The purpose of this handbook:

The creation of this handbook is required by the:

- Community College Chancellor’s Office
- Rancho Santiago Community College District (RSCCD)
- RSCCD Curriculum and Instruction Council

It is a collection of important documents to assist faculty in their 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 their division offices for official copies of the documents provided in this handbook.

This handbook was developed by:

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Co-Chair, Curriculum and Instruction Council
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A copy of this handbook can also be found:

1. In all division offices
2. At http://www.insidesac.net/committee/curriculum_council/resources.asp
SANTA ANA COLLEGE  ★  SANTIAGO CANYON COLLEGE

Joint Curriculum and Instruction Handbook

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12/04/07
Rancho Santiago Community College District

CURRICULUM AND INSTRUCTION COUNCIL

Mission Statement

This council fulfills the role of insuring common/shared curriculum and academic policies between Santa Ana College and Santiago Canyon College. It is the body which receives policy changes for the catalog, e.g., IGETC and CSU certification, AA degree requirements, and all academic standards and policies which are developed at the college Curriculum and Instruction Councils. The council is also responsible for adjudicating disputes between colleges, e.g., course revisions.

Membership: 12 Individuals

- 2 Representatives: SAC Curriculum and Instruction Council Chair
- 2 Representatives: SCC Curriculum and Instructional Council Chair
- 2 Representatives: SAC Vice President of Academic Affairs
- 2 Representatives: SCC Vice President of Academic Affairs
- 4 Representatives: SAC Faculty (2) appointed by the respective Academic Senate
- 4 Representatives: SCC Faculty (2) appointed by the respective Academic Senate

* 2 Representatives: SAC Articulation Officer
- SCC Articulation Officer
* 2 Representatives: SAC Support Services Assistant
- SCC Support Services Assistant

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

* Non-voting resource
Santa Ana College Mission Statement

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuits in a dynamic learning environment.

Council 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 consult collegially on all academic and professional matters. The Council is also part of the district shared governance framework and provides a forum for students, staff, and faculty to participate in formulating curricular, instructional, and academic policy. The main functions of the Council are (a) approval, review, and modification of all course outlines; (b) approval of all catalogue and policy changes affecting curriculum, instruction, degree requirements, standards of student participation, etc.; (c) approval and modifications of all college academic standards and policies.

Membership: 21 Individuals

1 Representative: Academic Senate President (or designee as Chair)  
(Bonita Jaros, Susanne Valdez)
2 Representatives: At-Large appointed by the Academic Senate (John Acuña)
2 Representatives: Administrative: Chief Instructional Officer (Norm Fujimoto)  
Administrative: One Academic Dean (Sharon Whelan)
14 Representatives: One from each Division Curriculum Committee
  
  • Business (John Howe)  
  • Continuing Education (Sue Mendizza, Sergio Sotelo, Melissa Tran)  
  • Counseling (Rey Robledo, Rochelle Zook)  
  • Exercise Science (Myrond Brown)  
  • Fine and Performing Arts (Mary Huebsch)  
  • Human Services (Kris Ross)  
  • Humanities (Kathy Patterson)  
  • Library (Yolanda Garcia)  
  • Math (Cher Carrera)  
  • Nursing (Gina Giroux)  
  • Science (Phil Hughes)  
  • Social Science (David Dobos)  
  • Student Services (Brooke Choo)  
  • Technology (Dietrich Kanzler)

1 **Representative: Student (Vilma Garcia)
1 *Articulation Officer (Paula Canzona)
1 *Matriculation Representative (Beverly Birnbaum)
1 *Support Services Assistant (Huong Banh)

* Non-voting resource / not counted toward quorum if absent
** Voting / not counted toward quorum if absent
SANTIAGO CANYON COLLEGE

CURRICULUM AND INSTRUCTION COUNCIL

Santiago Canyon College Mission Statement
Santiago Canyon College is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship. Santiago Canyon College offers a comprehensive curriculum that includes university transfer, associate degree and certificate programs. In addition, we provide community services, career education, continuing education, high school diploma program, basic skills development, and a range of support services for full and part-time students, including those with family and career responsibility. At SCC we encourage students to plan, implement, and evaluate their educational progress through meaningful reflections and interaction with both the college and community.

Council 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. The main functions of the Council are (a) approval, review, and modification of all course outlines; (b) approval of all catalogue and policy changes affecting curriculum, instruction, degree requirements, standards of student participation, etc.; (c) approval and modifications of all college academic standards and policies.

Membership: 21 Individuals

1 Representative: Academic Senate President (or designee as Chair) (Rosi Enriquez)
1 Representative: Administrative: Chief Instructional Officer or Designee (Mary Halvorson)
14 Representatives: One from each Division Curriculum Committee

- ACE-Reading (Diana Babayan)
- Business (Bonnie Slager)
- Career Education (Beverly Pirtle)
- Communication (Tara Kubicka)
- Continuing Education (Flo Zysman)
- Counseling and Special Services (Laura Wirtz)
- English (Maureen Roe)
- Exercise Science (Lisa Fields)
- Fine and Performing Arts (Larry Ball)
- Human Development (Regina Lamourelel)
- Humanities (Scott Howell)
- Math (Laney Pryor)
- Science (Craig Rutan)
- Social Science (Lourdes Fajardo)

1 ** Representative: Student
1 * Articulation Officer (Joanne Benschop)
1 * Matriculation Representative
1 *Support Services Assistant (Irene Glomba)
1 * Director Apprenticeship (Patti Dillon)

* Non-voting resource / not counted toward quorum if absent
** Voting / not counted toward quorum if absent
DATES OF IMPORTANCE  
2007-2008

All meetings will be held in the Santa Ana College Foundation Board Room (S-216) at 2 pm.

### 2007

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*Last meeting for council approval of **first readings** of submissions to IGETC, and for courses faculty would like submitted for UC transferability. Must be received in Curriculum Office by September 10, 2007.

**Last meeting for council approval of **first readings** of submissions to CSU G. E. Breadth. Must be received in Curriculum Office by October 22, 2007.

***Last meeting for council approval of **first readings** of all other catalog changes – AA Degree requirements, academic policy changes, new, revised, and deleted courses and Programs. Must be received in Curriculum Office by November 5, 2007.
DATES OF IMPORTANCE
2007-2008

*SEPTEMBER 24th: Last meeting for 1st reading of IGETC, and for new courses submitted to UC/Plan C. Must be submitted to Curriculum office by September 10, 2007.

**(SCC Only) OCTOBER 8th**: Deadline for turning in courses to be typed by the Curriculum office.

***NOVEMBER 5th**: Last meeting for 1st reading of new and existing courses on CSU G.E. breadth/Plan B. Must be submitted to Curriculum office by October 22nd, 2007.

****NOVEMBER 19th**: Last meeting for all other 1st readings – programs new/revised; courses new, revised, quads, and deleted as well as all policy changes. Must be submitted to Curriculum office by November 5th, 2007.

FALL 2007

SEPTEMBER
   Monday, 10th
   Monday, 24th *

OCTOBER
   Monday, 8th **
   Monday, 22nd

NOVEMBER
   Monday, 5th ***
   Monday, 19th *****

DECEMBER
   Monday, 3rd

SPRING 2008

FEBRUARY
   Monday, 11th
   Monday, 25th

MARCH
   Monday, 10th
   Monday, 24th

APRIL
   Monday, 14th
   Monday, 28th

MAY
   Monday, 12th

ALL COUNCIL MEETINGS WILL BE HELD AT 2:00 PM IN B-103.
District Collegial Governance Framework 2006-2007

Section 3a.

*Advisory
*Governance
*Operational
DISTRIBUTION AND COLLEGE PARTICIPATORY GOVERNANCE FLOWCHART

Board of Trustees

SAC and SCC
Academic Senates
Curriculum and
Instruction Council(s)

Chancellor

CSEA
(for governance only)

Santa Ana College
President

Chancellor's
Council

Santiago Canyon
College President

District
Construction Coord
Committee

Human Resources
Committee

Budget Allocation and
Planning Review
Committee

Technology
Advisory Group

College Council

Student Services
Council

Sabbatical Leave
Committee

College Council

Academic Senate

FACILITIES COMMITTEE

Student Success
Committee

Budget and
Planning Committee

Technology
Advisory Committee

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

*Academic and Professional Matters:

Primary Advice Designation
1. Curricula including establishing pre-requisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational Program Development
5. Standards or policies regarding student preparation and success.
6. Policies for faculty professional development activities.

Mutual Agreement Designation
6. District and college governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes including self-study and annual reports.
8. Processes for program review.
9. Processes for institutional planning and budget development.
10. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Revised Draft February 20
Santiago Canyon College
Collegial Governance Framework 2007-2008

Legend
- Governance
- Advisory
- Operational
- Constituency Groups
- Academic & Professional Recommendations
- Information/Recommendations
- Make Decisions

Board of Trustees

Chancellor District Council

SCC President

College Council Planning & Budget Allocation

ASB

President’s Cabinet

 Classified Advisory Group

Administrative Services Safety/Emergency

Curriculum & Instruction Council

Academic Senate

Student Success

Educational Master Planning

Accreditation

Faculty

Scholarship Student Equity

Student Equity

Educational Technology

Facilities

Students

Administration

Classified
Board Policy 6117

Curriculum

Adopted 03/28/77

Revised 01/22/07

Courses of instruction and educational programs shall be established and modified under the direction of the Board of Trustees, and submitted to the Board of Governors for approval, following state regulations. 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.

Legal Reference:

Education Code: 51022 Instructional programs
Rancho Santiago Community College District

Administrative Regulation 6117

January 1, 1997

Procedures and requirements attendant to BP6117 shall be published in the Curriculum and Instruction Handbook, which is maintained by the Curriculum and Instruction Council and the Office of Instructional Services.

Legal References: Education Code 78200, 78201, 78203

Responsible Manager: Vice Presidents of Academic Affairs
Introduction

In the best interest of students, the colleges in the Rancho Santiago Community College District have agreed to maintain a common, 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 the 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, number of units and basically the same catalog and schedule description and content. As a result, revisions of common, i.e., shared curriculum must be agreed upon between the respective departments at each college and signed as evidence of agreement. 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; catalog / schedule descriptions; or change the title or number of units, and the other does not agree, the college making the change must invoke a number change and handle any state requirements and articulation changes.

Note: Due to the fact that transferable courses are articulated primarily on course description and content but also reviewed for course purpose/Student Learning Outcomes, 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 of each individual college, Plan A can not 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. *Unit 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 the other college, both colleges will honor it. For example, the foreign 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. Another example is if a student has completed Plan A, Area D2 International Perspective at SCC with Travel and Tourism 137, the course would automatically be accepted in Area D2 at SAC. If the student completed the same course at Cal Poly Pomona, the course would not automatically be accepted.

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-VI, *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; V Oral Communication; and VI, Computer Skills and Applications is met.

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

**Plan B (CSU) and Plan C (IGETC)**

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

Degree and Certificate requirements should be the same at both colleges whenever reasonably possible. However, because of different specific course offerings, this will not always be feasible. When degree or certificate requirements differ, they must still be comparable in depth and breadth of content at both colleges. For example, since SCC has no swimming pool, the degree cannot require completion of an aquatics course. Another example is the Communication Department at SCC has a strong forensics program and could add a forensics course to their Communication Option Degree.

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 a minimum of twice per semester.

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.

**Membership of the District Curriculum and Instruction Council**

- 2 Representatives: *Chair, SAC Curriculum and Instruction Council; Chair, SCC Curriculum and Instruction Council*
- 2 Representatives: Academic Senate President, SAC; Academic Senate President SCC
- 2 Representatives: Vice President of Academic Affairs, SAC; Vice President of Academic Affairs, SCC
- 2 Representatives: 1 Faculty Representative from SAC; 1 Faculty Representative from SCC appointed by the respective Academic Senates
- 2 Representatives: Articulation Officer SAC; Articulation Officer SCC – *Advisory only*
- 2 Representatives: Support Services Assistant SAC; Support Services Assistant SCC – *Advisory only*

*The District Curriculum and Instruction Council will be co-chaired by the SAC/SCC Chairs of the Curriculum and Instruction Councils.

*In-service on this document should be offered every year.*

This document is based on the 7/2/04 document *Curriculum Recommendations for Catalog Separation*. Approval Dates: SAC Curriculum and Instruction Council—March 10, 2004; SCC—Curriculum and Instruction Council—April 19, 2004; SAC Academic Senate—May 4, 2004; SCC Academic Senate—May 4, 2004

Approved in a joint meeting of The District Curriculum and Instruction Council; Executive Committee of the Academic Senate, SAC; Executive Committee of the Academic Senate, SCC—September 5, 2007. Approved by SAC Academic Senate 9/25/07. Approved by SCC Academic Senate 10/16/07.
Technical Review Committee

Santiago Canyon College          Santa Ana College

At both colleges a Technical Review Committee meets one week prior to each scheduled Curriculum & Instruction Council meeting

Functions:

1. To ascertain that all policy, program, and course submissions to the council agenda are complete, including required additional forms such as the New Course Proposal Form, Prerequisite Approval Form, rationale for category changes in transfer programs, etc.

2. To insure correctness and consistency in style, e.g., “May be repeated,” “Not applicable to associate degree,” etc.

3. To insure that technical information which must be entered into the college catalog computer file, e.g., transfer code, is correct.

4. To screen out revisions which do not require council approval, such as minor syntax/punctuation clarifications, title or number changes in prerequisite courses or required courses in programs, deleted electives from programs, semester changes, and non-substantive changes to the catalog and schedule.

5. Prerequisite review.

6. Insures all signatures.

Membership

Chair, Curriculum & Instruction Council
Chief Instructional Officer
Support Services Assistant
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 of 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 require 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.
Section 6.

(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 provisions of sections 51002, 55040-55043 and 58161 of this Division.

(b) Non-degree-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) Type 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 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 of this Division. 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 prepare 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 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) Repetitions. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 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 (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 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 with 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 Service 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 member of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.
Section 6.

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 Section 55002(a)(2)(D) or 55002(a)(2)(E).

(b) A governing board choosing to establish prerequisites, corequisites or advisories on recommended preparation shall, in accordance with the provision of Sections 53200-53204 of this Division, 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. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in Subsection (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites or corequisites shall be made on a course-by-course or program-by-program basis.

(2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) 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. These processes shall also provide for the periodic review of advisories on recommended preparation.

(4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) 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
Section 6.

(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 and safety of a student or the health and safety of others.

(d) Except as provided in this Subsection, no prerequisite or corequisite may be established or renewed pursuant to Subsection (b)(3) 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 so scrutinized until it is reviewed pursuant to Subsection (b)(3) 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.

(e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to Section 50002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then despite subdivision (d) 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:

(1) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or

(2) 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:

(A) 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
(B) 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 for the steps the district will take to correct the disproportionate impact.

(f) 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.

(g) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(h) 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. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with Section 55500) of this chapter.

(i) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that nondegree-applicable basic skills 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.

(j) 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.

(k) 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.

(l) 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 applicable enrollment fees are 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.

(m) 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 if 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 or 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; and

(6) Such other grounds for challenge as may be established by the district governing board.

(n) In the case of a challenge under Subsection (m)(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.

(o) District policies adopted pursuant to this section shall be submitted to the Chancellor as part of the district’s matriculation plan pursuant to section 55510.
Section 7.

TITLE 5
ARTICLE 6. THE ASSOCIATE DEGREE

s 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.
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(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 help 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.

      (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:
Section 7.

(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.

(3) Ethnic Studies will be offered in at least one of the areas required by subdivision (2).

(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.


HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
NOTE: See current SAC catalog for specific requirements regarding units, grade point average, residency, and majors.
**Santa Ana College**  
**Certificate and Associate Degree Programs**

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D = AA/AS Degree  
C = Certificate  
** = See current SAC catalog for additional options under these titles
VI. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE

PLAN A
2007–2008

PHILOSOPHY

General Education requirements at Santiago Canyon College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies, both unique to and shared by various disciplines. General Education prepares the college student to comprehend and contribute to the modern world, to understand our regional, national, and international cultural diversity as well as our shared cultural heritage, to reinforce an awareness of self as well as others, and to instill an ongoing intellectual curiosity and commitment to learning.

The subject matter of General Education courses is designed to be general, broad and introductory rather than specialized, narrow, or advanced. General Education courses form a pattern of learning experiences designed to provide educational opportunities that lead to the following outcomes for students:

Think—Critically, Creatively, and Reflectively
• Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs.
• Creatively use concepts to making learning relevant.
• Reflectively assess one’s values, assumptions, and attitudes.

Learn—About Self and Others, Academic and Professional Issues
• Take responsibility for one’s own learning and wellbeing.
• Learn about one’s chosen academic major, while creating connections across disciplines.
• Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

Communicate—With Clarity and Accuracy and in Diverse Environments
• Communicate ideas in a clear and articulate manner.
• Communicate accurately to diverse audiences.
• Communicate in various formats using diverse technologies.

Act—With Awareness of Self and the Local and Global Community of Persons
• Act to maintain one’s dignity and self-respect.
• Act as a responsible community member who treats others with respect, civility, empathy, honesty and dignity.
• Act to increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.

NOTE: A single course may be used to meet only one category requirement.

A. Natural Sciences
Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. They assist in developing an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physics, physical geography, physical anthropology, and other scientific disciplines.

B. Social and Behavioral Sciences
Courses in the social and behavioral sciences focus on people as members of society. They assist in developing an awareness of the methods of inquiry used by the social and behavioral sciences. Critical thinking is stimulated about the ways people act and have acted in response to their societies, and appreciation is developed of how societies and social groups operate. This category includes introductory or integrative survey courses in cultural anthropology, economics, history, political science, psychology, sociology, cultural geography, and related disciplines.

C. Humanities
Courses in humanities study the cultural activities and artistic expressions of human beings. They assist in developing 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 in developing aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy and religion.

D. Cultural Breadth
Courses meeting the cultural breadth requirement represent both global and national perspectives and recognize the value of systemic historical and cross-cultural examinations of race, ethnicity, gender, and global issues.

1. Ethnic Studies/Women’s Studies
Courses meeting the Ethnic Studies/Women’s studies requirement focus on the cultural perspectives of the African American, the Asian American, the Chicano/Latino, and the Native American and women in the United States. They assist students to deal constructively with issues of difficult differences and to develop respect for and become aware of the views, interactions, and contributions of these ethnic groups and women to U.S. society and culture. This category is interdisciplinary and includes introductory courses that incorporate the voices of these historically excluded groups.

2. International Perspective
Courses in International Perspective include an emphasis on global perspectives in a cultural context. All courses need to address not just specific aspects of culture but also a component addressing the basic concepts of culture including how culture influences environment, behavior, structure, and function of society. These courses also include a multi-country perspective.

E. Language and Rationality
Courses in language and rationality develop 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.

F. Lifelong Understanding and Self-Development
The courses in this category are designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities. In a social context, students will benefit from study about themselves and how they function at different stages of life. Instruction is intended to include consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity courses could be included, provided that they include some components of the above listed topics.
ASSOCIATE DEGREE REQUIREMENTS • 2007–2008

I. Unit and Residency Requirements

60 UNITS, with at least a 2.0 grade point average. At least 12 of the units must be earned at the college and at least 6 of those units must be in courses required for the major. The major must be offered at the college granting the degree. Units earned at an accredited college or university on a credit/no credit basis will be counted toward the degree requirements of the college, to a maximum of 15 units.

II. General Education Requirements

24 semester units of general education which include one course or more as indicated in group requirements A, B, C, D, E, and F. NOTE: See Plan A, on the next page for specific course requirements.

Non degree applicable courses may not be used for graduation requirements.

A minimum of 21 units is required in general education areas A-E. Courses from the major may be used to satisfy these areas. However, those units may not be counted as part of the 21 unit requirement. Therefore, additional units from areas A-E are needed in this case. Courses from the major may not be used to satisfy area F.

NOTE: The requirements in parts II, IV, V and VI also may be met by CSU general education certification, IGETC certification, or by submitting a transcript showing completion of a bachelor’s degree from an accredited institution, or by submitting a transcript showing completion of an Associate of Arts or Associate of Science degree from an accredited California institution within a ten-year period of finishing major requirements (III) at the college.

III. Major Requirements

Each degree and certificate program specifies courses required for the major (a minimum of 18 units). Students must complete these courses with a grade of C or better. See Instructional Programs Section.

IV. Required Proficiencies

NOTE: The proficiencies and requirements listed in IV. Required Proficiencies, V. Oral Communication Requirement and VI. Computer Skills and Applications Requirement may also be used to meet General Education Requirements in groups A through F where appropriate. Courses taken to meet these proficiencies must be completed with a grade of C or better.

A. Reading

1. Satisfactory score on the reading skills portion of the SCC/SAC Reading Placement Instrument, OR
2. Successful completion of any Reading course at the 100 level, OR
3. A “C” grade, or better in 9 units of general education courses for the Associate Degree in Areas A (Natural Sciences) - 3 units; B (Social and Behavioral Sciences) - 3 units each in B1 and B2.

B. Mathematics

1. Completion of Mathematics 060 or any other 3 unit mathematics course numbered above the level of 060, OR
2. Score on the RSCCD mathematics placement test indicating placement in a mathematics course numbered above the level of 060.

V. Oral Communication Requirement

Completion of 3 units with a grade of “C” or better from the following: Communication 100 or 100H (Interpersonal Communication), Communication 101 (Group Dynamics), Communication 110 (Public Speaking), Communication 111 (Argumentation and Debate), Communication 134 (Oral Interpretation).

VI. Computer Skills and Applications Requirement

Courses meeting the computer skills and applications requirement include the theories and concepts of computer technology and/or the applied technology of computers in various disciplines. Such courses will either focus on computer technology as a discipline or will focus on computer application programs as a major component of the course. This requirement is met by completing one of the following:

A. Completion of any of the following majors or programs, which require courses in computer technology and/or applied technology: Human Development

B. Completion of one of the following courses with a grade of C or better:

Art 195
Business 150
Computer Information Systems 101
Computer Science 100

C. Students may challenge courses under “B” above, through Credit by Examination. Students should plan to schedule a credit by examination test at least one semester prior to anticipated graduation. This will allow students to enroll in a course if the exam is not passed.

Students are to follow the Credit by Examination procedure listed in the catalog.

NOTE: Schedules for proficiency examinations are announced each semester in the Schedule of Classes. Applicants must be currently enrolled or completing graduation requirements in order to take the proficiency examinations. Students who do not achieve a satisfactory score on the English Writing Proficiency Examination may not rechallenge that examination but must satisfactorily complete an approved course as listed in the graduation requirements.

PETITION FOR GRADUATION AND CATALOG RIGHTS:

Petitions for graduation should be filed in the Office of Admissions and Records at Santiago Canyon College one semester before the student expects to graduate. Students who maintain continuous enrollment in at least one regular semester or session of a catalog year (fall, intersession, spring, or summer) at Santiago Canyon College may elect to meet the associate degree or certificate requirements in the Santiago Canyon College Catalog in effect at the time of first enrollment, or may choose the catalog requirements from any one year of subsequent continuous enrollment at Santiago Canyon College. A student who has an interruption of attendance must use the catalog at the time of readmission or one of subsequent continuous enrollment. Commencement exercises are held once a year at the end of the spring semester for those students who complete the requirements for graduation during the year or the summer session.

