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Articulation

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Faculty author(s) determines the intent of the course:

- to apply as credit toward a baccalaureate degree?
- to fill lower division GE requirements for baccalaureate at a UC or CSU?
- to articulate with a specific major at a university?

What guidelines can help me develop this course for all/any of the above?

Curriculum Committee Reviews/Approves (ongoing)

- Faculty should refer to CSU EO 918. No curriculum committee approval is required. Assistance from Articulation Officer is available. Submit courses to MJC Articulation by October 08 or March of 09 for placement consideration.

- Faculty should work with MJC Articulation Officer to establish communication with the appropriate faculty from the receiving institution(s) to create an agreement with the respective institution(s). The agreements can cover the following:
  - MJC-GE
  - CSU-GE
  - CSU assumes that MJC has developed and approved the course based on CSU EO 167 (ongoing)
  - IGETC

- MJC Curriculum Committee approves courses under Title 5, Section 55806. CSU assumes that MJC has developed and approved the course based on CSU EO 167 (ongoing).

- MJC courses proposed for UC Transfer are reviewed by UCOP (June) with the assumption that MJC has followed UC TCA Guidelines.

- MJC Curriculum Committee approves/submits courses through Articulation Officer, then CSU Office of the Chancellor reviews submissions (Dec) with the assumption that the course has been developed in tandem with CU-EOs 1033 and 405.

- MJC Curriculum Committee approves courses under Title 5, Section 55806.

- CSU assumes the course is based on CSU EO 167 (ongoing).

- IGETC

- CSU-GE

- MJC assumes that the course has been developed and approved (June).

- Transferability

- PHASE 1
- PHASE 2
- PHASE 3
- PHASE 4

- Transfer to UC
- Transfer to CSU

- MJC assumes the course is based on CSU EO 167 (ongoing).

- Other Agreements

- LDTP (CSU Only)

- 1033 and 405
- CSU assumes the course is based on CSU EO 167 (ongoing).

- LDTP (CSU Only)

- 1033 and 405
- CSU assumes the course is based on CSU EO 167 (ongoing).

- LDTP (CSU Only)

- 1033 and 405
- CSU assumes the course is based on CSU EO 167 (ongoing).
Websites of Importance

LDTP
www.mjc.edu/curriculum/articulation

Repository of articulations between community colleges and four year universities.

MJC
www.yccdnet.edu/mjc/curriculum/articulation

Find this tutorial and more helpful information on articulation.

YCCDnet/MJC/curriculum/MJC_Curriculum.html

www.info.assist.org/

Faculty can perform eight different searches - Course Search and Course Articulation Summary being the most popular. Refer to the handout in your binder for detailed information of reports available to you.

www.assist.org/assist.org/

www.web-assist.welcome.html

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# MJC Process for Articulating Courses with UC, CSU, and Independent Institutions

## TYPES OF AGREEMENTS

### PROCESS AT RECEIVING INSTITUTIONS

<table>
<thead>
<tr>
<th>TYPES OF AGREEMENTS</th>
<th>CSU</th>
<th>UC</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Course Agreements</td>
<td>Established by the community college in compliance with reference documents below.</td>
<td>Approved by the UC Office of the President for each community college (Transferable Course Agreement TCA)</td>
<td>Established by some independent colleges and universities with community colleges. Some honor transfer agreements from CC Baccalaureate List or UC TCA.</td>
</tr>
<tr>
<td><strong>For guidance:</strong></td>
<td></td>
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<tr>
<td>• EO 167 (Baccalaureate List)</td>
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<tr>
<td>• Consideration involved in determining a baccalaureate level course</td>
<td></td>
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</tr>
<tr>
<td>General Education (GE) Breadth Agreements</td>
<td>CSU-GE Pattern</td>
<td>Campus/College Specific. Created between institutions by each UC Campus</td>
<td>Developed by some independent institutions with community colleges. Some institutions honor IGETC or CSU-GE for full or partial fulfillment of GE Requirements</td>
</tr>
<tr>
<td><strong>For guidance:</strong></td>
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<tr>
<td>• CSU EO 1033 (Article 4)</td>
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<tr>
<td>• CSU EO 405 (American Inst.)</td>
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<tr>
<td>• CSU Guiding Notes for GE Reviewers</td>
<td></td>
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</tr>
<tr>
<td>IGETC Standards Policies, Procedures Version 1.0</td>
<td>Developed by the Academic Senates for the UC, CSU, and CCC. Courses approved by a CSU/UC Committee.</td>
<td></td>
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<tr>
<td><strong>For guidance:</strong></td>
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<tr>
<td>• IGETC (Section 10 - Subject Areas and Course Outlines)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Course-to-Course Agreements</td>
<td>Established between institutions through respective articulation officers, in consultation with discipline faculty</td>
<td>Established between institutions through their articulation officers and discipline faculty</td>
<td>Developed by some independent colleges and universities with articulation officers</td>
</tr>
<tr>
<td>Major Preparation Agreements</td>
<td>Created between institutions through the CCC and CSU Articulation Officers</td>
<td>Created between institutions through the CCC and UC Articulation officer</td>
<td>Developed by some independent colleges and universities with articulation officers</td>
</tr>
<tr>
<td>LDTP Lower Division Transfer Pattern</td>
<td>Approved by the CSU Chancellor’s Office in compliance with CSU E.O. 918</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>For guidance:</strong></td>
<td></td>
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<td></td>
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<tr>
<td>• CSU EO 918</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• <a href="http://www.calstate.edu/acadaff/ldtp.shtml">www.calstate.edu/acadaff/ldtp.shtml</a></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Information on course articulation status can be found at [www.assist.org](http://www.assist.org)

Gray cells indicate activities that require MJC Curriculum Committee oversight and/or approval.

For more information on articulation, please contact:
Ruth Cranley, MJC Articulation Officer
cranleyr@mjc.edu / (209) 575-6713
FROM: Ruth Cranley  
DATE: Tuesday, February 6, 2007  
TO: Curriculum Committee  
SUBJECT: FACULTY ACCESS TO CURRICULUM REPORTS IN ASSIST

ASSIST has recently created special usernames and passwords that allow staff and faculty access to the Curriculum Reports in ASSIST. The newest features, Course Search and Course Articulation Summary, are also accessible. You will not be able to access OSCAR or the Curriculum Update System since those sites are solely used by the Articulation Officer to submit course information on MJC’s behalf.

1. Go to http://info.assist.org  
2. Select Database, then ASSIST Maintenance Reports  
3. Click on the link for Maintenance Reports  
4. Log in using the username and password below (neither entry is case-sensitive):

   The username is: MODESTOFAC  
   The password is: Maroon

Click on the type of report you would like to see from the choices found on the left sidebar. You will be prompted to make the selections necessary to display each type of report.
Available Reports

**Course Version**  This report includes all of the courses in the ASSIST database for a selected prefix at an institution. After selecting an institution from the list below, you will be prompted to select the prefix for the courses you would like to display.

**Active Courses**  This report shows only those courses that were active for the term, institution, and prefix you choose. The report includes the Beginning Term for each course, the Course Name and Title, Minimum/Maximum Units, CSU Baccalaureate status, and UC Transferable status.

**Course Changes**  This report displays only those courses for which a course attribute changed for the term and institution you choose. The report includes course additions and deletions. The following items are shown on the report: New/Terminated status, Course Name and Title, Minimum/Maximum Units, CSU Baccalaureate status, and UC Transferable status.

**Course History**  This report displays the complete history of a course in ASSIST including changes to any of the course attributes.

**Prefixes and Depts.**  This report displays all of the course prefix and department abbreviations and long names used by an institution.

**Course Search**  The Course Search report lets you search CCC, CSU, and UC curriculum to find courses that match the course criteria you select on the prompting page. Only the courses that match all selected criteria combined are included in the report. For example, if you select IGETC Area 1A and Yes for "OSCAR Outline Exists?", but there are no courses for IGETC Area 1A that also have an OSCAR Outline, no courses will appear in the report.

**Oscar Outlines**  This report includes links to the OSCAR outlines for an institution. If a course has outlines in multiple cycles, the most recent is shown.

**Single Course Articulation Summary**  This report provides a summary of the curricular information and articulation for the selected course. The articulation summary indicates the presence of the course in the articulation agreement, but it does not show the articulation in context and may be missing critical contextual information. To see the articulation in context, click a link for the GE, By Department, or By Major articulation.
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 courses 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
Considerations Involved in Determining What Constitutes a Baccalaureate level Course

(Working definition of Baccalaureate Credit for CSU-Faculty Senate Resolution of 1987)

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 sciences), 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 expectations 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 courses in ways 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 expectations shall not be construed as, by themselves, defining a baccalaureate level course; rather they are designed as aids to the process of making that determination. Thus, they suggest the kinds of considerations that must underlie a determination of course level but they do not define a rigid and objective 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 enrolling 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:
   a. 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;
   b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
   c. 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 as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
   c. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields 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.
   d. 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 exit expectations.

(This document was approved by the Academic Senate CSU in May 1987)
Policy and Process on Course Transferability

For many years, the University of California and the California Community Colleges have worked together to establish articulation agreements that enable students planning to transfer to maintain continuity in their programs. There are basically two categories of articulation agreements. One type of agreement determines the general transferability of community college courses at the university-wide level; and the other, done at the campus level, determines the acceptability of transfer courses in satisfaction of specific degree requirements in various academic programs.

General Transferability of Courses

The Office of Outreach, Admissions and Student Affairs (OASA), in the UC Office of the President, develops and updates articulation agreements with community colleges. This responsibility has been delegated to OASA by the Board of Admissions and Relations with Schools (BOARS), a standing committee of the UC Academic Senate. The Office maintains current and historical lists for 109 community colleges.

In developing the articulation agreements, OASA follows policies established by BOARS regarding the acceptability of courses for advanced standing elective credit toward a university degree. The basic principles used in determining the transferability of community college courses are:

(1) Courses should be comparable to those offered at the lower division level at any of the UC campuses; and

(2) Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.

