

**CHAFFEY COLLEGE  
CURRICULUM COMMITTEE MEETING  
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204  
FONTANA CAMPUS, FNAC 100  
CHINO CAMPUS, CHMB 143**

**Teleconference x6759**

**AGENDA**

**February 27, 2019**

**1:30pm-3:00pm**

**Members Present:**

**Members Absent:**

- 1. Call To Order/New Committee Members:**
- 2. Public Comment:**
- 3. Review and Approval of February 13, 2019 Expanded Summary Notes:**
- 4. Discussion Items:**
  - 4.1. Program language distinguishing between a CTE AS and a CTE certificate in the same discipline:**
  - 4.2. Local GE Pattern and Math Competency:**
  - 4.3. EO 1100 Approved GE-Area B4 courses:**
  - 4.4. Curriculum Mapping (Who, What, When, Where, Why, and How?):**
  - 4.5. College Planning Council Report:**
  - 4.6. Low Unit Certificates in Title 5:**
  - 4.7. Minimum Requirements for Associate Degrees:**
- 5. Guided Pathways:**
  - 5.1. Prototype with sample map:**
- 6. Miscellaneous:**
- 7. Consent Agenda:**
  - 7.1.** Per faculty consent, CB04 Credit Status for ENGL-495 has changed from Degree Applicable to Not Degree Applicable in Curricunet and COCI since this is a basic skills course. CB08 (Basic Skills) was also changed in COCI to Basic Skills.
  - 7.2.** Per faculty consent, CB04 Credit Status for MATH-420, MATH-420B, and MATH-450 changed from Degree Applicable to Not Degree Applicable in Curricunet since this is a basic skills course. COCI was coded correctly.
- 8. NEW BUSINESS:**

**Program Modifications: Final Reading**

|                         |      |           |
|-------------------------|------|-----------|
| <b>Dental Assisting</b> | A.S. | Approval: |
| <b>Dental Assisting</b> | CA   | Approval: |

**9. Adjournment:**

**CHAFFEY COLLEGE  
CURRICULUM COMMITTEE MEETING  
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204  
FONTANA CAMPUS, FNAC 100  
CHINO CAMPUS, CHMB 143**

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**SUMMARY NOTES**

**February 13, 2019**

**1:30pm-3:00pm**

**Members Present:**

Angela Burk-Herrick, Mathematics & Science  
Annette Henry, Kinesiology, Nutrition, & Athletics  
Charmaine Phipps, Language Arts  
Daniel Jacobo, Visual and Performing Arts  
Elaine Martinez, Kinesiology, Nutrition, & Athletics  
Helen Leung, Counseling  
John Machado, Visual & Performing Arts  
Kathy Lucero, Admissions and Records  
Laura Hope, Interim, Associate Superintendent of  
Instruction and Institutional Effectiveness  
Linda Marcotte, Social & Behavioral Sciences  
Marie Boyd, Curriculum Chair

Marlene Soto, Health Sciences  
Megan Keebler, Instructional Support  
Misty Burrue, Faculty Senate President  
Naomi McCool, Social and Behavioral Sciences  
Rob Kopp, Mathematics & Science  
RuthAnn Garcia, Transfer Center  
Ryan Sipma, Catalog and Schedule Coordinator  
Sean Stratton, Articulation Officer  
Shelley Marcus, Library Learning Resources  
Shireen Awad, Administrative Assistant II, Curriculum  
Stephen Calebotta, Language Arts  
Stephen Shelton, Vice Chair

**Members Absent:**

Jeffrey Laguna, Health Sciences  
Lucy Serrano, Counseling  
Mark Forde, Chino Representative  
Michael Escobosa, Health Sciences

Patricia Bopko, Financial Aid  
Tracy Kocher, Business & Applied Technology  
Vanessa Thomas, Business and Applied Technology, High  
School Articulation

**Guests:**

None

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:35p.m.
2. **Public Comment:** Angela Burk-Herrick would like the Curriculum Committee to discuss the local GE pattern and the math competency. The Faculty Senate President would also like to discuss the monitoring and maintenance of the program maps with the Curriculum Committee.
3. **Review and Approval of January 16, 2019 Expanded Summary Notes:** The summary notes were approved 16/0/1.
4. **Review and Approval of January 30, 2019 Expanded Summary Notes:** The summary notes were approved 17/0/0.
5. **Discussion Items:** None
6. **Guided Pathways:** The Chair shared that she would like the Curriculum Committee to see the wonderful prototype template for Guided Pathways Angela Burk-Herrick shared with Faculty Senate.
7. **Miscellaneous:** The Faculty Senate President reminded the Curriculum Committee that the Brown Act Training will be held on February 20, 2019. There will be a lawyer present to answer any questions about Brown Act. All questions should be sent to the Faculty Senate President before the meeting.
8. **Consent Agenda:** The consent agenda was approved 17/0/0.
  - 8.1. **NURVN-600:** The limitation on enrollment has been removed.
9. **OLD BUSINESS:**

**PACKAGE: ARTS MANAGEMENT****New Courses: Second Reading**

|                     |   |                  |
|---------------------|---|------------------|
| <b>ARTMGT-410</b>   | Introduction to Arts Management                           | Approval: 17/0/0 |
| <b>ARTMGT-420</b>   | Introduction to Project Funding                           | Approval: 17/0/0 |
| <b>ARTMGT-430</b>   | Introduction to Collection Management                     | Approval: 17/0/0 |
| <b>ARTMGT-440</b>   | Creative Careers - Discovering Self-Directed Pathways     | Approval: 17/0/0 |
| <b>ARTMGT-496AB</b> | Arts Business Management Cooperative Education Internship | Approval: 17/0/0 |

**New Programs: Final Reading**

|                                 |                            |                  |
|---------------------------------|----------------------------|------------------|
| <b>Arts Business Management</b> | Certificate of Achievement | Approval: 17/0/0 |
|---------------------------------|----------------------------|------------------|

**PACKAGE: CHEMISTRY****New Courses: Second Reading**

|                 |                      |                  |
|-----------------|----------------------|------------------|
| <b>CHEM-76A</b> | Organic Chemistry I  | Approval: 17/0/0 |
| <b>CHEM-76B</b> | Organic Chemistry II | Approval: 17/0/0 |

**Course Deactivations: Final Reading**

|                 |                      |                  |
|-----------------|----------------------|------------------|
| <b>CHEM-75A</b> | Organic Chemistry I  | Approval: 17/0/0 |
| <b>CHEM-75B</b> | Organic Chemistry II | Approval: 17/0/0 |

**Program Modifications: Final Reading**

|                                |      |                  |
|--------------------------------|------|------------------|
| <b>Biological Sciences</b>     | A.S. | Approval: 17/0/0 |
| <b>Chemistry</b>               | AS-T | Approval: 17/0/0 |
| <b>Nutrition and Dietetics</b> | AS-T | Approval: 17/0/0 |
| <b>Physical Science</b>        | A.S. | Approval: 17/0/0 |

**PACKAGE: INTERIOR DESIGN****New Courses: Second Reading**

*Laura Hope asked about the committee's process for reviewing comparable courses. The Articulation Officer said comparable courses can be determined through C-ID, GE approval, UC approval, and at least one comparable course in the first two years at a four-year university. The Chair shared two solutions to reviewing comparable courses: having the Articulation Officer manage the comparable course page in Curricunet to ensure accuracy; and/or placing an attachment feature in Curricunet where faculty can upload letters from other faculty at the four-year colleges, pages from other catalogs, and/or letters from other Articulation Officers.*

|              |                                      |                  |
|--------------|--------------------------------------|------------------|
| <b>ID-14</b> | Fundamentals of Design for Interiors | Approval: 18/0/0 |
|--------------|--------------------------------------|------------------|

**New Courses with DE: Second Reading**

|               |  |                  |   |
|---------------|--|------------------|---|
| <b>ID-426</b> | Professional Practice for Interior Designers<br><i>Faculty agreed course should be non-transfer.<br/>Number has changed.</i> | Approval: 18/0/0 | Distance Education<br>Approval Hybrid/Online:<br>18/0/0 |
| <b>ID-45</b>  | Codes and Building Systems<br><i>Faculty member has written this course to<br/>align with CSULB: DESIGN-245</i>              | Approval: 18/0/0 | Distance Education<br>Approval Hybrid/Online:<br>18/0/0 |

**Course Deactivations: Final Reading**

|              |                            |                  |
|--------------|----------------------------|------------------|
| <b>ID-25</b> | Interior Design Management | Approval: 18/0/0 |
|--------------|----------------------------|------------------|

**Course Reactivations: Second Reading**

|              |   |                  |
|--------------|---|------------------|
| <b>ID-15</b> | Architectural Drafting for Interior Designers<br><i>Articulation Officer has found articulation<br/>agreements.</i> | Approval: 18/0/0 |
|--------------|---|------------------|