NOTE: Transcripts from all colleges attended must be on file.
Required Proficiencies/Requirements

NOTE: See previous page, IV. Required Proficiencies, and Requirements V and VI for specific requirements for the following:

IV. A. Reading Proficiency
B. Mathematics Proficiency
V. Oral Communication Requirement
VI. Computer Skills and Applications

Courses taken to meet these proficiencies/requirements must be completed with a grade of “C” or better.

NOTE: A single course may be used to meet only one category requirement (A-F) in Section II. However, a course may be used to meet both a required proficiency (IV) or requirement (V or VI), as well as one of the categories of General Education Courses on Plan A (II).

Courses which meet the requirements for part II of Plan A at Santa Ana College will automatically meet the identical requirements for part II of Plan A at Santiago Canyon College.

II. Required General Education Courses – Plan A

A. Natural Sciences
(3 units are required)
- Anthropology 101
- Astronomy 109, 110 or 110H, 140
- Biology 109 or 109H/109L, 139, 149, 177, 200, 211, 229, 239, 259
- Chemistry 119, 209, 219
- Earth Science 110, 115, 150
- Environmental Studies 200, 259
- Geography 101
- Geology 101, 101L, 142, 150, 201
- Physical Science 115, 117, 118
- Physics 109, 210, 217, 279

B. Social and Behavioral Sciences
(6 units are required)
Select one course from B1 and one course from B2.

B1. American Institutions
- History 118, 120 or 120H, 121 or 121H, 122
- Political Science 101 or 101H

B2. Social Science Elective
- Anthropology 100 or 100H
- Criminal Justice 101
- Economics 120, 121
- Geography 100 or 100H, 102
- History 101 or 101H, 102 or 102H
- Human Development 107, 110
- Political Science 101 or 101H, 226, 230
- Psychology 100 or 100H
- Sociology 100 or 100H

C. Humanities
(3 units are required)
- Anthropology 104
- Art 100 or 100H, 101, 102, 105, 110
- Dance 100
- Foreign Language:
  - French 101, 102, 194, 196, 201, 202
  - Italian 101, 102, 194, 195, 201, 202
  - Spanish 101 or 101H or 101A & 101B, 102 or 102H, 194, 195A, 195B, 201, 202, 213
- Literature:
  - Music 101 or 101H, 102
  - Philosophy 106 or 106H, 108, 112, 118
  - Sign Language 110, 111B, 112, 116
  - Television/Video Communications 101, 103, 104, 105 or 105H
  - Theatre Arts 100, 103, 104

D. Cultural Breadth
(3 units are required)
Select one course from D1 or D2.

D1: Ethnic studies/Women's studies
- Anthropology 104
- Communication 120 or 120H, 225 or 225H
- Exercise Science 109, 110
- Ethnic Studies 101
- History 124, 127, 152, 162
- Human Development 221
- Literature:
  - English 246, 278
  - Music 103
  - Psychology 170
  - Women's Studies 101, 102, 201

D2: International Perspective
- Anthropology 100 or 100H
- Business 106
- English 271, 272
- Geography 100 or 100H, 102
- Music 102 or 102H
- Philosophy 112
- Travel & Tourism 137, 138, 141

E. Language and Rationality
(6 units are required)
Select one course from E1 and one course from E2.

E1. English Composition
Courses fulfilling the written composition requirement include both expository and argumentative writing. The English composition requirement may be met by:
- b. Satisfactory score on English Department Proficiency Examination in composition. Students successfully completing the proficiency examination may earn 3 units in English 061 OR ACE 116.

E2. Communication and Analytical Thinking
Includes mathematics, logic, statistics, computer languages and programming and related disciplines.
- Communication 101, 110, 111
- Computer Science 100, 105, 111
- Counseling 144
- English 103 or 103H
- Interdisciplinary Studies 111
- Mathematics 080, 105, 140, 145, 150, 160, 170, 180 or 180H, 185, 219 or 219H, 270, 275, 280, 290, 295
- Philosophy 110, 111, 144
- Reading 102, 150
- Social Science 219 or 219H

F. Lifelong Understanding and Self-Development
(3 units are required)
Select one course from F1 and one course from F2.

No more than one unit may be counted from F2.

F1: Business 130
- Communication 102
- Counseling 101, 116, 120, 125
- Exercise Science 100, 102, 110, 111, 112
- Human Development 102
- Interdisciplinary Studies 111, 155
- Library & Information Studies 100
- Mathematics 030
- Nutrition & Food 115
- Philosophy 111
- Psychology 230
- Reading 097
- Sociology 112

F2: Exercise Science 113–289 excluding 275, 285
Section 9.

Rationale for Changing Categories for the Associate Degree

Santa Ana College                Santiago Canyon College

Course______________________________________________________________

1. What category is this course currently under?_________________________

2. What category change is being proposed? _____________________________

3. Has the course been revised to meet the requirements of the new category? Yes__No__

4. Have all affected departments been notified of this change and/or consulted?Yes__No__

5. Please write a brief narrative statement as to why this course should be changed from one category to another.
Executive Order 595: General Education Breadth Requirements for the CSU

I. Scope and Purpose
II. Campus Responsibility
III. Objectives of CSU General Education-Breadth Requirements
IV. Entry-Level Learning Skills
V. Distribution of General Education-Breadth Units
   Area A: Communication in the English Language and Critical Thinking
   Area B: Physical Universe and Its Life Forms
   Area C: Arts, Literature, Philosophy and Foreign Languages
   Area D: Social, Political, and Economic Institutions and Behavior; Historical Background
   Area E: Lifelong Understanding and Self-Development
VI. Exceptions
VII. General Education Advisory Committee
VIII. Certification by Non-CSU Regionally Accredited Institutions
IX. Lower-Division General Education Reciprocity Among CSU Campuses

Designations for Subject Areas and Objectives

THE CALIFORNIA STATE UNIVERSITY

Office of the Chancellor
400 Golden Shore
Long Beach, California 90802 4275

Executive Order No.: 595
Title: General Education-Breadth Requirements
Effective Date: January 1, 1993
Supersedes: Executive Order No.338, 342

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

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.
Section 10.

I. Scope and Purpose

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

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

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

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

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

II. Campus Responsibility

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

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.

2. Considering the organization of approved courses into a variety of “cores” or “themes,” each with an underlying unifying rationale, among which students may choose.

3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.
4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.

5. Considering the possibility of incorporating integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.

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

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

8. Considering possibilities for activity as well as observation in all program subdivisions.

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

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

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

III. Objectives of CSU General Education-Breadth Requirements

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

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

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

C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.
The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

IV. Entry-Level Learning Skills

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

V. Distribution of General Education-Breadth Units

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

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

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

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

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.
Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

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

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

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

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

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.
D. A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

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

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

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

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

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

VI. Exceptions

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

A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior level transfer student.

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

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

The responsibilities of this committee will be as follows:

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

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

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

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

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

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

A. Premises

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

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

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

B. Conditions for Participation

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education-Breadth certification if it agrees to the following provisions:
I. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

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

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

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

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

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

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

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

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

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

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

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

C. Acceptance of Certification

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

1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections M and V. The units must be distributed as follows, except as specified in Subsection 3 below:
   a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication and critical thinking.
   b. In Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component and mathematics/quantitative reasoning.
   c. In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
   d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
   e. In Area E, no fewer than three semester units (65 quarter units).
2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:

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

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

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

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

e. For Area E, no fewer than three semester units (45 quarter units).

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

D. Limitations on Certification of Students

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

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

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

4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).
5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.

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

IX. Lower-Division General Education Reciprocity Among CSU Campuses

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

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

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

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

November 20, 1992

Barry Munitz, Chancellor
Area A: Communication in the English Language and Critical Thinking

References: Sections V-A, VIII-C-I-a, VIII-C-2-a
A1 Oral Communication
A2 Written Communication
A3 Critical Thinking

Area B: Physical Universe and Its Life Forms

References: Sections V-B, VIII-C-I-b, VIII-C-2-b
B1 Physical Science
B2 Life Science
B3 Laboratory Activity
B4 Mathematics/Quantitative Reasoning

Area C: Arts, Literature, Philosophy and Foreign Languages

References: Sections V-C, VIII-C-I-c, VIII-C-2-c
C1 Arts (Art, Dance, Music, Theater)
C2 Humanities (Literature, Philosophy, Foreign Languages)

Area D: Social, Political, and Economic Institutions and Behavior; Historical Background

References: Sections V-D, VIII-C-I-d, VIII-C-2-d
D1 Anthropology and Archeology
D2 Economics
D3 Ethnic Studies*
D4 Gender Studies*
D5 Geography
D6 History
D7 Interdisciplinary Social or Behavioral Science
D8 Political Science, Government, and Legal Institutions
D9 Psychology
D0 Sociology and Criminology

Area E: Lifelong Understanding and Self-Development

References: Sections V-E, VIII-C-I-e, VIII-C-2-e

*Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives may be categorized in Area C.
### B. The Physical Universe and Its Life Forms (minimum 9 units)

The 9 units selected from this area must include at least one course each from B1, B2, and B4. The 9 units must also include a corresponding lab component. (Lab classes are in bold.) Courses in B4 must be completed with a grade of "C" or better. (C minus is not acceptable.)

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<tbody>
<tr>
<td>Astronomy 109, 110 or 110H, 115H, 140</td>
<td>Biology 109 or 109H, 109, 139, 149, 159, 177, 211, 212, 214, 229, 239, 259</td>
<td>Chemistry 109, 119, 209, 219 or 219H</td>
<td>Courses must be completed with a grade of &quot;C&quot; or better. Mathematics 105, 140, 145, 150, 160, 170, 180 or 180H, 219 or 219H</td>
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<tr>
<td>Chemistry 109, 119, 209, 219 or 219H</td>
<td>Earth Science 115 or 110H, 115, 150 or 150H</td>
<td>Environmental Studies 109, 140</td>
<td>Social Science 219 or 219H</td>
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<tr>
<td>Earth Science 115 or 110H, 115, 150 or 150H</td>
<td>Geology 101, 101L, 140, 150 or 150H, 201</td>
<td>Geology 101, 101L</td>
<td>Physics 109, 210, 211, 217, 279</td>
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<tr>
<td>Physical Science 115, 117, 118</td>
<td>Physics 109, 210, 211, 217, 279</td>
<td>Physics 109, 210, 211, 217, 279</td>
<td>Physics 115, 118</td>
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<td>Physics 109, 210, 211, 217, 279</td>
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<td>Physiology 110, 139, 149, 211, 212, 214, 229, 239, 259</td>
<td>Mathematics 105, 140, 145, 150, 160, 170, 180 or 180H, 219 or 219H</td>
</tr>
</tbody>
</table>

### C. Arts, Literature, Philosophy, and Foreign Language (minimum 9 units)

This area must include one course from C1 and one course from C2. Courses completed at foreign institutions are not acceptable for certification. (Lab classes are in bold.) Courses in B4 must be completed with a grade of "C" or better. Mathematics 105, 140, 145, 150, 160, 170, 180 or 180H, 219 or 219H.?

<table>
<thead>
<tr>
<th>C1: Arts, Literature, Philosophy</th>
<th>C2: Mathematics/Quantitative Reasoning</th>
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<tbody>
<tr>
<td>French 101, 102, 201 or 201H, 202 or 202H</td>
<td>Social Science 219 or 219H</td>
</tr>
<tr>
<td>History 101 or 101H, 102 or 102H, 150, 151, 153, 160, 161</td>
<td>Social Science 219 or 219H</td>
</tr>
<tr>
<td>History 101 or 101H, 102 or 102H, 150, 151, 153, 160, 161</td>
<td>Social Science 219 or 219H</td>
</tr>
<tr>
<td>Sign Language 110, 112, 116</td>
<td>Interdisciplinary Studies 200</td>
</tr>
<tr>
<td>Spanish 101 or 101H, 102 or 102H, 195A, 195B, 201 or 201H, 202 or 202H</td>
<td>Japanese 101, 102</td>
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<td>Vietnamese 101, 102</td>
<td>Vietnamese 101, 102</td>
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<td>Vietnamese 101, 102</td>
<td>Vietnamese 101, 102</td>
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<tr>
<td>Sign Language 110, 112, 116</td>
<td>Interdisciplinary Studies 200</td>
</tr>
<tr>
<td>Spanish 101 or 101H, 102 or 102H, 195A, 195B, 201 or 201H, 202 or 202H</td>
<td>Theatre Arts 233A, 235B, 235C, 235D</td>
</tr>
</tbody>
</table>

### D. Social, Political, and Economic Institutions and Behavior; Historical Background (minimum 9 units)

The 9 units selected from this area must include courses from at least 2 different disciplines.

<table>
<thead>
<tr>
<th>D1: Anthropology and Archaeology</th>
<th>D2: Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 100 or 100H, 103, 104 or 104H, 105, 125</td>
<td>Economics 120, 121</td>
</tr>
<tr>
<td>Anthropology 100 or 100H, 103, 104 or 104H, 105, 125</td>
<td>Economics 120, 121</td>
</tr>
</tbody>
</table>

### NOTE:
The CSU graduation requirement in UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS may be met by completing Political Science 101 or 101H and one U.S. History course from the following: History 118, 120 or 120H, 121 or 121H, 122, 123, 124 or 124H, 127, 146. These courses (in bold above) may also be used to meet 6 of the 9 Area D unit requirements.
Questions Often Asked About CSU-GE Breadth (Plan B)

Is completing CSU-GE Breadth a requirement for transfer admission to a CSU campus?

No. The minimum CSU transfer admission requirements for lower division and upper division (junior-level) students are listed below.

Is it advisable for all CSU transfer students to follow the CSU-GE Breadth pattern?

No. If a student chooses a high unit major, such as Engineering, it may be advantageous to take courses fulfilling the general education requirements of the individual CSU campus. See a SAC counselor for more information.

Is there a GPA requirement for CSU-GE Breadth coursework?

Yes. Students need a grade of "C" or better in courses taken to fulfill areas A1, A2, A3, and B4. In addition, see the CSU transfer admission requirements listed below.

Can Advanced Placement test scores be applied to CSU-GE Breadth?

Yes. Students may earn CSU-GE course credit for acceptable AP scores that the SAC faculty recognize as being equivalent to the college's approved CSU-GE courses. The SAC Counseling Office can provide students with detailed information.

Can a course be used both to satisfy a CSU-GE Breadth requirement and to fulfill a major requirement?

Yes and No. There are some majors at particular CSU campuses that do not allow such "double counting". Please see a SAC counselor for more information.

Do students automatically become CSU-GE Breadth certified?

No. "Certification" means that the community college verifies that the student has completed courses fulfilling CSU lower division general education requirements. Students who are fully certified will not be required to complete any additional lower division general education work after transfer to CSU. Students should go to the SAC Office of Admissions and Records during the semester prior to their last term of attendance and fill out a request for CSU-GE Breadth certification. Consult the class schedule or counseling for deadline information.

California State University Admission Requirements for Transfer

Lower Division Transfer Requirements

If you have completed fewer than 60 transferable semester (90 quarter) units, you will qualify for admission if you have a grade point average of 2.0 (C) or better in all transferable units attempted, are in good standing at the last college or university attended, and qualify for admission as a first-time freshman. Please note that all campuses give admission priority to upper division transfer students. Several campuses are accepting only upper division transfer students. Some campuses may require specific college coursework as part of their admission criteria.

Upper Division Transfer Requirements

Applicants with 60 units or more transferable semester (90 quarter) units must have an overall grade point average of 2.0 (C) or better (2.4 for California non-residents) in all transferable units attempted and be in good standing at the last college or university attended. Students are eligible for admission to the CSU if they:

- Have completed 60 semester (90 quarter) units
- Have completed at least 30 semester (45 quarter) units of general education courses, graded C or better in each course, including:

  - 1 course in written communication,
  - 1 course in oral communication, and
  - 1 course in critical thinking
- AND
- 1 course in mathematics/quantitative reasoning.

- AND
- Have a grade point average of 2.00 or better (2.40 for California non-residents) in all transferable college units attempted
- AND
- Are in good standing at the last college or university attended (i.e. eligible to re-enroll at that college or university).

Note: Campus major programs and class levels that are impacted have additional admission criteria. See www.calstate.edu (search for impaction) for additional information on impacted major requirements.
GENERAL EDUCATION BREADTH REQUIREMENT COURSES
FOR THE CALIFORNIA STATE UNIVERSITY (CSU)
PLAN B
2007–2008

Students planning to graduate from one of the 23 campuses of the California State University must complete 48 semester units in general education breadth courses. Upon request Santiago Canyon College will verify the completion (certify) of up to 39 units of lower division general education requirements. Nine semester units of general education units must be completed at the upper division level after transfer. Students are strongly encouraged to meet with a Santiago Canyon College counselor when planning to transfer to a CSU campus.

IMPORTANT NOTE: The list of certifiable courses will be subject to change year by year, but students are assured that courses taken to meet General Education-Breadth requirements will be honored if they are approved for the academic year in which they are taken. Courses on this list are approved beginning Fall 2007 and are valid through Summer 2008.

A. Communication in the English Language and Critical Thinking
   (minimum 9 units)
   The 9 units selected from this area must include at least one course from A1, A2, and A3. Each course must be completed with a grade of “C” or better. (C minus is not acceptable.)
   A1: Oral Communication
   Communication 100/100H, 101, 110, 111
   A2: Written Communication
   English 101/101H
   A3: Critical Thinking
   Communication 111
   Counseling 144
   English 103/103H
   Interdisciplinary Studies 111
   Philosophy 110, 111, 144
   Reading 150

B. The Physical Universe and Its Life Forms
   (minimum 9 units)
   The 9 units selected from this area must include at least one course from B1, B2, and B4. The 9 units must also include a corresponding lab component. (Lab classes are in bold.)
   Courses in B4 must be completed with a grade of “C” or better. (C minus is not acceptable.)
   B1: Physical Sciences
   Astronomy 109, 110/110H, 140
   Chemistry 119, 209, 219
   Earth Science 110, 115, 150
   Geography 101
   Geology 101, 101L, 150, 201
   Physical Science 115, 117, 118
   Physics 109, 210, 211, 217, 279
   B2: Life Science
   Anthropology 101
   Biology 109/109H, 109L, 139, 149, 177, 211, 212, 214, 229, 239, 259
   Environmental Studies 259
   B3: Laboratory Activity
   One course from B1 or B2 above must have a corresponding lab. Lab courses are listed in bold.
   B4: Mathematics/Quantitative Reasoning
   Mathematics 105, 140, 145, 150, 160, 170, 180/180H, 219/219H
   Social Science 219/219H

C. Arts, Literature, Philosophy, and Foreign Language
   (minimum 9 units)
   This area must include one course from C1 and one course from C2.
   C1: Arts (Art, Dance, Music, Theatre)
   Art 100/100H, 101, 102, 105
   Dance 100
   English 233A, 233B
   Music 101/101H, 102, 103
   Television/Video Communications 103, 104
   Theatre Arts 100, 101, 103, 104
   C2: Humanities
   French 101, 102, 194, 196, 201, 202
   History 101/101H, 102/102H, 152, 162
   Italian 101, 102, 194, 195, 201, 202
   Sign Language 110, 112, 116
   *Both courses must be completed for C2 credit.

NOTE: THE UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS
   CSU graduation requirement may be met by completing Political Science 101/101H and one U.S. History course from the following: History 118, 120/120H, 121/121H, 122, 124, 127. These courses (in bold below) may also be used to meet 6 of the 9 units required for Area D.

D. Social, Political, and Economic Institutions and Behavior; Historical Background
   (minimum 9 units)
   Courses must be selected from at least 2 different disciplines.
   D1: Anthropology and Archeology
   Anthropology 100/100H, 103, 104
   D2: Economics
   Economics 120, 121
   D3: Ethnic Studies
   English 278
   Ethnic Studies 101
   History 124
   Psychology 170
   D4: Gender Studies
   Communication 225/225H
   English 278
   History 127
   Political Science 221
   Women’s Studies 101, 102, 201
   D5: Geography
   Geography 100/100H, 102
   D6: History
   History 101/101H, 102/102H, 118, 120/120H, 121/121H, 122, 124, 127, 133, 152, 162
   D7: Interdisciplinary Social or Behavioral Science
   Communication 120/120H
   Computer Science 100
   Counseling 150
   Exercise Science 109
   Human Development 107, 110
   Interdisciplinary Studies 155
   Television/Video Communications 105/105H

D8: Political Science, Government, and Legal Institutions
Political Science 101/101H, 200/200H, 220, 221, 226, 230

D9: Psychology
   Human Development 107
   Psychology 100/100H, 157, 170, 200, 219, 230, 240, 250

D10: Sociology and Criminology
   Criminal Justice 101
   Sociology 100/100H, 112, 140/140H

E. Lifelong Understanding and Self-Development
   (minimum 3 units)
   Only one unit from E2 can be used to satisfy Area E.
   E1: Communication 102
   Counseling 116, 120, 125
   Exercise Science 100, 102, 110, 111, 112
   Human Development 107, 229
   Interdisciplinary Studies 155
   Nutrition and Food 115
   Psychology 157, 230
   Sociology 112


CERTIFICATION REQUIREMENTS

1. No more than 30 semester units may be certified for areas B through D combined.
2. Credit/No Credit grades are accepted for certification in all areas however they are not recommended for transfer credit in basic skill areas. (A. Communication in the English Language and Critical Thinking, A1, A2, and A3; and B. The Physical Universe and Its Life Forms, B4.) In addition, letter grades may be recommended or required for specific courses in a given major. Each CSU campus may also limit the total number of units graded Credit.
3. A single course may not meet more than one general education requirement.
4. Certification of coursework from other colleges will only be granted to students who have completed a minimum of 12 CSU general education units at either college in the Rancho Santiago Community College District or are completing the requirements for a Santiago Canyon College or Santa Ana College degree.
5. Courses taken at other California Community Colleges will be applied to the subject areas in which they were listed by the institution where the course was completed.
6. Courses taken at other regionally accredited private/out of state institutions (which do not maintain a CSU certification list) will be placed in the subject areas for which Santiago Canyon College has equivalent courses. Courses completed at foreign institutions are not acceptable for certification.
7. Requests for certification should be made during the semester prior to the last term of attendance. Please consult the class schedule or the Admissions website at www.sccollege.edu or the Santiago Canyon College Counseling department for deadline information.
Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

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

Since the development of the 1960 Master Plan, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of Commissioners and Legislators who recently examined and "renewed" the Master Plan for Higher Education in California.

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

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

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.
Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. Completion of the Intersegmental General Education Transfer Curriculum will not satisfy this requirement.

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Except for the American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

**Completion of IGETC After Transfer**

A maximum of two IGETC courses may be completed after transfer. The community college which the student last attended before transfer shall provide information to the receiving institution specifying the IGETC area(s) and number of courses yet to be completed. It is expected that the reason for the lack of these courses involves good cause such as illness or class cancellation. The process for this partial certification shall be developed by the Academic Senate for California Community Colleges in consultation with affected parties. This partial certification shall be communicated to the receiving institution in the same manner used for full certification. No further documentation or justification shall be required by the receiving institution.