Courses listed as transferable are accepted at the point of admission for unit credit toward the total units required for the UC baccalaureate degree.

UC articulation staff updates articulation agreements annually. During the course review process, UC staff utilizes UC and community college catalogs, expanded 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, such as Architecture.

Community college articulation officers are encouraged to review their agreement carefully and to bring any concern to the attention of the UC articulation staff. Appeals of course denials and courses newly approved in fall 2008 are accepted in the month of October 2008. In some cases, UC staff may require the articulation officer to send expanded course outlines providing information on items such as: prerequisites, purpose of the course, and detailed descriptions of the course content, method of evaluation, and reading lists. The UC articulation staff is able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion on the transferability of a denied course.
Note:
UC has not established any specific policies that preclude the articulation of Distance Education courses, therefore, community colleges are expected to follow Title V Regulations and contact Jeff Spano from the California Community Colleges Chancellor’s Office at (916) 327-7252 or at: jspano@cccco.edu. See Attachment III for more information.
Directions for Revising UC Transferable Course Agreements

I- General Information

Courses are reviewed only for the current academic year, 2008-09 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:

Outlines should be current (not more than five years old).

Outlines for courses that are "cross-referenced" among different subject areas (e.g. Psych. 10 is the same as Soc. 10) need to show all departments in which the course is offered. This is especially important in cases where a transferable course is cross-referenced in a normally NON-transferable area (e.g. Human Dev. 20 is the same as Early Childhood Ed. 20).

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.

OSCAR provides a text box titled, Articulation Officer Comments to Reviewers for each course submission. Any information associated with a course that will aid in its review should be included in this box.

- 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.
- You may indicate that a course is repeatable by adding “ea” after the unit value
UC TCA 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 included in the “Articulation Officer Comments to Reviewers” section of OSCAR.

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 presented.

• 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 12 quarter/8 semester 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.

One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting.
Special Regulations for Courses in Specific Subject Areas

The following guidelines pertain to courses particularly at lower division, 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 keeping in mind that transferable courses should be comparable in terms of their purpose, scope and depth appropriate to lower-division courses in the UC system.

**Administration of Criminal Justice**
Only one introductory course to the profession is allowed for transfer credit. The content of these courses should not specifically deal with the applied, functional aspects of law enforcement. See Criminology/Law and Society.

**Agriculture**
The primary focus of these courses must be theoretical, although the course may contain some elements of an applied nature. Courses should be compared to those at 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 or finger spelling are not acceptable. ASL courses can be use to satisfy the LOTE requirement as identified on the UC TCAs posted at www.assist.org.

**Architecture**
Courses in this subject should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. These types of courses may be found in UC departments such as Architecture and Civil Engineering. Credit for variable topics is not usually allowed due to credit limitations in this area.

**Art**
Transferable courses in this area should stress aesthetic intent and content over technique. 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, color photography, mixed media and digital and computer art are acceptable. 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 in this area should teach fundamental concepts and principles of the Biological Sciences discipline, 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. It is not appropriate for courses in this area to be primarily professional or technical.

While courses generally are expected to have a laboratory or field component where appropriate, lab or fieldwork are not required for elective credit. Courses proposed for lower-division preparation for Biological Sciences majors must have Intermediate Algebra as a prerequisite.
Business
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 is granted for up to one year in Principles of Accounting and one course in Business Law. Calculus and some computer systems courses offered through a business department are transferable, if the majority of the content is math or computer-oriented and not business-oriented.

Chemistry
Courses in this subject should cover the basic principles of chemistry. UC allows only one introductory or survey course prior to the general course series for the major or non-major. Courses designated as applied, remedial/review or for certification are not considered appropriate. Courses proposed for lower-division preparation for Chemistry majors must have intermediate Algebra as a prerequisite.

College Success
Courses (up to 4.5 quarter/3 semester units maximum) 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. Community college catalog is a required text for this course.

Computer Science
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. Credit for one course in computer literacy may be granted. Courses that provide technical training or are primarily business-oriented are not considered appropriate for transfer. Courses such as data processing and desktop publishing are not appropriate for transfer.

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. UC grants credit for one course in each of the following areas; an introduction, Law and Society and Criminal Justice System. These courses are found in UC departments of Criminology, Law and Society, Legal Studies and Sociology. See Administration of Justice.

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. One introductory education course is allowed for transfer. Courses which combine the introductory teaching information, CSTP, and K12 Content Standards, as well as field experience in a "diverse public school setting", could be acceptable as an additional course.

Engineering
Courses in this area must have a strong theory component, but may include some application. Surveying courses must have a prerequisite of at least Trigonometry. Most other engineering courses must have a prerequisite of at least introduction to calculus. These include Circuits, Statics and Properties of Materials. One course in Introduction to the Engineering Profession and one course in Introduction to
Engineering CAD are also acceptable. Courses primarily skills-oriented, such as manufacturing technology or practical mappings are not considered appropriate for transfer.

**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 prepare students for transferable English composition, may be approved for UC transferability. In order to approve ESL course work, paragraph development and progression to essay writing is needed. Courses that focus exclusively on listening, reading, or speaking skills are not appropriate for UC credit.

**English Composition and Literature**
Courses in English composition must have a prerequisite of a course or examination comparable to the UC Entry Level Writing Requirement. 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 and require a substantial amount of reading of significant literature. Children’s Literature courses are acceptable as a genre but not as a teaching/selection guide for teachers/parents. 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.

**English/ Writing**
These courses are also called: “Writing”, “Creative Writing”, “Script Writing”, “News writing” etc. All courses in which writing is the primary focus must have a minimum prerequisite or eligibility for a transferable English composition course. One course in Journalism is allowed for transfer credit. Courses may include topics such as fundamentals, history or media studies. Commercially oriented writing courses are not appropriate. Courses in this area may not be used to meet the English composition requirement for eligibility.

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

**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 transfer credit is granted to the University and which have appropriate and sufficient readings, papers and/or tests. Granting of credit is determined based on course content upon petition to the enrolling UC campus usually after transfer. A course syllabus must be submitted by the student for campus consideration. This area includes courses in Directed Study, Experiential Learning, Field Studies, Independent Study, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc.

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

Split level courses:
In May 2005, UC faculty confirmed that foreign language is an area of sequential knowledge and validation in this area is acceptable. During the 2005-06 TCA update, agreements were adjusted to reflect this understanding. Courses that are equivalent to 2 years of high school study are identified by a footnote and with the IGETC area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the IGETC area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half.

**Mathematics**

Mathematics courses including statistics must have a prerequisite course equivalent to intermediate algebra or higher. 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. One year in Elementary Math for Teacher Education may be considered for credit. Math for Teacher Education is not appropriate for Quantitative Reasoning.

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. In the past, UC deducted one unit for courses which contained trigonometry content. Beginning fall 2006, based on UC faculty clarification credit will be granted for College Algebra and Precalculus courses as offered. A student may only receive credit for either college algebra or pre-calculus.

**Military**

**Military Language**

Specialized and Military Language Schools should be held to the same standards as indicated above in the Language Other Than English section.

**Military Science**

Courses are acceptable in the following areas of academic disciplines: literature, history, sociology, psychology, ethics, or engineering in the military services. Some courses of a practical nature may also be acceptable. Comparable courses may be found in the Military Science department or ROTC at UCB, UCSB and UCLA. Courses such as Land Navigation and Orienteering, Basic Mountaineering, Basic Leadership, Basic and Advanced Military Physical Conditioning are acceptable.

**Military Service**

General military credit is not granted upon admission however credit may be granted using the ACE Armed Services Guides based 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 similar to Independent Study. CLEP is not accepted.

**Mineralogy**

Courses in this subject require a prerequisite of either physical geology or chemistry 1.

**Music**

UC does not limit credit for the number of appropriate music courses a student may transfer. Theory and performance courses are appropriate for transfer credit. Electronic music courses should have prerequisites or include music theory and history. Courses that focus primarily on the commercial aspect of music are not considered appropriate for transfer.
Physical Education
Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly. Credit for Activity courses is acceptable when physical movement is indicated in the course outline and is limited to 4 semester/6 quarter units. Theory courses are limited 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. Credit will not be given for introductory courses taken after more advanced level courses in this area.

Physics
UC allows only one introductory or survey course prior to the general course series for the major or non-major. Major 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. No credit for an introductory course following any course for the major or a more advanced level course.

Psychology
All courses must be academic in content focusing on research, theory and analysis. Courses 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 are not appropriate for transfer.

Religion
Courses in this area should focus on religion in an objective and scholarly manner. Courses should approach religion from a historical and literary point of view that is comparative and cultural. Courses that approach religion from a dogmatic, sectarian point of view meant to indoctrinate or convert are not appropriate for transfer.

Social Sciences
Courses should provide students with an understanding of the development and basic features of 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/Probability
These courses may be found in the social sciences, mathematics, economics and science departments. At minimum, statistics courses must have a prerequisite of intermediate algebra or its equivalent. A second course in statistics may be acceptable if content is sequential and not duplicative.

Theater Arts
Theory courses, as well as performance and production courses, are appropriate for transfer. Courses may include directing, film making, history, performance, production/stagecraft, costume design and makeup, theory and scriptwriting. Practical courses in Broadcasting such as radio/TV or other commercially oriented courses are not appropriate for transfer.
**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, usually after they have been admitted at UC. Credit is granted only if it is determined that the content of the course is appropriate for transfer at the individual UC campus.

Variable Topic courses are not posted on the TCA. In their place, a note is included on the TCA describing the UC credit granting policy for these types of courses. The note appears under the appropriate department on ASSIST and on the first page of the TCA paper copy. The note reads:

*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.

**NOTE:**
**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 V regulations for distance education courses can be found online at [http://www.academicsenate.cc.ca.us/Publications/Papers/Distance_learning.html](http://www.academicsenate.cc.ca.us/Publications/Papers/Distance_learning.html).
GUIDELINES FOR A.A. AND A.S. DEGREE

Effective April 13, 1999

I. The following guidelines are those for our local requirements which are not affected by the new state regulations.

A. GUIDANCE:
The primary intent of guidance courses shall be to: 1) Introduce the student to the vocational and academic opportunities that are available at MJC, and 2) Provide individual conferences and group experiences that facilitate the process of self assessment that encourages him/her to consider his/her needs, values, motives, interests, and potentialities, especially as the relate to his educational and career objectives.