**Course Modifications: Second Reading**

|              |   |                  |
|--------------|---|------------------|
| <b>ID-21</b> | Space Planning<br><i>Articulation Officer has found articulation<br/>agreements.</i>  | Approval: 18/0/0 |
| <b>ID-27</b> | Computer Drafting & Design for Interiors<br><i>Faculty has found comparable courses at<br/>CSULB: DESIGN-246, and CSUN: FCS-213</i> | Approval: 18/0/0 |

**New Programs: Final Reading**

|   |                            |                  |
|---|----------------------------|------------------|
| <b>Interior Design Visual<br/>Communication</b> | Certificate of Achievement | Approval: 18/0/0 |
|---|----------------------------|------------------|

**Program Modifications: Final Reading**

*Kathy Galipeau reduced the A.S. degree to 36 units. Students who have the A.S. can apply as junior interior designers, can go into merchandising sales, can work in commercial or residential fields, and can work with architectural or landscape companies. The certificate will allow students to take the IDEX exam. The IDEX exam is offered in California and tests on codes and designs. The certificate serves many students who already have post-secondary degrees and also serves those students who do not want an A.S.*

|                        |                            |                  |
|------------------------|----------------------------|------------------|
| <b>Interior Design</b> | A.S.                       | Approval: 18/0/0 |
| <b>Interior Design</b> | Certificate of Achievement | Approval: 18/0/0 |

**PACKAGE: MATH**

**Course Reactivation with DE: First and Second Reading**

|                 |                            |                  |   |
|-----------------|----------------------------|------------------|---|
| <b>MATH-652</b> | Skill Building for Math 25 | Approval: 18/0/0 | Distance Education<br>Approval Hybrid/Online:<br>18/0/0 |
|-----------------|----------------------------|------------------|---|

**New Courses: First and Second Reading**

|                 |                            |                  |
|-----------------|----------------------------|------------------|
| <b>STAT-610</b> | Skill Building for Stat 10 | Approval: 18/0/0 |
|-----------------|----------------------------|------------------|

**Course Modifications with DE: First and Second Reading**

|                |   |                  |   |
|----------------|---|------------------|---|
| <b>MATH-25</b> | College Algebra<br><i>The placement process language was revised to be clearer to students.</i> | Approval: 18/0/0 | Distance Education<br>Approval Hybrid/Online:<br>18/0/0 |
|----------------|---|------------------|---|

**Course Modifications: First and Second Reading**

|                |                       |                  |
|----------------|-----------------------|------------------|
| <b>STAT-10</b> | Elementary Statistics | Approval: 18/0/0 |
|----------------|-----------------------|------------------|

**PACKAGE: SPANISH**

**New Courses with DE: Second Reading**

|               |   |                  |   |
|---------------|---|------------------|---|
| <b>SPAN-9</b> | Cultural Awareness through Conversation | Approval: 18/0/0 | Distance Education<br>Approval Hybrid/Online:<br>18/0/0 |
|---------------|---|------------------|---|

**New Programs: Final Reading**

|                |      |                  |
|----------------|------|------------------|
| <b>Spanish</b> | AA-T | Approval: 18/0/0 |
|----------------|------|------------------|

**NONPACKAGES:**

**New Courses: Second Reading**

*Laura Hope shared that the building this course would be housed in is currently not ADA compliant. Laura proposed offering this course through community education.*

|                |   |                |
|----------------|---|----------------|
| <b>MIC-650</b> | Makerspace Training and Skills Building | Tabled: 18/0/0 |
|----------------|---|----------------|

**Course Modifications: Second Reading**

|                    |                                |                  |
|--------------------|--------------------------------|------------------|
| <b>ID-482</b>      | Internships in Interior Design | Approval: 17/0/0 |
| <b>NURAST-400</b>  | Nursing Assistant              | Approval: 17/0/0 |
| <b>NURAST-400L</b> | Nursing Assistant Laboratory   | Approval: 17/0/0 |

**Course Modifications: First and Second Reading**

|                 |  |                  |
|-----------------|--|------------------|
| <b>MATH-4</b>   | Mathematical Concepts for Elementary School Teachers<br><i>The placement process language was revised to be clearer to students.</i> | Approval: 17/0/0 |
| <b>MATH-401</b> | Mathematics for Health Science<br><i>The placement process language was revised to be clearer to students.</i>                       | Approval: 17/0/0 |

|                  |  |                  |
|------------------|--|------------------|
| <b>MATH-420</b>  | Essentials of Intermediate Algebra<br><i>The placement process language was revised to be clearer to students.</i>                 | Approval: 17/0/0 |
| <b>MATH-450</b>  | Intermediate Algebra: A Critical Thinking Approach<br><i>The placement process language was revised to be clearer to students.</i> | Approval: 17/0/0 |
| <b>MATH-550</b>  | Introduction to Algebra<br><i>The placement process language was revised to be clearer to students.</i>                            | Approval: 17/0/0 |
| <b>MATH-60</b>   | Calculus for Business<br><i>The placement process language was revised to be clearer to students.</i>                              | Approval: 17/0/0 |
| <b>RADTEC-51</b> | Radiographic Clinical Education III  | Approval: 17/0/0 |
| <b>SPAN-3</b>    | Intermediate Spanish I   | Approval: 17/0/0 |

**Program Modifications: Final Reading**

|   |                            |                  |
|---|----------------------------|------------------|
| <b>Emergency Medical Provider</b>         | Certificate of Achievement | Approval: 17/0/0 |
| <b>Professional Baking and Patisserie</b> | Certificate of Achievement | Approval: 17/0/0 |

**10. NEW BUSINESS:**

**Course Modifications: First and Second Reading**

|                   |   |                  |
|-------------------|---|------------------|
| <b>CDE-24</b>     | Introduction to Curriculum Theory                     | Approval: 17/0/0 |
| <b>CDE-24W</b>    | Practicum I: Supervised Occupational Work Experience  | Approval: 17/0/0 |
| <b>CDE-25</b>     | Advanced Curriculum Theory                            | Approval: 17/0/0 |
| <b>CDE-25W</b>    | Practicum II: Supervised Occupational Work Experience | Approval: 17/0/0 |
| <b>DANCE-30B</b>  | Tap Dance IB  | Approval: 17/0/0 |
| <b>DANCE-400</b>  | Hip Hop Dance   | Approval: 17/0/0 |
| <b>HIST-12</b>    | Asian American History                                | Approval: 17/0/0 |
| <b>HIST-71</b>    | Chicanos: The Chicano Minority in the United States   | Approval: 17/0/0 |
| <b>NURVN 405L</b> | Beginning Medical Surgical Nursing Laboratory         | Approval: 17/0/0 |
| <b>NURVN-409</b>  | Intermediate Medical Surgical Nursing                 | Approval: 17/0/0 |

**11. Adjournment:** The meeting was adjourned at 3:00p.m.

| Name                | ATTENDANCE | Summary Notes 1/16/2019 | Summary Notes 1/30/2019 | Consent Agenda | ARTMGT-410 2 <sup>nd</sup> READING | ARTMGT-420 2 <sup>nd</sup> READING | ARMGT-430 2 <sup>nd</sup> READING | ARTMGT-440 2 <sup>nd</sup> READING | ARTMGT-496AB 2 <sup>nd</sup> READING | ARTS BUSINESS MANAGEMENT CA | CHEM-76A 2 <sup>nd</sup> READING | CHEM-76B 2 <sup>nd</sup> READING | CHEM-75A DEACTIVATION | CHEM-75B DEACTIVATION | BIOLOGICAL SCIENCE AS | CHEMISTRY AS-T | NUTRITION AND DIETETICS AS-T |
|---------------------|------------|-------------------------|-------------------------|----------------|------------------------------------|------------------------------------|-----------------------------------|------------------------------------|--------------------------------------|-----------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----------------|------------------------------|
| Angela Burk-Herrick | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Annette Henry       | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Charmaine Phipps    | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Daniel Jacobo       | X          |                         |                         |                |                                    |                                    |                                   |                                    |                                      |                             |                                  |                                  |                       |                       |                       |                |                              |
| Elaine Martinez     | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Helen Leung         | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Jeffrey Laguna      |            |                         |                         |                |                                    |                                    |                                   |                                    |                                      |                             |                                  |                                  |                       |                       |                       |                |                              |
| John Machado        | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Linda Marcotte      | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Lucy Serrano        |            |                         |                         |                |                                    |                                    |                                   |                                    |                                      |                             |                                  |                                  |                       |                       |                       |                |                              |
| Mark Forde          |            |                         |                         |                |                                    |                                    |                                   |                                    |                                      |                             |                                  |                                  |                       |                       |                       |                |                              |
| Marlene Soto        | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Megan Keebler       | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Michael Escobosa    |            |                         |                         |                |                                    |                                    |                                   |                                    |                                      |                             |                                  |                                  |                       |                       |                       |                |                              |
| Misty Burruel       | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Naomi McCool        | X          | A                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Rob Kopp            | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| RuthAnn Garcia      | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Ryan Sipma          | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Sean Stratton       | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Shelley Marcus      | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Stephen Calebotta   | X          | X                       | X                       | X              | X                                  | X                                  | X                                 | X                                  | X                                    | X                           | X                                | X                                | X                     | X                     | X                     | X              | X                            |
| Tracy Kocher        |            |                         |                         |                |                                    |                                    |                                   |                                    |                                      |                             |                                  |                                  |                       |                       |                       |                |                              |
| Vanessa Thomas      |            |                         |                         |                |                                    |                                    |                                   |                                    |                                      |                             |                                  |                                  |                       |                       |                       |                |                              |
| <b>Total Counts</b> | 18         | 17                      | 17                      | 17             | 17                                 | 17                                 | 17                                | 17                                 | 17                                   | 17                          | 17                               | 17                               | 17                    | 17                    | 17                    | 17             | 17                           |