The option of completing IGETC after transfer does not relieve the student from requirements for admission to the receiving institution. As a consequence, any IGETC course which is required for admission must be completed for the student to be eligible for transfer. Similarly, this option does not relieve the student from the requirement to meet any course prerequisites at the receiving institution. These conditions are to be communicated to the student as part of the partial certification process at the community college and by other means as deemed appropriate by the college.

Students who have been approved to complete one or two IGETC courses after transfer may do so in any of three ways. First, the student may take a certified IGETC course, in the area remaining to be completed, at any California community college at a time that does not require concurrent enrollment, such as during summer school. Second, the student may complete the requirement at a California community college while concurrently enrolled at UC or CSU. Students will continue to be subject to existing campus rules regarding concurrent enrollment. Third, the student may take a comparable course at the UC or CSU campus to which the student transferred. This latter case is at the option of the receiving institution, and the procedures by which a student initiates the request and by which the institution identifies the comparable course are the decision of the faculty of the receiving institution. (The ASSIST online database, which lists all certified community college IGETC courses as well as the courses to which they are articulated at four-year institutions, is a valuable resource in making this determination.) The availability of these options for completing IGETC after transfer will be communicated to the student as part of the partial certification process initiated at the community college.

It is expected that IGETC will be fully completed before the beginning of the second full year of transfer. The receiving institution, following processes of its own design, will check for the completion of IGETC at this time. Students who have completed the remaining IGETC course(s) at a community college will provide the necessary documentation (e.g., a transcript) as furnished by that community college.
Section 12.

Description of IGETC Areas

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

Subject Area: English Communication
3 courses; 9 semester, 12-15 quarter units)*
* Students transferring to UC do not have to meet the oral communication requirement.

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.

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

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

Subject Area: Mathematical Concepts and Quantitative Reasoning
1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. (See the description of "Algebra 2," Statement On Competencies In Mathematics Expected Of Entering Freshmen - 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.
Because knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities
(at least 3 courses; 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Social and Behavioral Sciences
(at least 3 courses: 9 semester. 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.
Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences
(at least 2 courses: 7-9 semester, 9-12 quarter units)

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

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

OTHER

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

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.
## INTERSEMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

### Summary Outline

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

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

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

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

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

7/30/90, Revised 5/11/99
Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from Santa Ana College to a campus in either the CALIFORNIA STATE UNIVERSITY or the UNIVERSITY OF CALIFORNIA system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements.

1. Complete all the listed requirements for IGETC prior to transferring. Partial certification of IGETC is not permitted.

2. Complete all courses used for IGETC certification with a minimum grade of C (C minus is not acceptable). A "credit" is acceptable providing it is equivalent to a grade of C or higher. The catalog must reflect this policy.

3. Request certification from the last California community college you attend prior to transfer to CSU or UC. Requests should be made to the Office of Admissions and Records during the semester prior to the last term of attendance. Please consult the class schedule or Counseling for deadline information.

4. Prior to requesting certification, have all official transcripts on file from every high school and college you have attended.

5. Courses taken at other California community colleges will be applied to the subject areas in which they are listed by the institution where the work was completed.

6. Courses taken at other regionally accredited private/out of state institutions (which do not maintain an IGETC certification list) will be placed in the subject areas for which Santa Ana College has equivalent courses. Equivalency is determined by Santa Ana College faculty teaching the course. Petitions are available from Counseling and must be accompanied by the appropriate documentation.

7. Courses completed at foreign institutions are not accepted except for certification of competence in a language other than English.

IMPORTANT NOTE: The list of certifiable courses will be subject to change year by year, but students are assured that courses taken to meet IGETC requirements will be honored if they are approved for the academic year in which they are taken. Courses on this list are approved beginning Fall 2007 and are valid through Summer 2008.

AREA 1 - ENGLISH COMMUNICATION

CSU: 3 courses required, one from each group.

UC: 2 courses required, one from Group A and B.

Group A: English Composition
1 course, minimum 3 units.

English 101** or 101H**

Group B: Critical Thinking-English Composition
1 course, 3 semester units.

English 103** or 103H**; Philosophy 110** or 110H**

Group C: Oral Communication (CSU ONLY)
1 course, 3 semester units.

Speech Communication 102, 103** or 103H**, 140, 145

** Indicates that transfer credit may be limited by either UC or CSU or both.

† For possible exceptions, due to extraordinary circumstances, please see a counselor for guidelines and petition.

** Indicates that transfer credit may be limited by UC or CSU.

Plan C 2007-2008

AREA 2 - MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING

1 course, 3 semester units.
Math 105, 140**, 145, 150**, 170**, 180** or 180H**, 185, 219**, or 219H**, 270, 280; Social Science 219** or 219H**.

AREA 3 - ARTS & HUMANITIES

5 courses, 9 semester units, with at least one course from Group A and one course from Group B.

Group A: Arts (minimum 3 units)
Art 100** or 100H**, 101, 102, 103, 104, 105, 106; Dance 100** or 100H**, 102, 105; Music 101** or 101H**, 102** or 102H**, 111, 113, 211; Television/Video Communications 103, 104; Theatre Arts 100, 101, 103, 104.

Group B: Humanities (minimum 3 units)

AREA 4 - SOCIAL & BEHAVIORAL SCIENCES

3 courses, 9 semester units from at least 2 disciplines or an interdisciplinary sequence.

Anthropology 100** or 100H**, 103, 104**, or 104H**, 105, 125; Asian American Studies 101; Black Studies 101; Chicano Studies 101; Criminal Justice 101; Economics 120, 121; English 104** or 104H**; Ethnic Studies 101** or 101H**, 102 or 102H; Geography 100** or 100H**, 102** or 102H**; History 105, 118, 120, 120H**, 121**, 121H**, 122**, 123, 124**, or 124H**, 125, 127, 133, 146, 181; Human Development 107**; Interdisciplinary Studies 117H, 155; Political Science 101** or 101H**, 200** or 200H**, 201, 220; Psychology 100** or 100H**, 140, 147**, 170, 200, 219, 230, 240, 250; Sociology 100** or 100H**, 140**, or 140H**; 240; Speech Communication 206** or 206H**; TV/Video Communications 105** or 105H**; Women’s Studies 101**, 102, 201**.

AREA 5 - PHYSICAL & BIOLOGICAL SCIENCES

2 courses, 7-9 semester units with one Physical Science course and one Biological Science course; at least one must include a corresponding laboratory (indicated by ‘L’ in parentheses).

Group A: Physical Science (3 units)
Astronomy 109, 110** or 110H**, 115H, 140(L); Chemistry 109(L)*, 119(L)*, 209(L)*, 219(L)* or 219H(L)*; 229(L); Earth Science 110** or 110H*, 115(L)(P), 150** or 150H**, Environmental Studies 109(L)*, 140; Geography 101**, 101(L); Geology 103**, 103H**, 140, 150**, or 150H**, 201(L); Physical Science 115(L)(P), 117**, 118(L)*; Physics 109(L)*, 210(L)*, 211(L)*, 217(L)*, 227(L)*, 237(L)*, 279(L)*, 289(L)*.

Group B: Biological Science (3 units)
Anthropology 101, 101(L); Biology 109** or 109H**, 109H, 177, 211(L), 212(L), 214(L), 229(L), 239(L), 249(L), 259(L); Environmental Studies 259(L).

AREA 6 - LANGUAGE OTHER THAN ENGLISH (U.C. ONLY)

Satisfactory completion of two years of high school coursework in one language other than English with grades of “C” or better*.

OR

completion of one of the following: French 101, German 101, Italian 101, Japanese 101, Sign Language 110, Spanish 101** or 101H**, or Vietnamese 101;

OR

satisfactory completion, with “C” 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;

OR

satisfactory score in examinations of languages other than English; 3 or higher on College Board Advanced Placement Examination, 5 or higher on International Baccalaureate Higher Level Examination, SAT II: Subject Tests (see counselor for required scores);

OR

satisfactory completion of an achievement test administered by a college in language other than English equivalent to two years of high school language.

AMERICAN INSTITUTIONS REQUIREMENT

(Not part of IGETC.

May be completed prior to transfer.)

CSU has an American Institutions graduation requirement that is separate from IGETC.

Courses used to meet the CSU requirement cannot be used in Area 3 or 4. To meet the CSU requirement, students should take Political Science 101** or 101H** AND one of the following courses: History 118, 120**, 120H**, 121**, 121H**, 122**, 123, 124**, 124H**, 125, 127, 133, 146, 181; UC requires the completion of a college course or courses with a grade of “C” or better OR a one-year course in high school in U.S. History or a half-year course in American History and a half-year course in American Government with grades of “C” or better (UCLA requires grades of “B”). UCSB requires the completion of a college course. If you are using college coursework to satisfy this requirement, check the appropriate UC catalog to determine which course(s) to take.

† For possible exceptions, due to extraordinary circumstances, please see a counselor for guidelines and petition.

* Courses designated with an asterisk may be counted in one area only.

** Indicates that transfer credit may be limited by either UC or CSU or both.

Please consult with a counselor for additional information.

*** High School transcript must be on file in the admissions office of the President and the CSU Chancellor’s office. Please consult with a counselor for additional information.

[i] Designates courses with a laboratory.

The information above was in effect at press time. Courses with a [P] are pending approval from the UC office of the President and the CSU Chancellor’s office. Please consult a counselor before enrolling.
Questions Often Asked about IGETC (Plan C)

Is it advisable for all transfer students to follow the IGETC?
No. For some students, it may be advantageous to instead take courses which fulfill the CSU general education certification requirements (Plan B) or to complete the lower-division requirements of their campus of choice. Students pursuing majors that require extensive lower-division major preparation (e.g., engineering) may find they are not well served by the IGETC option. Students who want to keep their options open before deciding exactly where they want to transfer will probably find the IGETC most useful.

Is completing IGETC a requirement for admission to UC?
No. The minimum Junior-Level Transfer Requirements for UC are: 1. Completion of a minimum of 60 semester UC transferable units with at least a 2.4 GPA (2.8 for nonresidents). (Many campuses require a higher GPA to be competitive.) 2. completion of a specific pattern of UC transferable courses: two transferable English courses, one transferable math course, four transferable courses chosen from at least two of the following areas—Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. Completion of IGETC will automatically fulfill these requirements.

Does completing IGETC ensure admission to any campus?
No. Students who complete the IGETC are not guaranteed admission to their campus of choice. However, completing the lower-division breadth/general education requirements—whether through the IGETC or the campus-specific requirements—may in some cases improve a transfer applicant’s chance for admission to a competitive campus and/or program. See a SAC counselor for more information.

Are students who choose the IGETC option required to complete the entire IGETC program prior to transfer?
Yes. Students who choose the IGETC option must complete it in its entirety at the community college before they transfer. However, there can be some exceptions made to this rule in cases of hardship. Please see a counselor for guidelines and petition.

Is there a GPA requirement for IGETC coursework?
Yes. IGETC courses must be completed with a grade of “C” or better. A grade of “Credit” (for courses taken on a credit/no-credit basis) will be accepted. Students should note, however, that there are limitations to the number of credit/no-credit units that universities accept.

Can Advanced Placement test scores be applied to IGETC?
Yes. Students may earn IGETC course credit for acceptable AP scores that the SAC faculty recognize as being equivalent to the college’s approved IGETC courses. The SAC Counseling Office can provide students detailed information.

Are CSU’s certification requirements the same as UC’s?
No. Full certification for CSU must include completion of the Oral Communication requirement, Area 1, Group C; UC has no oral communication requirement. CSU also allows transferring students to complete its U.S. History, Constitution, and American Ideals graduation requirement at the community college; this requirement is not a part of the IGETC. Full certification for UC must include satisfaction of the foreign language proficiency requirement. See the SAC Counseling Office for information about fulfilling this requirement.

Are all students eligible for IGETC?
No. Students who began at a UC campus and who intend to transfer back to the same campus cannot use IGETC. Some UC campuses do not allow students who began at another UC campus to use IGETC. (This restriction does not apply to students who have enrolled in UC summer session or Extension classes only.) See a SAC counselor for more information.

Are there any exceptions to who will accept the IGETC?
Yes. There are several exceptions. Please consult a SAC counselor or page 16 (“IGETC Considerations”) of the University of California Answers for Transfers publication. It can be found at www.universityofcalifornia.edu/educators/counselors/resources/materials/AT.pdf.

Can coursework completed at regionally accredited institutions, including out-of-state and independent colleges, be included among the courses a community college recognizes to certify student completion of IGETC?
Yes. Coursework from other regionally accredited institutions will be placed in the same subject area as the equivalent Santa Ana College course. Equivalency is determined by SAC Faculty teaching the course.

Can completion of the IGETC be certified using coursework completed prior to fall 1991?
Yes. Courses completed any time prior to fall ’91 will be certified if they were on the approved ’91 IGETC list. However, beginning fall ’92, courses will be certified only if they appear on the IGETC list for the academic year in which they are completed. Students should be aware that courses used for other purposes, such as fulfillment of major requirements, may be subject to restrictions. CSU campuses, for example, may require that certain university requirements be met within as few as seven years from the date of the award of the degree.

Can a course be used to satisfy more than one subject area?
No. A single course may be used only once for the IGETC. A course may be listed in more than one area, but it may be used to satisfy only one subject requirement.

Can a course be used both to satisfy an IGETC requirement and to fulfill a major requirement?
Yes. UC will allow courses to count toward both the IGETC and the major. There are some majors at specific CSU campuses that do not allow such “double counting.” Please see a SAC counselor for more information.

Do students become automatically certified for IGETC when they complete the last of the required courses?
No. “Certification” means that the last community college attended prior to transfer to UC of CSU verifies that the student has completed IGETC. Students should go to the SAC Office of Admissions and Records during the semester prior to their last term of attendance and fill out a request for IGETC certification. Consult the class schedule or Counseling for deadline information.
Completion and certification of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from Santiago Canyon College or Santa Ana College to a campus in either the CALIFORNIA STATE UNIVERSITY or the UNIVERSITY OF CALIFORNIA system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. Students are strongly encouraged to meet with a Santiago Canyon College counselor when planning to transfer to a UC campus.

IMPORTANT NOTE: The list of certifiable courses will be subject to change year by year, but students are assured that courses taken to meet IGETC requirements will be honored if they are approved for the academic year in which they are taken. Courses on this list are approved beginning Fall 2007 and are valid through Summer 2008.

AREA 1—ENGLISH COMMUNICATION
C.S.U.: 3 courses required, one from each group.
U.C.: 2 courses required, one from each group A and B.

Group A: English Composition
1 course required, minimum 3 semester units. English 101*/101H*

Group B: Critical Thinking-English Composition
1 course required, minimum 3 semester units. English 103*/103H*

Group C: Oral Communication (CSU ONLY)
1 course required, minimum 3 semester units. Communication 101, 110, 111

AREA 2—MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING
1 course required, minimum 3 semester units. Math 105, 140*, 145, 150*, 170*, 180*/180H*, 185, 219*/219H*, 270, 280
Social Science 219*/219H*

AREA 3—ARTS & HUMANITIES
3 courses required, minimum 9 semester units, with at least one course from Group A and one course from Group B.

Group A: Arts (minimum 3 units)
Art 100*/100H*, 101, 102, 105
Dance 100
Music 101*/101H*, 102, 103
Television/Video Communications 103, 104
Theatre Arts 100, 101, 103, 104

Group B: Humanities (minimum 3 units)
French 102, 201, 202
History 101*/101H*, 102*/102H*
Italian 102, 201, 202
Philosophy 106/106H*, 108, 112, 118
Sign Language 112, 116

AREA 4—SOCIAL & BEHAVIORAL SCIENCES
3 courses required, 9 minimum semester units from at least 2 disciplines or an interdisciplinary sequence.
Anthropology 100*/100H*, 103, 104
Communication 225*/225H*
Criminal Justice 101
Economics 120, 121
Ethnic Studies 101
Geography 100*/100H*, 102
History 118, 120*/120H*, 121*/121H*, 122*, 124, 127, 133, 152, 162
Human Development 107*
Interdisciplinary Studies 155
Political Science 101*/101H*, 200*/200H*, 201, 220, 221, 230
Psychology 100*/100H, 157*, 170, 200, 219, 230, 240, 250
Sociology 100*/100H, 140*/140H*, 240
TV/Video Communications 105*/105H*

Women's Studies 101*, 102, 201*

AREA 5—PHYSICAL & BIOLOGICAL SCIENCES
Minimum 7–9 semester units. One Physical Science course and one Biological Science course required. One course must include a corresponding laboratory. Lab courses are underlined.

Group A: Physical Science (3 units)
Astronomy 109, 110*/110H*, 140
Chemistry 119*, 209*, 219, 229
Earth Science 110, 150
Geography 101*
Geology 101*, 101L, 150, 201
Physical Science 117*, 118*
Physics 108*, 210*, 211*, 212*, 222*, 227*, 279*, 289*

Group B: Biological Science (3 units)
Anthropology 101 Biology 105*/105H*, 109L, 177, 211, 212, 214, 229, 239, 249, 259
Environmental Studies 259

AREA 6—LANGUAGE OTHER THAN ENGLISH
(U.C. ONLY)
Satisfactory completion of two years of high school coursework in one language other than English with grades of “C” or better**;
OR
completion of one of the following: French 101, Italian 101, Spanish 101*/101H*, 101B;
Sign Language 110;
OR
satisfactory completion, with “C” 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;
OR
satisfactory score in examinations of languages other than English;
3 or higher on College Board Advanced Placement Examination, 5 or higher on International Baccalaureate Higher Level Examination, SAT II: Subject Tests (see counselor for required scores);
OR
satisfactory completion of an achievement test administered by a college in language other than English equivalent to two years of high school language.

AMERICAN INSTITUTIONS REQUIREMENT
(Not part of IGETC. May be completed prior to transfer.)
CSU has an American Institutions graduation requirement that is separate from IGETC. Courses used to meet the CSU requirement can not be used in Area 3 or 4. To meet the CSU requirement, students should take Political Science 101*/101H* AND one of the following courses: History 118, 120*/120H*, 121*/121H*, 122*, 124, 127.
UC requires the completion of a college course or courses with a grade of “C” or better OR a one-year course in high school in U.S. History or a half-year course in U.S. History and a half-year course in American Government with grades of “C” or better (UCLA requires grades of “B”). UCSC requires the completion of a college course. If you are using college coursework to satisfy this requirement, check with a Santiago Canyon College counselor to determine which course(s) to take.

CERTIFICATION REQUIREMENTS
1. Complete all courses used for IGETC certification with a minimum grade of C (C minus is not acceptable). A “credit” is acceptable providing it is equivalent to a grade of C or higher.
2. Request certification from the last California community college you attend prior to transfer to CSU or UC. Requests should be made to the Office of Admissions and Records during the semester prior to the last term of attendance. Please consult the class schedule or the Santiago Canyon College Counseling Department for deadline information.
3. Prior to requesting certification, have official transcripts on file from every high school and college you have attended.
4. Courses taken at other California community colleges will be applied to the subject areas in which they are listed by the institution where the work was completed.
5. Courses taken at other regionally accredited private or state institutions (which do not maintain an IGETC certification list) will be placed in the subject areas for which Santiago Canyon College has equivalent courses. Equivalency is determined by Santiago Canyon College Counseling Department and must be accompanied by the appropriate documentation.
6. Courses completed at foreign institutions are not acceptable except for certification of competence in a language other than English.
7. All the requirements for IGETC must be completed prior to transfer. Partial certification is permitted only in extraordinary circumstances. Please see a counselor for guidelines.

* Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a counselor for additional information.
** Official High School transcript must be on file in the admissions office.
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT  
COURSE OUTLINE APPROVAL SHEET  
SANTA ANA COLLEGE  

<table>
<thead>
<tr>
<th><strong>Division:</strong></th>
<th>Human Services and Technology</th>
</tr>
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<tbody>
<tr>
<td><strong>Department:</strong></td>
<td>Education/Human Development</td>
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<tr>
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<tr>
<td><strong>Course Title:</strong></td>
<td>If the discipline, number or title is being revised, above should reflect the NEW information.</td>
</tr>
</tbody>
</table>

**Formerly:**

| **Revision with Catalog Changes?** | Yes [ ] No [ ] |
| **Revision with Class Schedule Changes?** | Yes [ ] No [ ] |

**Note:** If this course is CR/NCR, please indicate here: Yes [ ] No [ ]

**Open Entry/Open Exit:** Yes [ ] No [ ]

For New Course Proposal, complete and attach a New Course Proposal Form and Honors Addendum, if applicable.

**CATALOG ENTRY**

| **Units:** | |
| **Class Hours:** | |
| Lecture: | |
| Lab: | |
| Arranged: | |

**Total Hours:**

<table>
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<tr>
<th><strong>Prerequisite(s):</strong></th>
<th>(Course and/or other preparation/experience that is REQUIRED to be completed previous to enrollment in this course.)</th>
</tr>
</thead>
</table>

None

| **Advisory Reading Level:** | N/A |

| **Catalog Description:** | |
CLASS SCHEDULE ENTRY: (Maximum of 288 characters; underline changes if a revision.)
Class Schedule Description

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code: For this major, is this course: ☐ Required ☐ Elective

Does this course have arranged hours? Yes ☐ No ☐ By Course

Co/Prerequisite*? N/A ☐ Approval Code:

Co/Prerequisite Course Requirement:

Is this course cross-listed (same as) with another course?
☐ Yes Subject ID:
☐ No

Number of times repeatable: (Maximum 3 times without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation been advised of the changes? Yes ☐ N/A ☐

List departments notified:

<table>
<thead>
<tr>
<th>Budget Unit</th>
<th>Classification Code</th>
<th>Transfer Code</th>
<th>Method of Instruction</th>
</tr>
</thead>
</table>

SAM Priority Code:

TOPS Code: N/A - 000000

Curriculum Office Use Only.

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form.

COURSE CONTENT:
(Include major topics of the course, time required, and what the student is expected to learn.)

Course Materials:
Required texts and/or materials. (Include price and date of publication.)

Textbook(s):

Other required materials:

None

Recommended reading and/or materials:

None
PLAN OF INSTRUCTION

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS?
WHAT ACTIVITIES ARE EMPLOYED?
(Use a scale of 1-5 to show emphasis of the learning outcomes within the context of this course.)

STUDENT LEARNING OUTCOMES:

Communications Skills – Overall Rating: 1 - Not applicable-never try to achieve

Thinking and Reasoning – Overall Rating: 1 - Not applicable-never try to achieve

Information Competency – Overall Rating: 1 - Not applicable-never try to achieve

Diversity – Overall Rating: 1 - Not applicable-never try to achieve

Civic Responsibility – Overall Rating: 1 - Not applicable-never try to achieve

Life Skills – Overall Rating: 1 - Not applicable-never try to achieve

Careers – Overall Rating: 1 - Not applicable-never try to achieve

WHAT METHODS WILL BE EMPLOYED TO HELP THE STUDENTS LEARN?
Check all instructional methods used to present course content:

☐ Lecture
☐ Case Studies
☐ Class Discussions
☐ Reading Assignments
☐ Writing Projects and Reports
☐ Group Exercises
☐ Handouts
☐ Visual Aids
☐ Electronic Delivery
☐ Instructor Demonstrations

Other:

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
(List activities and hours for each. Must include reading and writing activities.)

STANDARDS OF ACHIEVEMENT:
(List graded activities.)

