



Santiago Canyon College

What happens here matters.

curriculum and instruction handbook

2017-2018



Santiago Canyon College

Curriculum and Instruction Handbook

(revised Fall 2017)

Santiago Canyon College
8045 E. Chapman Ave. • Orange, CA 92869
(714) 628-4900
www.sccollege.edu

ABOUT THE HANDBOOK

The Curriculum and Instruction Handbook is a collection of important documents to assist faculty in the process of developing and revising credit and non-credit courses. It includes statewide regulations, district and college framework, important policies and procedures, and sample forms and checklists.

Because district and college documents are updated regularly, faculty and staff should turn to the curriculum offices for official copies of the documents provided in this handbook.

A copy of this handbook can also be found:

SCC Curriculum and Instruction Website

<http://sccollege.edu/Departments/AcademicSenate/CICouncil/Pages/CandIHandbook.aspx>

SAC Curriculum and Instruction Website

http://www.insidesac.net/committee/curriculum_council/resources.asp

District Curriculum and Instruction Website

<http://rscdd.edu/Discover-RSCCD/Pages/District-Curriculum-and-Instruction-Council.aspx>

TABLE OF CONTENTS

FRAMEWORK

District Curriculum and Instruction Council (DCIC)	6
District Vision Statement	6
DCIC Mission Statement	6
Adjudication Process	6
Membership	6
District and College Participatory Governance Flowchart	7
Santiago Canyon College (SCC) Curriculum and Instruction Council	8
College Mission Statement	8
SCC CIC Mission Statement	8
Membership	8
Santiago Canyon College Collegial Governance Framework	9
SCC CIC Technical Review Committee	10
Functions	10
Membership	10
RSCCD - Board Policy 4020 & Administrative Regulation 4020 Common Curriculum	11
Procedures and Requirements Attendant to BP4020	12
Introduction	12
Purpose	12
Courses	12
Plan A or the General Education Requirements for the AA Degree	12
Plan B (CSU) and Plan C (IGETC)	13
Degree/Certificate Requirements of the Academic Departments	13
The Role of the District Curriculum and Instruction Council	13
Statement of Purpose	13
Adjudication Process	13
BP 4260 RSCCD Board Policy 4260 – Course Prerequisites, Corequisites, and Advisories	14
RSCCD Administrative Regulation 4260 – Course Prerequisites, Corequisites, and Advisories	15-19
RSCCD Administrative Regulation 4021 – Program Discontinuance	20
Title § 55002 - Standards for Criteria and Courses	21-23
Title § 55003 - Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation	24-26
Title 5 Levels of Scrutiny for Prerequisites	27-28
RSCCD Prerequisite Validation Form	29
Prerequisite/Corequisite Challenge Form	30
Title § 55000 - Definition of Distance Education (DE)	31
Title § 55004 - Instructor Contact Distance Education (DE)	32
Title § 55006 - Distance Education (DE) Addendum Approval	33
Title § 55003 - Minimum Requirements for the Associate Degree Policies	34-35
Local General Education Pattern	36
Title § 40405.1 - California State University General Education- Breadth Requirements	37
Executive Order 1065: CSU General Education Breadth Requirements	38-39
IGETC Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum	40
10.0 Subject Areas and Course Guidelines	40-47
CSU General Education Breadth vs. IGETC	48-49

FORMS

Course Repetition Request	50
Pass/No Pass Petition	51
Independent Study Policy	52
Petition for Academic Renewal Without Course Repetition	53
Independent Study Proposal	54-55

DISTRICT CURRICULUM AND INSTRUCTION COUNCIL (DCIC)

DISTRICT VISION STATEMENT

The colleges and centers of the Rancho Santiago Community College District (RSCCD) are learning communities. The RSCCD Board of Trustees is committed to ensuring access, equity, and success for students by providing comprehensive educational opportunities throughout our communities. The RSCCD will be a global leader in many fields, delivering cost-effective, innovative and sustainable programs and services that are responsive to the diverse needs and interests of all students. The RSCCD will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment of the RSCCD will be collegial and supportive for students, staff, and the communities we serve.

The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups, to further the goal of enhancing our communities’ cultural, educational, and economic well-being.

The RSCCD will be a leader in the state in student learning. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

DCIC MISSION STATEMENT

This council fulfills the role of insuring common 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 Curriculum and Instruction Council.

ADJUDICATION PROCESS

The council is also responsible for adjudicating disputes between the two colleges, e.g., course revisions, placement of courses in 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 affected faculty will present rationale in writing to the council. The faculty will attend a District Curriculum and Instruction Council meeting to explain and answer questions. After presentation, the voting members of the council will discuss the issue in closed session and determine the disposition. The parties will be informed in writing of disposition and reasons within 10 working days of the District Curriculum and Instruction Council meeting.