B. ACTIVITIES:
The primary intent of courses that satisfy the activities requirement is to aid the student in enhancing creative, physical, artistic, and leadership endeavors. Activities courses shall provide a maximum of direct student involvement in the visual or performing arts, physical education or leadership development.

II. The following guideline are those listed in Title 5, Section 55806:

A. NATURAL SCIENCES:
Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education requirement in the natural sciences, a course should help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationship between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physics, and other scientific disciplines.

B. SOCIAL AND BEHAVIORAL SCIENCES:
Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory and integrative survey courses in anthropology, history, political science, psychology, sociology, and related disciplines.

C. HUMANITIES:
Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirements in the humanities, a course should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philology, and religion.

D. LANGUAGE AND RATIONALITY:
Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system this student uses.

1. ENGLISH COMPOSITION:
Courses fulfilling the written composition requirement should include both expository and argumentative writing.
GUIDELINES FOR A.A. AND A.S. DEGREE

Effective April 13, 1999

2. COMMUNICATION AND ANALYTICAL THINKING:
   Course fulfilling the communication analytical thinking requirement include oral communication, mathematics, logic, statistics, computer language, and programming, and related disciplines.

E. HEALTH EDUCATION
   Courses in health education should facilitate understanding of the physiological, social and psychological aspect of the human being. The goals of the course are to 1) Offer the student a comprehensive approach of the study of the integrated physiological and psychological human being; 2) Provide introductory information for a number of specialized curriculum areas; 3) Provide information to equip human beings for lifelong understanding and development of self; 4) Identify the impact of daily decisions in life and health.

   Course fulfilling this requirement must include a minimum of ten topics from the below listed categories, with at least two topics from each category. One topic can not be counted in more than one category.

   **PHYSIOLOGICAL**
   - Environmental Concerns
   - Diseases
   - Nutrition
   - Substance Abuse
   - Growth and Development
   - Stress
   - Aging/Death
   - Maturation
   - Heredity
   - Prenatal Development
   - Childbirth
   - Recreation/Exercise
   - Hygiene
   - Folk Medicine
   - Birth Control
   - Handicap
   - Sex

   **PSYCHOLOGICAL**
   - Communication
   - Loving
   - Aging
   - Stress
   - Psychological Adjustment
   - Psychotherapy
   - Suicide
   - Relaxation
   - Self Awareness
   - Sexuality
   - Interpersonal Relationships
   - Personality

   **SOCIAL**
   - Puberty
   - Sexual Relationships
   - Birth Control
   - Retirement
   - Financial Management
   - Stress
   - Marriage
   - Parenting
   - Accident
   - Interpersonal Relationships
   - Violence
   - Death
   - Divorce
   - Sex Roles
   - Dysfunctions
   - Medical Professions
   - Medical Care
June 18, 2008

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

SUBJECT: General Education Breadth Requirements — Executive Order No. 1033

Attached is a copy of Executive Order No. 1033, relating to California State University General Education Breadth (CSU GE Breadth) requirements.

In response to CSU Trustee initiatives on facilitating graduation and improving intersegmental transfer, the Academic Senate CSU charged the Chancellor’s General Education Advisory Committee (GEAC) to study CSU general education policy, as it was previously outlined in Executive Order 595.

In a truly consultative and intersegmental process, GEAC members collected campus feedback that was informed by faculty, general education leadership, administrators of undergraduate education, directors of admissions and records, and articulation officers, among others. GEAC members, including representatives from CSU and California Community College faculty and administration, have synthesized campus recommendations in this new executive order. The structure and minimum curricular requirements remain unchanged, but the policy emphasis has moved from curricular content to what students learn through the breadth of their general education experiences.

Perhaps the most significant advancement is that this executive order identifies, for the first time, goals for CSU general-education student learning outcomes, in recognition of the CSU’s commitment to the quality of our educational programs. The executive order directs campuses to conduct assessments of general education learning outcomes through regular reviews of their general education courses and breadth programs.

Supporting efforts toward facilitating graduation, this revised policy emphasizes the system-level minima for required general education credits. To improve intersegmental transfer, longstanding policy has been modified to allow the Intersegmental General Education Transfer Curriculum to satisfy CSU General Education Breadth requirements in ways that allow more efficient progress to the degree.

Campuses are expected to coordinate their specific general education requirements with those set forth in this executive order and in Title 5. In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.
If you have questions regarding this executive order, please call Dr. Christine Hanson, State University Dean, Academic Program Planning, at (562) 951 4672.

CBR/cmh

Attachment

c: Executive Staff, Office of the Chancellor

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THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
562.951.4790

Executive Order: 1033
Effective Date: June 18, 2008
Supersedes: Executive Order No. 595
Title: CSU General Education Breadth Requirements

This executive order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

This executive order is intended to establish a common understanding of the minimum requirements for CSU General Education Breadth and to provide for the certification of coursework completed by transfer students at regionally accredited institutions. 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.

This document also addresses:

- Applicability of the policy (Article 1, page 1),
- Pathways to fulfillment of general education requirements (Article 2, page 2),
- Premises of CSU General Education Breadth (Article 3, page 4),
- Distribution of General Education Breadth units (Article 4, page 6),
- Transfer and articulation (Article 5, page 9),
- Implementation and governance (Article 6, page 16),
Article 1. Applicability

1.1 Prior to Completion of CSU Lower-Division General Education Requirements

The requirements, policies, and procedures adopted pursuant to this executive order shall apply to students enrolling in fall 2008 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 Title 5 Sections 40405.2 or 40405.3.

1.2 Subsequent to Completion of Entire CSU General Education Requirements

Subsequent to initial completion of all CSU general education requirements (at the lower and upper divisions), a student may not be required to satisfy further exclusively general education requirements associated with an additional major program or baccalaureate degree.

Article 2. Fulfilling General Education Requirements in the CSU

2.1 Pathways

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

1. CSU General Education Breadth

Fulfillment of CSU General Education Breadth Requirements (Title 5, Section 40405.1), including the completion of an upper-division requirement consisting of a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree; or

2. Intersegmental General Education Transfer Curriculum (IGETC)

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (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; or

3. University of California (UC) Campus Lower-Division

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.

2.2 Minimum Requirements

2.2.1 General Education Requirements

Every baccalaureate candidate who has not completed either the IGETC or UC-campus pathway specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through E, totaling a minimum of 48 semester units or 72 quarter units.

2.2.2 Minimum Grades

Each CSU campus shall establish the minimum grades for satisfactory completion of CSU General Education Breadth courses.

2.2.3 Upper-Division Requirement

At least nine of these semester units or twelve of these quarter units must be upper-division level, taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained.

2.2.4 Residency Requirement

Campuses may require that at least nine of the 48 semester units or twelve of the 72 quarter units shall be earned at the campus granting the degree. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

2.2.5 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 approved at the campus level prior to initiating a request to the Chancellor’s Office. A full academic justification shall be submitted to the executive vice chancellor and chief academic officer, Academic Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.

c. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution areas (A through E) if campus requirements and CSU GE-Breadth distribution requirements unduly exceed any of the minimum GE Breadth credit requirements. However, in such cases, the total number of general education units required shall not be fewer than 48 semester units or 72 quarter units. (No campus is required to adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

2.2.6 Double Counting

2.2.6.1 General Education, Major, and Other Requirements

Through a process of campus-wide curriculum review and approval, campuses may permit the “double counting” of courses for General Education Breadth with major requirements and prerequisites only after giving careful consideration to the impact of such actions on general education programs.

2.2.6.2 General Education and US History, Constitution, and American Ideals Statutory Requirement

CSU campuses may permit up to six semester units or eight quarter units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) to be credited toward also satisfying General Education Breadth Requirements.

Article 3. Premises of CSU General Education Breadth
3.1 Background

CSU General Education Breadth requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for GE-Breadth should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

3.2 CSU Student Learning Outcomes

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.

**LEAP Essential Learning Outcomes Framework**

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students’ ability to:

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;
- carry out effective oral communication;
- write effectively;
- apply quantitative reasoning concepts and skills to solve problems;
- make informed, ethical decisions;
- understand and apply the scientific method;
• apply learning from study abroad experiences to general education areas;
• utilize technology in pursuit of intellectual growth and efficacious human interaction;
• demonstrate understanding of human beings as physiological and psychological organisms;
• demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
• demonstrate knowledge of cultural endeavors and legacies of world civilizations;
• demonstrate understanding of how human societies have developed and now function;
• apply socially responsive knowledge and skills to issues confronting local or global communities;
• demonstrate life skills such as financial literacy;
• understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
• engage in lifelong learning and self-development; and
• integrate and apply the insights gained from general education courses

3.3 Entry-Level Learning Skills

3.3.1 Minimum Competency

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.

3.3.2 Remediation

Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome those deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

Article 4 Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women as well as men.

Area A English Language Communication and Critical Thinking

Minimum 9 semester units or 12 quarter units

– one course in each subarea

A1 Oral Communication (3 semester units or 4 quarter units)
A2  Written Communication  (3 semester units or 4 quarter units)
A3  Critical Thinking  (3 semester units or 4 quarter units)

A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning.

Students taking courses in fulfillment of subareas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (subarea A3) courses, students will understand logic and its relation to language; 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. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B  Scientific Inquiry and Quantitative Reasoning
Minimum of 12 semester units or 18 quarter units

-one course each in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses

B1  Physical Science  (3 semester units or 4 quarter units)
B2  Life Science  (3 semester units or 4 quarter units)
B3  Laboratory Activity  associated with a course taken to satisfy either B1 or B2
B4  Mathematics/Quantitative Reasoning  (3 semester units or 4 quarter units)

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 a related laboratory activity, and into mathematical concepts and quantitative reasoning and their
applications.

In subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

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

Area C  Arts and Humanities

Minimum of 12 semester units or 18 quarter units

-at least one course completed in each of these two subareas:

C1  Arts:  Arts, Cinema, Dance, Music, Theater

C2  Humanities:  Literature, Philosophy, Languages Other than English

A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages. Across the disciplines in their Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.
Area D  **Social Sciences**

**Minimum of 12 semester units or 18 quarter units**

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

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

Area E  **Lifelong Learning and Self-Development**

**Minimum of 3 semester units or 4 quarter units**

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

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

**Article 5. Transfer and Articulation**

This article pertains to regionally accredited non-CSU institutions that certify transfer students’ fulfillment of CSU General education breadth requirements.

**5.1 Premises of General Education Breadth Transfer and Certification**

a. 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.

b. 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.

c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

5.2 Conditions for Participation in CSU General Education Breadth Certification

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:

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

b. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and such additional objectives as may be promulgated by the chancellor of the California State University.

1. 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.

2. 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.

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

c. 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.

1. 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.)

2. 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.

3. 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.

4. 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 re-approving entries that are found to have remained appropriate and for directing to the subcommittee of the Chancellor’s General Education Advisory Committee any questions such updating of the courses may have raised as to their congruence with CSU General Education Breadth areas and objectives.

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

5.3. Certification Requirements

5.3.1 Definition

General education “certification” shall indicate that a participating institution has verified that a transfer student has met CSU lower-division requirements. CSU campuses shall accept participating institutions’ full certification or subject-area certification, as defined below.

5.3.2 Full Certification

5.3.2.1 Fulfillment of Lower-Division Requirements

Students admitted to a CSU campus with full certification shall not be held to any additional lower-division general education requirements.

5.3.2.2 Additional Lower-Division Graduation Requirements

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the
general education program of the campus awarding the degree.

5.3.2.3 Qualification for Full Certification

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 Articles 3 (Premises) and 4 (Distribution Areas). Community college certification does not guarantee that all CSU campus admission requirements have been met. The units must be distributed as follows below (except as specified in Subsection 5.3.4 below):

a. In Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.

b. In Area B, no fewer than 9 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 9 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 9 semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. Area E, no fewer than 3 semester units (4-5 quarter units).

5.3.3 Subject-Area (Partial) Certification

5.3.3.1 Fulfillment of Lower-Division Requirements by Area

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.

5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements

For subject-area certification, campuses are not required to certify credits that exceed the minimum number of units required for the five Subject Areas—A through E.

5.3.3.3 Additional Lower-Division Graduation Requirements
Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the general education requirements at the campus awarding the degree.

5.3.3.4 Qualification for Subject-Area Certification

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in Subsection 5.3.4, the units must be distributed as follows:

a. For Area A, no fewer than 9 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 9 semester units (12-15 quarter units), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. 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 9 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 9 semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. For Area E, no fewer than 3 semester units (4-5 quarter units).

5.3.4 Exceptions to Certification Requirements

At the discretion of the campus, exceptions to the requirements for full certification and subject-area certification (as specified 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.

5.4 Certification of Courses and Examinations

5.4.1 Qualification for Certification

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.

5.4.2 If so identified, those courses and examinations shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

5.4.3 California Community Colleges may include non-CSU upper-division courses in certification of lower-division CSU General Education Breadth or Intersegmental General Education Transfer Curriculum.

5.5 Limitations of Certification

5.5.1 Restriction to General Education Requirements

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.

5.5.2 Maximum Number of Credits Allowed

5.5.2.1 Limit on Certification on Total General Education Units

A participating institution shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent.

5.5.2.2 Limit on Certification of Units in Areas B through D

A participating institution shall not certify a student for 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 is not required to accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.
5.5.2.3 Limit on Requirements After Transfer

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.

5.5.2.4 Restrictions on Certification of Upper-Division Courses

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).

5.6 General Education Reciprocity Among CSU Campuses

5.6.1 Full Lower-Division Reciprocity

a. Full lower-division reciprocity is the process through which all lower-division general education requirements that one CSU campus has designated as having been satisfactorily and entirely completed shall be accepted 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 GE requirements of two campuses.

b. 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.

c. For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Article 5 above.

5.6.2 Reciprocity as Fulfillment of Full Lower-Division General Education Requirements

Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus shall not be held to any additional lower-division general education requirements by the campus awarding the degree.
5.6.3 Reciprocity for Subject-Area General Education Requirements

5.6.3.1 Definition

a. Subject-area lower-division reciprocity is the process through which 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.

b. 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.

c. 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 above.

d. 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.

5.6.4 Reciprocity Limitations

The provisions of Article 5.6 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.

Article 6 Implementation and Governance

6.1 General Education Advisory Committee

A systemwide Chancellor’s General Education Advisory Committee is hereby established. While it is important that the membership of this committee be
broadly based, it shall in largest part be drawn from the instructional faculty of the California State University.

At minimum, the membership shall also include Chancellor’s Office staff, one California Community College instructional faculty member, one CSU campus academic affairs administrator, and one articulation officer from the CSU system and one from the California Community College system. Each member of the committee shall have an equal vote.

The chancellor or the executive vice chancellor and chief academic officer may from time to time request that the committee address and provide advice on other issues related to the development and well-being of California State University General Education Breadth policy and programs.

The responsibilities of this committee shall 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 so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.

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

6.2 Campus Responsibility

6.2.1 Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution’s particular general education program. Within the CSU General Education Breadth distribution framework, each CSU campus is to establish its own requirements and exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

a. Assuring that General Education Breadth requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
b. Considering the organization of approved courses so that students may choose from among a variety of “cores” or “themes,” each with an underlying unifying rationale.

c. Periodically reviewing approved courses to ensure that they remain responsive to the essential learning outcomes framework identified in Section 3.2

d. Using evidence of student attainment of learning outcomes to inform the ongoing design of General Education curriculum and instruction.

e. Considering the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional general education categories.

f. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.

g. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

h. Considering possibilities for innovative teaching and learning, including activity as well as observation in all general education coursework.

6.2.2 GE Breadth Requirements and the Development of New Baccalaureate Degrees

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate at least the minimum required general education distribution credits, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

6.2.3 Campus Standing General-Education Committee

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.

6.2.4 General-Education Academic Advising

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.

6.2.5 General-Education Review and Assessment

Each campus shall provide for regular periodic reviews of general education program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include an assessment of general education student learning outcomes (as designed by campuses in consonance with but not constrained by the objectives stated in Article 3.2 of this executive order).

Charles B. Reed, Chancellor

Dated: June 18, 2008
Attachment A

Requirements for Certification of CSU General Education Breadth

Area A  English Language Communication and Critical Thinking

References: Article 4-A, Article 5.3.2.3-A, Article 5.3.3.4-A

A minimum of 9 semester units or 12-15 quarter units

-one course in each subarea

Oral Communication..........................................................A1

Written Communication.....................................................A2

Critical Thinking.............................................................A3

Area B  Scientific Inquiry and Quantitative Reasoning

References: Article 4-B, Article 5.3.2.3-B, Article 5.3.3.4-B

A minimum of 9 semester units or 12-15 quarter units

-one course in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses

Physical Science..............................................................B1

Life Science.................................................................B2

Laboratory Activity........................................................B3
  associated with the course taken to satisfy either B1 or B2

Mathematics/Quantitative Reasoning.................................B4

Area C  Arts and Humanities

References: Sections Article 4-C, Article 5.3.2.3-C, Article 5.3.3.4-C

A minimum of 9 semester units or 12-15 quarter units

-at least one course in each subarea

Arts (Art, Cinema, Dance, Music, Theater).................................C1

Humanities (Literature, Philosophy, Languages Other than English)..................................................C2
Area D  Social Sciences

References: Article 4-D Article 5.3.2.3-D Article 5.3.3.4-D

A minimum of 9 semester units or 12-15 quarter units

courses to be taken in more than one subarea

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

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

Area E  Lifelong Understanding and Self-Development

References: Article 4-E Article 5.3.2.3-E Article 5.3.3.4-E

3 semester units or 4-5 quarter units required

E
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
What We Look for In Reviewing “American Institutions” Course Outlines

CSU reviewers use a matrix of review criteria when evaluating course outlines submitted for US History, Constitution, and American Ideals ("American Institutions" or "AI") approval. The review criteria were developed from the requirements specified in CSU Executive Order 405, which operationalizes the requirements set forth in Title 5 Section 40404.

Reviewers consider not necessarily the strength of a course as a history, government, or political science offering in general but consider its fit within the requirements of administrative law and CSU policy. That does cause some difficulty, as we sometimes see that good courses cannot be accepted for American Institutions.

Courses that meet the American Institutions requirements fall into three areas, as specified in Title 5:

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

Cross-listed courses may be submitted for these areas, and those meeting the review criteria established for the US History, Constitution, and American Ideals graduation requirement will be approved. However, we have found that because American Institutions history courses are expected to take into consideration a very broad examination of US history and peoples, it is difficult for more narrowly defined courses or courses outside the history discipline to meet the criteria. It has also been our experience that reviewers tend not to support outlines that attempt to include in one course the content required for all three areas. It is simply too difficult to provide students a sufficient foundation in all three areas within one course in one term.