HOW WILL THE STUDENT LEARNING BE ASSESSED?
(Multiple measures must be used.)
EXAMPLE OF COURSE OUTLINE APPROVAL SHEET

SANTIAGO CANYON COLLEGE

DISCIPLINE, NUMBER, TITLE

(If discipline, number or title is being revised, above should reflect the NEW information: AND, the complete former course discipline and number MUST be included in the CATALOG ENTRY below.)

*NEW COURSE _____  DELETION of COURSE _____  Plan A: Area _____  Plan B: Area _____  Plan C: Area _____

CATALOG ENTRY:  REVISED _____  NO REVISION(s) _____

*Complete and attach a New Course Proposal Form and Honors Course Addendum, if applicable.

CATALOG ENTRY (60 word limit; underline changes if a revision)

CURRICULUM OFFICE

Top Code  Prior to College Level  Special Class  Control Number

Basic Skills  Cooperative Ed.  Non-Credit Category

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

In which degree or certificate is this course included?  elective _____  required _____

Is this course in Plan A?  Instructor LHE:  Sam Priority Code

Method of Instruction**  Approval Code

Co/Prerequisite *  Approval Code

Co/Prerequisite Message

Number of times repeatable for credit (Maximum 3 without prior approval of VPAA)

Course has arranged hours?  YES _____  N/A _____  Weekly _____  By Course

Classification Code  Transfer Code  Budget Number

Is this course equated (same as) with another course?  YES _____  NO _____  Subject ID

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes?  YES _____  N/A _____

List Departments notified

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form.

Proposed by  Date

Division Dean  Date

Curriculum Committee Approval  Date

Curriculum Council Approval Date  Subject ID Number

District Curriculum Council Date

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES  N/A _____

YES _____  NO _____  SCC DEPARTMENT CHAIR  DATE

YES _____  NO _____  SAC DEPARTMENT CHAIR  DATE
EXAMPLE OF COURSE OUTLINE APPROVAL SHEET

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy)
EXAMPLE OF COURSE OUTLINE APPROVAL SHEET

SANTIAGO CANYON COLLEGE               COURSE OUTLINE               Page 1

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<td>List required and recommended texts and/or materials. (Include price and date of publication.)</td>
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</table>

Recommended materials and/or readings.

Other.
EXAMPLE OF COURSE OUTLINE APPROVAL SHEET

SANTIAGO CANYON COLLEGE PLAN OF INSTRUCTION

Page 2

DISCIPLINE, NUMBER, TITLE
(If discipline, number or title is being revised, above should reflect the NEW information.)

COURSE CONTENT
(Course content, hours and content objectives)
### DISCIPLINE, NUMBER, TITLE

(If discipline, number or title is being revised, above should reflect the NEW information.)

### COURSE STUDENT LEARNING OUTCOMES (One outcome must relate to critical thinking)

<table>
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### RELEVANCE OF THE ABOVE STUDENT LEARNING OUTCOMES TO THE GENERAL EDUCATION OUTCOMES LISTED BELOW

1=Extensively; 2=Moderately; Blank=Not Applicable

### Think – Critically, Creatively, and Reflectively

- Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs.
- Creatively use concepts to make learning relevant.
- Reflectively assess one’s values, assumptions, and attitudes.

### Learn-About Self and Others, Academic and Professional Issues

- Take responsibility for one’s own learning and wellbeing.
- Learn about one’s chosen academic major, while creating connections across disciplines.
- Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

### Communicate- With Clarity and Accuracy and in Diverse Environments

- Communicate ideas in a clear and articulate manner.
- Communicate accurately to diverse audiences.
- Communicate in various formats using diverse technologies.

### Act-With Awareness of Self and the Local and Global Community of Persons

- Act to maintain one’s dignity and self-respect.
- Act as a responsible community member who treats others with respect, civility, empathy, honesty, and dignity.
- Act to increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.
### DISCIPLINE, NUMBER, TITLE

(If discipline, number or title is being revised, above should reflect the NEW information.)

### METHODS EMPLOYED TO HELP THE STUDENT LEARN

List what the instructor will do to help facilitate learning.

### WHAT ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

### STANDARDS OF ACHIEVEMENT

How will student learning be assessed? (Point scale or other measurement.)
Critical Thinking and Writing 103 (Official)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
COURSE OUTLINE APPROVAL SHEET
SANTA ANA COLLEGE

Division: Humanities and Social Sciences
Department: English
Discipline: ENGL - English Course Number: 103
Subject ID: 1800/103/00 Topic Course: ☐
Course Title: Critical Thinking and Writing

If the discipline, number or title is being revised, above should reflect the NEW information.

Formerly:

Note: If this course is CR/NCR, please indicate here: Yes ☐ No ☑

Open Entry/Open Exit: Yes ☐ No ☑

CATALOG ENTRY

Current: Former:

Units: 4

Class Hours:
  Lecture: 64
  Lab:
  Arranged:

Total Hours: 64

Prerequisite(s):
(Course and/or other preparation/experience that is REQUIRED to be completed previous to enrollment in this course.)

English 101 or 101H with a grade of C or better

Advisory Reading Level: 4

Catalog Description:
This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.
CLASS SCHEDULE ENTRY: (Maximum of 288 characters; underline changes if a revision.)
Class Schedule Description

Argumentative and analytical writing with an emphasis on critical thinking and writing.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code: 0308  For this major, is this course: ☑ Required  ☐ Elective

Co/Prerequisite**: N/A  Approval Code: 1

Co/Prerequisite Course Requirement: English 101 or 101H with a grade of C or better

Is this course cross-listed (same as) with another course?  ☑ Yes  Subject ID: No

Number of times repeatable: 0 (Maximum 3 times without prior approval of VPAA)

COURSE CONTENT:
(Include major topics of the course, time required, and what the student is expected to learn.)

I. Reading Arguments and Arguing Issues (16 hours)
The student will define terms; identify premises, syllogisms, deduction, and induction; evaluate evidence, examples, and arguments for soundness; assess authoritative testimony; draw inferences from statistics; and recognize rhetorical devices, such as sarcasm, irony, and satire.

II. Writing Arguments and an Analysis of an Argument (16 hours)
The student will develop a thesis; construct sound arguments; avoid fallacies; supply sufficient support for claims; write argumentative and persuasive essays on critical positions and problems; and write an analysis and summary.

III. Using Sources and Research Writing (8 hours)
The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources.

IV. Applying Current Issues (12 hours)
The student will identify and explore contemporary issues such as women's rights, gun control, English as the official language, etc.; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in media.

V. Exploring Enduring Questions (12 hours)
The student will analyze timeless and universal questions such as inalienable right, social order, free speech, etc.; consider various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity; and develop an understanding for and a sensitivity toward different cultural and philosophical viewpoints.

Course Materials:
Required texts and/or materials. (Include price and date of publication.)

Textbook(s):
Select one of the following:


Critical Thinking, by Moore. 7th edition. McGraw Hill. ($49.00)


Other required materials:

None

Recommended reading and/or materials:
PLAN OF INSTRUCTION

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS?
WHAT ACTIVITIES ARE EMPLOYED?
(Use a scale of 1-5 to show emphasis of the learning outcomes within the context of this course.)

STUDENT LEARNING OUTCOMES:

Communications Skills – Overall Rating: 5 - Essential-always try to achieve

A. Reading and Writing
   1. Read critically in order to identify premises, syllogisms, deduction and induction; to evaluate evidence, examples, and arguments for soundness; to assess authoritative testimony; to draw inferences from statistics; and to recognize rhetorical devices.
   2. Develop a thesis; write argumentative and persuasive essays; write an analysis and summary; research argumentative topics; synthesize material; avoid plagiarism; and document sources.

B. Listening and Speaking
   1. Utilize interactive listening strategies for note-taking and appropriate questioning.
   2. Determine purpose and goals for listening.
   3. Use speaking as a tool for idea generation and utilize prior knowledge through small and large group discussion.
   4. Verbally summarize and paraphrase effectively.

Thinking and Reasoning – Overall Rating: 5 - Essential-always try to achieve

A. Creative Thinking
   1. Incorporate rhetorical strategies such as irony and satire.
   2. Generate ideas using prewriting strategies.

B. Critical Thinking
   1. Write argumentative essays that are supported by evidence and are logically organized, using deductive and inductive reasoning.
   2. Synthesize information to produce a research paper incorporating research, using documentation and MLA format.

Information Competency – Overall Rating: 5 - Essential-always try to achieve

1. Evaluate primary and secondary sources including Internet sources.
2. Use library’s on-line catalogue and resources.
3. Distinguish between professional journals and magazines and other periodicals.
4. Demonstrate awareness of breadth of sources.
5. Use sources ethically.

Diversity – Overall Rating: 4 - Very important-often try to achieve

1. Cultural—read, understand, and demonstrate an appreciation of literary and expository works from diverse historical and cultural backgrounds.
2. Social—read, understand, and demonstrate an appreciation of literary and expository works from diverse socio-economic backgrounds.

Civic Responsibility – Overall Rating: 4 - Very important-often try to achieve

1. Ethical
   a. Discuss moral dilemmas that are present in the readings.
   b. Examine both historical and contemporary social issues that are present in the readings.

Life Skills – Overall Rating: 2 - Unimportant-rarely try to achieve

Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, and interpersonal skills.

Careers – Overall Rating: 1 - Not applicable-never try to achieve

WHAT METHODS WILL BE EMPLOYED TO HELP THE STUDENTS LEARN?
Check all instructional methods used to present course content:

- Lecture
- Class Discussions
- Reading Assignments
Communication Skills:
A. Reading and Writing
1. Read a number of arguments, asking them to identify and analyze the structure of an argument.
2. Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class.
3. Respond to readings in journals or other written assignments.
4. Write summaries, analyses of arguments, and evaluations of arguments so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.
5. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
6. Write an argumentative research paper, applying outside sources to support their own ideas in their writing.
7. Through peer editing and revision, work on writing skills learned in English 101, paying particular attention to thesis, audience, organization, evidence, and tone.

B. Listening and Speaking
1. Participate in large or small groups, discussing the readings.
2. Prepare and present oral presentations.
3. Listen and take notes on a lecture about induction and deduction, logical fallacies, the Toulmin method, etc.

Thinking and Reasoning:
A. Creative Thinking
1. Generate pre-writing strategies, either individually or in small groups.
2. Develop and write their own arguments.
3. Identify rhetorical strategies in class discussions such as satire and irony and employ them in their own writing.
4. Identify the importance of word choice in a persuasive argument in small or large group discussion and use connotative language effectively in specific written assignments.

B. Critical Thinking
1. Read a number of arguments, asking them to identify and analyze the structure of an argument.
2. Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class.
3. Write summaries, analyses of arguments, and evaluations of arguments, so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.
4. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
5. Write an argumentative research paper, applying outside sources to support their own ideas in their writing. Using a checklist, students will assess the validity of the evidence and data present in the outside sources.

Information Competency:
1. Evaluate primary and secondary sources including Internet sources using a checklist for evaluating sources.
2. Use library’s on-line catalogue and resources.
3. Demonstrate on their research paper’s Work Cited page an awareness of breadth of sources.
4. Use a checklist for avoiding plagiarism.

Diversity:
A. Cultural
1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse historical and cultural backgrounds.
2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

B. Social
1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse socio-economic backgrounds.
2. Demonstrate an appreciation of these works either through class discussions or in a written evaluation.

Civic Responsibility:
1. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues that are present in the readings.
2. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are
discussed in the class.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
(List activities and hours for each. Must include reading and writing activities.)

Reading
Essays and treatises relevant to the course’s objectives. Analyze various media (TV, radio, films, speeches, public presentations, and art) for fallacious reasoning and rhetorical strategies. Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media. (48 hours)

Writing
Prepare argumentative and persuasive essays addressing critical positions. Should include a research project involving analysis and evaluation of a controversial issue and displaying analytical and logical deduction. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project. (80 hours)

STANDARDS OF ACHIEVEMENT:
(List graded activities.)
1. Paragraphs and journals
2. Multiple drafts of summaries and argumentative and persuasive essays completed outside of class
3. Documented paper (a traditional reference/term paper) using current MLA parenthetical citation/works cited format
4. Summary and argumentative essays written in class
5. Written final essay examination
6. Group exercises
7. Oral reports
8. Class participation

Final drafts of essays and research paper will total at least 8000 words.
All papers written outside of class must be typewritten.
(For a sample student format guide, refer to MLA handbook)

HOW WILL THE STUDENT LEARNING BE ASSESSED?
(Multiple measures must be used.)
Assessment tools may include:
1. Writing assignments assessed by instructor.
2. Reading comprehension assessments.
3. Peer evaluation through the writing process.
4. Self-assessment through the writing process.
5. Responses to reading through journals assessed by instructor for content.
6. Research paper evaluated by instructor.
7. Oral presentations assessed by self, peers and instructor.
**EXAMPLE OF ENGLISH 103 COURSE OUTLINE APPROVAL SHEET**

**DISCIPLINE, NUMBER, TITLE**  
English 103, Critical Thinking and Writing

(If discipline, number or title is being revised, above should reflect the NEW information: AND, the complete former course discipline and number MUST be included in the CATALOG ENTRY below.)

*NEW  REVISION WITH W/O X CATALOG CHANGES  
DELETION  REVISION WITH W/O X CLASS SCHEDULE CHANGES

*Complete and attach a New Course Proposal Form and Honors Course Addendum, if applicable.

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**CATALOG ENTRY (60 word limit; underline changes if a revision)**

English 103  
Critical Thinking and Writing  
Units: 4.  
Class hours: 64 lecture total.  
Prerequisite: English 101 or English 101H with a grade of C or better.  
Advisory reading level: 4.  
This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.

**CLASS SCHEDULE ENTRY (Maximum of four lines; underline changes if a revision)**

ENGLISH 103, CRITICAL THINKING AND WRITING. 4 Units. Argumentative and analytical writing with an emphasis on critical thinking and writing. Prerequisite: English 101 or English 101H with a grade of C or better. Advisory reading level 4.

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**Information in this section must be completed before submission to a Curriculum Committee.**

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<th>Major Code</th>
<th>308</th>
<th>For this major, is this course?</th>
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<td>Co/Prerequisite Course Requirement</td>
<td>English 101 or 101H with a grade of C or better.</td>
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<td>Is this course cross-listed (same as) with another course?</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td>Subject ID</td>
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<td>Number of times repeatable for credit?</td>
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<td>(Maximum 3 without prior approval of VPAA)</td>
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<td>Have all other departments that list this course for a degree/certificate requirement, Elective or recommendation, been advised of the changes?</td>
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<td>Instructor LHE:</td>
<td>Lecture</td>
<td>4.5</td>
<td>Laboratory</td>
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If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form.

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Proposed by Elizabeth Elchlepp Date 08/27/04

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Division Dean Date

Curriculum Committee Approval Date

Curriculum Council Approval Date 11/8/04 Subject ID Number 1800/103/00

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy)

Revised MAY 2003
English 103, Critical Thinking and Writing

Units: 4.
Class hours: 64 lecture total.
Prerequisite: English 101 or English 101H with a grade of C or better.
Advisory reading level: 4.

This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.

COURSE CONTENT
(Include major topics of the course, time required, and what the student is expected to learn)

UNIT I Reading Arguments and Arguing Issues (4 Weeks)
A. Defining terms
B. Identifying premises and syllogisms
C. Identifying deduction and induction
D. Evaluating evidence, examples, and arguments for soundness
E. Assessing authoritative testimony
F. Drawing inferences from statistics
G. Recognizing rhetorical devices, such as sarcasm, irony, and satire

UNIT II Writing Arguments and an Analysis of an Argument (4 Weeks)
A. Developing a thesis
B. Constructing sound arguments
C. Avoiding fallacies
D. Supplying sufficient support for claims
E. Writing argumentative and persuasive essays on critical positions and problems
F. Writing an analysis and summary of someone else's argument

UNIT III Using Sources and Research Writing (2 Weeks)
A. Choosing an argumentative topic
B. Researching and synthesizing material
C. Avoiding plagiarism
D. Documenting sources
UNIT IV  Applying Current Issues  (3 Weeks)
A. Identifying and exploring contemporary issues, such as women's rights, gun control, English as the official language, euthanasia, and legalization of drugs
B. Evaluating and sharing opposing viewpoints
C. Identifying and assessing logical fallacies and rhetorical strategies in media

UNIT V  Exploring Enduring Questions  (3 Weeks)
A. Analyzing timeless and universal questions, such as inalienable rights, social order, free speech, the value of art, the nature of man
B. Considering various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity
C. Developing an understanding for, and a sensitivity toward, differing cultural and philosophical viewpoints
COURSE PURPOSE

English 103 is an intermediate composition course with an emphasis on logical reasoning, and analytical and argumentative writing skills. This course is designed to meet the RSC and CSU critical thinking requirement as well as the IGETC critical writing/composition requirement. It will require students to think, read, and write critically by reasoning inductively and deductively, identifying logical fallacies and analyzing and evaluating assumptions and arguments. English 103 will require students to look more closely and critically at their own writing and the writing of others. The required texts for this course will present challenging cross-cultural and cross-curricular readings of complex historical and contemporary issues.

CRITICAL THINKING AND SKILLS

How does this course require critical thinking skills, and the ability to apply “college level” concepts, vocabulary and learning skills?

All activities require critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills.

MULTICULTURALISM

How does this course respond to issues of multiculturalism? (e.g., readings, techniques for differing learning styles, specific topics, specific assignments.)

This course responds to multiculturalism through readings, writing assignments and collaborative learning which address the concept of diversity in our society. These activities will challenge students to broaden their views and to apply their new knowledge to personal development, historical and contemporary issues and social problems.

COURSE MATERIALS

List required and recommended texts and/or materials. (Include price and date of publication.)

Barnet, Sylvan and Bedau, Hugo, CURRENT ISSUES AND ENDURING QUESTIONS: METHODS AND MODELS OF ARGUMENT, Current Edition. ($57.65)

OR

Rottenberg, Annette, ELEMENTS OF ARGUMENT, Current Edition. ($55.10)

OR

Mayfield, Marlys, Thinking for Yourself, Current Edition. (53.50)

AND

At least one book length work of literature.

Other.
METHODS EMPLOYED TO HELP THE STUDENT LEARN
List what the instructor will do to help facilitate learning.

1. Lecture
2. Class discussion
3. Small group activities
4. Student-instructor conferences
5. Oral presentations
6. Media presentations (films, tapes, records)
7. Pre-writing activities
8. Journal writing
9. Writing exercises
10. Writing stages feedback and evaluation
11. Quizzes and exams

WHAT ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)

Reading

Essays and treatises relevant to the course's objectives. Analyze various media (TV, radio, films, speeches, public presentations, and art) for fallacious reasoning and rhetorical strategies. Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media. (48 hours)

Writing

Prepare argumentative and persuasive essays addressing critical positions. Should include a research project involving analysis and evaluation of a controversial issue and displaying analytical and logical deduction. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project. (80 hours)
STANDARDS OF ACHIEVEMENT

List graded activities.

1. Paragraphs and journals
2. Argumentative and persuasive essays
3. Documented paper (a traditional reference/term paper) using current MLA parenthetical citation/works cited format
4. Writing assignments must total a minimum of 8,000 to 10,000 words.
5. Instructors may require that papers written outside of class be typewritten. For a sample student format guide, refer to attachment.
6. Students must take a written final examination.
7. Participation in discussions.
8. Oral presentations.
9. All of the above incorporate critical thinking skills, as they are the basis of the course.

How will student performance be graded? (Point scale or other measurement.)

Student performance will be evaluated based on the quality of both the writing and the thought.

The standards are those of the Joint Statement on Freshman English 101 in College and High School Preparation (see attached) which is slightly revised from a statement by the departments of English of Ball State Teachers College, Indiana State University, Purdue University, and Indiana University.

Methods of Evaluation:

  Graded activities:
  -- Six (6) argumentative/analytical papers addressing critical issues (6,000 - 8,000 words)
  -- One (1) research paper displaying analysis, evaluation and logical deduction (approximately 2000 words)

  Optional:
  -- writing exercises
  -- quizzes on assigned readings
  -- group presentations of opposing views
  -- critical analysis/evaluation of issues as presented in various media
Honors Critical Thinking and Writing 103H (Official)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
COURSE OUTLINE APPROVAL SHEET
SANTA ANA COLLEGE

Division: Humanities and Social Sciences
Department: English
Discipline: ENGL - English  Course Number: 103H
Subject ID: 1800/103/75  Topic Course: ☐
Course Title: Honors Critical Thinking and Writing

If the discipline, number or title is being revised, above should reflect the NEW information.

Formerly:

Note: If this course is CR/NCR, please indicate here: Yes ☐ No ☑

Open Entry/Open Exit: Yes ☐ No ☑

CATALOG ENTRY

Current:  Former:

Units:  4

Class Hours:

Lecture:  64

Lab:

Arranged:

Total Hours:  64

Prerequisite(s):
(Course and/or other preparation/experience that is REQUIRED to be completed previous to enrollment in this course.)
A high school or college GPA of 3.0 or above and a grade of C or better in English 101 or 101H

Advisory Reading Level:  4

Catalog Description:
Enriched and intensive exploration of historical and contemporary issues. Application of critical thinking, writing and reading skills to established argumentative methods and models through student initiated discussion and problem-solving in a seminar setting.
CLASS SCHEDULE ENTRY: (Maximum of 288 characters; underline changes if a revision.)

Class Schedule Description

Enriched exposure to argumentative writing with an emphasis on critical thinking and writing.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code: 0308  For this major, is this course: ☐ Required ☑ Elective

Co/Prerequisite*?  N/A ☑ Approval Code: 1

Co/Prerequisite Course Requirement:  English 101 or 101H

Is this course cross-listed (same as) with another course?  ☑ Yes  ☐ No

Subject ID:

Number of times repeatable: 0  (Maximum 3 times without prior approval of VPAA)

COURSE CONTENT:

(Include major topics of the course, time required, and what the student is expected to learn.)

I. Reading Arguments and Arguing Issues (16 hours)
The student will define terms; identify premises, syllogisms, deduction, and induction; evaluate evidence, examples, and arguments for soundness; assess authoritative testimony; draw inferences from statistics; and recognize rhetorical devices, such as sarcasm, irony, and satire.

II. Writing Arguments and an Analysis of an Argument (16 hours)
The student will develop a thesis; construct sound arguments; avoid fallacies; supply sufficient support for claims; write argumentative and persuasive essays on critical positions and problems; and write an analysis and summary.

III. Using Sources and Research Writing (8 hours)
The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources.

IV. Applying Current Issues (12 hours)
The student will identify and explore contemporary issues such as women's rights, gun control, English as the official language, etc.; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in media.

V. Exploring Enduring Questions (12 hours)
The student will analyze timeless and universal questions such as inalienable right, social order, free speech, etc.; consider various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity; and develop an understanding for and a sensitivity toward different cultural and philosophical viewpoints.

Course Materials:

Required texts and/or materials. (Include price and date of publication.)

Textbook(s):


Critical Thinking, by Moore. 7th edition. McGraw Hill. ($49.00)


At least one book length work of literature chosen by the instructor (subject to department chair approval)

*Outside-of-the-text primary sources assigned by the instructor

Other required materials:

None
Recommended reading and/or materials:

None
PLAN OF INSTRUCTION

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS?
WHAT ACTIVITIES ARE EMPLOYED?
(Use a scale of 1-5 to show emphasis of the learning outcomes within the context of this course.)