| Non-Voting      |   |
|-----------------|---|
| Kathy Lucero    | X |
| Laura Hope      | X |
| Marie Boyd      | X |
| Patricia Bopko  |   |
| Sharon Awad     | X |
| Stephen Shelton | X |

| Name                | PHYSICAL SCIENCE AS | ID-14 2 <sup>nd</sup> READING | ID-426 2 <sup>nd</sup> READING | ID-45 2 <sup>nd</sup> READING | ID-25 DEACTIVATION | ID-15 2 <sup>nd</sup> READING | ID-21 2 <sup>nd</sup> READING | ID-27 2 <sup>nd</sup> READING | INTERIOR DESIGN VISUAL COMMUNICATION CA | INTERIOR DESIGN AS | INTERIOR DESIGN CA | MATH-652 1 <sup>st</sup> /2 <sup>nd</sup> Reading | STAT-610 1 <sup>st</sup> /2 <sup>nd</sup> Reading | MAH-25 1 <sup>st</sup> /2 <sup>nd</sup> Reading | STAT-10 1 <sup>st</sup> /2 <sup>nd</sup> Reading | SPAN-9 2 <sup>nd</sup> READING |
|---------------------|---------------------|-------------------------------|--------------------------------|-------------------------------|--------------------|-------------------------------|-------------------------------|-------------------------------|---|--------------------|--------------------|---|---|---|--|--------------------------------|
| Angela Burk-Herrick | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Annette Henry       | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Charmaine Phipps    | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Daniel Jacobo       |                     | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Elaine Martinez     | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Helen Leung         | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Jeffrey Laguna      |                     |                               |                                |                               |                    |                               |                               |                               |   |                    |                    |   |   |   |  |                                |
| John Machado        | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Linda Marcotte      | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Lucy Serrano        |                     |                               |                                |                               |                    |                               |                               |                               |   |                    |                    |   |   |   |  |                                |
| Mark Forde          |                     |                               |                                |                               |                    |                               |                               |                               |   |                    |                    |   |   |   |  |                                |
| Marlene Soto        | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Megan Keebler       | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Michael Escobosa    |                     |                               |                                |                               |                    |                               |                               |                               |   |                    |                    |   |   |   |  |                                |
| Misty Burrue        | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Naomi McCool        | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Rob Kopp            | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| RuthAnn Garcia      | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Ryan Sipma          | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Sean Stratton       | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Shelley Marcus      | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Stephen Calebotta   | X                   | X                             | X                              | X                             | X                  | X                             | X                             | X                             | X                                       | X                  | X                  | X   | X   | X   | X  | X                              |
| Tracy Kocher        |                     |                               |                                |                               |                    |                               |                               |                               |   |                    |                    |   |   |   |  |                                |
| Vanessa Thomas      |                     |                               |                                |                               |                    |                               |                               |                               |   |                    |                    |   |   |   |  |                                |
| Total Counts        | 17                  | 18                            | 18                             | 18                            | 18                 | 18                            | 18                            | 18                            | 18                                      | 18                 | 18                 | 18  | 18  | 18  | 18   | 18                             |



| Name                | SPANISH AAT | MIC-650 TABLED | ID-482 2 <sup>nd</sup> READING | NURAST-400 2 <sup>nd</sup> READING | NURAST-400L 2 <sup>nd</sup> READING | MATH-4 1 <sup>st</sup> /2 <sup>nd</sup> Reading | MATH-401 1 <sup>st</sup> /2 <sup>nd</sup> Reading | MATH-420 1 <sup>st</sup> /2 <sup>nd</sup> Reading | MATH-450 1 <sup>st</sup> /2 <sup>nd</sup> Reading | MATH-550 1 <sup>st</sup> /2 <sup>nd</sup> Reading | MATH-60 1 <sup>st</sup> /2 <sup>nd</sup> Reading | RADTEC-51 1 <sup>st</sup> /2 <sup>nd</sup> Reading | SPAN-3 1 <sup>st</sup> /2 <sup>nd</sup> Reading | EMERGENCY MEDICAL PROVIDER | PROFESSIONAL BAKING AND PATISSERIE | CDE-24 1 <sup>st</sup> /2 <sup>nd</sup> Reading | CDE-24W 1 <sup>st</sup> /2 <sup>nd</sup> Reading | CDE-25 1 <sup>st</sup> /2 <sup>nd</sup> Reading | CDE-25W 1 <sup>st</sup> /2 <sup>nd</sup> Reading | DANCE-30B 1 <sup>st</sup> /2 <sup>nd</sup> Reading | DANCE-400 1 <sup>st</sup> /2 <sup>nd</sup> Reading |
|---------------------|-------------|----------------|--------------------------------|------------------------------------|-------------------------------------|---|---|---|---|---|--|--|---|----------------------------|------------------------------------|---|--|---|--|--|--|
| Angela Burk-Herrick | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Annette Henry       | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Charmaine Phipps    | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Daniel Jacobo       | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Elaine Martinez     | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Helen Leung         | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Jeffrey Laguna      |             |                |                                |                                    |                                     |   |   |   |   |   |  |  |   |                            |                                    |   |  |   |  |  |  |
| John Machado        | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Linda Marcotte      | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Lucy Serrano        |             |                |                                |                                    |                                     |   |   |   |   |   |  |  |   |                            |                                    |   |  |   |  |  |  |
| Mark Forde          |             |                |                                |                                    |                                     |   |   |   |   |   |  |  |   |                            |                                    |   |  |   |  |  |  |
| Marlene Soto        | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Megan Keebler       | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Michael Escobosa    |             |                |                                |                                    |                                     |   |   |   |   |   |  |  |   |                            |                                    |   |  |   |  |  |  |
| Misty Burruel       | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Naomi McCool        | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Rob Kopp            | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| RuthAnn Garcia      | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Ryan Sipma          | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Sean Stratton       | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Shelley Marcus      | X           | X              |                                |                                    |                                     |   |   |   |   |   |  |  |   |                            |                                    |   |  |   |  |  |  |
| Stephen Calebotta   | X           | X              | X                              | X                                  | X                                   | X   | X   | X   | X   | X   | X  | X  | X   | X                          | X                                  | X   | X  | X   | X  | X  | X  |
| Tracy Kocher        |             |                |                                |                                    |                                     |   |   |   |   |   |  |  |   |                            |                                    |   |  |   |  |  |  |
| Vanessa Thomas      |             |                |                                |                                    |                                     |   |   |   |   |   |  |  |   |                            |                                    |   |  |   |  |  |  |
| Total Counts        | 18          | 18             | 17                             | 17                                 | 17                                  | 17  | 17  | 17  | 17  | 17  | 17   | 17   | 17  | 17                         | 17                                 | 17  | 17   | 17  | 17   | 17   | 17   |

| <b>Name</b>                | <b>HIST-12 1<sup>st</sup>/2<sup>nd</sup> Reading</b> | <b>HIST-71 1<sup>st</sup>/2<sup>nd</sup> Reading</b> | <b>NURVN-405L 1<sup>st</sup>/2<sup>nd</sup> Reading</b> | <b>NURVN-409 1<sup>st</sup>/2<sup>nd</sup> Reading</b> |
|----------------------------|--|--|---|--|
| <b>Angela Burk-Herrick</b> | X  | X  | X   | X  |
| <b>Annette Henry</b>       | X  | X  | X   | X  |
| <b>Charmaine Phipps</b>    | X  | X  | X   | X  |
| <b>Daniel Jacobo</b>       | X  | X  | X   | X  |
| <b>Elaine Martinez</b>     | X  | X  | X   | X  |
| <b>Helen Leung</b>         | X  | X  | X   | X  |
| <b>Jeffrey Laguna</b>      |  |  |   |  |
| <b>John Machado</b>        | X  | X  | X   | X  |
| <b>Linda Marcotte</b>      | X  | X  | X   | X  |
| <b>Lucy Serrano</b>        |  |  |   |  |
| <b>Mark Forde</b>          |  |  |   |  |
| <b>Marlene Soto</b>        | X  | X  | X   | X  |
| <b>Megan Keebler</b>       | X  | X  | X   | X  |
| <b>Michael Escobosa</b>    |  |  |   |  |
| <b>Misty Burrue</b>        | X  | X  | X   | X  |
| <b>Naomi McCool</b>        | X  | X  | X   | X  |
| <b>Rob Kopp</b>            | X  | X  | X   | X  |
| <b>RuthAnn Garcia</b>      | X  | X  | X   | X  |
| <b>Ryan Sipma</b>          | X  | X  | X   | X  |
| <b>Sean Stratton</b>       | X  | X  | X   | X  |
| <b>Shelley Marcus</b>      |  |  |   |  |
| <b>Stephen Calebotta</b>   | X  | X  | X   | X  |
| <b>Tracy Kocher</b>        |  |  |   |  |
| <b>Vanessa Thomas</b>      |  |  |   |  |
| <b>Total Counts</b>        | 17   | 17   | 17  | 17   |

# CHAFFEY COLLEGE GENERAL EDUCATION

## 2018-2019

All students receiving an associate degree shall complete a pattern of general education coursework. Some associate degrees permit the use of the Chaffey College General Education pattern and other degrees, mostly those that provide transfer preparation, require the California State University General Education – Breadth (CSU GE-Breadth) pattern or the Intersegmental General Education Transfer Curriculum (IGETC) pattern. The specific general education pattern required for each degree is specified in the “Programs of Study” area in the Chaffey College catalog. Students should consult with a counselor to determine which general education pattern is most appropriate for their educational goals.

