



# Santiago Canyon College

*What happens here matters.*

curriculum and instruction  
**handbook**

2017-2018

# PROCEDURES AND REQUIREMENTS ATTENDANT TO BP4020

## INTRODUCTION

In the best interest of students, the colleges in the Rancho Santiago Community College District have agreed to maintain a common curriculum, i.e., shared curriculum. The Academic Senates at Santa Ana College and Santiago Canyon College have endorsed this principle, and as a result, the Curriculum and Instruction Councils at each college have cooperated and acted in concert in every possible instance. This means a continuing and ongoing commitment to a common, i.e., shared curriculum within general education and transfer requirements. Also, each college should have the flexibility to develop in ways that best suit the needs of students at each college.

## PURPOSE

The clear and practical curriculum procedures explained in this document will provide maximum student access and faculty cooperation between the two colleges, while preserving academic freedom and encouraging innovation.

## COURSES

Courses with the same number will have the same title, the same number of units/hours, equivalent requisites, equivalent repeatability, and basically the same course content. As a result, revisions of common, i.e., shared curriculum must be communicated between the respective departments at each college. Course Outlines of Record may be structured to allow each college flexibility in approach and emphasis as long as the content is basically the same. If, after serious and due consideration, one of the colleges wishes to make a substantive change to the course content or any change in the number of units, and the other does not agree, the college making the change must invoke a number change and handle all state requirements and articulation changes. In addition, common curriculum or courses that are equated (viewed as equivalent) that are considered active participatory in physical education, visual arts, or performing arts, and that are related in content, should be grouped the same at both campuses unless one campus does not offer a particular course.

**NOTE:** Due to the fact that transferable courses are articulated primarily on course description and content and are also reviewed for course purpose/objectives, textbook/materials, instructional methods, outside assignments, and standards of achievement, even a slight variation in any of the areas listed above may result in a different articulation outcome for a *common course*.

## PLAN A OR THE GENERAL EDUCATION REQUIREMENTS FOR THE AA DEGREE

Agreement on Plan A is critical to making it as easy as possible for a student to attend both colleges. Because of the different course offerings at each individual college, Plan A cannot be identical at both but should be as similar as possible. While the placement of courses in each Plan A

area will reflect the specific courses offered at each individual college, if a course is offered at both colleges, placement on Plan A must be the same at both colleges

1. Changes to Plan A, Section I. *Units and Residency Requirements* require the approval of the Curriculum and Instruction Councils at both colleges.
2. Changes to the description of Plan A Section II. *General Education Requirements* require the approval of the Curriculum and Instruction Councils at both colleges. Changes to the number of areas within Plan A, Section II, General Education Requirements, or to the type and designation of the areas within Plan A, Section II, also require the approval of both Curriculum and Instruction Councils. If a course is taught at only one college, that college determines the placement within the areas of the Plan A, Section II. *General Education Requirements*.

If a student completes a Plan A, Section II *General Education Requirements* in an area using a course taught at either college, both colleges will honor it. For example, the modern language possibilities in the Plan A, Area C Humanities Requirement include Vietnamese 101 in the SAC catalog but not in the SCC catalog. SCC, therefore, accepts Vietnamese 101 as meeting the Area C requirement. By contrast, if the student took Vietnamese 101 at Orange Coast College, the course would not automatically be accepted in that area.

3. Changes to the description of Plan A, Section III. *Major Requirements* require the approval of the Curriculum and Instruction Councils at both colleges. Changes to the actual major requirements are addressed under the heading of *Degree/Certificate Requirements of the Academic Departments*.
4. Changes to the description of Plan A, Sections IV-V, *Required Proficiencies*. Because there are many ways to demonstrate proficiency, each college will determine how each individual proficiency requirement in Plan A, Sections IVA, Reading; IVB, Mathematics; and V Oral Communication is met. However, the proficiency categories must be the same.

**NOTE:** The General Education Philosophy Statement is reflective of the college's SLOs, and therefore the college's mission statement. Since each college has a different mission statement, it is difficult to align the SLOs in the exact same manner. For this reason, the colleges may have different philosophy statements, mission statements and SLOs.

## **PLAN B (CSU) AND PLAN C (IGETC)**

The Plan B (CSU) and C (IGETC) at each college will reflect the course offerings at each college. Because these agreements are with the California State University and the University of California systems, they will be unique to each individual college in the RSCCD. However, if a course is common i.e., shared, to both colleges and it appears on one of the plans at one college, it must also appear on the same plan at the other college and be placed in the same area. For example, Anthropology 101 appears as a life science: Plan B Area B2 for CSU and Plan C Area 5 Group B for UC. It may not appear as a life science for one college and a social science for the other (i.e., Plan B Area D; Plan C Area 4).