STUDENT LEARNING OUTCOMES:

Communications Skills – Overall Rating: 5 - Essential-always try to achieve
A. Reading and Writing
   1. Read critically in order to identify premises, syllogisms, deduction and induction; to evaluate evidence, examples, and arguments for soundness; to assess authoritative testimony; to draw inferences from statistics; and to recognize rhetorical devices.
   2. Develop a thesis; write argumentative and persuasive essays; write an analysis and summary; research argumentative topics; synthesize material; avoid plagiarism; and document sources.

B. Listening and Speaking
   1. Utilize interactive listening strategies for note-taking and appropriate questioning.
   2. Determine purpose and goals for listening.
   3. Use speaking as a tool for idea generation and utilize prior knowledge through small and large group discussion.
   4. Verbally summarize and paraphrase effectively.
   *5. Lead seminars/discussion on assigned topics.

Thinking and Reasoning – Overall Rating: 5 - Essential-always try to achieve
A. Creative Thinking
   1. Incorporate rhetorical strategies such as irony and satire.
   2. Generate ideas using prewriting strategies.

B. Critical Thinking
   1. Write argumentative essays that are supported by evidence and are logically organized, using deductive and inductive reasoning.
   2. Synthesize information to produce a research paper incorporating research, using documentation and MLA format.

Information Competency – Overall Rating: 5 - Essential-always try to achieve
1. Evaluate primary and secondary sources including Internet sources.
2. Use library's on-line catalogue and resources.
3. Distinguish between professional journals and magazines and other periodicals.
4. Demonstrate awareness of breadth of sources.
5. Use sources ethically.

Diversity – Overall Rating: 4 - Very important-often try to achieve
1. Cultural—read, understand, and demonstrate an appreciation of literary and expository works from diverse historical and cultural backgrounds.
2. Social—read, understand, and demonstrate an appreciation of literary and expository works from diverse socio-economic backgrounds.

Civic Responsibility – Overall Rating: 4 - Very important-often try to achieve
1. Ethical
   a. Discuss moral dilemmas that are present in the readings.
   b. Examine both historical and contemporary social issues that are present in the readings.

Life Skills – Overall Rating: 2 - Unimportant-rarely try to achieve
Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, and interpersonal skills.

Careers – Overall Rating: 1 - Not applicable-never try to achieve

WHAT METHODS WILL BE EMPLOYED TO HELP THE STUDENTS LEARN?
Check all instructional methods used to present course content:
☑ Lecture  ☐ Case Studies

Class Discussions  
Reading Assignments  
Writing Projects and Reports  
Group Exercises  
Handouts  
Visual Aids  
Electronic Delivery  
Instructor Demonstrations

Other:

Communication Skills:
A. Reading and Writing
1. Read a number of arguments, asking them to identify and analyze the structure of an argument. *Read, identify, and analyze more complex syllogistic structures.*
2. Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class. *Read outside-of-the-text primary sources.*
3. Respond to readings in journals or other written assignments. *Honors students will keep two journals: one tied to the readings, the other will focus on current news items, reflecting topics in class.*
4. Write summaries, analyses of arguments, and evaluations of arguments so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.
5. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
6. Write an argumentative research paper, applying outside sources to support their own ideas in their writing.
7. Through peer editing and revision, work on writing skills learned in English 101, paying particular attention to thesis, audience, organization, evidence, and tone.

B. Listening and Speaking
1. Participate in large or small groups, discussing the readings.
2. Prepare and present oral presentations.
3. Listen and take notes on a lecture about induction and deduction, logical fallacies, the Toulmin method, etc.
4. *Deliver at least one oral presentation.*
5. *Lead and participate in seminar discussions.*
6. *Listen and respond to guest speakers.*

Thinking and Reasoning:
A. Creative Thinking
1. Generate pre-writing strategies, either individually or in small groups.
2. Develop and write their own arguments.
3. Identify rhetorical strategies in class discussions such as satire and irony and employ them in their own writing.
4. Identify the importance of word choice in a persuasive argument in small or large group discussion and use connotative language effectively in specific written assignments.
5. *Develop an understanding of, and appreciation for, rhetoric as evidenced in readings drawn from the required text (classical to contemporary), and learn to recognize abuses of rhetoric in the text examples and in editorials on current issues in order to become more critical/analytical readers and writers.*

B. Critical Thinking
1. Read a number of arguments, asking them to identify and analyze the structure of an argument.
2. Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class.
3. Write summaries, analyses of arguments, and evaluations of arguments, so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.
4. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
5. Write an argumentative research paper, applying outside sources to support their own ideas in their writing. Using a checklist, students will assess the validity of the evidence and data present in the outside sources.
6. *Conduct field research and devise appropriate measuring tools, such as surveys, interview questions, and participatory observation.*

Information Competency:
1. Evaluate primary and secondary sources including Internet sources using a checklist for evaluating sources.
2. Use library's on-line catalogue and resources.
3. Demonstrate on their research paper's Work Cited page an awareness of breadth of sources.
4. Use a checklist for avoiding plagiarism.

Diversity:
A. Cultural
1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse historical and cultural backgrounds.
2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

B. Social
1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse socio-economic backgrounds.
2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

Civic Responsibility:
1. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues that are present in the readings.
2. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are discussed in the class.

*Indicates enhanced for Honors section

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
(List activities and hours for each. Must include reading and writing activities.)

Information Competency:
1. Evaluate primary and secondary sources including Internet sources using a checklist for evaluating sources.
2. Use library’s on-line catalogue and resources.
3. Demonstrate on their research paper’s Work Cited page an awareness of breadth of sources.
4. Use a checklist for avoiding plagiarism.

Diversity:
A. Cultural
1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse historical and cultural backgrounds.
2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

B. Social
1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse socio-economic backgrounds.
2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

Civic Responsibility:
1. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues that are present in the readings.
2. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are discussed in the class.

STANDARDS OF ACHIEVEMENT:
(List graded activities.)
1. Paragraphs and journals *Honors students will keep two journals—Journal #1 will be tied to the readings; Journal #2 will focus on current news items, reflecting topics discussed in class
2. Multiple drafts of summaries and argumentative and persuasive essays completed outside of class
3. Documented paper (a traditional reference/term paper) using current MLA parenthetical citation/works cited format
   *Must include field research
4. Summary and argumentative essays written in class
5. Written final essay examination
6. Group exercises
7. Oral reports—*presentations of Journal #2, the research project, and outside reading selections
8. Class participation, *including leading a seminar

Final drafts of essays and research paper will total at least 8000 words.
All papers written outside of class must be typewritten.
(For a sample student format guide, refer to MLA handbook)

*Indicates enhanced for Honors section

HOW WILL THE STUDENT LEARNING BE ASSESSED?
(Multiple measures must be used.)

Assessment tools may include:
1. Writing assignments assessed by instructor.
2. Reading comprehension assessments.
3. Peer evaluation through the writing process.
4. Self-assessment through the writing process.
The main goal of the Santiago Canyon College and Santa Ana College Honors Programs is to provide a diverse curriculum with enriched courses requiring highly motivated faculty and students to employ innovation and creativity and students to think even more independently and critically than in non-honors courses. Although both English 103 and English 103H teach students to think critically, write and speak persuasively and discuss deeply a myriad of historical and cultural issues and problems, the expectation in English 103H will be on more active student participation, more independent study, and more in-depth assignments.

The following additional criteria will augment this course to make it an honors course.

I. Additional and advanced components that will be covered in this honors course.

   In addition to standard course content, honors courses will require the following:
   A. Along with the journal assignments tied to the readings in the non-honors course, honors students will be required to keep a journal focusing on current news items/editorials that reflect historical and social problems discussed in the text. For example, under the topic of the bounds of free speech, they could document the current controversy over censoring the Internet. Honors students will be asked periodically to analyze these editorials for bias, logical fallacies, and questionable assumptions.
   B. In addition to the oral presentations based on a current issue and an enduring question in the text for the non-honors course, honors students will research additional outside-of-the-text related readings. On a rotation basis, these students will be responsible for leading a seminar/discussion on these readings. For example, students may choose Thoreau’s “Civil Disobedience” to enhance the Obey the State section of the text.
   C. Though the non-honors course introduces the topic of Internet and electronic sources in research, the honors course will go into more depth and require students to find and evaluate such sources. In finding the sources they will be introduced to popular search engines, including Hotbot, Yahoo!, Alta Vista, Excite, Infoseek, and Lycos. When evaluating the Internet and electronic sources, they will look for the address of the domain, identify the authors, date, and currency of the material, and evaluate the information for currency of updates and for the integrity of sources providing the information on the site.
   D. The research paper in this honors course will require not only library research but also field research. In the non-honors English 103 course, students are required to research a current issue and relate it
to one of the four enduring questions. Although the topic is related to an enduring question, honors students must incorporate field research and/or guest speakers in addition to library research. The project will require them to relate an enduring question to a social, historical, or literary issue in Southern California. The following list presents some possible topics for this research project:

1. missions/Native Americans
2. border deportation-Zoot Suit Riots
3. historical families and individuals who have had influence on local politics and growth in Southern California, for example, the Chandlers, Irwins, Huntingtons, Yorbas, Doheny, Disney, Knott
4. destruction of downtowns in Orange County and gentrification
5. impact of planned communities
6. movie studies
7. impact of the military on Orange County
8. internment of Japanese-Americans
9. the conflict between urban growth and native American burial grounds
10. Architecture—Firestone Factory, Bowers Museum, Museum of Science and Natural History
11. Ecology/wetlands

E. Aside from the above enhancements and additions, the honors course goes into more depth with most topics. For example, the discussion of formal logic and syllogisms is more detailed, and the analysis of more complex levels of these structures.

II. Additional measurable instructional objectives that the honors student will be expected to accomplish.
   A. Students will maintain a second journal focusing on relevant editorials and news stories. Students will analyze their editorials orally and in writing.
   B. Students will read and research additional readings related to the text readings and lead a seminar on these readings.
   C. Students will find evaluate Internet and electronic sources for currency and integrity. Students will incorporate and document some of these sources in their research project.
   D. Students will incorporate field research and possibly guest speakers in their research project related to a social, historical, or literary issue in Southern California. Students will also make formal presentations of this project to the class.
   E. Students will study, identify, and evaluate examples of formal logic requiring more extensive mastery of such structures than in the non-honors course. Theses will be measured in in-class writings and exercises.

III. Additional reading, writing, and special projects in this honors course will require students to:
   A. Produce additional journals,
B. Read additional primary texts outside of the required text,
C. Perform more extensive research using field research, guest speakers, and electronic sources, and researching a local issue of significance historically and currently,
D. And deliver several additional oral presentations for their second journal, research project, and outside readings.

IV. Augmented critical thinking skills the honors student will develop. Students will learn to work independently and to motivate themselves because the emphasis will be on student-driven activities. They will need to develop strong reading and writing skills, time management skills, group management skills, sophisticated research skills, including working with primary texts, field resources, electronic and Internet sources.
EXAMPLE OF ENGLISH HONORS COURSE OUTLINE APPROVAL SHEET

**DISCIPLINE, NUMBER, TITLE**  English 103H, Honors Critical Thinking and Writing

(If discipline, number or title is being revised, above should reflect the NEW information: AND, the complete former course discipline and number MUST be included in the CATALOG ENTRY below.)

*NEW  REVISION WITH  W/O X CATALOG CHANGES

DELETION  REVISION WITH  W/O X CLASS SCHEDULE CHANGES

*Complete and attach a New Course Proposal Form and Honors Course Addendum, if applicable.

**CATALOG ENTRY (60 word limit; underline changes if a revision)**

English 103H
Honors Critical Thinking and Writing
Units: 4.
Class hours: 64 lecture total.
Prerequisite: A high school or college GPA of 3.0 or above and a grade of C or better in English 101 or 101H.
Advisory reading level: 4.
Enriched and intensive exploration of historical and contemporary issues. Application of critical thinking, writing and reading skills to established argumentative methods and models through student initiated discussion and problem-solving in a seminar setting.

**CLASS SCHEDULE ENTRY (Maximum of four lines; underline changes if a revision)**

ENGLISH 103H, HONORS CRITICAL THINKING AND WRITING. 4 Units. Enriched exposure to argumentative writing with an emphasis on critical thinking and writing. Prerequisite: A high school or college GPA of 3.0 or above and a grade of C or better in English 101 or 101H. Advisory reading level 4.

Information in this section must be completed before submission to a Curriculum Committee.

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<td>Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes?</td>
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If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form.

Proposed by K. Patterson/ E. Elchlepp  Date 8/27/04

Division Dean  Date

Curriculum Committee Approval  Date

Curriculum Council Approval Date 11/8/04  Subject ID Number 1800/103/75

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy)

Revised MAY 2003
Santiago Canyon College

SANTIAGO CANYON COLLEGE  COURSE OUTLINE  Page 1a

DISCIPLINE  NUMBER, TITLE  English 103H, Honors Critical Thinking and Writing

CURRICULUM COUNCIL APPROVAL DATE

CATALOG ENTRY

English 103H
Honors Critical Thinking and Writing
Units: 4.
Class hours: 64 lecture total.
Prerequisite: A high school or college GPA of 3.0 or above and a grade of C or better in English 101 or 101H.
Advisory reading level: 4.
Enriched and intensive exploration of historical and contemporary issues. Application of critical thinking, writing and reading skills to established argumentative methods and models through student initiated discussion and problem-solving in a seminar setting.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

YES  NO  SCC DEPARTMENT CHAIR  ________________________________  DATE  ____________________

YES  NO  SAC DEPARTMENT CHAIR  ________________________________  DATE  ____________________

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn)

UNIT I  Reading Arguments and Arguing Issues  (4 Weeks)

A.  Defining terms

*B.  Identifying premises and syllogisms, more depth including complex syllogistic structures

C.  Identifying deduction and induction

D.  Evaluating evidence, examples, and arguments for soundness

E.  Assessing authoritative testimony

F.  Drawing inferences from statistics

G.  Recognizing rhetorical devices, such as sarcasm, irony, and satire

UNIT II  Writing Arguments and an Analysis of an Argument  (4 Weeks)

A.  Developing a thesis

B.  Constructing sound arguments

C.  Avoiding fallacies

D.  Supplying sufficient support for claims

E.  Writing argumentative and persuasive essays on critical positions and problems

F.  Writing an analysis and summary of someone else's argument

UNIT III  Using Sources and Research Writing  (2 Weeks)

A.  Choosing an argumentative topic

B.  Researching and synthesizing material

*C.  Conducting field research

D.  Avoiding plagiarism

E.  Documenting sources

*F.  Locating and evaluating internet and electronic sources

UNIT IV  Applying Current Issues  (3 Weeks)
A. Identifying and exploring contemporary issues, such as women's rights, gun control, English as the official language, euthanasia, and legalization of drugs
B. Evaluating and sharing opposing viewpoints
C. Identifying and assessing logical fallacies and rhetorical strategies in media
*D. Using current issues to analyze and understand local society

UNIT V Exploring Enduring Questions (3 Weeks)

A. Analyzing timeless and universal questions, such as inalienable rights, social order, free speech, the value of art, the nature of man
B. Considering various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity
C. Developing an understanding for, and a sensitivity toward, differing cultural and philosophical viewpoints
*D. Relating enduring questions to local historical, social and aesthetic issues.

* Indicates enhanced activities for the Honors course
COURSE PURPOSE

English 103H is an intermediate composition course with an emphasis on logical reasoning, and analytical and argumentative writing skills. This course is designed to meet the RSC and CSU critical thinking requirement as well as the IGETC critical writing/composition requirement. It requires students to think, read, and write critically by reasoning inductively and deductively, identifying logical fallacies and analyzing and evaluating assumptions and arguments. Both English 103 and 103H require students to look more closely and critically at their own writing and the writing of others. The required texts for these courses present challenging cross-cultural and cross-curricular readings of complex historical and contemporary issues. *Although both English 103 and English 103H teach students to think critically, write and speak persuasively and discuss deeply a myriad of historical and cultural issues and problems, the expectation in English 103H is on more active student participation, more independent study and more in-depth assignments.

COURSE OBJECTIVES

Students will:

1. Develop the critical reading and writing skills necessary to succeed in academics and in a culturally diverse society.

2. Identify and analyze the structure of arguments in cross-curricular college-level material.

3. Evaluate the soundness of an argument based on traditional logic, including deduction and induction, formal and informal fallacies of language and thought, and judgmental vs. factual statements.

*4. Assess the validity of evidence and data, including electronic sources and field research.

*5. Conduct field research and devise appropriate measuring tools, such as surveys, interview questions, and participatory observation.

6. Demonstrate and refine writing skills learned in English 101 and exhibit a continued progression of those skills that will be evaluated for correctness, conciseness, and sophistication of form and style.


8. Identify and use denotative and connotative language effectively.

9. Produce several essays displaying numerous writing strategies, including summary, analysis, synthesis, and write convincing argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.

10. Research, evaluate, and apply outside sources to support their own ideas in their writing.

*11. Develop an understanding of, and appreciation for, rhetoric as evidenced in readings drawn from the required text (classical to contemporary), and learn to recognize abuses of rhetoric in the text examples and in editorials on current issues in order to become more critical/analytical readers and writers.

*12. Relate (in journals and oral presentations) current news items/editorials relevant to historical and social problems discussed in the text.

13. Develop the skills necessary to lead discussions and participate in student-driven seminars. Each student will lead a seminar on additional outside-the-text readings.

14. Read at least one book length work of literature to be used as a model of good writing and to generate discussion related to writing assignments.

* Indicates activities for the Honors course
DISCIPLINE, NUMBER, TITLE: English 103H, Honors Critical Thinking and Writing

CRITICAL THINKING AND SKILLS
How does this course require critical thinking skills, and the ability to apply “college level” concepts, vocabulary and learning skills?

All activities require critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills.

MULTICULTURALISM
How does this course respond to issues of multiculturalism? (e.g., readings, techniques for differing learning styles, specific topics, specific assignments.)

This course responds to multiculturalism through readings, writing assignments and collaborative learning which address the concept of diversity in our society. These activities will challenge students to broaden their views and to apply their new knowledge to personal development, historical and contemporary issues and social problems.

COURSE MATERIALS
List required and recommended texts and/or materials. (Include price and date of publication.)

Barnet, Sylvan and Bedau, Hugo, CURRENT ISSUES AND ENDURING QUESTIONS: METHODS AND MODELS OF ARGUMENT, CURRENT EDITION. ($57.65)

Rottenberg, Annette, ELEMENTS OF ARGUMENT, Current Edition. ($55.10)

Mayfield, Marlys, Thinking for Yourself, Current Edition. ($53.50)

Required outside-of-the-text primary sources:
Examples of such sources include but are not limited to:
Thoreau's "Civil Disobedience"
Machiavelli's The Prince
Marx's The Communist Manifesto
Darwin's Origin of the Species
Freud's Civilization and Its Discontent

At least one book length work of literature which may be included on the outside-of-the-text required list

* Indicates enhanced activities for the Honors course
METHODS EMPLOYED TO HELP THE STUDENT LEARN
List what the instructor will do to help facilitate learning.

1. Lecture
2. Class discussion
3. Small group activities
4. Student-instructor conferences
5. Oral presentations of journal #2 and of the research project
6. Media presentations (films, tapes, records)
7. Pre-writing activities
8. Journal writing--Journal #1 will be tied to the readings; Journal #2 will focus on current news items, reflecting topics in class
9. Writing exercises (outlining arguments, applying and analyzing of syllogisms) and essays
10. Writing stages feedback and evaluation - rough drafts evaluated individually and in groups
11. Quizzes and exams
12. Seminars--Student-led on out-of-text primary sources related to class topics
13. Guest speakers - as part of research project presentation and as supplements to class discussions
14. Field trips as appropriate
15. Field research - required in researching a local issue historically and currently

WHAT ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)

Reading

Essays and treatises relevant to the course's objectives. Analyze various media (TV, radio, films, speeches, public presentations, and art) for fallacious reasoning and rhetorical strategies. Students are encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media. (48 hours)

Writing

Prepare argumentative and persuasive essays addressing critical positions. Should include a research project involving analysis and evaluation of a controversial issue and displaying analytical and logical deduction. Assignments range from short, concise responses to more extensive and sustained arguments, culminating in a research project. (80 hours)

* Indicates enhanced activities for the Honors course
STANDARDS OF ACHIEVEMENT

List graded activities.

1. Exercises, paragraphs, and two journals
2. Argumentative and persuasive essays
3. Research project - a documented paper incorporating field research as well as library and electronic sources and using current MLA parenthetical citation/works cited format
4. Writing assignments must total a minimum of 8,000 to 10,000 words. (Papers written outside of class must be typed. For a sample student format guide, refer to attachment.)
5. A written final examination.
6. Participation in discussions, including leading a seminar.
7. Oral presentations of Journal #2, the research project, and outside reading selections
8. All of the above incorporate critical thinking skills, as they are the basis of the course.

How will student performance be graded? (Point scale or other measurement.)

Student performance will be evaluated based on the quality of both the writing and the thought.

The standards are those of the Joint Statement on Freshman English 101 in College and High School Preparation (see attached) which is slightly revised from a statement by the departments of English of Ball State Teachers College, Indiana State University, Purdue University, and Indiana University.

Methods of Evaluation:

Required graded activities:

-- six (6) argumentative/analytical papers addressing critical issues (6,000 - 8,000 words)
-- one (1) research paper displaying analysis, evaluation and logical deduction (approximately 2000 words)

*-- seminar leadership
*-- oral presentation, including Journal #2, research project, and outside readings
*-- writing exercises
*-- group presentations of opposing views
*-- critical analysis/evaluation of issues as presented in various media
*-- field research

Optional:
SANTIAGO CANYON COLLEGE

PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English 103H, Honors Critical Thinking and Writing
(If discipline, number or title is being revised, above should reflect the NEW information.)

-- quizzes on assigned readings

-- off campus activities, such as debates, lectures, guest speakers

* Indicates activities for the Honors course
The main goal of the Santiago Canyon College and Santa Ana College Honors Programs is to provide a diverse curriculum with enriched courses requiring highly motivated faculty and students to employ innovation and creativity and students to think even more independently and critically than in non-honors courses. Although both English 103 and English 103H teach students to think critically, write and speak persuasively and discuss deeply a myriad of historical and cultural issues and problems, the expectation in English 103H will be on more active student participation, more independent study, and more in-depth assignments.

The following additional criteria will augment this course to make it an honors course.

I. **Additional and advanced components that will be covered in this honors course.**

   In addition to standard course content, honors courses will require the following:

   A. Along with the journal assignments tied to the readings in the non-honors course, honors students will be required to keep a journal focusing on current news items/editorials that reflect historical and social problems discussed in the text. For example, under the topic of the bounds of free speech, they could document the current controversy over censoring the Internet. Honors students will be asked periodically to analyze these editorials for bias, logical fallacies, and questionable assumptions.

   B. In addition to the oral presentations based on a current issue and an enduring question in the text for the non-honors course, honors students will research additional outside-of-the-text related readings. On a rotation basis, these students will be responsible for leading a seminar/discussion on these readings. For example, students may choose Thoreau’s “Civil Disobedience” to enhance the Obey the State section of the text.