CSU Executive Order 405 specifies this course content for the American Institutions Areas, and these are therefore the same elements our reviewers consider when evaluating proposed AI course outlines:

- Significant events
- 100 years span
- Entire area that is now the U.S.
- Relationships with external regions, powers
- Role of major social groups
- Continuity of American experience
- Derivation from other cultures
- Political philosophies of framers of U.S. Constitution
- Operation of political institutions, processes under U.S. Constitution
- Rights and obligations of citizens under U.S. Constitution
- California state Constitution
- Nature and processes of California state and local government
- Relationships of state and local government with federal government

Reviewers look for a strong foundation in these areas and tend not to approve courses with passing references to or minimal emphasis on these criteria.
CSU Course Outline Review Criteria
United States History, Constitution, and American Ideals Areas 1, 2, and 3

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<th>Area and Criterion</th>
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<td>Significant events</td>
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<td>Relationship of regions within U.S. area</td>
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<td>Derivation from other cultures</td>
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<td><strong>Area US-2</strong></td>
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<td>Politics, economics, social movements, geography (at least 3)</td>
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<td>Political philosophies of framers of U.S. Constitution</td>
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<td><strong>Area US-3</strong></td>
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<td>Relationships of state and local government with federal government</td>
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Courses meeting the American Institutions requirements specified in Title 5 fall into these three areas:

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

Review criteria sources: Title 5 Section 40404; CSU EO 405
CSU GE-Breadth Area A and IGETC Area 1
Communication in the English Language & Critical Thinking

Area A emphasizes development of students’ communication and reasoning skills. It requires coursework in “communication in the English language, to include both oral communication and written communication,” making these the only courses in the GE pattern that must be taught in English.

From Executive Order 595:

A minimum of 9 semester units or 12 quarter units are required in communication in the English language—to include both oral communication and written communication—and in critical thinking, which shall 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 theoretical 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.

English is the language of instruction for Area A1 and Area A2.

Outside of Areas A1 and A2, there is no CSU policy requiring that the course be taught in English to be incorporated into a GE-Breadth certification.

However, in Areas A1 and A2 the CSU has granted GE recognition only for courses taught in English for two reasons:

⇒ California Education Code Section 30 provides that “English be the language of instruction in all schools”

⇒ Community colleges have been urged to encourage prospective transfer students to take courses taught in English, to develop better the command of academic English that is required for upper-division study in the CSU.
A1 Oral Communication

Courses must include faculty-supervised, faculty-evaluated practice in communicating orally in the physical presence of other listeners. Rhetorical principles must be covered (study of effective communication in formal speeches or social interaction is appropriate, for example). The CSU Communications Departments have asked that 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 so that it may be determined that student presentations will be made in front of faculty and other listeners (not online or recorded).

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

Typical reviewer comments applying to Area A1/1C

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

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

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

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

Additional Criteria for IGETC: Area 1C Oral Communication

The UC system doesn’t require Oral Communication, so no additional criteria apply.

Area 1C has been set aside under the IGTEC pattern so that evaluators can see whether students transferring into the CSU have met this graduation requirement, but the review standards are identical to those for Area A1 Oral Communication in the CSU’s GE-Breadth pattern.
A2 Written Communication  

Written Communication courses need to be conducted in English. They may be designed for speakers of other languages, but the courses must lead to achievement of the same “freshman composition” objectives as courses for native speakers of English. Courses should explore rhetorical principles independent of the application of writing to a specific profession: an advertising department’s course in Copy Writing or a journalism department’s course in News Writing would not be suitable for Written Communication.

Reviewers look for evidence of assigned and graded student writing, both in class and as assigned homework. There is no minimum word count, but some number of words should be specified in the course outline.

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

Typical reviewer comments applying to Area A2/1A

“Courses in this area must be conducted in English.”

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

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

“Courses in news writing and reporting are excluded from Area A2.”
A3  Critical Thinking

Executive Order 595 is unusually specific in calling for student competencies “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.”

In practice this means critical thinking courses should include explicit instruction and practice in inductive and deductive reasoning or identifying formal and informal fallacies of language and thought. Literary criticism courses are typically not accepted in this area.

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

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

Over the past several years of review cycles, community colleges have developed courses to meet these student learning outcomes.

Unlike IGETC Area 1B courses, CSU GE-Breadth Area A3 courses do not have to have a prerequisite or instruction in writing.

Typical reviewer comments applying to Area A3/1B

“The content section of the outline does not provide enough detail to determine whether all elements of critical thinking required by CSU E.O. 595 for Area A3 are present (e.g., whether students will be able to advocate ideas effectively and to reason inductively and deductively.”

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

“Area A3 courses must include evaluation of information.”

“Journalism courses are excluded from Area A3.”

Additional Criteria for IGETC: Area 1B Critical Thinking-English Composition

The two-system IGETC pattern combines critical thinking with a second semester of composition. So Area 1B criteria include all those for Area A3, above, plus:

- a minimum writing requirement of 6,000 words, not including revisions
- an explicit prerequisite course, which has been approved under IGETC Area 1A English Composition

Reviewers can verify course prerequisites by consulting collegesource.com.
CSU GE-Breadth Area B and IGETC Areas 2 and 5
The Physical Universe and Its Life Forms; Mathematics

These areas of IGETC and GE Breadth call for three kinds of coursework: a science lecture, an accompanying laboratory, and a math class.

From Executive Order 595:

Satisfaction of this area requires a minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and inquiry 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 that form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools and 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 that 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.

B1 Physical Sciences and
B2 Biological Sciences

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

Some but not all course outlines submitted for these areas will refer to “the scientific method.” Implicit inclusion of the scientific method is acceptable, especially for courses designed for students majoring in science, who would be expected already to be somewhat familiar with the scientific method. EO 595 refers to “methodologies of science as investigative tools,” so Area B/5 courses should enhance students’ appreciation of how scientists do science, not just what scientists have concluded.

To illustrate, students who complete a geology course should be able to do more than explain the workings of a volcano. To meet the objectives of Area B1, they should also have a sense of how geologists have come to understand what produces a volcano.

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

⇒ Multi-disciplinary and interdisciplinary science courses. Some community colleges have designed courses to meet California’s credentialing standards for prospective elementary school teachers, who will need to know something about geology, astronomy, physics and chemistry. These “do-it-all” courses are usually acceptable, so long as they address science as a way of intellectual inquiry.
⇒ **Physical geography courses.** These are almost always accepted in Area B1. (Other kinds of geography course are closer to the social sciences and are instead approved in Area D5.)

⇒ **Physical anthropology courses.** Depending on the emphasis, a course in physical anthropology may belong with other biological sciences in Area B2.

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

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

“Because the course emphasizes technical skills rather than the scientific principles and theories of physical or cultural geography, it is appropriate for neither Area B1 nor Area D5.”

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

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

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**Additional Criteria for IGETC: Areas 5A and 5B**

Criteria for science courses under the IGETC pattern are the same, with these two differences:

⇒ There is no separate subarea for labs, as there is under GE-Breadth (see subarea B3, below).

⇒ Science courses designed explicitly for those prospective transfers planning to major in biology, chemistry, or physics at a UC must have a stated prerequisite of intermediate algebra. Reviewers may notice such references in submitted course outlines, but such a prerequisite isn’t required for approval under either general education pattern.
B3 Laboratory Activity

Courses meeting the requirements of this subarea must:

⇒ be conducted under the in-person supervision of faculty (not on-line)
⇒ be associated with a lecture component, either built in to the laboratory section itself or connected as a co-requisite or prerequisite

When a participating institution submits a science course that includes both lecture and lab, it may be approved for GE Breadth Areas B1 & B3 as a pair, or Areas B2 & B3 as a pair — even if the institution didn’t request placement in Area B3.

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

Typical reviewer comments applying to Area B3

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

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

“This laboratory course is acceptable in Area B3 only if the corresponding lecture is adopted as its pre- or co-requisite.”
B4 Quantitative Reasoning

Area B4 courses must emphasize the development of students’ mathematical and quantitative reasoning skills beyond the level of intermediate algebra. In general, intermediate algebra should be a stated prerequisite to the course used to meet Area B4.

Certain kinds of course are always excluded from Area B4:

- courses in the history of mathematics
- logic and symbolic logic courses
- computer programming courses

Additional Criteria for IGETC: Area 2A

The corresponding Area 2 of the IGETC pattern excludes these plus one other category of course:

- mathematics courses designed for prospective elementary school teachers

In all of these exclusions the intent is the same: to make sure students graduate from college with the genuine ability to understand and practice mathematics beyond the level of second-year algebra.

Typical reviewer comments applying to Areas B4 and 2A

“Courses in symbolic logic don’t directly develop mathematical and quantitative reasoning skills.”

“Courses approved for CSU GE-B Area B4 must have a stated prerequisite, not advisory, of intermediate algebra, and they must build on the topics of intermediate algebra.”
CSU GE-Breadth Area C and IGETC Area 3
Arts, Literature, Philosophy, and Foreign Languages

From Executive Order 595:

A minimum of 12 semester units or 18 quarter units are required 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 the self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

C1 Arts (Art, Dance, Music, Theater) IGETC Area 3A

CSU GE-Breadth Area C1 courses should adequately address historical, theoretical, and cultural contexts of the art under study, and develop in students an independent and critical aesthetic perspective in the arts. In evaluating arts and literature courses, reviewers compare the submitted outline to the EO 595 standards of “great works of the human imagination” and students’ “subjective response to creative works.”

Arts include:
⇒ visual arts
⇒ architecture
⇒ interior design
⇒ music
⇒ dance
⇒ theater
⇒ film

Typical reviewer comments applying to Area C1 and 3A

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

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

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

**C2 Humanities (Literature, Philosophy, Foreign Languages) IGETC Area 3B**

Last year California’s community colleges submitted over 300 course outlines for approval in Area C2 alone: many courses that count in other areas, such as written communication, arts, and social sciences, are also submitted for approval in the humanities.

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

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

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

- **Language courses** should do more than impart vocabulary and rules of grammar; they should use the second language to evoke a sympathetic response to the acquired culture, to help students understand the “other” in the first person. Courses at the elementary level are acceptable only if the cultural content justifies the qualification – *i.e.*, if it includes more than food, festivals, and holidays.

  A useful indicator of whether the course exceeds that threshold is in the IGETC Standards. Courses approved for Area 6A under the IGETC pattern are intended to achieve that minimum proficiency level, and so if they’re listed as prerequisite to a course submitted for Area C2 in GE-Breadth, then the more advanced course could in principle have a strong enough cultural component to qualify. The prerequisite may be stated as:

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

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

- **Creative writing courses** are acceptable for GE Breadth Area C2 only if they include reading and analysis of respected works of literature. Students should be learning to “read as writers” (focusing on how creative writing is developed, not just how readers interpret what is written), which is a different process than literary criticism. (Note that there is a difference here between the GE Breadth pattern and the narrower IGETC pattern: creative writing courses are *never* accepted for IGETC.)