MEMBERSHIP • 13 INDIVIDUALS

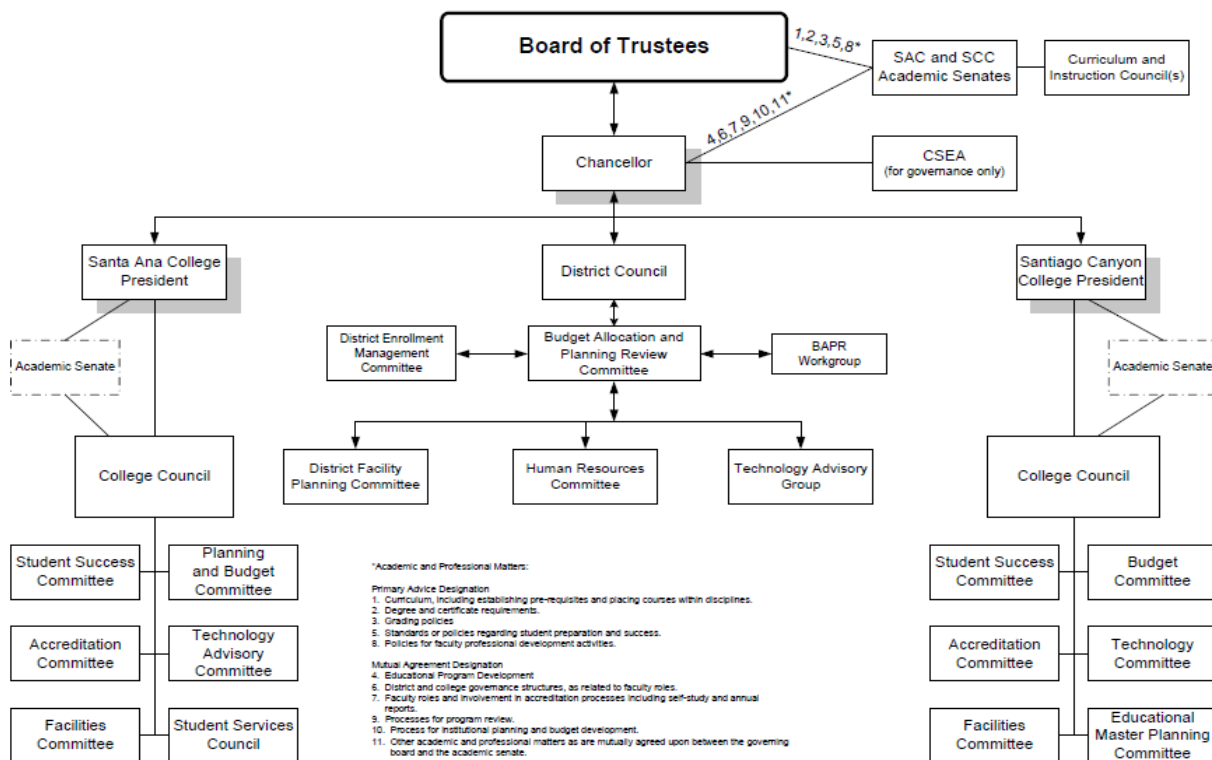
- | | |
|--------------------|--|
| 2 Representatives: | SCC Curriculum and Instruction Council
SAC Curriculum and Instruction Council |
| 2 Representatives: | SCC Vice President of Academic Affairs
SAC Vice President of Academic Affairs |
| 4 Representatives: | SCC (2) Academic Senate Appointees
SAC (2) Academic Senate Appointees |
| 2 Representatives: | SCC Articulation Officer*
SAC Articulation Officer* |
| 3 Representatives: | SCC Curriculum Specialist*
SAC Curriculum Specialists* |

The District Curriculum and Instruction Council will be co-chaired by the chairs of the Curriculum and Instruction Councils of the two colleges.

* Non-voting resource

DISTRICT AND COLLEGE PARTICIPATORY GOVERNANCE FLOWCHART

DISTRICT AND COLLEGE PARTICIPATORY GOVERNANCE



ASG: student representatives participate on councils and committees throughout the structure

Revised November 2011

SCC CURRICULUM AND INSTRUCTION COUNCIL (CIC)

COLLEGE MISSION STATEMENT

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community.

SCC CIC MISSION STATEMENT

The Curriculum and Instruction Council fulfills the state-mandated role of certifying the academic integrity of all credit and non-credit classes and programs. It is founded on a joint agreement between the Academic Senate and the Board of Trustees to rely primarily on the advice of the Academic Senate with regard to curriculum; for example, establishing prerequisites, degree and certificate requirements, and grading policies. The Council is also part of the college and district collegial governance framework and provides a forum for students, staff, and faculty to participate in formulating curricular, instructional, and academic policy.

MEMBERSHIP • 22 INDIVIDUALS

Voting Members

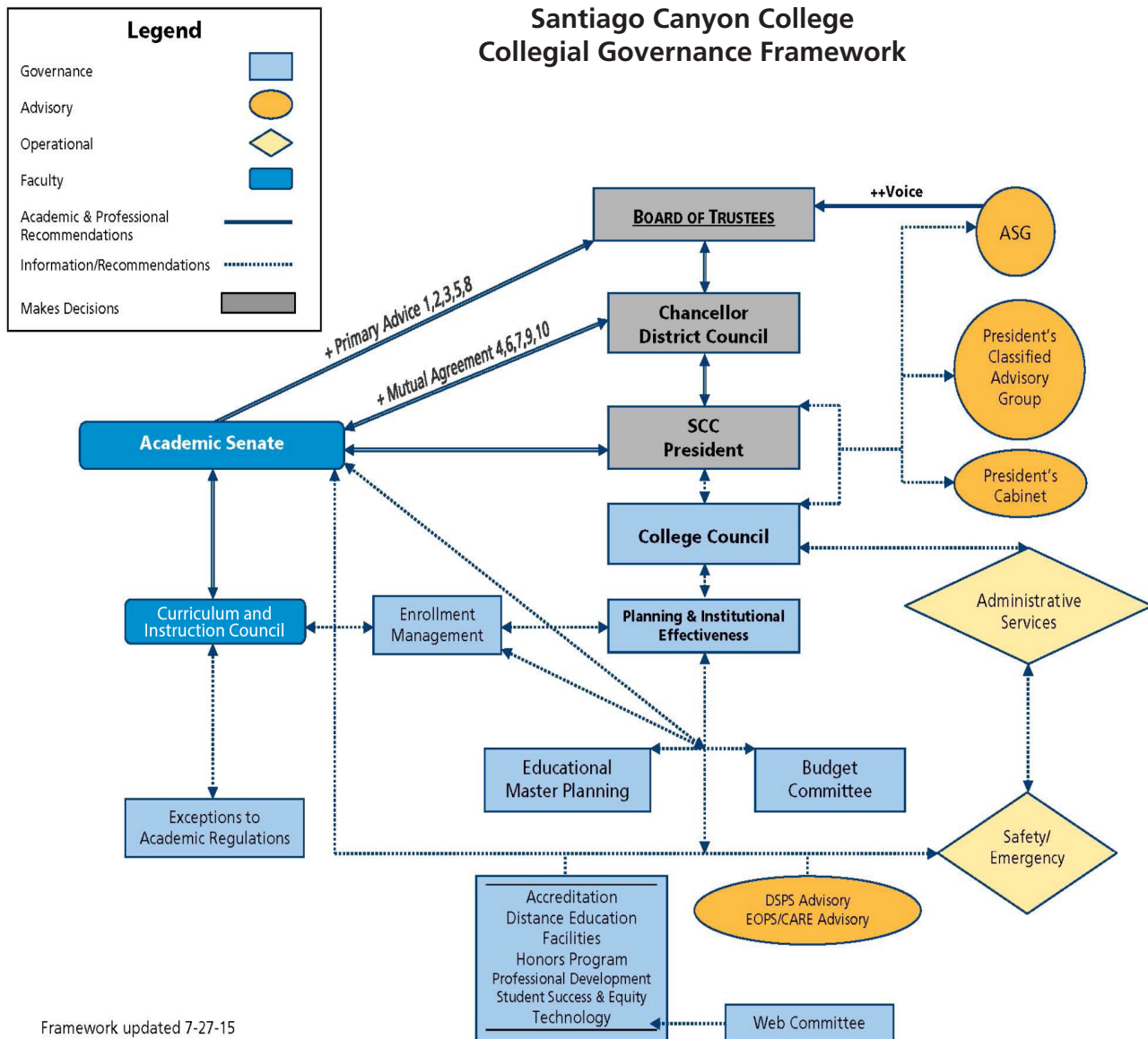
- | | |
|---------------------|--|
| 1 Representative: | Academic Senate President
(or designee as Chair) |
| 1 Representative: | Co-Chair or At-Large
Academic Senate Appointee |
| 1 Representative: | At-Large Academic Senate Appointee |
| 1 Representative: | Chief Instructional Officer (or designee) |
| 1 Representative: | Student
(not counted toward quorum if absent) |
| 1 Representative: | Articulation Officer |
| 1 Representative: | Distance Education Coordinator |
| 15 Representatives: | One faculty from each
Department Curriculum Committee |
- ACE & Reading
 - Business & Computer Science
 - Career Technical Education
 - Child Development & Education Studies
 - Communication
 - Continuing Education
 - Counseling & Special Services
 - English
 - Fine & Performing Arts
 - Humanities
 - Kinesiology
 - Library
 - Mathematics
 - Sciences
 - Social Science