## **DEGREE/CERTIFICATE REQUIREMENTS OF THE ACADEMIC DEPARTMENTS**

Degree and Certificate requirements should be the same at both colleges whenever reasonably possible. However, because of different specific course offerings, this will not always be feasible. When degree or certificate requirements differ, they must still be comparable in depth and breadth of content at both colleges. For example, if one college lacks a facility, the degree cannot require completion requiring this facility

## **THE ROLE OF THE DISTRICT CURRICULUM AND INSTRUCTION COUNCIL**

### **Statement of Purpose**

This council fulfills the role of insuring common, i.e., shared curriculum and academic policies between Santa Ana College and Santiago Canyon College. It is the body which receives, for information purposes, policy changes for the catalog approved by the Curriculum and Instruction Councils of each college, e.g.,

- IGETC and CSU courses
- AA degree requirements
- All academic standards and policies which are developed at the college councils.

The official annual letters prepared for the Board of Trustees by the college Curriculum and Instruction Council chairs will be reviewed by the District Curriculum and Instruction Council co-chairs for information prior to presentation to the Board. The two letters will be presented to the Board at the same board meeting.

The District Curriculum and Instruction Council will meet as needed.

### **Adjudication Process**

The council is responsible for adjudicating disputes between the two colleges, e.g., any change to the General Education Requirements for the AA degree; placement of courses in Plan A, Plan B and Plan C; and will be the last resort for resolution of all conflicts. A simple majority vote will determine the outcome.

Collegial resolution should occur at the department level, and if this does not prove viable, the two Curriculum and Instruction Council Chairs will confer with the affected faculty to seek resolution. If resolution is not possible, this issue will be sent for formal review by the District Curriculum and Instruction Council. The parties will be informed of the outcome within 10 working days of the District Curriculum and Instruction Council meeting.

**Initial Approval: Fall 2012**

**Revised: Fall 2014**

# MINIMUM REQUIREMENTS FOR THE ASSOCIATE DEGREE POLICIES

## Title 5. Education

### Division 6. California Community Colleges

#### Chapter 6. Curriculum and Instruction

##### Subchapter 1. Programs, Courses and Classes

##### Article 6. The Associate Degree

##### § 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally

determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

- (1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.
- (2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

- (1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:
  - (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 natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, 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 shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to 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 or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

**NOTE:**

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901 and 70902, Education Code.

- (C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to 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, philosophy, and religion.
- (D) Language and Rationality. Courses in language and rationality are those which 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 the student uses. Such courses include:
- (i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
  - (ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.
- (2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).
- (c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.
- (d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

## LOCAL GENERAL EDUCATION PATTERN

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### SAMPLE PATTERN - SCC

- A. Natural Sciences (3 units)
- B. Social and Behavioral Sciences (6 units)
  - B1. American Institutions
  - B2. Social Science Elective
- C. Humanities (3 units)
- D. Cultural Breadth (3 units)
- E. Language and Rationality (6 units)
  - E1. English Composition
  - E2. Communication and Analytical Thinking
- F. Lifelong Understanding and Self-Development (3 units)

## Title 5. Education

### Division 5. Board of Trustees of the California State Universities

#### Chapter 1. California State Universities

#### Subchapter 2. Educational Program

#### Article 5. General Requirements for Graduation

#### § 40405.1. CSU General Education –

#### Breadth Requirements

(a) Each recipient of the bachelor's degree completing the California State University General Education-Breadth Requirements pursuant to this subdivision (a) shall have completed a program which includes a minimum of 48 semester units or 72 quarter units of which 9 semester units or 12 quarter units shall be upper division level and shall be taken no sooner than the term in which the candidate achieves upper division status. At least 9 of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree. The 48 semester units or 72 quarter units shall be distributed as follows:

- (1) A minimum of 9 semester units or 12 quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.
- (2) 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 into mathematical concepts and quantitative reasoning and their applications.
- (3) A minimum of 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages.
- (4) A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background.
- (5) 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, social, and psychological entities.

The specification of numbers of units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus courses, credit unit configurations and these requirements will not unduly exceed any of the prescribed semester or quarter unit minima. However, the total number of units in General Education-Breadth accepted for the bachelor's degree under the provisions of this subdivision (a) should not be less than 48 semester units or 72 quarter units.

(b) The president or an officially authorized representative of a college which is accredited in a manner stated in

Section 40601 (d) (1) may certify the extent to which the requirements of subdivision (a) of this section have been met up to a maximum of 39 semester units (or 58 quarter units). Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor.

- (c) In the case of a baccalaureate degree being pursued by a post-baccalaureate student, the requirements of this section shall be satisfied if:
- (1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
  - (2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

#### NOTE:

Authority cited: Sections 89030, Education Code.

Reference: Sections 66055.8 and 89030, Education Code.

**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.

<http://www.calstate.edu/eo/EO-1065.html>

# IGETC STANDARDS, POLICIES AND PROCEDURES FOR INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

## 10.0 SUBJECT AREAS AND COURSE GUIDELINES

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

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

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

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

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

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

### 10.1 SUBJECT AREA 1: ENGLISH COMMUNICATION

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

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

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

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

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

#### 10.1.1 Subject Area 1A: English Composition

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

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

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

1. English as a Second Language courses (*ESL*).
2. English composition courses which are intended for non-native or international students.