   C. Though the non-honors course introduces the topic of Internet and electronic sources in research, the honors course will go into more depth and require students to find and evaluate such sources. In finding the sources they will be introduced to popular search engines, including Hotbot, Yahoo!, Alta Vista, Excite, Infoseek, and Lycos. When evaluating the Internet and electronic sources, they will look for the address of the domain, identify the authors, date, and currency of the material, and evaluate the information for currency of updates and for the integrity of sources providing the information on the site.

   D. The research paper in this honors course will require not only library research but also field research. In the non-honors English 103 course, students are required to research a current issue and relate it to one of the four enduring questions. Although the topic is related to an enduring question, honors students must incorporate field research and/or guest speakers in addition to library research. The project will require them to relate an enduring question to a social, historical, or literary issue in Southern California. The following list presents some possible topics for this research project:

   1. missions/Native Americans
   2. border deportation-Zoot Suit Riots
   3. historical families and individuals who have had influence on local politics and growth in Southern California, for example, the Chandlers, Irvines, Hunttings, Yorbas, Doheny, Disney, Knott
   4. destruction of downtowns in Orange County and gentrification
   5. impact of planned communities
   6. movie studies
   7. impact of the military on Orange County
   8. internment of Japanese-Americans
   9. the conflict between urban growth and native American burial grounds
   10. Architecture—Firestone Factory, Bowers Museum, Museum of Science and Natural History
   11. Ecology/wetlands
E. Aside from the above enhancements and additions, the honors course goes into more depth with most topics. For example, the discussion of formal logic and syllogisms is more detailed, and the analysis of more complex levels of these structures.

II. Additional measurable instructional objectives that the honors student will be expected to accomplish.

A. Students will maintain a second journal focusing on relevant editorials and news stories. Students will analyze their editorials orally and in writing.

B. Students will read and research additional readings related to the text readings and lead a seminar on these readings.

C. Students will find evaluate Internet and electronic sources for currency and integrity. Students will incorporate and document some of these sources in their research project.

D. Students will incorporate field research and possibly guest speakers in their research project related to a social, historical, or literary issue in Southern California. Students will also make formal presentations of this project to the class.

E. Students will study, identify, and evaluate examples of formal logic requiring more extensive mastery of such structures than in the non-honors course. Theses will be measured in in-class writings and exercises.

III. Additional reading, writing, and special projects in this honors course will require students to:

A. Produce additional journals,

B. Read additional primary texts outside of the required text,

C. Perform more extensive research using field research, guest speakers, and electronic sources, and researching a local issue of significance historically and currently,

D. And deliver several additional oral presentations for their second journal, research project, and outside readings.

IV. Augmented critical thinking skills the honors student will develop.

Students will learn to work independently and to motivate themselves because the emphasis will be on student-driven activities. They will need to develop strong reading and writing skills, time management skills, group management skills, sophisticated research skills, including working with primary texts, field resources, electronic and Internet sources.
SANTA ANA COLLEGE       SANTIAGO CANYON COLLEGE

Collegial Procedures for the Curriculum Process

The curriculum process is under the direction of the Academic Senate, which delegates that responsibility to the Curriculum and Instruction Council. Since curriculum represents one of the most important endeavors of any college, the task of course revision and new course development deserves adequate discussion with colleagues within the department and between colleges.

Revised Courses

Course revisions are completed on existing courses to either update the information or as part of a quadrennial review process. A department or discipline may elect to revise a course at any time, while quadrennial review is required every four years. A list of required quadrennial courses is available every fall for the following academic year.

As you begin the revision and/or review process, you need to meet with your department to examine each revision in terms of the effect it will have on the college’s programs. If the course is common/shared between SAC and SCC, a collegial discussion with your counterparts at the other college is required. Each college may do a draft of the revision and then agree on the changes, or one college may agree the other college will do the revision. Both colleges must agree to the revisions, and both colleges’ department chairs must sign off on approval for the other college. At SAC, after department approval, the course must be approved by the Division Curriculum Committee prior to being sent to the Technical Committee. Further, to complete the process, the Course Outline of Record must be approved by both C & I Councils for any change to become effective. Changes in courses approved during the fall semester will be included in the next catalog.

Submission of course revisions to the Curriculum and Instruction Council:
If the course revision contains only minor changes, the Technical Committee may place the course directly on the consent calendar. If this is done, the course will be placed on a list of courses recommended to the council for approval without discussion. Any member of the faculty or the administration, however, may request that any item be removed from the consent calendar for discussion. If the course revision will impact the college curriculum in some broad manner (e.g., unit changes, prerequisite changes, content changes), it will not be placed on the consent calendar. Then, the course revision will appear on the council agenda as a discussion item before a vote is taken. This does not indicate that a problem exists with the revised course, but only that it may include concerns that should be presented to the faculty for discussion prior to a vote of the council. Once before the council, there will be a first reading and discussion, followed by a second reading and action at the next council meeting. The vote is taken after the second reading.

Remember that council approval of revised courses does not automatically place it on any list of general education requirements. Placement of a course on any list requires a separate process.

What if the department chair at the other college won’t sign off on the revision?
The current, approved curriculum has been agreed to the faculty at both colleges in a timely manner. Hence, the revised course will not be accepted for review by either Curriculum and Instruction Council until the departments at both colleges agree to the revision. If the faculty can not reach agreement, a new number may be assigned and a new course created. It must then goes through the curriculum process as a new course.
How similar do the SAC and SCC outlines need to be? What about Student Learning Outcomes? The COR to be considered *common/shared*, the course title, number, catalog description and basic content must be the same. SLOs differ at SAC and SCC; therefore, they will differ on the COR as will the Assessment portion of the outline. Choice of textbooks may also vary. *Datatel* will be able to accommodate variants.

**New Courses**

The development of a new course again requires collegial discussions with not only the department or discipline at your college but the other college as well if the course has the potential of becoming common/shared. A new course may be appropriate for only one of the colleges due to demographics, program need, transfer ability, occupational agreements, or any number of reasons, but both colleges must have the right to proceed with providing the college with the course if a program exists. Should one college proceed with the development of a new course, then they have the obligation of demonstrating that the other college has been informed in a timely manner and given the opportunity to participate in the development of this new course.

The development of a new course requires that the appropriate forms be completed: New course Proposal Form; course Outline of Record; Co-Prerequisite Approval Form, TMI.

The approval process then follows the same procedures as course revisions. However, no new course may ever be placed on the Curriculum and Instruction Council consent calendar. In addition, the complete course will be available for council members.
Information Regarding Codes for the Course Outline of Record

Classification Code:
A. Courses which lead to an associate degree.
B. Remedial Education—courses for educationally disadvantaged and/or learning disabled students.
C. Continuing Education courses.
I. Occupational Education—career and occupational courses that prepare students for an occupation without subsequent training or education at a four year school, although many are accepted for transfer.

Transfer Code:
0 = Not transferable/not degree applicable.
1 = Not transferable, AA/AS degree applicable only.
2 = Transferable to CSU or private college.
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SAM Priority (Student Accountability Model) Code. This code is used to indicate the degree to which a course is occupational.
A = Apprenticeship (approved for offering apprentices only)
B = Advanced Occupational (not limited to Apprentices)
C = Clearly Occupational (but not Advanced)
D = Possibly Occupational
E = Non-occupational

Method of Instruction:
10 = Lecture
11 = Lecture-Discussion
12 = Discussion-Seminar
20 = Laboratory
30 = Lecture/Laboratory
31 = Learning Laboratory
40 = Work Experience
51 = Television Course
52 = Mediated Instruction
53 = Computer Assisted Instruction
54 = Independent Study
55 = Newspaper Course
56 = Radio Course
59 = Other independent study
60 = Field Experience
99 = Other
## SAM PRIORITY CODES

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<th>Description</th>
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Course is an apprenticeship course (e.g.: carpentry, plumbing) |
| B    | ADVANCED OCCUPATIONAL  
Courses taken by students in the advanced stages of their occupational programs. A course offered in one specific occupational area only, clearly labels its taker as a major in this area, and enrollment in the course is open only to majors in this area. In general, no more than two courses in any one program should be labeled B (e.g.: dental pathology, legal secretarial, advanced radiology, cost accounting). |
| C    | CLEARLY OCCUPATIONAL  
Courses generally taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract “drop-ins”. A course offered in several specific occupational majors within a broad area. The C priority, however, should also be used for courses within a specific program area when the criteria for B classification are not met (e.g.: soils, principles of advertising, shorthand, basic electricity). |
| D    | POSSIBLE OCCUPATIONAL  
Courses taken by students in the beginning stages of their occupational program. The D priority can also be used for service or survey courses or other occupational programs. For borderline courses between C and D, it is suggested that the deciding factor should be an estimate based on judgment and experience of the number of students taking the course whose major is judged to be occupational. If the number is estimated to be 75% or more of the total, the course should be identified as C; otherwise D (e.g.: technical mathematics, fundamentals of electronics, beginning typing, beginning accounting). |
| E    | NON-OCCUPATIONAL  
Course offered by Occupational Department  
Although offered by occupational departments, courses are designed for non-occupational majors who desire acquaintance with the field as part of their general education (e.g.: introduction to business, introduction to the theatre). |
# NEW COURSE PROPOSAL FORM

*Attach additional sheets for narrative responses*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes _____ No _____</td>
<td>Is the course part of a new major? If so, please explain.</td>
<td></td>
</tr>
<tr>
<td>2. Yes _____ No _____</td>
<td>Is the course intended for transfer? (Check all that apply.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective _____ General Education _____ Major Requirement _____</td>
<td>(See the Articulation Officer.)</td>
</tr>
<tr>
<td></td>
<td>(Submit requests for General Education separately.)</td>
<td></td>
</tr>
<tr>
<td>3. Yes _____ No _____</td>
<td>Is the course part of the Associate Degree?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective _____ General Education _____ Major Requirement _____</td>
<td></td>
</tr>
<tr>
<td>4. Yes _____ No _____</td>
<td>Is the course part of a Certificate Program? If so, state the certificate:</td>
<td></td>
</tr>
<tr>
<td>5. Yes _____ No _____</td>
<td>Is the course vocational?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes _____ No _____ If so, has an Advisory Committee been involved? If so, state the name(s) of the Advisory Committee(s) and the date of the last meeting.</td>
<td></td>
</tr>
<tr>
<td>6. Yes _____ No _____</td>
<td>Special Room/Space Requirements:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Consider number of stations, safety regulations prescribed by law, etc.)</td>
<td></td>
</tr>
<tr>
<td>7. Yes _____ No _____</td>
<td>Will this course require additional or specialized staffing? Please explain.</td>
<td></td>
</tr>
<tr>
<td>8. Yes _____ No _____</td>
<td>Does this course have any special equipment requirements?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated Total Cost:</td>
<td>$______________</td>
</tr>
<tr>
<td>9a. Yes _____ No _____</td>
<td>Have you consulted with the library about current resources and additional materials required for this course?</td>
<td></td>
</tr>
<tr>
<td>9b. Yes _____ No _____</td>
<td>Will this course require a special collection or additions to current holdings in the library? Please list.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated Total Cost:</td>
<td>$______________</td>
</tr>
<tr>
<td>10. Yes _____ No _____</td>
<td>Will this course require the purchase of consumable supplies not paid for by student fees?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated Total Cost:</td>
<td>$______________</td>
</tr>
<tr>
<td></td>
<td>Supply Cost Not Paid By Student (per section):</td>
<td>$______________</td>
</tr>
<tr>
<td>11. Yes _____ No _____</td>
<td>Is special funding available?</td>
<td></td>
</tr>
<tr>
<td>12. Attach a course outline with course objectives and main instructional units to this form.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 19.

Cover Page

SANTIAGO CANYON COLLEGE COURSE OUTLINE APPROVAL SHEET

DISCIPLINE,  NUMBER,  ENGLISH 214, CREATIVE WRITING I/POETRY
TITLE
(If discipline, number or title is being revised, above should reflect the NEW information: AND, the complete former
course discipline and number MUST be included in the CATALOG ENTRY below.)

1. The information supplied here is exactly as you want it to appear in the catalog, no underlines or strikethroughs and in capital letters. This information will appear at the top of each page in the outline. I just copy and paste.
2. Discipline is English
3. Number of course is 214 followed by a comma.
4. Title of course and if being revised (changed) the new information will go here.

Example: If the title of the course was English 214, Creative Writing Poetry and the revision is English 214, Creative Writing I/Poetry only put the new title in this space.
*NEW COURSE  
If this is a new course place an X on the line. Note the * and if NEW is checked a New Course Proposal Form and if an honors course an Honors Course Addendum will be completed and attached to the course when submitted. A copy of the New Course Proposal Form will be at the end of this document and please check with Elizabeth Elchlepp for an Honors Course Addendum form.

DELETION of COURSE  
If this course is to be deleted from inventory or archived, place an” X “on the line. Courses are really never gone they just disappear from the catalog but they are kept in the system for use by admissions, transcripts, graduation and any other number of uses.  This is why we can’t choose the numbers we want when writing a new course and need to go through the Curriculum office to request numbers.

Also, when deleting a course there is the Course Deletion Form that must be completed and again it will accompany the course when submitted.

PLAN A: Area  
If you are asking for a course to be approved for Plans A, B, or C you will need to enter the area you are proposing the course to be listed under. An example for Area A: D2. For Plans B or C you will have to meet with the Articulation Officer to coordinate this proposal and again list the area and number such as Plan B: E1.

CATALOG ENTRY: REVISED OR NO REVISION(s)  
An X mark after the REVISED OR NO REVISION indicates whether or not there are Catalog changes included and this will include any changes in units, prerequisites, hours – anything that appears in the catalog section.
Let’s just go with this part first and then move on. Big note here. If this is a course that is shared with Santa Ana College then all of this information must match exactly, SAC and SCC will be identical.

The area of the Catalog Entry is the only one with underlines and strikethroughs.

**Title**

Discipline and course number on the first line –**Bold please**. The title is on the second line and it is great if you would **bold the title**. If you are changing names (revision) then this area is where you show the change. Let’s say English is changing the title of the course from Creative Writing, Poetry to Creative Writing I/Poetry. It would appear as follows.

**English 214**

**Creative Writing I/Poetry**

(Formerly: English 214, Creative Writing/Poetry)

Units: 3.

Class Hours: 48 lecture total.

Prerequisite: English 101 or 101H.

Another example:

Public Works 075, Public Works and Administration is changing the title of the course. It will be called Public Works 075, Public Policy and Administration.

**Public Works 075**

**Public Policy Works and Administration**

(Formerly: Public Works 075, Public Works and Administration)

Underline New – Strike through Old. The reason for the strikethroughs and underlines is to show what is being changed and to alert the curriculum office to changes that once approved need to be made in Winsked and G-link.

**Discipline name change:**

Example: Marketing changing its discipline name to Business Management

Existing course: Marketing 200, Sales They are changing their discipline.

New course: Business Management 200, Sales

(Formerly – Marketing 200, Sales) The formerly is used also when changing the discipline.
These two items go together. If you have a class that is 48 lecture hours it is usually 3 units, written as follows:
Units: 3.
Class hours: 48 lecture total.

Below are examples of hours of instruction for both lecture and Laboratory. Classes can be one or the other or in some cases both.

Lecture:
- 1 unit = 16 hours
- 2 units = 32 hours
- 3 units = 48 hours
- 4 units = 64 hours
- 5 units = 80 hours
- 0.5 unit = 8 hours

Laboratory
- 1 unit = 48 hours
- 2 units = 96 hours

Below are some examples of ways to write units and class hours.

Units: 5.
Class hours: 48 lecture and 96 laboratory total.

Units: 5.
Class hours: 32 lecture and 144 laboratory total.

Now let’s change the units
Previously the units were 3 now they are going to be 4.

Units: 4.3.
Note that because you are making a change you need to underline the new and strikethrough the old.

Change in hours
Previous: 16 lecture total.
48 46 lecture total.
Note: Usually when units or hours are changed there is also a change in the opposite units /hours. This might also result in a change in the Lecture or Laboratory LHE paid to the instructor.

Prerequisite:
Let’s change the Prerequisite:
Prerequisite: English 101 or 101H and 102 or 102H.

You can tell the new is the “and 102 or 102H.”

Prerequisites are based on proven need. They can be based on a sequence of study, requirement by a UC or another 4 year college or university, or the need may have been proven by other colleges. To put a prerequisite arbitrarily is not acceptable and you must be able to prove the need. Also, a prerequisite form must be completed when you are adding prerequisites. This form is attached at the end of this packet.
Catalog Entry

This is your description of the course as you want it to appear in the catalog. The first step is to verify the information on the course outline matches the current catalog – the catalog is the official document and so if there is a discrepancy the catalog is the winner, please feel free to contact the Curriculum Office for verification. Try to stay at around 4 lines of writing. Underline new information and strikethrough the information to be deleted.

Here is copy of information from an English class.
First make sure that what you see is what appears in the current catalog.

A poetry-writing course focusing on poetic techniques, forms and content. Extensive written practice and analysis of the poem and its variety as seen in student and professional work. Covers techniques for submitting works for publication.

Next make changes to the information.

A poetry-writing course specializing focusing on poetic techniques, forms and content. Extensive written practice and analysis of the poem and its many faces variety as seen in student and professional work. Covers techniques for submitting works for publication. Course covers period poetry literature from the 1900’s.

In the above example focusing is being replaced with specializing and variety is being replaced with many faces. The last sentence is all new content.

If you plan on the course being repeatable you would mention it here with the addition of May be repeated. Also note that in the code area there is a repeatability area that will need to be entered if it is other than no repeatability.

Pass/No Pass classes are noted in the body of the Catalog Entry.
<table>
<thead>
<tr>
<th>Top Code</th>
<th>Prior to College Level</th>
<th>Special Class</th>
<th>Control Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>Cooperative Ed.</td>
<td>Non-Credit Category</td>
<td></td>
</tr>
</tbody>
</table>

This area will be completed by the Curriculum Office only.
### INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

**In which degree or certificate is this course included?**

<table>
<thead>
<tr>
<th>1</th>
<th>elective</th>
<th>2</th>
<th>require</th>
</tr>
</thead>
</table>

**Is this course in Plan A?**

| 3 | Sam Priority Code |

**Method of Instruction**

| 5 | Instructor LHE: Lecture |

| 6 | Laboratory |

**Co/Prerequisite**

| 7 | Approval Code |

**Co/Prerequisite Message**

**Number of times repeatable for credit**

| 8 | (Maximum 3 without prior approval of VPAA) |

**Course has arranged hours?**

| 9 | N/A | Weekly |

| 10 | By Course |

**Classification Code**

| 11 | Transfer Code |

**Budget Number**

| 12 | |

**Is this course equated (same as) with another course?**

| 13 | Subject ID |

| 14 | YES | N/A |

**Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes?**

| 15 | |

**List Departments notified**

---

1. **In which degree or certificate is this course included?**

   Enter the code as it appears in the catalog and is the number following the name of the degree, example: English is 0308. The number you use is the number attached to the degree/certificate that the course is either a requirement or elective in. In the area of Human Development you will find each degree has a certificate with it and in such cases use the number following the degree. The only time you use the certificate number is when there is no degree for the area, an example would be the major code for Television/Video Communications (2395), and this is a certificate only program. Should you mark N/A then this course is not attached to any degree/certificate or Plan A.
2. Required or elective
Using the major code number (above) this course will be either required or an elective in this major. Exercise Science doesn’t have a degree or certificate so their courses will not mark this area but most others will.

3. Is this course in Plan A?
A simple yes or no is sufficient? We are using this to assist in determining if a course is a stand alone.

4. Sam Priority Code
See the following attached sheet

5. Method of Instruction
See the following attached sheet

6. Instructor LHE
This is where the instructor LHE is placed. If the course is 3 units of lecture then the faculty member usually will have 3 in the Lecture area. If 2 units of Laboratory is listed then a 2 goes in the Laboratory area. Pay is calculated from this area. Don’t be concerned with .75 or .85 this is handled as a result of contract negotiations.

7. Co/Prerequisite*
In cases where a course has a Co/Prerequisite the approval code and course requirement will be entered here. If no co/prerequisite then check “N/A” area. Note that the approval codes are listed below and Enter the discipline and course number in the area of Co/Prerequisite Course Requirement. Also, if this is new co/prerequisite then you will need to attach a completed Co/Prerequisite Approval Form. Further information is included on the form. The form is attached at the end of these instructions. A prerequisite is a course of work that must be completed prior to the enrollment in this course. It will have been proven that success in this course would not be reasonably possible without completion of previous work.

Codes and Validation procedures:
1 – Standard or inherited from either the CSU system, the UC system, or both.
2 – Sequential within and across disciplines
3 – Communication or computation skills course, the Course Outline much list the necessary skills required.
   You will need to attach the Skills and Knowledge Form
4 – Program Co-requisites
5 – Health and Safety
6- Recency and other measures or readiness

Co/Prerequisite Message – A co-requisite indicates a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course. This represents a set of skills or knowledge that a student must acquire through concurrent enrollment in another course and without which the student is highly unlikely to succeed. Remember to limit the message to 10 characters, including spaces. Ask the Curriculum Office for assistance.
8. Repeatability
Can this course be repeated for credit? The maximum number of times is 3 and in order for this to apply the content of the course must have subject matter that is different each time it is offered. An example might be a course that is needed for licensing such as Real Estate or it might be that a software program is constantly being changed or upgraded, sometimes it is a class in writing where the levels of completion are different.

9. Arranged Hours
This is typically not used at SCC and if you do have arranged hours pleas check with the Curriculum Office for instructions.

10. Classification Code
   A. Courses which lead to an associate degree.
   B. Remedial Education – courses for educationally disadvantaged and/or learning disabled students.
   C. Continuing Education courses
      I. Occupational Education – career and occupational courses that prepare students for an occupation without subsequent training or education at a four year school, although many are accepted for transfer.

11. Transfer Code
   See the following attached sheet

12. Budget Number
   The best way to get this information is to copy the number from another course outline in the discipline. Another way is again to call the Curriculum Office.

13. Cross listing
   Is this course the same as another course? If yes then check the area and also add the subject ID number for the cross listed course. If no then check the No area.

   Example:

   Human Development 205 is the same as Special Services 205.

   Subject ID number can be obtained from the Curriculum Office.

14. Notification of other departments
   Have you notified other departments when you are making changes? Your course might be an elective or a requirement in another department and it is vital that they are informed of any changes you are making so they can make appropriate decisions about keeping this course in their programs.
Classification Code:

D. Courses which lead to an associate degree.
E. Remedial Education—courses for educationally disadvantaged and/or learning disabled students.
F. Continuing Education courses.
J. Occupational Education—career and occupational courses that prepare students for an occupation without subsequent training or education at a four year school, although many are accepted for transfer.

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31 = Learning Laboratory  59 = Other independent study
40 = Work Experience  60 = Field Experience
51 = Television Course  99 = Other

I. New Course Proposal Form, Prerequisite sheets and Challenge forms: Check list for Technologically Mediated Instruction (TMI).
### SAM PRIORITY CODES

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| E    | NON-OCCUPATIONAL  
Course offered by Occupational Department  
Although offered by occupational departments, courses are designed for non-occupational majors who desire acquaintance with the field as part of their general education (e.g.: introduction to business, introduction to the theatre). |
Cover Page - Signatures

Signature Area

Proposed by: ____________________________ Date _____________

Division Dean: __________________________ Date _____________

Curriculum Committee Approval: __________________________ Date _____________

Curriculum Council Approval Date: ________________ Subject ID Number __________

Proposed by: The faculty member or members initiating course or course revision and the date.