Non-Voting Members

- | | |
|-------------------|------------------------------------|
| 1 Representative: | Dean of Career Technical Education |
| 1 Representative: | Dean (credit) |
| 1 Representative: | Dean (non-credit) |
| 1 Representative: | Curriculum Specialist |
| 1 Representative: | Graduation Specialist |
| 1 Representative: | Honors Committee Representative |

(Updated and approved by College Council 9-13-16)

SANTIAGO CANYON COLLEGE COLLEGIAL GOVERNANCE FRAMEWORK



SCC CIC TECHNICAL REVIEW COMMITTEE

FUNCTIONS

At both colleges, a Technical Review Committee meets one week prior to each schedule Curriculum and Instruction Council (CIC) meeting.

1. To ascertain that all policy, program and course proposals to the council agenda are complete.
2. To insure accuracy and proper formatting of information entered by the discipline experts.
3. To determine which proposals will be placed on the agendas (Consent, Discussion or Action). Consent items are non-substantial changes which do not require council voting, such as minor syntax/punctuation for clarifications, course content, Student Learning Outcomes, etc. Discussion items are set to be reviewed by the council for a 1st reading, such as revisions made to prerequisite/corequisite/recommended preparation, units, hours, or new curriculum proposals. Previously approved courses proposing additional General Education (GE) approval are required for a 1st reading. Action items are previous discussion items requiring council voting.
4. Prerequisite review.

MEMBERSHIP • 4 INDIVIDUALS

- | | |
|-------------------|--|
| 1 Representative: | Curriculum and Instruction Council Chair |
| 1 Representative: | Chief Instructional Officer |
| 1 Representative: | Curriculum Specialist |
| 1 Representative: | Articulation Officer
Other representatives as appointed by Curriculum and Instruction Council Chair |

RSCCD – BP4020 AND AR4020 COMMON CURRICULUM

BP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

All new programs and program discontinuances shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Courses of instruction and educational programs, when applicable, shall be articulated with proximate high schools, four-year colleges and universities under the direction of the District Board of Trustees. The colleges will maintain a common curriculum.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The Chancellor will establish procedures which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

The Chancellor shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable. The Chancellor shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

References: Education Code Sections 70901(b), 70902(b), and 78016; Title 5 Sections 51000, 51022, 55100, 55130 and 55150; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended. 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9

Revised May 31, 2016 (Previously BP6001, 6117, 6123, 6124, 6131, 6134)

References Updated May 18, 2015

AR 4020 CURRICULUM

References: Title 5 Sections 51021, 55000 et. seq. and 55100 et. seq.; Accreditation Standard II.A

Procedures and requirements attendant to BP 4020 shall be published in the Curriculum and Instruction Handbook, which is maintained by the Curriculum and Instruction Council and the Office of Instructional Services.

Responsible Manager: Vice Presidents of Academic Affairs

Revised: August 10, 2015 (Previously AR 6117)

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).

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

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.

BP 4260 PREREQUISITES AND COREQUISITES

The college curriculum committees are authorized by the Chancellor to establish pre-requisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such pre-requisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any pre-requisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites, and advisories shall be identified in District publications available to students.

Reference: Title 5 Sections 55000 and 55003

Revised July 21, 2014 (Previously BP6133)

RSCCD AR4260 – COURSE PREREQUISITES, COREQUISITES, AND ADVISORIES

The Rancho Santiago Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between two concerns.

I. COLLEGE POLICIES AND PROCEDURES

A. Information in the Catalog and Schedule of Classes

The following explanations will appear both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines and the various types of challenge that are established in law.
3. Define advisories on recommended preparation and the right of a student to choose to take a course without meeting the advisory.