Students who are qualified to be certified for the CSU GE-Breadth pattern or the IGETC pattern also fulfill the Chaffey College General Education pattern.

While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. Except where noted in the “Programs of Study” section, a course may be double-counted and used to satisfy both a general education requirement and a major or area of emphasis requirement.

**Completion of the Chaffey College General Education pattern requires a minimum of 18 units as distributed as follows:**

### A. LANGUAGE AND RATIONALITY (minimum of 2 courses)

#### A1 ENGLISH COMPOSITION (one course)

English 1A

#### A2 COMMUNICATION AND ANALYTICAL THINKING (one course)

Communication Studies 2, 4, 6, 8, 72

Computer Information Systems: Programming 1

Computer Science 1, 2, 4

English 1B

Mathematics 4, 17, 25, 31, 60, 61, 65A, 65B, 75, 81, 85, 420+420B, 450

Philosophy 75, 76

Social Science 10

Statistics 10

### B. NATURAL SCIENCES (one laboratory science course)

Anthropology 1 & 1L

Astronomy 35

Biology 1, 2, 3, 20, 22, 23 & 23L, 61, 424 & 424L

Chemistry 7, 9, 10, 24A

Earth Science 1 & 1L, 5 & 5L

Geography 4 & 5

Geology 1, 2

Physical Science 10

Physics 5 & 6, 20A, 30A, 44, 45

### C. HUMANITIES (minimum 4 units)

At least two courses required, one from each of the following categories

#### C1 ARTS (one course)

Art 10, 12, 14, 15, 16, 18, 20, 44, 62A, 63, 82

Art History 3, 5, 7, 9, 11, 19

Broadcasting 3

Cinema 25, 26

Communication Studies 14

Dance 1

Fashion Design 20, 45

Interior Design 11, 12

Music 2A, 2B, 4, 5, 17, 21, 22, 26, 75, 76, 77, 78

Photography 1, 7, 9, 10, 13

Theatre Arts 1, 4, 5, 10, 12

#### C2 HUMANITIES (one course)

American Sign Language 1, 2, 3, 4

Arabic 1, 2, 3, 4

Chinese 1, 2, 3, 4, 18

Economics 8

English 1C, 7A, 7B, 7D, 7E, 32, 33, 68, 70A, 70B, 71, 74, 75A, 75B, 76, 77, 79, 80A, 80B, 81

French 1, 2

History 1, 2, 5, 6, 7, 9, 10, 12, 40

Humanities 5, 6, 20

Philosophy 70, 72, 73, 77, 78, 80, 81, 82

Spanish 1, 2, 3, 3SS, 4, 4SS, 8, 13, 14, 16

### D. SOCIAL AND BEHAVIORAL SCIENCES (minimum 4 units)

At least two courses required, one from each of the following categories

#### D1 AMERICAN INSTITUTIONS (one course)

Criminal Justice 1

Economics 1, 2, 4

Geography 10

History 12, 16, 17, 18, 20, 21, 25, 37, 50, 51, 70, 71

Political Science 1, 2, 3, 7, 10, 21, 25, 32

#### D2 BEHAVIORAL SCIENCES (one course)

American Sign Language 18

Anthropology 2, 3

Child Development and Education 2, 4, 6

Communication Studies 12, 74, 76, 78

Criminal Justice 58

Geography 1, 3, 11

Gerontology 11, 18, 22, 23

History 4, 19

Political Science 4

Psychology 1, 21, 25, 41, 65

Sociology 10, 14, 15, 16, 18, 25, 26

## **From Guiding Notes for Course Reviewers, October 2018:**

CSU GE Breadth Subarea B4 Mathematics/Quantitative Reasoning (QR)

Courses submitted for CSU GE Breadth Subarea B4 approval shall ask students to:

- interpret and communicate quantitative information and mathematical and statistical concepts using language appropriate to the context and intended audience;
- make sense of problems, develop strategies to find solutions, and persevere in solving them;
- reason, model, draw conclusions, and make decisions with quantitative information about problems arising in everyday life, society, and the workplace;
- construct, critique, and evaluate quantitative arguments that utilize mathematical, statistical, and quantitative information;
- use appropriate tools strategically.

Statistics courses, in particular, shall ask students to:

- produce and interpret graphical displays and numerical summaries;
- recognize questions for which the investigative process of statistics is useful and answer questions using that process
- have a conceptual and computational understanding of descriptive and basic inferential statistical methods;
- recognize and explain the roles of variability in statistics and randomness in designing studies and drawing conclusions;
- demonstrate an understanding of concepts useful in building statistical literacy such as correlation is not causation and the difference between statistical significance and practical importance.

2

Courses that do not make significant use of quantitative reasoning are excluded from Subarea B4. These include:

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

Computer Science courses that go beyond programming concepts, methodologies, and fundamental techniques to meaningfully address quantitative information may be acceptable. Survey courses are excluded from IGETC but are acceptable for CSU GE Breadth

if they meet the expectations outlined in this document for CSU GE B4 courses. Additional quantitative reasoning courses (beginning with the fall 2018 semester) may be approved for CSU GE Breadth but may not be considered for IGETC. For general QR courses such as Math for Liberal Arts, Mathematics for Practical Purposes, Introduction to Mathematical Modelling, and more targeted introductory courses such as Personal Finance, students should be proficient in a broad set of skills and knowledge from 8th grade mathematics, geometry, and Algebra I (or equivalent). Students enrolling in these courses should be able to:

3

- demonstrate procedural fluency with real number arithmetic operations and using those operations to represent real-world scenarios and to solve stated problems;
- evaluate with the use of technology expressions that involve arithmetic with signed numbers, square roots, squaring, exponents, factorials, and summation notation;
- demonstrate number sense, including dimensional analysis and conversions between fractions, decimals, and percentages;
- represent numbers, intervals, and inequalities on the number line;
- make estimates and predications, understand when approximations are appropriate and when exact calculations are necessary;
- evaluate, and apply linear, quadratic, and absolute value expressions and formulas;
- use information about functions and features of graphs to model relationships between quantities  
(positive, negative, increasing, decreasing, etc.);
- solve, graph, and interpret linear equations and inequalities; solve problems modeled by linear equations;
- demonstrate an understanding of displays of data such as tables, bar charts, histograms, pie charts, and line graphs;
- use data to calculate and interpret median, and mean; solve application problems applying measurement and geometry topics such as distance, area, perimeter, and volume

Courses in elementary statistics may be offered by multiple departments, including business, economics, mathematics, social science, and science. Students should be proficient in a broad set of skills and knowledge from 8th grade mathematics, geometry, and Algebra I (or equivalent). Students enrolling in these courses should be able to:

- work with numerical information: ordering decimals, order of operations, operations with fractions and percentages, converting fractions to decimals and percentages, representing numbers, intervals, and inequalities on the number line.
- evaluate expressions with the use of technology that involve arithmetic with signed numbers, square roots, squaring, exponents, factorials, and summation notation;
- solve simple linear equations in one variable;
- model linear models; interpreting slope and intercept; graphing a line and points; making predictions; calculating vertical deviation of a point from the line;
- approximate areas of specified regions given the area under a curve or histogram; extracting information from graphs and tables;
- understanding set notation and diagrams; finding the complement of a set; finding the union and intersection of two sets.