Division Dean: Self explanatory also date.

Curriculum Committee Approval: Signature of chair of the program curriculum committee and the date approved by the committee, this date should be the same as provided on the minutes.

Curriculum Council Approval Date: Date the Curriculum and Instruction Council gave final approval to proposal. This date will be added to page 1 as well.

Subject ID Number: Code for the class (not a ticket number). The Curriculum Office can provide this information.
If the course being revised is not a common/shared course then mark the N/A with an X. No further signatures are required.

SCC and SAC have common/shared courses which both colleges have in their respective catalogs. These courses are the same in description and fundamentally the same in content. Each college must have the other college agree to curriculum going through quadrennial with or without changes.

This is the area where they acknowledge the others curriculum and agree with the contents. There is a memo on common/shared curriculum at the end of this packet which explains the procedures and manner for signing curriculum.

Basically what is being said is that the SCC department chair or the SAC department chair either agrees with or does not agree with the curriculum as presented. These signatures can be obtained via phone but, the college not writing the outline must see a copy either via e mail, snail mail, or fax. And this can not be at the last minute as each college has the need and right to have time to review the curriculum.

If the other college does not agree to the change then the college proposing the change will have to write this as a new course with a new number and corresponding paperwork and the original will not change.
English 214, Creative Writing I/Poetry
(Formerly: English 214, Creative Writing/Poetry)
Units: 3.
Class Hours: 48 lecture total.
Prerequisite: English 101 or 101H.
A poetry-writing course specializing on poetic techniques, forms and content. Extensive written practice and analysis of the poem and its many faces as seen in student and professional work. Covers techniques for submitting works for publication. Course covers period poetry literature from the 1900’s.

Note: there are no underlines or strikethroughs in this area. This is exactly what is to appear in the catalog.
COURSE PURPOSE

What is the reason for this course and further what do you expect the student to learn? Below is an example from Surveying.

The course is designed for the student:
1. to understand and apply photogrammetric principles.
2. to gain a practical understanding and employ current photogrammetric equipment and processes, in particular digital (softcopy) photogrammetry.
3. to use current photogrammetric equipment in a hands-on lab setting to develop and read both topographic and digital orthometric maps.

Another example from Counseling:

The purpose of the course is to assist students in developing decision-making strategies, enhancing critical thinking skills, and identifying and analyzing individual career goals related to majors and degrees offered at selected California universities. Students will have the opportunity to experience university environments as they research, compare, and evaluate university entrance, major, and post-graduate requirements. Students will also identify the university student support services, housing, career advancement organizations, and internships within majors. Based on the results of research, students will develop short- and long-term educational goals and comprehensive educational plans for their majors at a CSU campus, a UC campus and/or an independent university.

COURSE MATERIALS

List required and recommended texts and/or materials. (Include price and date of publication.)

List of required texts and or materials: Text information will include the author, title, publisher, date of publication, edition, price. Below is an example of Astronomy. Note that for UC requirements the text must have been published within the last 5 years.


List of recommended texts and/or materials:

Here is listed texts and/or materials that will enhance the learning for the student but are not necessary for their success in the classroom: Below is an example from a couple of Math classes showing text and materials.

Recommended readings and/or materials.

TI graphing calculator: 82, 83, 85 or 86. Other calculators may be used with instructor's permission.
COURSE CONTENT
Course content, hours and content objectives

Below is an example from one of the TV/Video Courses:


2. Post-World War II Social Realism 3 hrs  Compare American Social Realism films like "Best Years of Our Lives" to Italian Neo-Realism works directed by DeSica and Rossellini.


5. Cold war politics and film 6 hrs  Cite relationship of world politics to filmmaking. Examples shown like "High Noon" and "Dr. Strangelove".

6. Hollywood discovers a teen audience 3 hrs  Development of movies and rock music combine to seek out a more affluent young audience. The James Dean cult and Method Acting explored in "Rebel Without a Cause".

7. The rise and fall of the 1950s and 1960s musicals 3 hrs  Overview of Rodgers & Hammerstein and other musicals. Show "West Side Story".

I have deleted part of this example but note the areas are listed by hours not weeks – this is especially important now that we have the compressed calendar. A listing by 3 hour groups is not suggested and the faculty writer may feel that combining areas into larger hour groupings is appropriate. There is no rule here.

This information can be longer than the space provided just make sure that the reader can easily follow the content and if it does continue to the next page please add a heading that makes that apparent. Such as another heading for the page. Example below.
<table>
<thead>
<tr>
<th>DISCIPLINE NUMBER, TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELEVISION/VIDEO COMMUNICATIONS 104, HISTORY OF FILM FROM 1945 TO PRESENT</td>
</tr>
</tbody>
</table>

COURSE CONTENT (continued)
COURSE STUDENT LEARNING OUTCOMES (One outcome must relate to critical thinking)

A. **Completion of this part of the course outline must show critical thinking as the first item**

B. **The completion of the matrix will show the SLO relationship to the SCC Student Learning Outcomes.**

C. 

D. 

RELEVANCE OF THE ABOVE STUDENT LEARNING OUTCOMES TO THE GENERAL EDUCATION OUTCOMES LISTED BELOW

1=Extensively; 2=Moderately; Blank=Not Applicable

**Think –Critically, Creatively, and Reflectively**

<table>
<thead>
<tr>
<th>Activity</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creatively use concepts to make learning relevant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflectively assess one’s values, assumptions, and attitudes.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learn-About Self and Others, Academic and Professional Issues**

<table>
<thead>
<tr>
<th>Activity</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take responsibility for one’s own learning and wellbeing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about one’s chosen academic major, while creating connections across disciplines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communicate-With Clarity and Accuracy and in Diverse Environments**

<table>
<thead>
<tr>
<th>Activity</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate ideas in a clear and articulate manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate accurately to diverse audiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate in various formats using diverse technologies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Act-With Awareness of Self and the Local and Global Community of Persons**

<table>
<thead>
<tr>
<th>Activity</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act to maintain one’s dignity and self-respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act as a responsible community member who treats others with respect, civility, empathy, honesty, and dignity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act to increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Yup, do it again.

If discipline, number or title is being revised, above should reflect the NEW information.

METHODS EMPLOYED TO HELP THE STUDENT LEARN
List what the instructor will do to help facilitate learning.

Examples:
- Lecture
- Classroom discussion
- Portfolio development
- Presentations
- Assigned readings
- Guest lecturers
- Power Point presentations
- Writing assignments
- Collaborative learning activities
- Reading and problem assignments
- Videotapes, overhead transparencies, slides, multi-media presentation, and instructor prepared materials.
- Hand outs to supplement the text
- Films
- Study guides/groups
- Laboratory exercises involving use of common chemical equipment and written exercises to practice problems relative to concepts presented.

* Instruction through e-mail and World Wide Web / Computer assisted instruction.
* If the course is to be offered on line please add either this or something similar to show that it is offered TMI. This is only done once for each course and is kept on file in the Curriculum Office.

WHAT ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)

This is where you provide information relevant to the Carnegie Unit. Each lecture class must have 2 hours of outside assignments for each 1 hour in class. A 48 hour lecture class will need to provide 96 hours of outside assignments. Laboratory classes do not require outside assignments as they are computed only on the time in the laboratory environment.

So for our 3 unit Poetry class we need to provide 96 hours outside. Clearly some students will put in more time and some less time. An example from the actual English 214 course outline shows how this is presented.

- Reading of assigned poems.................................................................10 hours
- Writing of poems...........................................................................30 hours
- Critiquing of student poems............................................................25 hours
- Revision (after critiquing sessions)....................................................25 hours
- Information development on markets for possible publishing...........6 hours

Total 96 hours

Notice this does include reading and writing activities as required.
STANDARDS OF ACHIEVEMENT

List graded activities.

This could also be called Standards of Assessment in keeping with the new Student Learning Outcomes.

How are the students to be graded and on what?

Examples:
Homework exercise
In-class exercises
Workshop participation
Portfolio Development

Given various models showing the structure of the short essay, learning to recognize central themes and main ideas, to distinguish facts from opinions, and to develop informed conclusions.

Find and limit topics and frame thesis statements, incorporating them into short essays.

Generate drafts through the use of prewriting strategies/techniques.

Participate in self and peer revision activities.

Write coherent paragraphs using the various methods of development taught.

Periodic objective and essay exams (at least two - four per semester), one or two* of which are to be given before midterm grades are due.

One written critical analysis of articles, books, or films.

One field methods project, which should be done before midterm grades are due.

One research project demonstrating analysis and synthesis of information from books, articles; native informant may be assigned in lieu of one resource.

Oral presentations of critical analysis, field project, research project (optional).

Classroom lectures
Audiovisual materials
Guest speakers
Manufacturers’ materials
How will student learning be assessed? (Point scale or other measurement.)

Examples:

Homework 10%
Quizzes 20%
Midterm exam 30%
Final exam 40%

Students will be graded on a standard grading scale as follows:

90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
60- 69% = D  
59 and below = F  

Note: Students may have a grade of Pass/No Pass in a course. It must be noted in the catalog description and you must show the criteria for receiving a P/NP grade in this area.

<table>
<thead>
<tr>
<th>Test / Assignment(s)</th>
<th>Mode</th>
<th>% of Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignments - (IA#1, IA#2)</td>
<td>Draft/Final Project Plan</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Group Project and Presentation - (GP#1 &amp; GP#2)</td>
<td>Paper (project) / Presentation</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Individual / Classroom Participation</td>
<td>Attendance / Participation</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Mid Term</td>
<td>Application/demonstration</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Final</td>
<td>Essay presentation</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Extra Credit Project / Special Assignments</td>
<td>Research Paper &amp; Report</td>
<td>N/A</td>
<td>100</td>
</tr>
</tbody>
</table>

The student is graded on the basis of:
A (90-100% of the points)  
B (80- 89% of the points)  
C (70- 79% of the points)  
D (60- 69% of the points)  
F (below 60%)

60% of the total points will be based on the student's class participation.
10% will be based on assignments completed.
30% will be based on the examinations

(Each instructor will indicate the weighting of graded activities on his/her course overview.)
Forms

All forms will follow this page. Copies of forms can be e-mailed to you from the Curriculum Office by contacting 628-4823.

Attached Forms

1. New Course Proposal Form
2. Deletion Form
3. Co/Prerequisite Approval Form
4. Technologically Mediated Instruction (TMI)
NEW COURSE PROPOSAL FORM
(Attach additional Sheets for narrative response)

1. Yes ☐ No ☐ Is this course part of a new major? If so, please explain.

2. Yes ☐ No ☐ Is the course intended for transfer? (Check all that apply.)
   (See the Articulation Officer.)
   Elective ☐ General Education ☐ Major Requirement ☐
   (Submit requests for General Education separately.)

3. Yes ☐ No ☐ Is this course part of the Associate Degree?
   Elective ☐ General Education ☐ Major Requirement ☐

4. Yes ☐ No ☐ Is the course part of a Certificate Program? If so, state the certificate: _____

5. Yes ☐ No ☐ Is the course vocational? _____
   Yes ☐ No ☐ If so, has an Advisory Committee been involved? If so, state the name(s) of
   the Advisory Committee(s) and the date of the last meeting. _____

6. Yes ☐ No ☐ Special Room/Space Requirements:
   (Consider number of stations, safety regulations prescribed by law, etc.)

7. Yes ☐ No ☐ Will this course require additional or specialized staffing? Please explain.

8. Yes ☐ No ☐ Does this course have any special equipment requirements?

   Estimated Total Cost: $ _____

9a. Yes ☐ No ☐ Have you consulted with the library about current resources and additional
    materials required for this course?

9b. Yes ☐ No ☐ Will this course require a special collection or additions to the current holdings
    in the library? Please list.

   Estimated Total Cost: $ _____

10. Yes ☐ No ☐ Will this course require the purchase of consumable supplies not paid for by
    student fees?

    Estimated Total Cost: $ _____

    Supply Cost Not Paid By
    Student (per section) $ _____

11. Yes ☐ No ☐ Is special funding available?

12. Attach a course outline with course objectives and main instructional units to this form.
Santa Ana College and Santiago Canyon College
Regular Effective Contact Guidelines

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

These two sections emphasize the extent to which course quality depends upon the full involvement of faculty in DE design and application.

55211. Instructor Contact.

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

(a) All approved courses offered as distance education include 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.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.

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

Guideline for Section 55211

This section defines what contact must be maintained between instructor and student:
Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in person contact. Thus, districts will need to define “effective contact“ including how often, and in what manner instructor-student interaction is achieved. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the Guideline to Section 55219, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.
**Rationale:**

In traditional face to face classes, students have the opportunity to interact with the instructor in person to facilitate their learning. In the online or hybrid class, it is essential to ensure regular effective instructor/student contact to provide an effective learning environment. The instructor’s role as a source of information as well as a facilitator of communication must be closely delineated as it takes on different forms. In the face to face class, students meet with the instructor and receive announcements, course information, lectures, and participate in activities and discussions.

According to Title 5 regulations the same standards of course quality shall be applied to distance education classes as to traditional on campus courses with the only distinctions being the need for a separate curriculum approval process and the need to ensure regular effective contact. In the traditional face to face course, the interaction is in the form of lectures, group work activities and/or discussions, information such as responding to questions in class. Instructors also interact via the telephone, email, or office visits. The same qualities of regular effective contact should be applied to distance education.

**Policy:**

Regular effective contact in all distance education courses, whether fully online or hybrid, shall include:

**Initiated interaction:** Instructors will regularly initiate interaction with students to ensure participation in course activities as well as to ascertain that they are accessing and comprehending course material. Providing open-ended question forums and/or discussions is part of this interaction, but is not sufficient in itself.

**Frequency:** Because distance education courses are considered to meet the same quality standards, the frequency of contact will be at least the same as would be established in a traditional, face to face course. At the very least, the number of instructor contact hours per week that would be available for face to face students, will also be available, in asynchronous and/or synchronous mode, with distance education students. Contact should occur as often as is appropriate for the course in a manner that ensures that regular contact is maintained. It may be distributed in a variety of ways based on asynchronous instructional methodologies.

**Establishing expectations and managing unexpected instructor absence:** At the beginning of the semester, the syllabus should include the instructor and/or department policy describing the frequency and timeliness of instructor initiated contact and instructor feedback. The announcements area of the course will be used to notify students if an instructor must be out of contact for a brief period for an unexpected reason, such as illness or family emergency. If the instructor is offline for a lengthy time (more than three or four days) a substitute instructor should be available to assist students while the instructor is unavailable.

**Type of Contact:** All Santa Ana College and Santiago Canyon College distance education instructors will use varied means of contact, including, but not limited to, the following:

- Weekly announcements in Blackboard or other course management system;
- Discussion forums with appropriate and consistent feedback from instructor;
- Instructor prepared electronic lectures or introduction to any publisher created materials;
- Timely feedback for student work;
- General email;
- Telephone contact as necessary.
Suggestions: Instructors should also choose to use other forms of communication as mentioned in section 55211 of Title 5. (‘‘…through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.’’) and/or CCCConfer, video conference, podcast, or other synchronous technologies may also be included.

A threaded discussion forum that is used for general questions about the course is very helpful and may be used along with weekly or other timely, question and answer sessions.
Timeline for
Faculty Accessibility Training

Name____________________________ Department ________________________________
Date _____________________________

This training is designed for faculty interested in teaching online. The time required for completion of Accessibility Training is 1 ½ hours. The level of computer expertise will directly impact the time factor for faculty preparation. The assumption is the faculty member has taught the course in the classroom and is converting the course to the online mode of instruction.

_____ Overview (15 minutes)
Distance Education Requirements
Web Requirements
Classroom Requirements

_____ Disabled Student Perspective (20 minutes)
Blind/Low vision
Deaf
Color Blind
Mobility
Attention

_____ Web Accessibility (40 Minutes)

A. Images
Appropriate text descriptions for images:

Yes
No
Sometimes

Images contain a text description using one of the following methods:

1. For brief images, include a text description for the image.

2. For images that are more complex, include a brief description (as identified above) and include more description within the text of the page – either above or below the image.

3. If it is not possible to include a description of the image in the page, provide a link to a description of the image or use the "longdesc" attribute to link to an informational page.

Note
For images that are purely decorative, set the text description to a null value. For example, alt="". This can be accomplished in a Web authoring tool by selecting <empty> as the alternative text (i.e., Dreamweaver) or by selecting the Text checkbox in the Picture Properties dialog window (i.e., FrontPage 2003).
B. Audio

Transcript or alternative provided for audio:

- Yes
- No
- Sometimes

Audio content requires a text transcript of the corresponding audio information.

1. For an audio track, provide a text transcript to the audio content. A simple method is to just provide a hyperlink to the text content.

2. If the audio track is music, identify the musical composer and any lyrics as part of the track.

C. Video

Captioning provided for multimedia content:

At least one video is activated within its own player (not embedded on Web page):

Video content requires the inclusion of captioning. Captioning is the synchronization of the presentation with any dialogue or audio-based activities in the video (i.e., music playing, etc.).

1. For any video content, provide captioning for the media presentation.

2. Provide one method to the user to open the media player on their computer (as opposed to embedding the player on a Web page). If the video must be embedded on a Web page, make sure that the playback controls can be accessed from the keyboard (e.g., able to "tab" to the controls).

3. Avoid setting the media player to automatically start playing the media presentation when the page is first displayed. If possible, let the user start the video rather than the video automatically playing.

D. Hyperlinks

Hyperlinks provide clear information as to end location or function

When creating hyperlinks, be descriptive as to the function or location the hyperlink will take the student. Hyperlink text of "Click Here..." does not provide information as to "where" the hyperlink will take the student.

E. Color

1. Other elements beside color are used to convey information:

When using color for Web-based materials, avoid using color by itself to convey information (e.g., click on the "green" hyperlinks). One option may be to use symbols to identify a change in the presentation of content. For example, instead of using "red" to identify a change in content, use a "red asterisk".
2. Sufficient color contrast is present to differentiate between the foreground and background content.

Avoid using text and background colors that do not provide sufficient contrast. For example, do not use white color text on a light blue background – these combinations would not have enough contrast between the foreground text and background color. Also check the page to ensure hyperlinks and background colors have sufficient contrast.

F. Time Limitations for Assignments
Instructor has understanding of how to alter assignment time limit for student with appropriate accommodation. Students often qualify for extended testing time as an accommodation for their disability. Many learning management system tools can limit the amount of time allocated to a student for tests, quizzes, assignments, etc. It is necessary to understand how to increase the total time allocation for students who are approved for extended time on assignments within learning management systems.

G. Data Tables
Tables with data have appropriate row and column headers identified:
Data tables (those that are used to display tabular data rather than tables for layout purposes) require additional code to properly interact with specialized technologies. It is necessary to identify the headers of the row and column data using "table header" methods or the scope attribute.

H. MS PowerPoint
MS PowerPoint presentations are available in an accessible format:
The Web-based version of MS PowerPoint presentations does not provide an accessible interface. Provide at least one other version of the presentation format. Accessible presentations may be created using the Accessible Web Publishing Wizard (http://www.accessiblewizards.uiuc.edu/) or LecShare/LecShare Pro (http://www.lecshare.com/). One option may be to have two separate hyperlinks – one hyperlink directed to the accessible version and a second hyperlink directed to the PowerPoint presentation.

I. Adobe PDF
Adobe PDF documents are available in an accessible format:
Adobe PDF documents can be created such that the PDF itself is accessible. This requires recent versions of MS Office and Adobe Acrobat. If the PDF document cannot be made accessible, provide another version of the format or identify where the student may obtain an alternate format of the document.

__Multimedia and Accessibility Overview (15 Minutes) __

A. Podcasting
- Audio
- Enhanced Audio
- Video

B. LecShare
C. Screen Capture
D. Movies
E. Other
Timeline for Blackboard Preparation

This training is designed for faculty interested in teaching online. The amount of time required for completion of all Blackboard Training listed is **14 ½ hours**. The level of computer expertise will directly impact the time factor for faculty preparation. The assumption is the faculty member has taught the course in the classroom and is converting the course to the online mode of instruction.

1. _____ **Introduction to Blackboard (2 hours)**
   a. Demonstration and overview of Blackboard functions, such as organizing course materials, adding documents, and using the gradebook.
   b. How the RSCCD Blackboard functions to upload students, provide student support and faculty support.

2. _____ **Testing (1 hour of instruction plus individual time setting up tests)**
   a. What type of testing am I going to do?
   b. Use the pool?
   c. Create all the test questions myself?

3. _____ **Assignments (½ hour of instruction plus individual time setting up assignments)**
   a. What type of assignments do I want to use?
   b. How do I want the students to submit the assignments?

4. _____ **Discussion Board (½ hour of instruction plus individual time setting up discussion board topics and criteria)**
   a. How can I use the discussion board effectively?
   b. What topics would work well in a discussion board?
   c. How much participation do I expect on the discussion board?
   d. Setting up the options for discussion board postings.
   e. How am I going to grade discussion board postings?

5. _____ **Trouble Shooting (½ hour)**
   a. Common student problems
   b. Other computer problems
   c. Enrollment problems

6. _____ **Building My Course (10 – 15 hours minimum if there is a cartridge)**
   a. How will the course be organized?
   b. Is there a cartridge available for this course?
   c. What customization is going to be done to the cartridge and what original materials are going to be added?
Verification of Online Teaching Readiness

Faculty member ____________________________ has completed:

_____ Online Teaching Faculty Readiness Checklist Level 1
_____ Blackboard Preparation
_____ Faculty Accessibility Training

Dean Signature: ____________________________
Date: __________

During the 2006 – 2007 school year, the Academic Senates at both Santa Ana and Santiago Canyon Colleges convened a Distance Education Taskforce. This taskforce was comprised of faculty from both colleges and concentrated on a variety of issues related to distance education, especially faculty preparation for online teaching.

The attached documents reflect guidelines developed by the taskforce to ensure that faculty are trained and well supported as they transition to the online delivery mode. Before a faculty member is assigned to teach online, department chairs and/or deans will distribute the attached packet and sign off on each of the steps listed. The verification form is to be placed in the faculty member’s file in the division office. These guidelines are based on Title 5 regulations related to distance education as well as good practices recommended by the statewide Academic Senate, which promote the goal of student success.
Online Teaching Faculty Readiness Checklist

LEVEL 1

The training listed below is designed for faculty interested in teaching online.