B. Challenge Process

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

1. The student can obtain Prerequisite/Corequisite Challenge Form from a division office. The student completes the form, providing a reason and evidence for the challenge, and submits it to the appropriate Division Dean.
2. The challenge will be reviewed by a committee consisting of the Division Dean, or designee, department chair, or designee, and one department or division representative or designee.
3. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge in a timely manner. If no

space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

4. Grounds for challenge shall include the following:

- a. Those grounds for challenge specified in Section 55201(e) of Title 5.
- b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more to the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.
- c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) upon the recommendation of the Curriculum and Instruction Council. Certain limitations on enrollment must be established in the same manner. See II.C. below.
2. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a. The faculty in the discipline or, if there is no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course, and,
 - (2) As a separate action, approve any prerequisites, or corequisites, only if:
 - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program; and as demonstrated by a content review including, at a minimum, all of the following:
 - i. involvement of faculty with appropriate expertise;
 - ii. consideration of course objectives set by relevant departments(s).

should be done in a manner that is in accordance with accreditation standards.

- iii. be based on a detailed course syllabus and outline of record, tests, related instruction materials, course format, type and number of examinations, and grading criteria.
 - iv. specification of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.
 - v. identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
 - vi. Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under v.); and
 - vii. maintain documentation that the above steps were taken.
- (b) The prerequisite or corequisite meets the scrutiny specified in one of the following: II.A.1.a. through II.A.1.g. and specify which.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
- (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the Curriculum and Instruction Council.
 - (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on

skills in communication. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics respectively.

- (c) A course which should have a prerequisite or corequisite as proved in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:

- (1) Be reviewed and approved pursuant to the standards for non- degree applicable credit, non-credit or community service; (Section 55002) or
- (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

- b. The Curriculum and Instruction Council also reviews the course and prerequisite in a manner that meet each of the requirements specified in Title 5, Section 55002(a)(1).

D. Program Review

As a regular part of the curriculum review process or at least every six years, the faculty shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum and Instruction Council and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Corequisites, and Limitations on Enrollment

Implementation of prerequisites, corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

F. Instructor's Formal Agreement to Teach the Course as Described

By accepting employment with the district, faculty agree to teach in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the established of the prerequisite or corequisite.

II. REVIEW OF INDIVIDUAL COURSES

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but rather, an advisory on recommended reparation and must be identified as such in the class schedule and catalog. Establishing advisories does not require all the following steps. (See II.B. below)

A. Prerequisites and Corequisites

1. Levels of Scrutiny

Prerequisites and corequisites must meet the requirements of at least one of the following subsections:

a. The Standard Prerequisites or Corequisites

The College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the faculty in the discipline or department and the Curriculum and Instruction Council as provided above, the College specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflects in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b. Sequential Courses Within and Across Disciplines

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum and Instruction Council as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.

c. Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done.

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- (2) Research is conducted as provided in II.A.1.g.
- (3) The prerequisite or corequisite may be established for a period of not more than one year while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.2.a. and by the Curriculum and Instruction Council as provided in I.C.2.b. and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

d. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and class schedules or reinforced in subsequent semesters until the problems are resolved, and subsequent data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g. of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

e. Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

f. Health and Safety

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum and Instruction Council as provided above:

- (1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
- (2) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- (2) Data are gathered according to sound research practices in at least one of the following areas:
 - (a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary.
 - (b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the College determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
 - (c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
 - (d) Comparison of student performance in the course to their scores on

assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.

- (3) The standard or any comparison done pursuant to II.A.1.g. shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty and representatives of the Academic Senate. If the evidence fails to meet the standard established, the College may establish the proposed prerequisite or corequisite as a recommended preparation and may seek to establish it as a prerequisite or corequisite only by the following the process described in this policy and any applicable college policies.
- (4) If the Curriculum and Instruction Council has determined that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than one year while research is being conducted and a determination is being made, provided that
 - (a) All other requirements for establishing the prerequisite or corequisite have already been met; and
 - (b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any one course.
 - (c) Prerequisites and corequisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above)

2. Additional Rules

Title 5, Section 55202 specified additional rules which are to be considered part of this document as though reproduced here.

B. Advisories on Recommended Preparation

The College may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided in I.C. above. Such recommended standards of readiness are called advisory prerequisites.

C. Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the Curriculum and Instruction Council specified above including the requirement to review them again at least every six years. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. Performance Courses

The College may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- b. The College includes in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- c. Limitations on enrollment established as provided for performance courses shall be reviewed at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512)

2. Honors Courses

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above there is another section or another course or courses at the College which satisfy the same requirements. If the limitation is for an honors course and not

only for an honors section, the College must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

3. Blocks of Courses or Sections

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of student. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the course, then the College must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Responsible Manager: Vice Presidents of Academic Affairs

Revised: August 10, 2015 (Previously AR 6132 and 6133)

RSCCD AR4021 – PROGRAM DISCONTINUANCE

The procedures are based on the guiding principles that: 1) considerations of program discontinuance are distinct from program improvement; 2) if there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, the processes of this procedure [i.e., two semesters of program review and convening of the Program Discontinuance Review Committee of (PDRC)] do not need to go into effect; 3) program discontinuance is an academic and professional matter for local academic senates, and; insofar as the procedure impacts employment, it is a matter of collective bargaining in all cases. As a result, this procedure will be kept separate from development of Department/Discipline portfolios. In addition, if this procedure needs to be invoked, or if a program is to be discontinued on the basis of mutual faculty/Administrator agreement, the bargaining unit will be notified and given the necessary time to resolve the issues of collective bargaining.

Vital academic considerations include effects on students, balancing the college curriculum, education and budget planning and issues of regional coordination for occupational programs. Qualitative as well as quantitative data need to be used as a result. Qualitative data is less statistical and more value-laden. The quality of the breadth and depth of the curriculum, and the teaching and learning process should be taken into consideration. Student satisfaction and how the program is perceived by articulating universities or employing business and industry are factors as well. Quantitative data include weak enrollment trend (e.g., lack of demand); insufficient frequency of course section offerings to assure reasonable availability for students; poor retention; poor term-to-term persistence for those in courses in the major; poor rate for student achievement of program goals; lack of demand in the workforce; or unavailability of transfer major.