- **Courses in geography, history, and art** may satisfy Area C2 Humanities if the outline indicates a strong cultural content and an exploration of subjective human experience.
⇒ **Literature courses** may be disallowed because they are too narrow. A course in a single novel or literary movement (e.g., postmodern American fiction) is probably more suitable for upper-division work, since it may not incorporate literary analysis from a variety of critical perspectives.

⇒ **Courses in mass communication or mass media** are not accepted in Area C2. (However, courses that study the interaction of mass communication and society are often appropriate for social studies in Area D.)

⇒ **Courses in English as a Second Language** may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of Area C2.

⇒ **Logic courses** are categorically excluded from Area C2. Such courses are designed primarily to develop students’ reasoning skills, not their appreciation of “great works of the human imagination.”

⇒ Depending on their dominant mode of inquiry, **history courses** may be categorized in Area C2 Humanities, Area D6 History, or both. (See p. 25 for a comparison of the two inquiry modes.) **Art history courses** are always reviewed in Area C2 Humanities, not as any of the social sciences in Area D.

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**Additional Criteria for IGETC: Area 3B**

⇒ Creative writing courses are never approved for IGETC, not even under Arts and Humanities.
Special Cases for History Courses: Approving in Additional Areas

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

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

1. **When the course is submitted differently for IGETC approval.** A course submitted under the Humanities area for one pattern but under the Social Sciences area for the other is approved in both the Humanities and Social Sciences areas for GE-Breadth. This protects transfer students who expect the IGETC pattern to work the same for both university systems, and switch to the GE-Breadth pattern before transfer.

2. **When the course is in the history of a U.S. ethnic group.** A course like “History of Native Americans” may be submitted in Area D6 History, and approved in Area D6 History and Area D3 Ethnic Studies. This facilitates graduation for students enrolled at CSU campuses which individually require coursework in cultural diversity, satisfied by Area D3.

3. **When a humanities-focused history course has been approved under the “U.S. history” objective of the CSU’s United States History, Constitution, and American Ideals requirement.** For example, a course in the cultural influences of the major U.S. immigrant populations from 1840 to 2000 is submitted and approved under Area C2 Humanities, and had prior approval under Area US-1, Historical Development of American Institutions and Ideals. Reviewers will add approval under Area D6 History, for transfer students whose pre-major lower division coursework (“LDTP”) relies on these areas double-counting.

For easy reference, charts of each possible combination begin on the following page.
### Approving History Courses in Additional Areas

**Special Case #1:** The same course is submitted differently in GE-Breadth and IGETC.

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<thead>
<tr>
<th>A course proposed in IGETC Area(s)</th>
<th>... and for GE Breadth Area(s) ...</th>
<th>... is considered for IGETC in Area(s) ...</th>
<th>... and for CSU GE Breadth in Area(s)</th>
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<tr>
<td>3B Humanities</td>
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**Special Case #2:** It's a course in the history of a US ethnic group.

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<th>A course proposed in IGETC Area(s)</th>
<th>... and for GE Breadth Area(s) ...</th>
<th>... is considered for IGETC in Area(s) ...</th>
<th>... and for CSU GE Breadth in Area(s)</th>
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**Special Case #3:** It's a history course already approved for US-1, the history objectives of the CSU’s United States History, Constitution, and American Ideals requirement.

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<th>A course proposed in IGETC Area(s)</th>
<th>... and for GE Breadth Area(s) ...</th>
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<th>... and for CSU GE Breadth in Area(s)</th>
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Note that in all three special cases, columns 1 and 3 stay the same: reviewers consider courses for IGETC approval only the areas submitted. But on the GE-Breadth side courses may qualify in areas beyond those requested.
Not every outline submitted for Area C2 needs to “include exposure to Western cultures and non-Western cultures” on its own; instead it’s hoped that students will gain such exposure over the course of completing this GE area.

**Typical reviewer comments applying to Areas C2 and 3B**

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

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

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

“Most of the content seems to focus on developing students’ creative writing technique, and the outline does not make clear the extent to which the texts and the lectures involve analysis and criticism of works of established literary merit.”

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

“The strong focus on skills and techniques precludes it from being accepted for Area C2.”
CSU GE-Breadth Area D and IGETC Area 4
Social, Political, and Economic Institutions & Behavior; History

From Executive Order 595:

A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background is required to satisfy this area. 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 settings, 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.

Coursework in GE Breadth Area D and IGETC Area 4 is intended to develop students’ ability to apply the scientific method and empirical reasoning to the study of human behavior and institutions. For this area, reviewers look in particular for evidence that:

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

Areas D and 4 group disciplines into ten subareas:

D1 Anthropology & Archaeology  
D2 Economics  
D3 Ethnic Studies  
D4 Gender Studies  
D5 Geography

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

Because some CSU campuses will consider any Area-D3 course to have satisfied their campus-specific cultural diversity requirement, reviewers add the D3 designation to courses in the history, sociology, or literature of a U.S. ethnic group, whether or not the college proposed it.

D4 Gender Studies

Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives (rather than social scientific analysis) are categorized in Area C.

D5 Geography

Most geography department courses fit here, but courses in physical geography are categorized in the physical sciences (GE-Breadth Area B or IGETC Area 5)
D6 History 

For a number of reasons, course approvals for this area of GE-Breadth may be affected by approvals in IGETC or American Institutions. See page 31 for a complete listing of the possible approval combinations.

D7 Interdisciplinary Social or Behavioral Science

Interdisciplinary courses must specify which disciplinary perspectives are informing the course (through readings, coverage of theory and methods, and texts specific to the discipline).

D8 Political Science, Government, and Legal Institutions

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

D9 Psychology

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

D0 Sociology and Criminology

Criminology courses should focus on social scientific analysis of the etiology (causation) of crime and criminal behavior, rather than emphasizing professional skills. Note also the distinction from courses in Criminal Justice, which focus on the institutions responsible for law enforcement, justice, and corrections), and are categorized within Political Science (Area D8).
Typical reviewer comments
applying to Areas D1-D0 and 4A-4J

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

“Attention to the integration of physiological, psychological, and social considerations does not appear to be sufficient; most of the course appears to be devoted to career-oriented teacher preparation.

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

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

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

“The course outline does not make clear how sociological concepts, theories, and methodology underlie the examination of marriage and the family as social institutions.”
CSU GE-Breadth Area E
Lifelong Understanding and Self-Development

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

**From Executive Order 595**

This area requires a minimum of 3 semester units or 4 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.

**Suitable Content**

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

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

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

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

**Physical Activity**

Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E, if the students move and are instructed (or supervised or coached) by a faculty member or a designee when doing so. Varsity sports may be included, and so may basic training in the military, in cases where they are awarded academic credit.

However, students may not complete Area E using only physical activity courses. Participating institutions are asked to limit the number of physical-activity units they count when certifying a student for Area E.
(Note the wording: a community college may offer a three-semester-unit class in badminton and qualify it for Area E; it just can’t apply all three units to a student’s Area E certification.)

Typical reviewer comments applying to Area E

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

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

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

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

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

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

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

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

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

There is no IGETC Counterpart to Area E.

Students using the IGETC pattern to meet their lower-division general education before transfer to the CSU are exempted from this systemwide requirement.
CSU “American Institutions”
U.S History, Constitution, and American Ideals

The CSU’s graduation requirements in American Institutions were established in Executive Order 405, separately from the areas of GE Breadth. (The full text of EO 405 is in the appendix to these Guiding Notes.) EO 405 created policy to implement Title 5 Section 40404 of California’s Civil Code, which calls for study in three areas:

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

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

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

**Area US-1: American History**

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

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

**Area US-2: The U.S. Constitution**

Course outlines should reflect content that teaches:

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

**Area US-3: California State and Local Government**

Courses in this area will address:

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

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

Typical reviewer comments applying to American Institutions

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

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

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

“This course covers a time span of 62 years, which is considerably less than the 100-year time span that is expected of courses meeting the historical elements of the requirement.”
The 2007 IGETC Standards, Policies and Procedures provides an accessible way to review information related to the IGETC. This information includes current practices and policies and new policies and procedures as approved by the California Community Colleges, the California State University and the University of California. The IGETC Standards, Policies and Procedures contained in this document supersede any and all previous versions of IGETC Standards, Policies and Procedures including, but not limited to, IGETC Notes 1, 2, and 3.
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1.0 History

Purpose
The Intersegmental General Education Transfer Curriculum (IGETC) began in 1991 to provide an option for California Community College students to fulfill lower-division general education requirements before transferring to either a California State University or University of California campus.

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

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

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

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

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

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

www.universityofcalifornia.edu/educators/counselors/admininfo/transfer/advising/igetc.html

Note: Students transferring to a CSU with a completed IGETC will still need to complete 9 semester units of upper division general education and may be held to other campus specific graduation requirements outside of general education and major coursework.

2.1 IGETC and Other Lower Division General Education Options

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

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

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

2.2 Students who are eligible to use the IGETC

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

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

3.0 IGETC Course Database

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

4.0 IGETC Course Submission and Review Process

Annually, the UC and the CSU jointly review courses that are submitted for IGETC consideration by CCC Articulation Officers. Submission details can be found on the ASSIST Coordination site at:


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

**Example:** A course submitted in December of 2008 and approved in March 2009, becomes effective on IGETC beginning fall 2008.

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

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

**Example:** A CCC is notified in spring 2008 that English 101 no longer meets the IGETC standards. The course outline will remain effective on IGETC through summer 2009.
5.0 Courses Appropriate for IGETC

Courses must be CSU and UC transferable.