For courses that require stronger algebra skills, such as finite math, college algebra, or precalculus, the prerequisite skills and knowledge will also include topics from Algebra II. In addition to the topics listed for general QR courses, students enrolling in these courses should be able to:

- Evaluate and apply polynomial, rational, exponential, power, rational, and trigonometric expressions and formulas;
- solve, graph, and interpret quadratic equations; solve two linear equations in two unknowns; solve problems modeled by quadratic equations;
- perform arithmetic operations on polynomials and rational expressions; apply factoring techniques to simplify expressions and locate roots;
- understand the relationship between the multiple representations (variable, graph, data, words) of various functions (quadratic, power, exponential, rational, trigonometric functions);
- find inverse functions;
- create and interpret mathematical models, by building functions that describe a given situation;
- use the concepts of congruence, similarity, and symmetry to demonstrate relationships in geometric figures such as lines, triangles, circles, quadrilaterals, and other polygons;

- use trigonometric ratios to solve problems involving right triangles;
- understand the graphs and properties of trigonometric functions;
- analyze data to calculate center (mean and median), and measures of spread (standard deviation and interquartile range);
- describing data, interpreting summaries of data, and making predictions based on the data;
- demonstrate a basic understanding of inductive and deductive reasoning, hypotheses and conclusions.

Across all CCC courses that are approved for CSU GE Breadth (including Subarea B4), the course content and outcomes must be baccalaureate level, requiring as prerequisite the skills and knowledge developed in high school that are needed for the given course. Note: With the issuance of CSU EO 1110 Revised, CSU students will no longer be required to complete remedial courses but will enroll in courses with support as indicated by multiple measures. Similarly, we leave it to the individual CCC to determine how students who have not completed the prerequisites to Subarea B4 courses will be supported to succeed (e.g., traditional remedial courses, co-requisite, stretch, or pathways models).

## FAQ on EO 1100 Revised

The following list of commonly raised questions and Chancellor's Office responses is provided with the release of Executive Order 1100 Revised August 23, 2017. Questions have been received through the CSU webinar on September 29, 2017, as well as ongoing consultation and survey feedback from faculty, students and administrators. A summary of revisions made to EO 1100 Revised appears at the end of this document. All requirements refer exclusively to baccalaureate-level learning.

### Article 1. Applicability

#### 1. When do these changes take effect?

The policy is effective fall 2018 and applies to students enrolling in fall 2018 and subsequent terms who: (1) have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and (2) who have not satisfied lower-division general education requirements according to the provisions of Title 5 Sections 40405.2 or 40405.3. Students subject to earlier catalog years may elect to change their catalog year and be subject to the new GE requirements as well as current major degree program requirements and campus graduation requirements.

#### 2. Can we delay implementation until fall 2019 to give us more time for the curricular changes we need to carry out?

It would be difficult to justify delaying the benefits afforded by these policy changes, which increase opportunities for student success and facilitate efficient degree completion. Student-supportive policy changes include:

- Intermediate Algebra is no longer required as the uniform prerequisite for all courses in CSU General Education Breadth Area B4 Mathematics/Quantitative Reasoning.
- Approved GE Area B4 courses may now include non-algebra intensive courses such as statistics pathways, statistics for majors, computer science and personal finance, for example.
- Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.
- To facilitate efficient degree completion systemwide, 48 semester units<sup>1</sup> is set as both the minimum and maximum for total GE units. Stand-alone one-unit GE laboratory courses may increase the maximum to 49 units;
- To ensure efficient completion of lower-division certification and transfer from CCC campuses, coupled with efficient degree completion at the CSU, this policy clarifies that the nine units of upper-division GE courses are taught only in Areas B, C and D.

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<sup>1</sup> One semester unit is equivalent to 1.5 quarter units.



## Article 2. Fulfilling CSU General Education Breadth Requirements

### 3. Can California State Universities (CSU) certify GE completion (either complete certification or subject-area certification) in the same way the California Community Colleges (CCC) do?

Yes, policy now allows certification of lower-division GE Areas satisfactorily completed at any CSU campus. Such lower-division certification ensures that students shall not be held to any additional lower-division GE requirements, mirroring the certification process between CCC and CSU campuses. Upper-division GE courses completed at one CSU campus shall fulfill the same requirement at any other CSU campus and shall be applied toward the student's residency requirement.

### 4. What are "Golden Four" GE courses?

Courses in GE Subareas A1, (oral communication in the English language), A2 (written communication in the English language), A3 (critical thinking) and B4 (mathematics/quantitative reasoning) are sometimes referred to as the "Golden Four" or "Basic Skills" courses. They are required for transfer admission to the CSU, and each of the four courses must be passed with a minimum grade of C-, per Title 5 Section 40803.

### 5. Can a CSU campus that requires a minimum C grade for GE courses, other than the Golden Four, require a student to repeat a transferred GE course for which a C-, or lower, is earned?

No, satisfactory completion of a GE course on one campus shall be recognized as satisfied at any other CSU campus. However, if the course is also required for the major, and the major requires a higher minimum grade, the course shall satisfy the GE requirement but not the major requirement.

### 6. If the Golden Four require a minimum C- grade to satisfy CSU GE requirements, can students take those courses for Credit/No Credit?

GE policy does not prohibit students from satisfying the Golden Four requirements with a Credit grades as long as the "CR" represents a letter grade of C- or better. However, we recommend that students take these courses for a letter grade as some majors may require letter grades in all required courses.

### 7. Why are the upper-division GE units restricted to Areas B, C and D?

This clarification of existing requirements reflects the organization of 48 units of CSU GE Breadth, with 39 units in lower-division certification and the remaining 9 units left for upper-division completion. The upper- and lower-division units coordinate with the number of units required in Areas A through E, as shown in the following chart.

|               | Semester units required for transfer (ADT & full certification) | Semester units required for CSU GE Breadth | Semester units remaining after transfer |
|---------------|---|--|---|
| Area A        | 9   | 9  | 0                                       |
| Area B        | 9   | 12   | 3                                       |
| Area C        | 9   | 12   | 3                                       |
| Area D        | 9   | 12   | 3                                       |
| Area E        | 3   | 3  | 0                                       |
| <b>Totals</b> | <b>39</b>   | <b>48</b>                                  | <b>9</b>                                |

Lower-division certification includes 9 lower-division semester units each in Areas A, B, C and D and 3 lower-division semester units in Area E, which totals 39 of the 48 units required. Following completion of the first 39 units at a CSU or community college, the remaining 9 semester units (of the total 48 GE units required) reside in Areas B, C and D—the only Areas that require a total of 12 units each—3 units each beyond lower-division certification. These 9 units coincide with the 9 semester-units of upper-division GE required at the CSU. (See Attachment A of EO 1100 Revised for an illustration of this distribution.)

**8. When should a CSU student take upper-division GE courses?**

In most cases, upper-division GE courses should be restricted to students who have completed 60 semester units or more. This protects the integrity of the increasing complexity of degree requirements, and it conserves upper-division courses for the graduating seniors whose degree completion could be slowed without access to required upper-division GE courses. At the same time, the CSU has committed to providing the courses students need, when they need them. There may be cases in which students with fewer than 60 units may need to enroll in an upper-division GE course to continue making full-time progress toward degree completion. At a minimum, students shall be required to have satisfactorily completed the Golden Four courses (written communication, oral communication, critical thinking and mathematics/quantitative reasoning) before enrolling in upper-division GE courses.

**9. Are there software approaches to preventing a student from enrolling in upper-division GE courses without first having completed one course each in GE Areas A1, A2, A3 and B4?**

Yes, the campus Office of Admissions and Records or the Office of the Registrar could edit the prerequisites for upper-division GE courses to include the completion of courses in GE subareas A1, A2, A3 and B4. If additional assistance is required, you may contact Dr. April Grommo, Director of Enrollment Management Services, at 562-951-4726 or [agrommo@calstate.edu](mailto:agrommo@calstate.edu).

**10. Is “double counting” of GE courses required?**

Yes, campuses may no longer prohibit the double counting of GE requirements and other requirements. Major-required courses that are approved for GE credit, along with courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement. Campuses may not place limits on the number of GE courses students may take from any one department (including the department of the student’s major).

**11. Will the transfer of upper-division GE courses dilute CSU campus distinctiveness?**

No, historically this has not been the case because the transfer of upper-division students from one CSU to another is extremely rare. Of the 419,622 degree-seeking undergraduates enrolled in fall 2016, only 463, or .1%, had transferred from one CSU campus to another that fall. Essentially all students who graduate from a particular CSU campus have taken their 9 upper-division GE semester units at the home campus.

**12. If a campus has a service learning, GVAR or other all-campus requirement that is completed as part of GE, can the campus continue this practice?**

Campus-specific requirements such as service learning or cultural diversity may continue to double count or be specifically required within the defined distribution Area requirements. All campus GE programs must conform to the total 48 semester-unit GE program limit (or 49 semester units as described in Article

4 Area B). Total degree requirements cannot exceed 120 units (or the unit total approved by Chancellor White in 2014). A GWAR course cannot be required as part of GE because there is no upper-division Area A allowed in CSU policy.

**Clarification added to FAQ 4/20/18-** To further clarify, it is acceptable for a campus to overlay GWAR requirements with upper-division GE courses in Areas B, C or D.