1. A review process will go into effect when the department chair, in consultation with the discipline faculty, and/or the administrator working directly with the program in consultation with the faculty and the Vice President of Academic Affairs, using the factors listed above, have determined that a program is in jeopardy. Department/discipline members and the administrator working directly with the program will identify aspects, e.g., qualitative and quantitative data, which apply to the specific program and then do a preliminary analysis of items related to the mission of the college, enrollments trends, workforce-related issues, completion rates, articulation issues, course availability (both lower and upper division), and outside agency requirements. Then, formal notice, including the factors used to make the determination, will be sent to the President of the Academic Senate, the chair of the Curriculum and Instruction Council, the collective bargaining unit, and the Vice President of Academic Affairs.
2. The department/discipline will then work internally for two semesters to review program goals and attempt to ameliorate the situation. Ongoing documentation will be needed. Notice of process will again be sent to

the President of the Academic Senate, the chair of the Curriculum and Instruction Council, the bargaining unit, the Vice President of Academic Affairs, and the President of the college.

3. After two semesters, a comparative study will be conducted on the quantitative/qualitative factors identified as pertinent to the program. If the situation persists, the area administration, in consultation with the faculty, will ask the District Curriculum and Instruction Council to convene the Program Discontinuance Review Committee to make a recommendation. This committee will hold meetings with provision for public comment, and will have a first and second reading of action items. The membership of this committee will include the District Curriculum and Instruction Council Chair or designee as ex officio member, the affected department chair(s), one faculty member, chosen by the department chair(s) from within the program or related discipline and two from outside the program, (chosen by the Curriculum and Instruction Council Chair with the approval of the Curriculum and Instruction Council), the affected Division Dean/Administrator and the Vice President(s) of Academic Affairs. If a program is unique to either SAC or SCC, the designated committee makeup will include the department chair, faculty and administrators from the affected college.
4. If it is determined by the Program Discontinuance Review Committee that the program should be discontinued, by an absolute majority, there will also be a recommendation for a phase-out period which will vary from program to program to ensure that all students in the program have the opportunity to complete the program, and to ensure that all students in the program have the opportunity to complete the program, and to ensure that the bargaining unit may resolve contractual issues for faculty in the affected program. These recommendations will then be forwarded to the Board of Trustees for approval.

Legal reference:

Title 5: 51022 and 55130, 55102 Education Code: 78016

Responsible Manager:

Vice Presidents of Academic Affairs

Revised August 10, 2015 (Previously AR 6134)

STANDARDS FOR CRITERIA AND COURSES

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article 1. Program, Course and Class Classification and Standards

§ 55002. Standards and Criteria for Courses.

- (a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.
- (1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.
- (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:
- (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
- (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.
- (C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.
- (D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.
- (E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.
- (F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.
- (G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.
- (3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.
- (4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.
- (b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.
- (1) Types of Courses. Nondegree-applicable credit courses are:
- (A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

- (B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
 - (C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;
 - (D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.
- (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.
- (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
- (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.
- (C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.
- (D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.
- (3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.
- (4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.
- (c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.
- (1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.
- (2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.
- (3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.
- (4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

- (1) is approved by the district governing board;
- (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- (4) is conducted in accordance with a predetermined strategy or plan;
- (5) is open to all members of the community willing to pay fees to cover the cost of the offering; and
- (6) may not be claimed for apportionment purposes.

NOTE:

Authority cited: Sections 66700 and 70901,
Education Code.

Reference: Section 70901, Education Code.

POLICIES FOR PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article 1. Program, Course and Class Classification and Standards

§ 55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

- (a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.
- (b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:
- (1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.
 - (2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.
 - (3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.
 - (4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.
- (5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.
- (c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:
- (1) the method to be used to identify courses to which prerequisites might be applied;
 - (2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:
 - (A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and
 - (B) prerequisite or corequisite courses;
 - (3) provisions for training for the curriculum committee; and
 - (4) the research to be used to determine the impact of new prerequisites based on content review.
- (d) Prerequisites or corequisites may be established only for any of the following purposes:
- (1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
 - (2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
 - (3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

- (4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.
- (e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:
- (1) it is required by statute or regulation; or
 - (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or
 - (3) it is required by four-year institutions; or
 - (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.
- (f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.
- (g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:
- (1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and
 - (2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
- (h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.
- (i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.
- (j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.
- (k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.
- (l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:
- (1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.
 - (2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:
 - (A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.
 - (B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
- (m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.
- (n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

- (o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

- (p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

- (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
- (2) The prerequisite or corequisite is in violation of this section;
- (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
- (6) Such other grounds for challenge as may be established by the district governing board.

- (q) In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

- (r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

NOTE:

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901 and 70902, Education Code.

