texts more than seven years old may be rejected if more recently published texts are appropriate and readily available.
- If an honors course paralleling a non-honors course is submitted, please provide *either* (1) information from the course outline of record (in the “other outline information” section of the OSCAR submission) on how the honors course differs from the non-honors course *or* (2) a copy of the course outline for the non-honors course.
- The CSU Communications Departments have asked that for courses submitted for IGETC Area 1C or CSU GE-Breadth Area A1, the “methods of instruction” and “methods of evaluation” sections of the outline be very specific about how instruction and evaluation are conducted.
- The outlines must be in English.
- Only one outline need be submitted for cross-listed (“same as”) courses.
- If the outlines have been automatically downloaded to OSCAR, please review and edit each one to make sure that it is readable and complete.
- Submission of course outlines by means other than OSCAR requires the permission of the UC Office of the President and the CSU Office of the Chancellor.
- The Campus Approval Form submitted to UC *and* CSU must include the required signatures and the email addresses of those who should receive email notification of the IGETC results.
- Questions on the use of OSCAR to complete your submissions may be directed to Dale Leaman at Dale@assist.org.

11/05

Thank You!

Appendix U: Sample IGETC Update Form

CAMPUS APPROVAL FORM
Proposed Updates Submitted Via OSCAR
December 2005
INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)
CSU GENERAL EDUCATION-BREATH
CSU UNITED STATES HISTORY, CONSTITUTION, AND AMERICAN IDEALS

COMMUNITY COLLEGE: _____

Instructions:

All submissions via OSCAR should now be complete. By signing below, you indicate your approval of the courses being submitted via OSCAR for review for IGETC, CSU GE-Breadth, and/or CSU United States History, Constitution, and American Ideals certification. The email addresses provided below will be used to transmit results of the reviews.

If the submission includes courses to be reviewed for IGETC, this form must be faxed to both Dawn Sheibani and Jo Service. If the submission includes only courses to be reviewed for CSU GE-Breadth and/or CSU United States History, Constitution, and American Ideals, the form must be faxed to Jo Service. The fax numbers are shown below.

PLEASE PRINT OR TYPE

**NAME AND TITLE OF
IGETC CONTACT PERSON:** _____

EMAIL ADDRESS: _____

TELEPHONE: _____ **DATE:** _____

**NAME AND TITLE OF GE-BREADTH CONTACT PERSON (IF DIFFERENT FROM
ABOVE):**

EMAIL ADDRESS: _____

TELEPHONE: _____

SIGNATURE: _____
Vice President/Dean of Instruction

EMAIL ADDRESS: _____

SIGNATURE: _____
President, Academic Senate

SIGNATURE: _____
Curriculum Committee Chair

FOR IGETC SUBMISSIONS, PLEASE FAX THIS PAGE TO BOTH THE UC AND THE CSU AT THESE NUMBERS:

Dawn Sheibani

Principal Articulation Analyst
Fax: (510) 987-9522

Jo Service

Dean, Academic Program Planning
Fax: (562) 951-4982

IF NO COURSES ARE BEING SUBMITTED FOR IGETC, PLEASE FAX THIS PAGE ONLY TO DR. SERVICE.