**13. If a campus GE program requires a GE Area beyond those required in the EO, does the campus need to discontinue the additional campus-specific GE Area?**

Campuses have many options, including moving the courses from that extra GE Area into an existing GE Area, moving the courses out of GE entirely and double counting them as an overlay with GE requirements, reclassifying the courses as campus-specific graduation requirements apart from GE, or designating the courses as major requirements, among other possible strategies. Total degree requirements will need not to exceed 120 units (or the unit total approved by Chancellor White in 2014).

**Clarification added to FAQ 4/20/18-** For campuses planning GE Area variations, if the plans achieve the intent of the EO to ensure clarity, equity and streamlined graduation requirements, the Chancellor's Office has supported campus plans to vary from the prescribed GE Breadth Areas or Subareas if:

1. The course is an existing campus-wide graduation requirement (such as language other than English), is not an existing GE Area, and will be double counted within the discipline-appropriate EO 1100-R GE Area or campus-specific Subarea; or
2. The course is an existing Title 5 graduation requirement (such as American Institutions), and it will be double counted within the discipline-appropriate GE Area or campus-specific Subarea; or
3. For the purposes of directing students to take an upper-division course in satisfaction of the EO 1100-R requirements, campuses may add an upper-division Subarea in Areas B, C, and/or D. (See question #14 in the EO 1100-R FAQ, issued on August 23, 2017 and posted online as a living document).

Pre-EO 1100-R campus GE requirements that exceed the Areas or Subareas specified in the EO shall not be required in the campus GE program; however, such courses could be adopted as a campus graduation requirement. The total number of units in each distribution Area and in the total GE program shall not exceed the units specified in EO 1100-R. The Academic Senate CSU General Education Task Force, which began its work in March 2017, may pursue distribution requirements in their consideration of CSU General Education Breadth requirements.

**14. What sort of “reasonable adjustments,” as described in 2.2.5.d may a campus make to the required distribution Areas A-E?**

One example of a “reasonable adjustment” that a campus might make would be to break Area C into Subareas C1 for Arts, C2 for Humanities and C3 for Upper-Division Arts or Humanities. Students would be instructed to take 3 semester units each in C1, C2 and C3 with the 3 remaining Area C units to be taken in either C1 or C2 (as specified by the campus). This sort of adjustment could also be made in Area D.

**Clarification added to FAQ 4/20/18-** To further clarify, the example in the FAQ #14 answer was offered as a way of specifying to students and advisors that the nine units of upper-division GE are to be offered and satisfied only in Areas B, C [and D].

**15. Cultural diversity and ethnic studies courses are not specified in the CSU GE Breadth requirements. Does that mean the campuses have to eliminate these courses?**

No, campuses can retain their cultural diversity and ethnic studies courses, which can fit within the frameworks of EO 1100 Revised total GE Area limits and GE Area distribution limits. Almost all CSU campuses have been double counting their cultural diversity requirement with GE requirements, helping students to complete degree requirements efficiently. If there are questions about reconfiguring campus requirements, please contact Dr. Alison Wrynn, State University Associate Dean at 562 951-4602 or awrynn@calstate.edu.

**16. Does EO 1100-R supports campuses instituting additional GE Areas or Subareas?**

In keeping with intentions for the EO and with responses given during the spring and summer 2017 consultation, the policy was written to achieve a consistent CSU General Education Breadth structure. Further, systemwide consistency facilitates efficient transfer from community colleges and other CSU campuses, and ensures that freshmen and transfer students are held to the same GE requirements, giving them equitable opportunities for academic success.

**Article 3. Premises of CSU General Education Breadth**

**17. Can a CSU campus refuse to accept a GE course from another CSU (or from a CCC or other regionally accredited institution) if the course was taught online?**

No, course modality is not to be considered when evaluating courses for transfer. GE requirements may be satisfied through courses taught in face-to-face, hybrid, or completely online modalities. Pursuant to California Education Code Section 66763, a course provided entirely online shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

**Article 4. Subject Area Distribution**

**18. Can courses that meet the requirements of CSU GE Subarea B4 have a prerequisite?**

Yes, the new policy allows CSU faculty to specify the prerequisites relevant to each GE math or quantitative reasoning course.

Courses in Subarea B4 shall allow students to demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In practice, it will be important for students to be advised to take a Subarea B4 course that is appropriate for their major. For some majors, this will require a mathematics class such as calculus, which may have a mathematics prerequisite.

Courses meeting the GE mathematics/quantitative reasoning requirement may include traditional mathematics (e.g., algebra, trigonometry and calculus) as well as statistics. Additionally, GE

math/quantitative reasoning options now may include—for example—personal finance, statistics for specific majors, or computer science, which may not be exclusively algebra based. The change allows students more flexibility in completing their bachelor's degrees, and more opportunities to apply mathematical and quantitative reasoning to the world around them.

**19. Can any LD GE courses have prerequisites? What about prerequisites for UD GE courses?**

Yes, as described above, the prerequisite shall be reflective only of skills and knowledge required in the course. For LD GE courses, this is typically understood to be completion of high school a-g requirements and admission to the CSU. For UD GE courses, campuses must require completion of the Golden 4 (see 2.2.3 of EO 1100 Revised) as a prerequisite. Campuses should ensure that there are course options within each GE category that do not have prerequisites (other than the condition that UD GE courses require the completion of the Golden 4).

**20. The Quantitative Reasoning Task Force (QRTF) recommended specific GE mathematics/quantitative reasoning requirements. Why are those not included in the revised policy?**

In defining the Subarea B4 requirement, the revised EO embraces the fundamental principles of the *QRTF Report* recommended definition, while keeping within the language conventions for EO 1100 Area definitions. The Academic Senate General Education Task Force (GETF) may discuss recommendations that fall outside the scope of this revision project (clarification, ensuring equity and facilitating efficient degree completion).

**21. Can our campus have 49 units of GE if we require a 4 semester-unit lecture-and-laboratory course? Can we require 49 units if we require a 3 semester-unit B1 or B2 science lecture course and a related stand-alone one-unit laboratory course?**

Yes, while it is expected that campuses could satisfy the laboratory experience requirement with a 3-unit lecture course with an integrated laboratory experience, campuses may require another one semester-unit for a laboratory experience (class). See Article 4, Area B of EO 1100 Revised for a full explanation.

**22. Why can't financial literacy or personal finance courses be taught in Area E?**

Personal finance courses that include a mathematical or quantitative foundation are eligible to be certified for Subarea B4. A personal finance course that is robust enough for Subarea B4 will not be broad enough for Area E. Removing personal finance courses from Area E will lessen potential confusion that would result if a campus offered some personal finance courses approved for Area E and others approved for Subarea B4.

**23. Can any GE course exceed the unit count required for a Subarea?**

Higher-unit GE courses may not be required, but GE courses bearing higher units may be allowed to satisfy GE Area or Subarea requirements. Major courses that double count toward satisfaction of a GE Subarea may carry a higher unit than the Subarea requires, but students need to be given the option of completing a lower-unit GE course. The most efficient path to degree completion may be through taking, for example, a 5-unit biology major course that also satisfies the B2 and B3 GE Subareas. Compared to taking the 5-unit biology major course and a separate 3-unit B2 GE course and 1-unit B3 GE course, the student who double counts the GE course with the major requirement would save four units.

**24. Does a co-requisite or stretch course that requires more than three units conflict with the Subarea A2 (Written Communication) and B4 (Mathematics and Quantitative Reasoning) limits of three units each?**

There is no conflict because all students are required to complete a 3-unit A2 course and a 3-unit B4 course; but students may choose a higher-unit co-requisite version of those courses.

**25. Why are there no recommended outcomes for CSU GE Breadth Areas in EO 1100 Revised?**

Outcomes are not included in any CSU GE Area within the EOs on GE. Campuses may develop their own student learning outcomes for the CSU GE Breadth Areas and Subareas.

## **Article 5. Transfer and Articulation**

**26. What is an “eligible institution” for articulation?**

Any regionally accredited institution or international higher education institution legally authorized to deliver postsecondary instruction in their country is eligible for course articulation with CSU campuses.

**27. Can CSU campuses articulate GE courses with institutions other than CCCs?**

Yes. Article 5 “Transfer and Articulation” in the executive order refers to the annual CSU GE Breadth and Intersegmental General Education Transfer Curriculum (IGETC) review process that is shared among the CCC, CSU and University of California systems. CSU campuses may continue to articulate courses with all eligible institutions in the same manner they do now.

**28. Does the language in 5.5.2.1 “Limit on Certification on Total General Education Units,” mean that the CSU GE pattern MUST be completed in no more than 39 units (40 if a lab is included)?**

A student may complete more than 39 semester units of GE (40 with lab) for transfer. For example, if a student takes a 4-unit Statistics course for B4 and a 5-unit language course for C2 they are now at 42 units (or 43 with lab). The intent of the EO is that students who want to finish CSU GE Breadth in 39 units must be afforded the opportunity to do so. If, however, a student chooses to take higher unit courses for GE, whatever they take should count towards their transfer.