TITLE 5 LEVELS OF SCRUTINY FOR PREREQUISITES

Type of Prerequisite or Corequisite	Levels of Scrutiny Required to Apply Prerequisites	Title 5 reference	Example
1. Advisories	Content review validates the content of the required course provides necessary skills and/or knowledge alone. <i>No requirement to prove student is unlikely to succeed.</i>	§ 55003(b)(1)	Developmental Writing course advised for Latino/a Literature course
2. Course within the same discipline	Content review validates the content of the required course provides necessary skills and/or knowledge <i>such that not meeting the requirement makes a student unlikely to succeed.</i> *see content review notes below	§55003(c)(2)	Requiring the first semester of a physics, calculus, biology, etc prior to the second semester course in a series. <i>Note: the requirement is based on likelihood to fail not to succeed.</i>
3. Course outside of discipline closely related but not English or math	Content review validates that skills, concepts, or information in one course are necessary for success in a subsequent target course.	§55003(c)(2)	Introduction to Physics as a prerequisite for Introduction to Engineering required by CSU
4. Health or safety	Review of safety needs for the student or others	§55003(c)(4)	Negative TB test and proof of immunization for Child Development course
5. Required by statute or regulation	No level of scrutiny required (may require disproportionate impact study) Determined by local board as applicable	§55003(d)(1) §55003(e)(2)	Paramedic licensure or certification necessary for Continuing Education courses in Paramedic Program
6. Closely related lecture- laboratory pairing within a discipline	No level of scrutiny required	§55003(d)(2)	Chemistry laboratory associated with Chemistry lecture or a Ceramics lab required to support a ceramics lecture
7. Required by a four year transfer institution	No level of scrutiny but documentation of transfer institutions requiring this prerequisite removes the need to validate with statistics	§55003(d)(3) §55003(e)(1)	Intermediate Algebra required by a CSU for Biology majors course
8. Computational or writing course in a discipline outside of communication or computation	Content review validates that skills of English or math course are necessary for success in subject area course - Scrutiny includes data collection and analysis <i>showing the student is highly unlikely to succeed.</i> A disproportionate impact study is conducted. - Established on a course by course basis not across an entire curriculum - Multiple measures established to meet requirement	§55003(e) §55003(g) §55003(h)	Basic Reading course required for an Introduction to Sociology course
9. Placement based on skills assessment	Content review validating skills in course and those tested in assessment Us of a CCCCO approved assessment instrument Validated cut-off scores for the assessment placement Incorporation of multiple measures A disproportionate impact study is conducted.	§55003(e)(2) (B) §55003(h)	Placement in to English or mathematics courses based on assessment testing. College level reading skills (or a comparable course) as a prerequisite to a biology course or any general education course.
10. Program prerequisites	Content review by at least 6 districts with the same program A disproportionate impact study is conducted.	§ 55003(e)(2) (A) & (B)	Transfer-level English as a prerequisite for admission to Dental Hygiene Program
11. Other Prerequisites (GPA, recency of course taken)	Content review by at least 6 districts with the same program A disproportionate impact study is conducted.	§ 55003(e)(2) (A) & (B)	2.5 GPA as a prerequisite to the Respiratory Therapy Program

OTHER LIMITATIONS ON ENROLLMENT

Type of Prerequisite or Corequisite	Levels of Scrutiny Required to Apply Prerequisites	Title 5 reference	Example
12. Performance courses	Other courses can meet degree/certificate requirements	§58106(b)(3)	Audition for Dance Production course
13. Honors courses	Board adopts fair and equitable procedures allocating available seats to those students judged most qualified Other sections/courses can meet degree/certificate requirements	§58106(b)(3)	Honors Psychology is offered along with general Psychology
14. Blocks of courses or sections (co-hort programs)	a reasonable percentage of all sections of the course do not have such restrictions	§58106(b)(4)	Puente, Learning Communities

§ 55000. Definitions (c) "Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

Content Review (per the Model District Policy for Applying Prerequisites 1993, page 5) to establish prerequisites or corequisites: An official process where faculty experts review course syllabi, content, course outline of record, tests, related instructional materials, course format, type and number of examinations, grading criteria, objectives, exit competencies and student learning outcomes of a proposed course, in order to determine and justify whether successful students will attain required knowledge or skills necessary for the target prerequisite or corequisite course. Thorough documentation of this process must be maintained.

Note: All restrictions to enrollment must be clear in college publications §55003(f), require multiple measures §55003(h) and a process for students challenging the requirements §55003(m).

This handout is an updated summary of the levels of scrutiny produced from multiple previous handouts and Title 5 updates by Tess Hansen (Foothill College) and Janet Fulks (Bakersfield College) from the 2008-2009 ASCCC Curriculum Committee.

RSCCD Prerequisite Validation Form

Department Requesting a Prerequisite: _____

Prerequisite Course Requested: _____

Exit knowledge and skills a student should possess upon successful completion of the pre-requisite course:

1. _____
2. _____
3. _____
4. _____
5. _____

Knowledge and skills that students should possess to be ready to take: _____

Next to each of the skills below, please place an X in the box corresponding to the pre-requisite exit skill(s) listed above.

Pre-requisite Exit Skills					
1.					
2.					
3.					
4.					
5.					

Prerequisite/Corequisite Challenge Form

Name: _____ Student ID: _____ Date Submitted: _____

Phone: () _____ Street Address: _____

City/State/Zip: _____

Course I wish to enter:	Prerequisite or course requirement I wish to challenge:
-------------------------	---

Prerequisite / Corequisites Challenge Procedures

Check the box that best describes the reason you are challenging the prerequisite/corequisite:

- ☐ **1. It has not been made reasonably available.** I understand that I must take the petition directly to the dean of the division, who will consult with the department chair in which the course is offered who will determine with 5 working days whether the required course was reasonably available, and if not, will waive the prerequisite for the term. My request must be made prior to the first day of the semester (or summer session).
- ☐ **2. It is not valid because it is not necessary for success in the course for which it is required (student documentation required).** I understand that I must take the petition directly to the dean of the division in which the course is offered who will review the petition with appropriate faculty and provide written notification to the student within 5 working days.
- ☐ **3. The prerequisite is discriminatory or applied in a discriminatory manner (student documentation required).** I understand that I should present documentary evidence to the dean of the division in which the course is offered who will review the evidence with faculty and provide written notification to me within 5 working days.
- ☐ **4. I have the knowledge or ability to succeed in the course despite not meeting the prerequisite (student documentation required).** I understand that I must take the petition directly to the dean of the division in which the course is offered who will arrange for an appropriate instructor to evaluate the documentation within 5 working days.

I have received the student's petition and I have arranged for the appropriate instructor(s) to evaluate the documentation.

Division Dean

Petition to Challenge Prerequisite / Corequisites (attach documentation)

It is the responsibility of the student to provide compelling evidence to support the challenge.