**Example:** English 101, English Composition for Non-Native Speakers (same as English 100, Freshman English Composition)

3. Writing courses designed to meet the needs of a particular major, (e.g., *Writing for Accountants, Journalism, Business Writing/ Communication*).
4. Courses designed exclusively for the satisfaction of remedial composition (*ELD*).

#### 10.1.2 Subject Area 1B: Critical Thinking and Composition

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

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

### 10.1.3a Oral Communication Online/ Distance Education/Telecourse Limitations

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

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

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

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

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

### 10.2 SUBJECT AREA 2A: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

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

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of

intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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

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

### 10.3 SUBJECT AREA 3 A/B: ARTS AND HUMANITIES

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

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

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

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

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

### 10.3.1 Courses That Do Not Fulfill the Arts Requirement

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

### 10.3.2 Courses That Do Not Fulfill the Humanities Requirement

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

## 10.4 SUBJECT AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (3 courses: 9 semester, 12-15 quarter units); from at least two academic disciplines.

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

to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

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

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

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

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

## 10.5 SUBJECT AREA 5 A/B/C: PHYSICAL AND BIOLOGICAL SCIENCES

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

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

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

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

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

### 10.5.2 IGETC Laboratory Science Requirement (Area 5C)

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

### 10.5.3 Unit Requirement for Laboratory Science Courses

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

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

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

## 10.6 LANGUAGE OTHER THAN ENGLISH (LOTE)

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

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

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

### 10.6.1 Certification of Competence in a Language Other Than English

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

1. Satisfactory completion of two years of high school coursework (*United States high school or high school in country where the language of instruction is English*) in a language other than English, with a grade of "C-" or better in each course. The two years must be in the same language.
2. Satisfactory completion of a course (*or courses*) at a college or university with a grade of "C" (2.0) or better in each course. Usually, one semester of college work in a language other than English is equivalent to two years of high school work. The equivalency is usually stated in the college catalog. For the purpose of the Intersegmental General Education Transfer Curriculum, the appropriate course (*or courses*) that can be used to satisfy the Language Other Than English (*LOTE*) requirement is indicated on the

approved IGETC list of each community college.

3. Satisfactory completion, with "C" (2.0) grades or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate that the required coursework was completed. If an official sealed transcript cannot be obtained from 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 United States regionally accredited institution of higher education can verify a student's competency. The institution must provide a document on letterhead asserting that the student has mastered proficiency in the language equivalent to two years of high school study. (See Section 11.6 for a sample. This sample must be printed on college/ university letterhead.)
9. 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.
11. A Defense Language Institute language other than English course which is indicated as passed with a "C" or higher on the official transcript.

#### **10.6.1a Language Other Than English- Sequential Knowledge**

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

## 10.6.2 Using High School Courses to Meet the Language Proficiency Requirement

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

### 10.6.2a Acceptable Courses

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

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

### 10.6.2b Seventh and Eighth Grade Courses

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

### 10.6.2c Validation of Less Advanced Coursework

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

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

## 10.6.2d Evaluation of Letter Grades

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

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

### 10.6.2e "D" and "F" Grades in Less Advanced Work

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

**Examples:**

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

### 10.6.2f Repeating Courses with "D" or "F" Grades

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

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



### **10.6.3 Placement of Courses Meeting the Language Other Than English Requirement**

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

### **10.7 CSU U.S. HISTORY, CONSTITUTION, AND AMERICAN IDEALS REQUIREMENT**

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

[http://icas-ca.org/Websites/icasca/images/IGETC\\_Standards\\_Final\\_version\\_1.4.pdf](http://icas-ca.org/Websites/icasca/images/IGETC_Standards_Final_version_1.4.pdf)

## CSU GE BREADTH VS. IGETC

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

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

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

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

However, within their similarities are some important differences:

GE Breadth Pattern (CSU only)	IGETC Pattern (CSU and UC systems)
<ul style="list-style-type: none"> <li>➡ requires oral communication</li> <li>➡ doesn't require Language Other Than English</li> <li>➡ any passing grade will count*</li> <li>➡ a single course may carry any number of units</li> <li>➡ students may be fully or partially certified (one area at a time)</li> <li>➡ includes an area in Lifelong Understanding and Self-Development</li> </ul>	<ul style="list-style-type: none"> <li>➡ doesn't require oral communication of students transferring to the UC</li> <li>➡ requires Language Other Than English for students transferring to the UC</li> <li>➡ only grades of "C" or better will count</li> <li>➡ each course must carry at least three semester or four quarter units</li> <li>➡ only full (all-area) certification is ordinarily available</li> <li>➡ no area in Lifelong Understanding and Self-Development</li> </ul>

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

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

[http://icas-ca.org/Websites/icasca/Images/VII\\_Transfer%20Update\\_a.pdf](http://icas-ca.org/Websites/icasca/Images/VII_Transfer%20Update_a.pdf)