**29. Can a student transfer CCC courses to the CSU to meet upper-division GE requirements?**

No. According to Title 5 Section 40409(a), “No upper-division credit may be allowed for courses taken in a community college.”

**30. Can students transferring to the CSU with an Associate Degree for Transfer (ADT) be required to take additional lower-division GE courses?**

No, a student who transfers to the CSU with a CCC Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) is fully certified for 39 units of lower-division CSU GE and *cannot be held to additional lower-division GE requirements*. ADT transfer students are obligated to complete the nine semester units of upper-division GE courses that are part of the 60 CSU semester units required to complete the CSU degree.

**31. What is “GE for STEM” within ADTs?**

To accommodate the high number of lower-division major preparation courses required in some STEM majors, students pursuing certain ADTs may be eligible to take GE Breadth for STEM. This allows them to defer taking two lower-division GE courses (one in Area C and one in Area D) until after transfer. See Article 5.3.5 of EO 1100 Revised for details.

**32. Which exams may be used for GE course certification?**

Satisfactory scores on external examinations, like Advanced Placement, may be used to award GE credit and to certify satisfaction of GE Sub-areas. Coded memo [ASA-2017-13](#) provides the current list of GE units to be awarded for specified examination scores. The list is updated on an annual basis. In addition, course-based challenge exams completed at one CSU campus for a CSU GE course shall be recognized at all other CSU campuses. For more information concerning credit-by-examination policy, see [EO 1036](#) Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings.

## **Article 6. Implementation and Governance**

**33. Why are courses that have not been taught within a five-year period supposed to have GE status removed?**

Concerns have been raised that the number of GE course offerings on some CSU campuses is overwhelming to students, causing confusion when students try to select courses to satisfy GE requirements. The five-year period allows for regular campus review and adjustments.

**34. Are CSU campuses required to include students on the campus-wide GE committee?**

Yes, it is required to include students on campus GE committees. Additionally, administrators and other staff members may serve on campus GE committees. However, in all cases the majority of the committee membership shall remain instructional faculty.

## **Need further assistance on EO 1100?**

Contact Dr. Alison Wrynn, State University Associate Dean, Academic Programs at 562-951-4603 or [awrynn@calstate.edu](mailto:awrynn@calstate.edu).

## Summary of Changes to EO 1100\*

| Section                                      | Revision   |
|--|--|
| <b>2.1</b>                                   | Changes the term “CSU GE pathways” to “CSU GE patterns.”   |
| <b>2.2.1</b>                                 | Sets the required semester units for GE Breadth at 48 as both a minimum and maximum, while allowing 49 semester units to reflect practice of requiring a 4 semester unit lecture/lab course or a 1 semester-unit lab course on some campuses. Required laboratory units have often not appeared in GE unit totals. |
| <b>2.2.2</b>                                 | Establishes minimum C- grade requirements for oral communication, written communication, critical thinking and mathematics/quantitative reasoning, per Title 5.  |
| <b>2.2.3</b>                                 | Clarifies when students should enroll in upper-division GE courses.  |
| <b>2.2.3 and 4</b>                           | Clarifies that the 9 semester units required at the upper division must be taken in Areas B, C, and D. Some campuses currently require upper-division GE in other areas, which can cause students to take more units than should be the case.  |
| <b>2.2.4</b>                                 | Requires that 9 semester units of upper-division GE shall be taken in the CSU.   |
| <b>2.2.6.1</b>                               | Institutionalizes double counting for efficient degree completion. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.  |
| <b>2.2.6.2</b>                               | Campuses are encouraged to allow the double counting of the 6 semester units of American Institutions with GE Area D Social Science.   |
| <b>2.2.1.c and 5.6.2.a</b>                   | Specifies binding completion. Once a GE requirement is satisfied, students shall not be required to satisfy it again, even if the student were to change campus or major.  |
| <b>3.2</b>                                   | Clarifies that GE courses may be taught in all modalities (e.g., face-to-face, online, and hybrid) formats.  |
| <b>3.3</b>                                   | Removes the long list of LEAP information, replaced with a link.   |
| <b>(formerly 3.4 in previous EO version)</b> | Removes the section on entry-level skills and remediation, as this policy exclusively addresses general education and not admission or remediation requirements.   |
| <b>4</b>                                     | Removes the Intermediate Algebra prerequisite from math/quantitative reasoning Subarea B4 and adds language describing this requirement. Sample course titles are given as examples of the expanded vision for satisfying the mathematics/quantitative reasoning requirement.                                      |
| <b>4</b>                                     | Specifies additional appropriate course content for Area E (e.g., information literacy and student success strategies), while personal finance is removed from this Area.  |
| <b>5.3.4</b>                                 | Adds information regarding GE for students who earn ADTs.  |
| <b>5.6</b>                                   | Clarifies reciprocity among CSU campuses for GE courses.   |
| <b>6.2.1.c.1</b>                             | Requires campuses to provide sufficient sections of GE Subarea A2 written communication and B4 mathematics/quantitative reasoning courses to support completion of these requirements within the first year of freshman enrollment.  |
| <b>6.2.1.c.1</b>                             | Adds requirement to remove GE status for GE courses not offered within a five-year period.   |

\*This chart does not reflect all modifications. For example, stylistic changes, numbering changes and reorganization of elements do not appear in this chart.



**Attachment A**  
**Requirements for Lower- and Upper-Division**  
**California State University General Education Breadth**

| GE Area  | Lower-Division Semester Units | Upper-Division Semester Units | Total Semester Units* Required |
|--|-------------------------------|-------------------------------|--------------------------------|
| <b>Area A English Language Communication and Critical Thinking</b>                   |                               |                               |                                |
| One course in each Subarea   |                               |                               |                                |
| A1 Oral Communication  |                               |                               |                                |
| A2 Written Communication   |                               |                               |                                |
| A3 Critical Thinking   |                               |                               |                                |
| <b>Area A total semester units required:</b>   | <b>9</b>                      | <b>0</b>                      | <b>9</b>                       |
| <b>Area B Scientific Inquiry and Quantitative Reasoning</b>                          |                               |                               |                                |
| One course in each Subarea   |                               |                               |                                |
| B1 Physical Science  |                               |                               |                                |
| B2 Life Science  |                               |                               |                                |
| B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2 |                               |                               |                                |
| B4 Mathematics/Quantitative Reasoning  |                               |                               |                                |
| <b>Area B total semester units required:</b>   | <b>9</b>                      | <b>3</b>                      | <b>12</b>                      |
| <b>Area C Arts and Humanities</b>  |                               |                               |                                |
| At least one course in each Subarea  |                               |                               |                                |
| C1 Arts: Arts, Cinema, Dance, Music, Theatre   |                               |                               |                                |
| C2 Humanities: Literature, Philosophy, Languages Other than English                  |                               |                               |                                |
| <b>Area C total semester units required:</b>   | <b>9</b>                      | <b>3</b>                      | <b>12</b>                      |
| <b>Area D Social Sciences</b>  |                               |                               |                                |
| <b>Area D total semester units required:</b>   | <b>9</b>                      | <b>3</b>                      | <b>12</b>                      |
| <b>Area E Lifelong Learning and Self-Development</b>                                 |                               |                               |                                |
| <b>Area E total semester units required:</b>   | <b>3</b>                      |                               | <b>3</b>                       |
| <b>Total GE Units Required</b>   | <b>39</b>                     | <b>9</b>                      | <b>48</b>                      |

**Note:**

Students who transfer to the CSU with an Associate Degree for Transfer (ADT) or full CSU GE certification, have completed required 39 lower-division GE semester units. This includes 9 lower-division semester units each in Areas A, B, C and D, and 3 lower-division semester units in Area E. Their remaining required 9 semester units fall into CSU GE Areas B, C and D, and are to be taken at the upper-division level.

\*To determine unit requirements at quarter-based campuses, multiply the semester unit requirement by 1.5.

[Home](#) » [Table of Contents](#)

## § 55070. Credit Certificates.

5 CA ADC § 55070

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article 7. Credit Certificates

5 CCR § 55070

## § 55070. Credit Certificates.

(a) Any sequence of courses consisting of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education; provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses. For purposes of this subdivision, the term "general education" includes coursework taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states which award the baccalaureate degree.

(b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor after approval by the college curriculum committee and the district governing board. Such a certificate may be given any name or designation deemed appropriate by the district governing board, except that such a certificate may not be referred to as a certificate of achievement, a certificate of completion, or a certificate of competency, unless approved by the Chancellor pursuant to subdivision (c). Such a certificate may not be listed on a student's transcript, unless approved by the Chancellor pursuant to subdivision (c).

(c) A district may submit any sequence of courses consisting of 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework to the Chancellor and request that it be approved as a program leading to a certificate of achievement. The Chancellor may approve such a program if he or she determines that it satisfies the requirements of subdivision (a) despite requiring fewer than 16 semester or 24 quarter units of degree-applicable credit coursework.