I acknowledge that Rancho Santiago College has determined that this prerequisite or corequisite is necessary for success in the course and that, in the event prerequisite/corequisite is waived, I am taking personal responsibility for succeeding without this prerequisite.

For Official Use Only:

Action Taken: _____ Date: _____

City/State/Zip: _____

Department Chair or Instructor Signature: _____ Date: _____

Division dean signature for waiver under #1 above: _____ Date: _____

DEFINITION OF DISTANCE EDUCATION (DE)

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 1. Distance Education
§ 55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

NOTE:
Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

Title 29 United States Code Section 794d.

Title 42 United States Code Section 12100 et seq.

INSTRUCTOR CONTACT DISTANCE EDUCATION (DE)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 3. Alternative Instructional Methodologies

Article 1. Distance Education

§ 55204. Instructor Contact.

NOTE:

Authority cited:

Sections 66700 and 70901,
Education Code.

Reference:

Sections 70901 and 70902,
Education Code.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

DISTANCE EDUCATION (DE) ADDENDUM APPROVAL

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 1. Distance Education
§ 55206. Separate Course Approval.

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

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

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

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)

CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION- BREADTH REQUIREMENTS

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.

EXECUTIVE ORDER 1065: CSU GENERAL EDUCATION BREADTH REQUIREMENTS

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.

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.

10.4 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

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

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)
➡ requires oral communication ➡ doesn't require Language Other Than English ➡ any passing grade will count* ➡ a single course may carry any number of units ➡ students may be fully or partially certified (one area at a time) ➡ includes an area in Lifelong Understanding and Self-Development	➡ doesn't require oral communication of students transferring to the UC ➡ requires Language Other Than English for students transferring to the UC ➡ only grades of "C" or better will count ➡ each course must carry at least three semester or four quarter units ➡ only full (all-area) certification is ordinarily available ➡ no area in Lifelong Understanding and Self-Development

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

Course Repetition Request

This form must be submitted in person at the Admissions Office in order to register for the course. You must also complete an "add card" and be registered in person.

The California Community College Board of Governors now limits repetitions of a course to a maximum of three attempts (Education Code 55040). This includes course withdrawal and substandard grades. You have completed two attempts.

Student Information

_____/_____/_____	_____/_____/_____	_____
Last Name	First Name	Middle Name
_____/_____/_____	_____/_____/_____	_____
Student ID #	Phone #	Email address

Course Requested for Repeat:

_____	_____	_____
Course Name	Course Number	Semester & Year

Certification of Student Understanding:

I have attempted or completed the above noted course twice (2 times) and understand I am eligible to attempt the course one (1) more time and no exceptions will be made to register for this course in the future at SCC or SAC.

Student's signature _____ Date _____

Office Use Only

☐ **Approved** ☐ **Denied**

Associate Dean of Admissions or Registrar Date

Comments: _____

Accepted by _____ Date _____ (Form to be scanned in student's file)

PASS/NO PASS Petition

The “Pass/No Pass” option encourages students to explore academic areas outside their major. “Pass” indicates an equivalent grade of C or better, and “No Pass” is the equivalent to a substandard performance (equivalent to a grade of D or F). While “Pass/No Pass” does not count toward the grade point average, it does count toward progress probation. “No Pass” is NOT the same as auditing. Santiago Canyon College does not permit auditing.

The following limitations apply to the “Pass/No Pass” option:

- Course used toward a student’s major may NOT be taken on a “Pass/No Pass” basis.
- Every university has a limitation on the number of courses/units that can be completed on a “Pass/No Pass” option.
- Universities typically do not accept “Pass/No Pass” grades in courses that meet English, mathematics, speech, and critical thinking requirements.
- Students may not revise this petition once it is submitted to the Admissions & Records Office.
- Deadlines (end of the 5th week for semester length classes/30% of the length of a short term class) are strictly enforced.
- The maximum number of “Pass/No Pass” units a student may apply for at Santiago Canyon College in a lifetime is 12 units. The maximum per semester is 6 units. This total does not include classes that are offered solely as “Pass/No Pass” without the option of a grade.

Every student must carefully consider the consequences of exercising this option. Therefore, students are **required** to consult with a counselor before submitting this petition.

_____ Last Name	_____ First Name	_____ Middle	_____ Student ID #
_____ Semester/Year	_____ Ticket #	_____ Subject & Course #	_____ Print Instructor’s Name
_____ Major at Santiago Canyon College		_____ Major for Bachelor’s Degree (if applicable)	
_____ University/Universities to which I may transfer			

Counselor Recommendation Required:

Based upon the information provided by the student at this time:

- ☐ I have met with the student and discussed the advantages and the potential disadvantages of selecting a “Pass/No Pass” option for this course.
- ☐ I have recommended this student not select the “Pass/No Pass” option for this course.

Counselor Signature

Date

.....

I have met with a counselor regarding the advantages and potential disadvantages of selecting a “Pass/No Pass” grading option for this course. I am electing to enroll for the “Pass/No Pass” grade option **and I understand that once I receive a grade of “Pass/No Pass” it may not revert to a letter grade.**

Student Signature

Date

Pass/No Pass is annotated on transcripts as: CR = pass and NC = no pass

Distribution of copies: White: Santiago Canyon College Admissions Pink: Instructor Yellow: Student

INDEPENDENT STUDY POLICY

Independent Study allows students to pursue projects under faculty advisement and supervision. The projects may be directed field experience, research, or development of skills and competencies. Independent Study credit may be earned in any discipline. Transfer credit is designated as Independent Study 199; nontransfer credit is designated as Independent Study 099.

Independent Study projects are normally for one unit of credit and require a minimum of 54 hours of directed work per unit of credit. Within the 54-hour minimum, the instructor meets with each student on a weekly basis for at least one hour or a minimum of 18-hours for each one-unit project. The proposed project must be approved by the supervising instructor and the division dean, with notification to the Executive Dean of Instruction. Normally, projects are for one unit. Independent Study may be repeated for credit for a maximum of three units. Recommended projects of more than one unit must have prior approval from the Executive Dean of Instruction. Independent Study is offered on a credit/no credit basis.