1. _____ Read Title V Guidelines Handout

   Faculty Signature

2. _____ Dean, Department Chair, or Curriculum Chair complete TMI and confirm that the
course outline has been approved for distance delivery

3. _____ Complete Blackboard Orientation

   SAC     Jacque O’Lea
   SCC     Bonnie Slager

4. _____ Complete Accessibility Training – Ongoing Training by Appointment

   SAC     Shirley Bowman
   SCC     Scott James

5. _____ Complete ONE Online Course as a Student prior to online teaching experience

   Some current options are listed below

   OPTIONS
   ________ Online Teaching Experience Outside of RSCCD
   ________ Complete any Online Course as a student from another institution
   ________ @ONE Summer or Winter Institute 1 week intensive

   POSSIBLE SUGGESTIONS FOR ONLINE CLASS COMPLETED AS A STUDENT:
   Cerro Coso Community College  http://cconline.cerrocoso.ed/faccert/description.htm
   ________ Faculty Orientation to Online Learning
   ________ Introduction to Online Teaching and Learning
   Cal State East Bay
   www.cc.csueastbay.edu/certificate/online_teaching/index.shtml?intid=fhome_otlc
   ________ EDUI 6701 Introduction to Online Teaching and Learning
   ________ EDUI 7803 Technology Tools for Online Instruction
   ________ EDUI 7802 Teaching Models for Online Instruction
   UCLA  www.uclaextension.edu/
   ________ X Ed 496.20 Learning Online: How Does It Take Place and How Can We Assess It?
   ________ X Ed 496.22 Instructional Design for Online Programs: How Can We Keep the Audience Interested
   and How Can We Meet Their Expectations?
Board Policy 6133

COURSE PREREQUISITES, COREQUISITES, AND ADVISORIES - BP6133

Adopted 03/14/94

The Rancho Santiago Community College District adopts a policy on course prerequisites, corequisites, and advisories 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 policy, which is specified for implementation as Administrative Regulation(to be determined), is established pursuant to regulations contained in Article 2.5 (commencing with Section 55200) of Sub-Chapter 1 of Chapter 6 of Title 5 of the California Code of Regulations. 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; 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 a vital factor in maintaining academic standards and in assuring the health and safety of students as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.
Section 24.

Administrative Regulation 6133

Course Prerequisites, Corequisites, and Advisories
- AR6133 (also AR6132)

Rancho Santiago Community College District

COURSE PREREQUISITES, COREQUISITES, AND ADVISORIES - AR6133 (also AR6132)

January 1, 1997

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 not 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). The curriculum review process 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.l.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. The Curriculum and Instruction Council also reviews the course and prerequisite in a manner that meet each of therequirements 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 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 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 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 anyone 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 reviewed. (See I.D. above)

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.

Legal reference: N/A

Responsible Manager: Executive Dean of Instruction
CO/PREREQUISITE APPROVAL FORM

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

Name of course: __________________________

This Approval Form must be completed for any course that carries a co/prerequisite, as indicated on the course approval sheet. (Approval of advisory co/prerequisite is recorded only on the course approval sheet.) Note that the research attendant to co/prerequisites 3, 4, and 6 must be completed and approved within 1 year of the approval of the co/prerequisite.

<table>
<thead>
<tr>
<th>TYPE OF CO/PREREQUISITE AND CODE</th>
<th>GUIDELINES AND VALIDATION FOR ADDITIONAL SCRUTINY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standard co/prerequisites.</td>
<td>Identify three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite in order to demonstrate that in fact the prerequisite in question is a usual, customary, and reasonable one.</td>
</tr>
<tr>
<td>2. Sequential within and across disciplines.</td>
<td>Document the content review by including in the course outline a list of the specific skills and knowledge a student must possess in order to be ready to take the course. (Complete the checklist on the back of the form and attach page 2 of the outline of the prerequisite course.)</td>
</tr>
</tbody>
</table>
| 3. Courses in communication or computation skills as co/prerequisites for courses other than another skills course. | The additional scrutiny of such prerequisites must include collecting data according to sound research principles. The approved research methods are:  
  a) the extent to which students who are or have taken the prerequisite course believe it is necessary;  
  b) a comparison of the faculty member’s appraisal of students readiness for the course to whether the students had met the prerequisite;  
  c) a comparison of the students’ performance at any point in the course with whether the student had completed the proposed prerequisite;  
  d) a 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.  

Choose one of the above and attach worksheets as appropriate. |
| 4. Program co/prerequisites.      | Proposed prerequisites for programs must be approved as provided for at least one required course in the program. Process same as number 3 above. |
| (Co/prerequisites defined for the program that are mandated by outside accrediting or licensing agencies, other than skills prerequisites should be documented and attached to this form.) | The faculty in the discipline and the curriculum committee determine that students who lack the prerequisite might endanger themselves or others. Attach narrative justification. |
| 5. Health and safety.            | Such prerequisites also require collecting data according to sound research principles as discussed in number 3. Process same as number 3 above. |
| 6. Recency and other measures of readiness (miscellaneous). | The following two criteria are required:  
  a) a high school or college GPA of 3.0 or above.  
  b) the same or equivalent course sections are available to meet degree or certificate requirements. |
| 7. Honors                        | |
CONTENT REVIEW CHECKLIST

The prerequisite or corequisite is an appropriate and rational measure of a student’s readiness to enter the course or program, as demonstrated by a content review including, at a minimum, all of the following (check-off to signify completion of each requirement):

1. Involvement of faculty with appropriate expertise.
2. Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
3. Be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria.
4. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.
5. Identify and review the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under #4.
6. Matching of the knowledge and skills in the targeted course (identified under #4) and those developed or measured by the prerequisite or corequisite (i.e., the course or measures identified under #5).
7. Maintain documentation that the above steps were taken. (Completion of this checklist and signature on co/prerequisite approval form satisfy this requirement.)

Discipline Area Specialist ___________________________ Date ________________
**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:

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Next to each of the skills below, please place an X in the box corresponding to the pre-requisite exit skill(s) listed above.</th>
<th>Pre-requisite Exit Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>2.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>3.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>4.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>5.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
PREREQUISITE/COREQUISITE CHALLENGE FORM
Santa Ana    *    Santiago Canyon

Name: ___________________________ Student ID: _______________ Submitted: __________
Date

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: __________
# DELETION FORM
(for Courses and Programs)

## COURSE DELETION

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Subject ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Submit this form along with a copy of the course outline to your Division Secretary

Rationale for Deletion:

... 
... 
... 

Is this course used as a requirement or elective for another degree or certificate program?  
Yes [ ]  No [ ]

If yes, please list.

... 
... 
... 

*Please note it is the responsibility of the primary department to confer with all departments affected.*

## PROGRAM DELETION

Program Title __________________________________________ Number (___________)

Submit this form along with a copy of the program to your Division Secretary

Rationale for Deletion:

... 
... 

## APPROVAL SIGNATURES AND DATES

Curriculum Committee Chair ____________________________ Date _____________

Dean ____________________________ Date _____________

Curriculum and Instruction Approval ____________________________ Date _____________
PROPOSAL FOR NEW OR REVISED CERTIFICATE/DEGREE PROGRAMS

New_______ Revised_______

_____________________________________________________________________________

TITLE__________________________________________

If name is being revised, above should reflect the NEW information, AND,
type the former name here:

_____________________________________________________________________________

(Attach rationale)

TEXT (underline changes and strike through deletions if a revision).

ADMINISTRATOR SIGNATURE ___________________________ DATE_______________

DEPT. CHAIR (SAC/SCC) ___________________________ DATE_______________

DEPT. CHAIR (SAC/SCC) ___________________________ DATE_______ PHONE_____ Agree/Disagree

SAC/SCC CURRICULUM COMMITTEE ______ COLLEGE CURRICULUM COUNCIL ________

SAC/SCC CURRICULUM CHAIR/CO/CHAIR ____________ DATE_______________

DISTRICT CURRICULUM COUNCIL DATE______________
RATIONALE FOR NEW OR REVISED CERTIFICATE/DEGREE PROGRAMS

Title______________________________ New_____ Revised_____

1. Please write a brief narrative statement as to why this Certificate/Program should be added or revised.

________________________________________

________________________________________

________________________________________

________________________________________

2. Have all affected departments been notified of this addition/revision and/or consulted? Yes_____ No_____
POLICY CHANGE AA DEGREE

SANTA ANA COLLEGE_______SANTIAGO CANYON COLLEGE_______

NAME: GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE

CATEGORY PROPOSAL: NEW_______ REVISION_______

(ATTACH RATIONALE FOR CHANGE)

TEXT (underline additions and/or revisions, and strike through deletions.)

ADMINISTRATOR SIGNATURE_________________________ DATE__________

DEPT. CHAIR (SAC/SCC)_____________________________ DATE__________

DEPT. CHAIR (SAC/SCC)_________________________ DATE_______ PHONE______Agree/Disagree

SAC/SCC CURRICULUM COMMITTEE_______ COLLEGE CURRICULUM COUNCIL_______

SAC/SCC CURRICULUM CHAIR/CO/CHAIR____________________ DATE____________

DISTRICT CURRICULUM COUNCIL DATE____________________
Section 29a.

**RATIONALE FOR**
ADDITIONS / REVISIONS / DELETIONS TO AA DEGREE / CSU / IGETC

NEW______  REVISION_______  DELETION_____

AA DEGREE______  CSU GENERAL EDUCATION REQ'S____  IGETC_____

Course(s) / Area / Category:________________________________________________________

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

2. Have all affected departments been notified and/or consulted?

   Yes__________  No__________
POLICY CHANGE CSU DEGREE

SANTA ANA COLLEGE _______ SANTIAGO CANYON COLLEGE _______ 

NAME: GENERAL EDUCATION REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY

CATEGORY PROPOSAL: NEW_______ REVISION_______

(ATTACH RATIONALE FOR CHANGE)

TEXT (underline additions and/or revisions, and strike through deletions.)

ADMINISTRATOR SIGNATURE ___________________________ DATE ____________

DEPT. CHAIR (SAC/SCC) ____________________________ DATE ____________

DEPT. CHAIR (SAC/SCC) ____________________________ DATE ______ PHONE _____ Agree/Disagree

SAC/SCC CURRICULUM COMMITTEE _______ COLLEGE CURRICULUM COUNCIL _______

SAC/SCC CURRICULUM CHAIR/CO/CHAIR _________________ DATE ____________

DISTRICT CURRICULUM COUNCIL DATE ________________
Section 29b.

RATIONALE FOR
ADDITIONS / REVISIONS / DELETIONS TO AA DEGREE / CSU / IGETC

NEW_______  REVISION_______  DELETION_______

AA DEGREE_______  CSU GENERAL EDUCATION REQ'S____   IGETC_______

Course(s) / Area / Category:______________________________

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

2. Have all affected departments been notified and/or consulted?
   
   Yes___________    No____
POLICY CHANGE INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

SANTA ANA COLLEGE SANTIAGO CANYON COLLEGE

NAME: INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

CATEGORY PROPOSAL: NEW_______ REVISION_______

(ATTACH RATIONALE FOR CHANGE)

TEXT (underline additions and/or revisions, and strike through deletions.)

ADMINISTRATOR SIGNATURE __________________________ DATE ____________

DEPT. CHAIR (SAC/SCC) _______________________________ DATE ____________

DEPT. CHAIR (SAC/SCC) ___________________________ DATE ______ PHONE _____ Agree/Disagree

SAC/SCC CURRICULUM COMMITTEE ______ COLLEGE CURRICULUM COUNCIL _______

SAC/SCC CURRICULUM CHAIR/CO/CHAIR _______________________ DATE ____________

DISTRICT CURRICULUM COUNCIL DATE __________________________
Rationale for
Additions / Revisions / Deletions to AA Degree / CSU / IGETC

New _______ Revision _______ Deletion _______

AA Degree _______ CSU General Education Req's _______ IGETC _______

Course(s) / Area / Category: __________________________________________

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

2. Have all affected departments been notified and/or consulted?

   Yes _______    No _______
PROGRAM DISCONTINUANCE POLICY

SANTA ANA COLLEGE/SANTIAGO CANYON COLLEGE

BACKGROUND AND UNDERLYING CONCEPTS

Current regulations and statutes (i.e., Title 5:55130, Approval of Credit Programs; Title 5:51022, Instructional Programs; Education Code: 78016, Review of Program Termination) mandate that the governing board of each community college approve a program discontinuance policy by July 1, 2000. In addition, the Academic Senate for California Community Colleges has developed a fine position paper for information and guidance. Based on these statutes and the information received from the state, the Curriculum and Instruction Council considered this as an action item (4/26/99 – approval) after receiving input from the Academic Senates of Santa Ana College and Santiago Canyon College, the administration, and FARSCCD. On this basis, it is presented to the Board of Trustees for approval.

The policy is based on the guiding principle 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 any students will not be adversely affected, the processes of this policy (i.e., two semesters of program review, and convening of the PDRC) do not need to go into effect; 3) program discontinuance is both academic and professional for local academic senates, and insofar as the policy impacts employment, it is a matter of collective bargaining in all cases. This policy will be kept separate from development of Department/Discipline portfolios. In addition, if this policy needs to be invoked or if a program is to be discontinued on the basis of mutual faculty, administrator agreement, FARSCCD will be notified and given the necessary time to resolve the issues of collective bargaining.

Vital academic considerations are: 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 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.
PROCESS OF DISCONTINUING A PROGRAM

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/program/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, enrollment 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 President of FARSCCD, 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 progress will again be sent to the President of the Academic Senate, the chair of the Curriculum and Instruction Council, the President of FARSCCD, 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.
Section 31a.

Policy: 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. 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.
Independent Study Proposal
Rancho Santiago Community College District

Application Date:   Last Name:  First Name:  
Project Semester:   Telephone:  Student #:  

List completed courses (not more than three) or equivalent experience related to the field of Independent Study. Include any other Independent Study projects attempted and/or completed. If course work was completed at another Institution, so indicate.

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Grade</th>
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<tr>
<th>Type of Experience</th>
<th>Firm or Institution</th>
<th>Inclusive Dates</th>
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</tbody>
</table>

Proposed Project (attach pages as necessary)

Title:  Units:  

Description of the Project:


Describe ways in which the project will be evaluated:


Beginning Date of Project:  Anticipated Completion Date:  

APPROVAL OF AGREEMENT
The policy governing Independent Study is on the reverse side of this form. I have read the policy and I understand that an incomplete (I) will be issued if the completion date of the project is not met. To receive credit, the project must be completed by the end of the following semester.

Student  Date  Supervising Instructor  Date  
Division Dean  Date  Executive Dean of Instruction  Date  

(only if project is more than 1 unit)

Distribution:  
Original: Division Office  
Green: Student  
Yellow: Instructor  
Pink: Admissions Office  
Goldenrod: Office of Instruction
Academic Honesty Policy Information

INTRODUCTION

Students at Rancho Santiago Community College District are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized material or fabricated information in any academic exercise. We as an institution also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

In matters relating to academic honesty violations, the primary responsibility for disciplinary proceedings rests with the instructor and the academic division where the violation allegedly occurred.

Procedures for Faculty

In cases where a violation of academic honesty is discovered, the faculty member is encouraged to file an "Academic Misconduct Incident Report" form and distribute the form to the appropriate offices listed. Once the student has committed an act of academic dishonesty, said student may not withdraw from the course to receive the grade of "W".

There are two categories of sanctions: Limited and College-wide. Limited sanctions include an academic action such as assigning a lower grade or a grade of "F" for the test or project or a lower grade or an "F" for the class. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the college.

In matters relating to academic honesty violations, the primary responsibility for disciplinary proceedings rests with the instructor and the academic division where the violation allegedly occurred. The Dean of Student Affairs will assist in all College-wide sanctions at Santa Ana College and the Vice President of Student Services will assist at Santiago Canyon College.

Procedures for Student Grievances Regarding Grades

1. Student shall meet with the instructor to discuss the grade. If the issue is not resolved and the student believes that the grade is based on a mistake, fraud, bad faith, or incompetency (EC 76224), he/she may appeal in writing to the Division Dean.
2. Forms for the written appeal may be found in any divisional Dean’s office or the Office of the Vice President of Academic Affairs or the Office of the Chief Student Services Officer of the campus.
3. The student may be requested to set-up an appointment with the appropriate division Dean to discuss the written grievance.
4. The appropriate Division Dean will review the allegations and consult with the instructor.
5. The Division Dean will review the issue and will notify the student and instructor in writing of his/her decision.
6. The decision of the Division Dean is final.
OFFICE OF ADMISSIONS AND RECORDS

Petition to Waive the Computer Skills and Application
Requirement for the Associates Degree

The student needs to fill out this petition completely, and submit with documentation to the appropriate division for approval and signatures.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Student ID #</th>
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<tbody>
<tr>
<td>Address</td>
<td>City</td>
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<td></td>
<td>State</td>
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<td></td>
<td>Zip Code</td>
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<tr>
<td>Major Name</td>
<td>Code</td>
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<td></td>
<td>AA Degree/Cert</td>
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<td>Catalog Year</td>
</tr>
</tbody>
</table>

I hereby petition to waive one of the following courses (check one):

- [ ] Art 195
- [ ] Business 150
- [ ] Business Applications 179
- [ ] Computer Science 100
- [ ] Paralegal 120

and substitute the following course: ____________________________________________________________

from __________________________________________________ College. Units: ________ Grade: ________

This petition has been reviewed by the appropriate division, and it has been approved or denied as indicated below.

Department Chair ___________________________ APPROVED / DENIED Date ________________

Division Dean ______________________________ APPROVED / DENIED Date ________________

Comments: _____________________________________________________________________

_________________________________________________________________________________

WHITE – Admissions Office Copy
YELLOW – Division Copy
PINK – Student Copy
Section 34a.

Clerk’s Initials

Rancho Santiago Community College District

Course Repetition Request

Student Information:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Student Id #</th>
<th>Phone #</th>
<th>SAC</th>
<th>SCC</th>
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</table>

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Semester</th>
<th>Year</th>
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</thead>
<tbody>
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</table>

Type of Request:

☐ I have received two (2) withdrawals (W) and request to repeat the class for a thirds time.

☐ I have received two substandard grades (D, F, or NC) and request to repeat the course one more time to improve the grade.

☐ I have attempted this course (3) times and have received (any combination of D, F, NC, or W) and request to repeat the class one final time. I understand that I will not receive priority registration for this course and that I may not register until the first day of instruction.

Required Approval:

Counselor’s

Division Dean Only

Division Dean Only

Justification:


I also acknowledge that courses cannot be continually repeated and that this request may be denied.

Student’s Signature: ____________________________ Date: ____________________

I have reviewed this petition and either approve or deny registration for this course as indicated below:

Counselor’s/Dean’s Signature ____________________________ Date: __________________

APPROVED / DENIED (circle one)

Comments: ____________________________________________

This form must be submitted in person at the Registration Area in order to be added to the course.

WHITE – Admissions Office Copy
YELLOW – Division Copy
PINK – Student Copy
Course Repetition After Two (2) Withdrawals (W)

Rancho Santiago Community College District
A student who attempts to repeat the same course after two (2) drops with a “W” grade loses priority registration for that course until the first day of instruction. Exceptions require the approval from the appropriate academic Counselor.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle</th>
</tr>
</thead>
</table>

I hereby petition to repeat the following course for a third time:

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
</table>

Justification:

I understand that courses cannot be continually repeated.

Student’s Signature: __________________________ Date: __________________

This petition has been reviewed by the appropriate Counselor and has been approved for registration or denied, as indicated below:

Counselor’s Signature: __________________________ Date: __________________

APPROVED / DENIED (circle one)

Comments: __________________________________________

This form must be submitted in person at the Registration Area in order to be added to the course.

WHITE – Admissions Office Copy
YELLOW – Division Copy
PINK – Student Copy
Rancho Santiago Community College District

A student who attempts to repeat the same course after three (3) drops with a “W” grade loses priority registration for that course until the first day of instruction. Exceptions require the approval from the appropriate academic Dean.

I hereby petition to repeat the following course for a fourth time:

Course Name and Number

Semester

Year

Justification:

________________________________________________________________________

________________________________________________________________________

I understand that courses cannot be continually repeated.

Student’s Signature:_________________________________________ Date:__________________

This petition has been reviewed by the appropriate Division Dean and has been approved for registration or denied, as indicated below:

Division Dean’s Signature_________________________________________ Date:__________________

APPROVED / DENIED (circle one)

Comments:_________________________________________________________

This form must be submitted in person at the Registration Area in order to be added to the course.

WHITE – Admissions Office Copy
YELLOW – Division Copy
PINK – Student Copy
CREDIT/NO CREDIT PETITION

The Credit/No Credit option encourages students to explore academic areas outside their major. A grade of CR indicates an equivalent grade of C or better, and NC is the equivalent of substandard performance (equivalent grade of D or F). While grades of CR and NC do not count toward the grade point average, they do count toward progress probation. NC does NOT mean auditing. Santa Ana College does not permit auditing.

The following limitations apply to the CR/NC option:

- Course used toward a student’s major may NOT be graded on a CR/NC basis.
- Every university has a limitation on the number of courses/units that can be completed on a CR/NC option.
- Universities typically do not accept CR/NC grades in courses that meet English, mathematics, speech and critical thinking requirements.
- Students may elect the CR/NC option for a maximum of 6 units per semester/12 units cumulatively.
- Students are not permitted to change their mind after this petition 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.

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 Ticket # Subject & Course #  Print Instructor’s Name
_________________________________________  ________________________________________
Major at Santa Ana College     Major for Bachelor’s Degree

University/Universities to which I may transfer

Counselor Recommendation Required:
Based upon the information provide by the student at this time:

☐ I do not foresee any unintended academic consequences for selecting a CR/NC grading to this course.

☐ I have recommended this student not select the CR/NC grading option for this course.

__________________________________________________________________________________
Student Signature      Date

I have met with a counselor regarding the advantages and potential disadvantages of selecting a CR/NC grading option for this course. I am electing to enroll for the CR/NC grade option and I understand that I may NOT change my mind at a future date.

__________________________________________________________________________________
Student Signature      Date
## 1. Communication Skills

<table>
<thead>
<tr>
<th>Students will listen actively and respectfully to analyze the substance of others’ comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</th>
</tr>
</thead>
</table>

### b. Reading and Writing

Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.

## 2. Thinking and Reasoning

### a. Creative Thinking

Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.

### b. Critical Thinking

Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.

### c. Ethical Reasoning

Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.

### d. Quantitative Reasoning

Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.

## 3. Information Competency

Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.
# Section 36.

## 4. Diversity
Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.

- **a. Cultural**
  Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.

- **b. Social**
  Students will interact with individuals and within groups with integrity and awareness of others’ opinions, feelings and values.

- **c. Environmental**
  Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.

## 5. Civic Responsibility
Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.

## 6. Life Skills

- **a. Creative Expression**
  Students will produce artistic and creative expressions.

- **b. Aesthetic Appreciation**
  Students will respond to artistic and creative expressions.

- **c. Personal Growth**
  Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.

- **d. Interpersonal Skills**
  Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

## 7. Careers
Students will develop the knowledge and skills necessary to select and develop careers.
IMPORTANT LINKS

SANTA ANA COLLEGE / SANTIAGO CANYON COLLEGE

Santa Ana College:

1. Web CMS: http://webcms.rsccd.org/
   - View a Course/ Admin Access
   - Sign in
   - Search/Data Analysis
   - Official Data
   - Subject (e.g., English)
   - Course number (e.g., 103)

2. Department Planning Portfolios: http://www.insidesac.net/portfolio

3. Curriculum and Instruction Council Agendas and Minutes:
   http://www.insidesac.net/committee/curriculum_council/resources.asp

Santiago Canyon College:

1. Student Learning Outcomes and Assessment Manual: website is in process of development

2. Santiago Canyon College Discipline Program Portfolio: website is in process of development

3. Curriculum and Instruction Council Agendas and Minutes: website is in process of development