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

5.1 California Community College (CCC) Courses on IGETC

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

5.1.1 California Community College Course Application Rights

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

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

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

5.2 Non-California Community College Courses on IGETC

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

1. The coursework completed at these institutions is deemed by the CCC faculty in the discipline or their designee to be comparable to coursework on that community college’s approved IGETC course list; or
2. If the certifying CCC does not have an IGETC comparable course for a non-CCC course, but there is an comparable course at another CCC which is found on their IGETC pattern, the course may be used on IGETC as long as the course outlines are compared and scrutinized as to equivalency in content, prerequisites, texts, units, and conformity to IGETC Area Standards. (See Section 10.0 for Standards).

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

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

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

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

CSU students are required to complete 39 semester units of lower division general education requirements to graduate. If students apply upper division units to the lower-division requirements for IGETC certification, they may need to complete additional lower-division units to reach the required 39 lower-division units needed to graduate. Students should be advised of the potential ramifications of using this option.
5.3 Foreign Coursework on IGETC
Foreign coursework may be applied to IGETC if the foreign institution has United States regional accreditation. All other foreign coursework cannot be applied to IGETC.

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

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

5.4 Online/Distance Education/Telecourses

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

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

5.4.3 Area 1C: Oral Communication *(CSU Only) (Same as Section 6.5)*
Strictly online Oral Communication courses may not be used on IGETC Area 1C *(CSU Only).* *(See Section 10.1.3a)* Hybrid-delivery courses may meet the area criteria.

6.0 Courses Not Appropriate For IGETC

6.1 Courses That Focus on Personal, Practical, or Applied Aspects
Content taught in courses applicable to IGETC shall be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as Everyday Legal Problems, Beginning Drawing, News Writing, Physical Education, College Success, Library Science or Child Development: Implications for Child Guidance are examples of courses that focus on personal, practical, or applied aspects and therefore do not meet the IGETC criteria.

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

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

6.4 Foreign Coursework
Foreign coursework may be applied to IGETC if the foreign institution has United States regional accreditation. All other foreign coursework cannot be applied to IGETC.

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

6.5 Area 1C: Oral Communication (CSU Only) (same as 5.4.3)
Strictly online Oral Communication courses may not be used on IGETC Area 1C (CSU Only). (See Section 10.1.3a) Hybrid-delivery courses may meet the area criteria.

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

7.1 Advanced Placement (AP)
A score of 3, 4, or 5 is required to grant credit for IGETC certification. An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Each AP exam may be applied to one IGETC area as satisfying one course requirement, with the exception of Language other Than English (LOTE). (See Section 10.6.3)

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

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

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

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

<table>
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<tr>
<th>AP EXAMINATION</th>
<th>IGETC AREA</th>
<th>AP EXAMINATION</th>
<th>IGETC AREA</th>
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<td>5B with lab</td>
<td>Human Geography</td>
<td>4E</td>
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<td>2A</td>
<td>Italian Language &amp; Culture</td>
<td>3B and 6A</td>
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<td>Calculus BC</td>
<td>2A</td>
<td>Japanese Language &amp; Culture</td>
<td>3B and 6A</td>
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<tr>
<td>Chemistry</td>
<td>5A with lab</td>
<td>Latin Literature</td>
<td>3B and 6A</td>
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<td>Chinese Language &amp; Culture</td>
<td>3B and 6A</td>
<td>Latin: Vergil</td>
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<td>Physics B</td>
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<td>4B</td>
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<td>5A with lab</td>
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<td>1A or 3B*</td>
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<td>Politics</td>
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*AP exams may be used in either area regardless of where the certifying CCC’s discipline is located.
Example: U.S. History at a CCC is approved for Area 3B. The U.S. History AP may be used in Areas 3B or Area 4.

Actual AP transfer credit awarded for admission is determined by the CSU and UC. The UC Policy for AP credit can be found in the publication *Quick Reference for Counselors*.

The CSU does not have a systemwide policy. Consult individual CSU campus for the AP policy.

7.2 International Baccalaureate (IB)

At present, International Baccalaureate exams cannot be used on IGETC, except to clear the Language Other Than English. IB is currently under review by both the UC and CSU systems for applicability to IGETC.

In the interim, the UC will allow the use of IB credit on IGETC if the following guidelines are observed:

Course credit earned on the basis of a score of 5, 6, or 7 on higher-level (HL) IB exams which community college faculty recognize as equivalent to an approved IGETC course can be applied toward the IGETC. If a community college, for example, awards a student credit for a chemistry course on the basis of an IB exam, the community college can apply that course to the IGETC if the chemistry course is on the college's approved IGETC list.

Note: This work can be applied toward completion of the IGETC, but applicability of such coursework toward major or degree requirements rests with each CSU and UC campus.

Students transferring to a CSU campus may not use IB on IGETC.

7.3 College Level Examination Program (CLEP)

CLEP cannot be used on IGETC.

7.4 Other Exams

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10.1 Subject Area 1: English Communication
(3 courses; 9 semester, 12-15 quarter units)

Area 1A: One course, English composition, 3 semester/4-5 quarter units;
Area 1B: One course, Critical Thinking/English Composition, 3 semester/4-5 quarter units;
Area 1C: One course, oral communication, 3 semester/4-5 quarter units.

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

10.1.1 Subject Area 1A: English Composition
A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.
10.1.1a Courses That Do Not Fulfill the English Composition Requirement, including but not limited to:

1. English as a Second Language courses (ESL).
2. Writing courses designed to meet the needs of a particular major, (e.g., Writing for Accountants, Journalism, Business Writing/Communication).
3. Courses designed exclusively for the satisfaction of remedial composition (ELD).

10.1.2 Subject Area 1B: Critical Thinking and Composition
Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required.

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

10.1.2a Critical Thinking and Composition Background
From fall 1991 through the summer of 1993 there was a phase-in period for courses meeting the critical thinking and composition requirement. Community college students could satisfy this requirement by completing a second-semester English composition course and a critical thinking course, with no regard to the actual date of transfer. Students, who completed one of the two courses for this requirement prior to fall 1993, may still satisfy the requirement by completing the remaining course. After the summer 1993 term, completion of a single course is required to fulfill the Critical Thinking/English Composition requirement.

Please refer to IGETC Areas 8A and 8B available on the ASSIST Coordination site at http://www.assist.org.
10.1.2b Critical Thinking/Composition Courses from Institutions Other Than the California Community College (CCC) System

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

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

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

10.1.3 Subject Area 1C: Oral Communication *(CSU Requirement Only)*

*(One course: 3 semester, 4 quarter units)*

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

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

http://www.calstate.edu/app/documents/EO-595/Area_A.pdf
10.1.3a Oral Communication Online/Distance Education/Telecourse Limitations

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

The CSU Communication departments have asked that for courses submitted for IGETC Area 1C, the “methods of instruction” and “methods of evaluation” section of the outline be very specific about how instruction and evaluation are conducted so that it may be determined that student presentations will be made in front of faculty and other listeners and not online or recorded.

http://www.calstate.edu/app/documents/EO-595/Area_A.pdf

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

Strictly online oral communication courses may not be used on IGETC Area 1C (CSU Only). Hybrid-delivery courses may meet the area criteria.

10.2 Subject Area 2: Mathematical Concepts and Quantitative Reasoning

(1 course; 3 semester, 4-5 quarter units)

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

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

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

10.3 Subject Area 3 A/B: Arts and Humanities
(3 courses; 9 semester, 12-15 quarter units)
At least one course in the Arts and at least one course in the Humanities are required.

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

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

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

10.3.1 Courses That Do Not Fulfill the Arts Requirement
The Arts courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing primarily on performance).
10.3.2 Courses That Do Not Fulfill the Humanities Requirement
Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they include literature or cultural aspects. Theater and film courses were approved if they were taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses if the focus is not solely on technique but includes the role of logic in humanities disciplines.

10.4 Subject Area 4: Social and Behavioral Sciences
(3 courses: 9 semester, 12-15 quarter units); from at least two academic disciplines.

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

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

Introduction to American Government courses are not required to contain a California Government component in order to be applied in Area 4. However, a California Government component is required for the CSU AI requirement.
10.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement
Only courses taught from the perspective of a social or behavioral science are approved. Consequently, courses such as Physical Geography and Statistics do not meet the IGETC specifications for this area and are not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus are not approved (See Section 6.0). Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences.

10.5 Subject Area 5 A/B: Physical and Biological Sciences
(At least 2 courses: 7-9 semester, 9-12 quarter units); A minimum of one course in each area is required, and at least one must include a laboratory.

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

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

10.5.1 Courses That Do Not Fulfill the Physical and Biological Sciences Requirement
Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC.
10.5.2 IGETC Laboratory Science Requirement
The IGETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory. The intent of the IGETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this IGETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject. It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers.

10.5.3 Unit Requirement for Laboratory Science Courses
Three semester or four quarter unit laboratory science courses may be used on IGETC to clear the laboratory science requirement as long as the minimum unit value is met for this area (7 semester or 9 quarter units).

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

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

10.6 Language Other Than English (LOTE)

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

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

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

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

1. Satisfactory completion of two years of high school coursework (United States high school or high school in country where the language of instruction is English) in a language other than English, with a grade of “C-” or better in each course. The two years must be in the same language.

2. Satisfactory completion of a course (or courses) at a college or university with a grade of “C” (2.0) or better in each course. Usually, one semester of college work in a language other than English is equivalent to two years of high school work. The equivalency is usually stated in the college catalog. For the purpose of the Intersegmental General Education Transfer Curriculum, the appropriate course (or courses) that can be used to satisfy the Language Other Than English (LOTE) requirement is indicated on the approved IGETC list of each community college.

3. Satisfactory completion, with “C” (2.0) grades or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate that the required coursework was completed. If an official sealed transcript cannot be obtained from a foreign institution an unofficial or opened transcript may be used to verify proficiency. Students who cannot provide documentation should either pass one of the examinations or tests listed below in 4 through 10, or satisfactorily complete an appropriate language course at their college, as outlined in 2 above.

4. Satisfactory score on the SAT II: Subject Test in languages other than English.

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

- Chinese with listening: 500/520
- Hebrew (Modern): 500/470
- Korean/Korean with listening: /500
- French/French with listening: 500/540
- Italian: 500/520
- Latin: 500/530
- German/German with listening: 500/510
- Japanese with listening: 500/510
- Spanish/Spanish with listening: 500/520

5. Satisfactory score, 3 or higher, on the College Board Advanced Placement examinations in languages other than English.