Independent Study projects are normally undertaken in the department or division of the student's academic major.

Exceptions to this rule must be approved by both the division dean of the student's academic major and the dean of the division to which the student is applying for exception.

To be eligible for Independent Study, a student must be concurrently enrolled in at least one other class in the Rancho Santiago Community College District, with the exception

of summer sessions. The student must also show evidence of competence in academic major and the area in which independent study is proposed.

The proposal is subject to prior approval by the supervising instructor and the division dean in order for the student to enroll in Independent Study 099 or 199.



PETITION FOR ACADEMIC RENEWAL WITHOUT COURSE REPETITION

To be eligible:

- The student must complete 24 units with a 2.0 GPA or 15 units with a 3.0 GPA in all terms subsequent to the last substandard grade.
Check which criteria you satisfy:
☐ 24 units with a 2.0 GPA, or
☐ 15 units with a 3.0 GPA
- No coursework (including **all** colleges/universities) in all terms after the last substandard grade can contain any:
 - Substandard grades ("F", "D", "NP", "NC")
 - Incompletes ("I")
- Academic Renewal Without Course Repetition is not accepted after any degree, certificate, and/or G.E. certification has been awarded.
- Student must petition at the student's "Home Campus" of record.

Important Information Regarding Academic Renewal Without Course Repetition:

- The substandard academic renewal work will not count toward graduation or certification.
- The permanent academic record shall be annotated (RWO) in such a manner that all work remains legible.
- Student may pick and choose up to 30 units of below "C" work at Santiago Canyon College/Santa Ana College that may be disregarded in the computation of the GPA.
- Students approved for Academic Renewal Without Course Repetition are not eligible for Academic Honors.
- Academic Renewal Without Course Repetition is solely the policy of Santiago Canyon College and may not necessarily be followed by other institutions, including Santa Ana College.
- Academic Renewal Without Course Repetition may be granted only once by either SCC or SAC, but not both.

Student's Name _____ Student ID Number _____

E-mail _____ Phone # _____

List **all** substandard grades ("F", "D", "NP", "NC") and indicate which grades are being petitioned. I hereby petition to have the following courses disregarded from my Grade Point Average (G.P.A.) computation:

Course	Term Completed	Grade	Petition this Course:				Units for course being petitioned
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
			YES	☐	NO	☐	
Total units not to exceed 30:							0

Student Signature: _____ Date: _____

Reviewed by Counselor: _____ Date: _____

Comments: _____

OFFICE USE ONLY

☐ Approved | Date processed: _____ Processed by: _____
☐ Denied | Method student notified: _____

RECEIVED BY:

Revised 8.9.17 | A&R

Santiago Canyon College Office of Academic Affairs Independent Study Proposal

Course: _____
(e.g. Mathematics 199)

Semester and Year: _____

Student's Name: _____
Last First Initial

Student ID #: _____

Instructor Name: _____

Number of Units: 1.0
1.0 units = 18 instructor contact hours required + 36 instructor directed outside hours

Proposed Schedule of Contract Hours with Instructor:

Date of Planning Meeting: _____
(Does not count towards 16 required instructor contact hours)

Independent Study Start Date: _____

Expected Date of Completion: _____

Title of Independent Study Project (Include description of topics and/or projects):

Student Learning Outcome (SLO): Upon successful completion of this course, a student will be able to:

1. _____

2. _____

Description of what the student will be expected to do: (see back page)

Instructor Responsibilities (Commitments such as meetings, materials and other assistance provided by the instructor):

Describe the methods of evaluation of student progress for the project:

Approval of Agreement

The policy governing Independent Study is on the reverse side of this form. To receive credit, the project must be completed by the agreed upon date within the semester. No incomplete (I) grades will be permitted.

_____ Faculty Signature	_____ Date	_____ Student Signature	_____ Date
----------------------------	---------------	----------------------------	---------------

_____ Division Dean Signature	_____ Date	_____ Vice President of Academic Affairs Signature	_____ Date
----------------------------------	---------------	---	---------------

For Admissions and Records Use Only:

Section #: _____

Registered by: _____

Date: _____

INDEPENDENT STUDY

Independent Study allows students to pursue projects under faculty advisement and supervision. The projects may be directed field experience, research, or development of skills and competencies. Transfer credit is designated as Independent Study 199.

Independent Study projects are one unit of credit and require a minimum of 54 total hours of directed work per unit of credit. Within the 54 total hour minimum the instructor meets with each student on a weekly basis for at least one hour or a minimum of 18 instructor contact hours and 36 instructor directed outside assignments. The proposed project must be approved by the instructor, dean and Vice President of Academic Affairs. Independent Study is offered on a Pass/No Pass basis.

Independent Study projects are normally undertaken in the department or division of the student's academic major. Exceptions to this rule must be approved by both the division dean of the student's academic major and the division dean to whom the student is applying for exception.

To be eligible for Independent Study, a student must be concurrently enrolled in at least one other credit class at either Santiago Canyon College or Santa Ana College. Independent Study courses are not offered during summer or intersession. The student must show evidence of competence in the academic major and in the area of proposed independent study. Students planning to transfer to University of California (UC) should keep record of independent study assignments.

The proposal is subject to prior approval by the instructor, dean and Vice President of Academic Affairs in order for the student to enroll in Independent Study 199.

Date	Description of Activity	Total Hours / Minutes

RSCCD BOARD OF TRUSTEES

John R. Hanna, President
Nelida Mendoza, Vice President
Arianna P. Barrios, Clerk
Claudia C. Alvarez
Zeke Hernandez
Lawrence "Larry" R. Labrado
Phillip E. Yarbrough
Gregory P. Pierot, Student Trustee

CHANCELLOR

Raúl Rodríguez, Ph.D

SANTIAGO CANYON COLLEGE PRESIDENT

John C. Hernandez, Ph.D.



Santiago Canyon College

8045 East Chapman Avenue
Orange, CA 92869
www.sccollege.edu
714-628-4900