6. Satisfactory score, 5 or higher, on the International Baccalaureate Higher Level Examinations in language other than English.
7. Satisfactory completion of an achievement test administered by a community college, university, or other college in a language other than English. The test will have to assess the student’s proficiency at the level equivalent to two years of high school language. This conclusion must be posted on a transcript indicating unit, course title and grade or on a document with letter head of the institution granting proficiency stating that the student has mastered proficiency in the language equivalent to two years of high school language.

8. If an achievement test is not available, a faculty member associated with a CCC campus can verify a student’s competency. The CCC must provide a document on letter head asserting that the student has mastered proficiency in the language equivalent to two years of high school study.

9. Language other than English “O” level exam with grade of “A”, “B”, or “C”.

10. Language other than English International “A” Level exam with a score of 5, 6, or 7.

10.6.1a Language Other Than English-Sequential Knowledge
In May 2005, UC faculty confirmed that foreign language is an area of sequential knowledge and validation in this area is acceptable. During the 2005-06 TCA update, agreements were adjusted to reflect this understanding. Courses that are equivalent to two years of high school study are identified by a footnote and with the IGETC Area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the IGETC Area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half. Credit should be granted for each individual course as indicated on the community college transcript. For practical purposes this policy began in the 2005-06 year but UC campuses may use discretion when considering students from past years. Flexibility is encouraged whenever possible.

10.6.2 Using High School Courses to Meet the Language Proficiency Requirement
The following are regulations used by the University of California in evaluating high school work in Languages Other Than English:
10.6.2a Acceptable Courses
Two years of high school coursework in a language other than English. The two years must be in the same language.

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

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

10.6.2c Validation of Less Advanced Coursework
A more advanced course may be used to “validate” a less advanced course even if the less advanced course does not appear on the high school transcript.

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

10.6.2d Evaluation of Letter Grades
The University of California does not count “minus” or “plus” grades in computing the grade point average; only the whole grade is used from high school coursework. In other words, a “C-” grade is counted as a whole “C”.

Example: A student receiving “C-” grades in Spanish level 1 and level 2 meets the language proficiency requirement.
10.6.2e “D” and “F” Grades in Less Advanced Work
Students may clear “D” and “F” grades in less advanced work by completing more advanced work with grades of “C-” or higher.

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

10.6.2f Repeating Courses with “D” or “F” Grades
A student may clear “D” and “F” grades by repeating the course(s) in which the “D” or “F” grades were received.

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

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

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

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

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

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

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

11.2 Reviewing Coursework from Other Institutions:

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

11.2.2 Coursework from all Other United States Regionally Accredited Institutions
The coursework from these institutions should be placed in the same subject areas as those for the community college completing the certification.
(See Section 5.2 for details)

11.3 Instructions for Completing Intersegmental General Education Transfer Curriculum Certification Form

1. The IGETC certification form shall be completed by authorized CCC staff or faculty as determined by each community college.
2. For each area, list course(s) taken, name of college or the Advanced Placement exam (minimum score of 3 is required). Advanced Placement cannot be used for Area 1B (Critical Thinking/English Composition) or 1C (Oral Communication). List units in “Units Completed” column on right side, indicating quarter or semester units.
3. Courses used for IGETC certification must be passed with a minimum grade of “C” ("C- is not acceptable, except for high school courses used to satisfy LOTE. See Section 9.3/10.6.2d). A “C” is defined as 2.0 on a 4.0 scale. A “Credit” or “Pass” is acceptable providing either is equivalent to a grade of “C” (a 2.0 on a 4.0 scale) or higher. A college transcript or catalog must reflect this policy.

4. On the bottom section of the form, check if IGETC certification is directed to the California State University or University of California.

5. Sign and date the form. A campus seal is not required.

6. The form must come directly from the community college to the UC or CSU campus(es) to be considered official. A copy of the form will be considered official by CSU and UC campuses providing it has an official signature or stamp.

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

8. Although not part of IGETC, community colleges may certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. Courses used to meet this requirement may also be used to satisfy IGETC Subject area requirements. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Area 3B/4 and to meet the AI graduation requirement.

9. Open or unofficial transcripts for LOTE are acceptable.

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

The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester/72 quarter units of general education per Executive Order 595.
11.4 Partial IGETC Certification

Partial certification is defined as completing all but two (2) courses on the IGETC pattern. The student petitions for certification and either the complete or partial certification is sent by the CCC to the UC or CSU. Each UC or CSU campus will inform a student that has submitted a partial certified IGETC of the specific timelines and courses needed to complete the IGETC. The UC or CSU is responsible for verifying that the missing IGETC course(s) has been completed.

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

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

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

Intersegmental General Education Transfer Curriculum
IGETC Certification

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Transferring to:  ___ UC  ___ CSU  School:  __________________________  Date of Birth:  ___ / ___ / ___

A minimum “C” grade is required in each college course for IGETC. A “C” is defined as a minimum 2.0 grade points on a 4.0 scale.

### AREA 1 – ENGLISH COMMUNICATION

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>English Composition (one course – 3 semester or 4-5 quarter units)</td>
</tr>
<tr>
<td>1B</td>
<td>Critical Thinking – English Composition (one course – 3 semester or 4-5 quarter units)</td>
</tr>
<tr>
<td>1C</td>
<td>Oral Communication (CSU requirement only) (one course – 3 semester or 4-5 quarter units)</td>
</tr>
</tbody>
</table>

### AREA 2 – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

### AREA 3 – ARTS AND HUMANITIES

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

### AREA 4 – SOCIAL and BEHAVIORAL SCIENCES

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

### AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

### AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (not part of IGETC; may be completed prior to transfer, 6 units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

IGETC certified for:  ___ UC  ___ CSU  Circle one:  Full / Partial Certification

Signature:  __________________________  Phone #:  (           )
Certified by (print name):  __________________________  Title:  __________________________  Date:  ___ / ___ / ___
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IGETC Standards Approval History

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

June 12, 2007: Document created

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

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

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

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

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

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

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

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

April 30, 2008: Final Approval by ICAS

Lower –Division Transfer Pattern (LDTP)  
E.O.918  
http://www.calstate.edu/acadaff/ldtp.shtml

**Background**

**LDTP project** sponsored by the CSU and supported by the California Community Colleges, presents potential transfer students with the most efficient path to a bachelor’s degree from the CSU. LDTPs add another option to the transfer process. They will not replace any current transfer path i.e. TAA, Dual Admissions, admissions for non impacted majors.

**Advantages to students:**

1. Increases the academic preparation for college (advising tool)
2. Clarifies and improve the community college transfer process
3. Identifies a clear path to the degree for matriculation students so that a higher percentage of students graduate from CSU in a timely manner.
   - 2 out of 3 students earning a degree from CSU began at CCC
   - 74% of students transferring annually to 4 year public and private colleges in California enroll in CSU

**Structure of an LDTP:**

LDTP’s are being developed for many of the most popular majors. Each LDTP includes a **statewide** component and a **campus-specific** component. Together, the statewide and campus-specific transfer patterns for a major will total at least 60 units and no more than 70 units while at a community college.

**Statewide component**- includes at least 45 semester units:

1. Completion of CSU General Ed Breadth (39 semester units) or IGETC (37 semester units)
2. Completion of the graduation requirements in US History, Constitution, and American Ideals (0 to 6); and
3. Completion of a statewide major preparation pattern of 6 or more semester units, to the extent such courses satisfy requirements for the major.

**Campus-specific transfer**- A 15 semester unit pattern will typically include:

1. Completion of any additional campus-specific major preparation requirements; and
2. Completion of elective courses

**Course Descriptors & Review Process**

The expectation is that at least 115 course descriptors will be developed and approved during the LDTP process. Currently, 81 course descriptors have been ratified and posted on the web. Once the descriptors have been posted, Community Colleges may identify courses that appear to conform to those descriptors and submit the course outlines for CSU
review. Discipline review teams consist of two to ten CSU faculty and each reviewer assesses anywhere from ten to 100 course outlines in a given LDTP Review Cycle. Each team is organized and managed by a Review Team Coordinator who is a senior faculty member in the discipline. The team coordinator establishes the review processes and procedures for each team. Currently there are 35 CSU faculty members serving as Review Team Coordinators. Two CSU faculty members from the discipline team review each proposed CCC outline. If these two CSU faculty members agree in their reviews, the outline is either approved or denied for LDTP articulation based upon these reviews. If there is difference in the recommendation of the two reviewers, then the CCC outline is submitted to a third reviewer to resolve the split decision.

**2008-2009 LDTP Submission Dates:** For the 2008-2009 Academic Year, the number of review cycles will be reduced from three to two.
October 2008……………….....October 15, 2008
March 2009……………….....March 15, 2009

**CAN**
For statewide LDTPs that refer to CAN designations, CCC courses that currently bear those CAN designations will be accepted as meeting the associated statewide LDTP requirement for an interim period.

Once a new LDTP course descriptor is posted, there will be a two-year window for community colleges to submit outlines for those CAN-designated courses and to have them accepted as consonant with the descriptor. Once the two-year window has closed, courses with the CAN designation will no longer be acceptable for LDTP unless they have been reviewed and approved. **Note:** Some course descriptors contain the minimum set of topics that a CCC course must address, while others include a comparatively broad array of desirable topics for a course, not all of which can reasonably be covered in a single course. In the latter case, the outline of an acceptable CCC course is not expected to include all the topics. Faculty with expertise in a given discipline will use their professional judgment when reviewing courses submitted for LDTP articulation.

**LDTP Website**
To find out the latest information on LDTP go to [http://www.calstate.edu/acadaff/ltp.shtml](http://www.calstate.edu/acadaff/ltp.shtml)
Important information such as the LDTP statewide and campus-specific patterns and approved course descriptors can be found.

Updated 08/28/08