(d) Content and assessment standards for certificates shall be defined by the local curriculum committee and comply with the requirements of this chapter. Such standards should also ensure that certificate programs will be consistent with the mission of the college, meet a demonstrated need, be feasible, and adhere to guidelines on academic integrity which may be developed by the Chancellor, the Academic Senate for California Community Colleges or other appropriate statewide bodies.

(e) A description of each approved program shall be included in the college catalog.

(f) The Chancellor shall develop forms and procedures for submission of applications for approval of a program leading to a certificate of achievement.

(g) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.

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

Code.

## HISTORY

1. New article 7 (sections 55070-55072) and 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).
2. Amendment of subsection (a) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).
3. Amendment of subsections (a) and (c) filed 7-24-2018; operative 8-23-2018. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2018, No. 31).

This database is current through 2/8/19 Register 2019, No. 6

5 CCR § 55070, 5 CA ADC § 55070

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[Home](#) » [Table of Contents](#)

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

5 CA ADC § 55063

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article 6. the Associate Degree

5 CCR § 55063

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

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

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

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

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

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

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

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed

in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

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

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

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

## 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).

2. Amendment and redesignation of former subsection (b)(3) as subsection (b)(2) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

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5 CCR § 55063, 5 CA ADC § 55063

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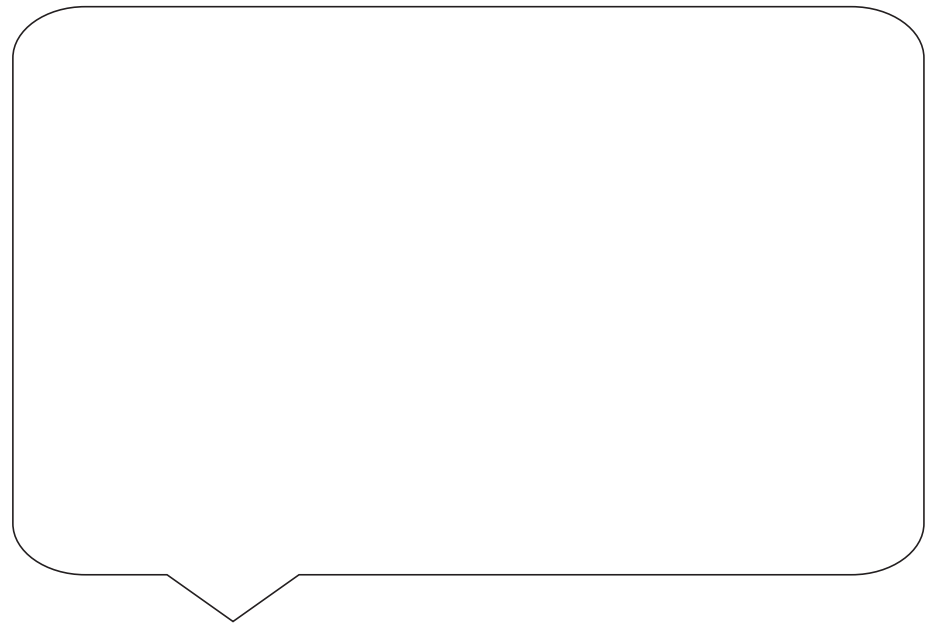
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This program map indicates all of the major coursework and recommended general education courses by term that are needed to fulfill your degree and transfer requirements in two years if enrolled full-time (approximately 15 units per term). Program completion is dependent on your schedule availability and when courses are offered. Please meet with a Counselor to determine appropriate work/life/school balance and develop your educational plan.

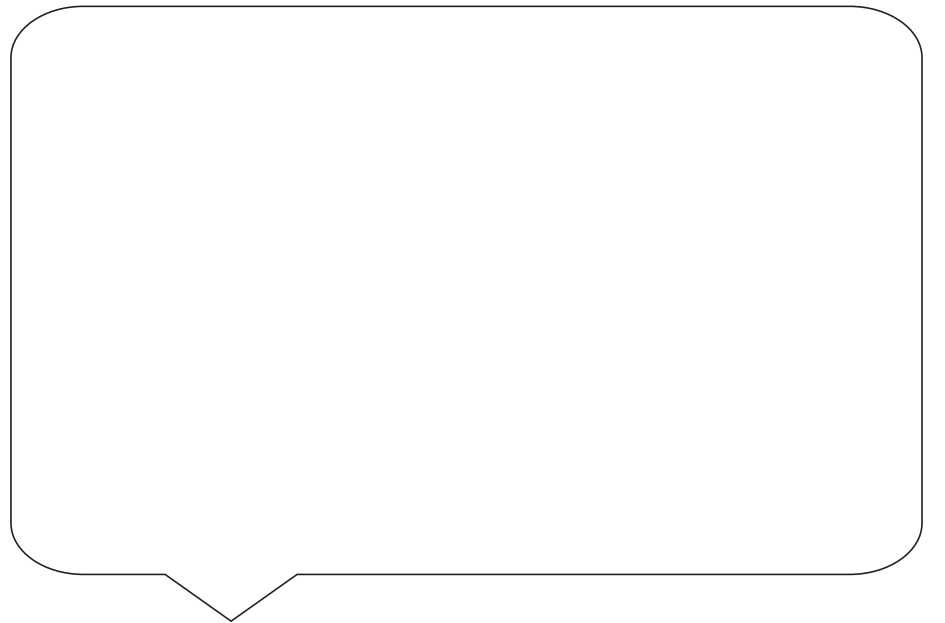
\*English and Mathematics placement relies on high school performance data. Direct placement into transfer-level English (ENGL 1A) and Mathematics (or quantitative reasoning) provides the most efficient path to a degree or certificate.

**Degree / Certificate:** \_\_\_\_\_

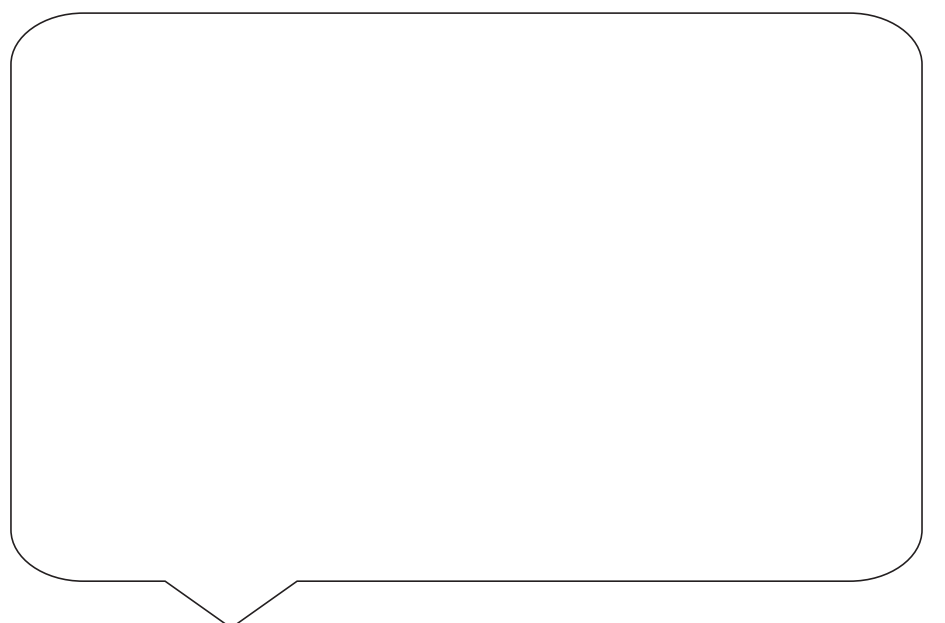
| Semester 1 - Fall ~ 0-15 Units | Units                |
|--------------------------------|----------------------|
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| Total Units:                   | <input type="text"/> |



| Semester 2 - Spring ~ 16-30 Units | Units                |
|-----------------------------------|----------------------|
|                                   |                      |
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|                                   |                      |
| Total Units:                      | <input type="text"/> |



| Semester 3 - Fall ~ 31-45 Units | Units                |
|---------------------------------|----------------------|
|                                 |                      |
|                                 |                      |
|                                 |                      |
|                                 |                      |
|                                 |                      |
|                                 |                      |
| Total Units:                    | <input type="text"/> |



| Semester 4 - Spring ~ 46-60 Units | Units                |
|-----------------------------------|----------------------|
|                                   |                      |
|                                   |                      |
|                                   |                      |
|                                   |                      |
|                                   |                      |
|                                   |                      |
| Total Units:                      | <input type="text"/> |





## Program Map FAQs

### 1. What are the maps and how were they generated?

Faculty met with GP team members to provide a recommended pattern of course-taking behavior (this includes sequencing coursework and recommendations of courses to take concurrently).

The maps include program requirements, and are designed to earn students the appropriate degree or certificate if followed, but are not intended to be prescriptive. The more flexible program requirements in the catalog (with GE options and degree elective options) still remain the requirements for students to earn the degree or certificate.

### 2. How were English and Math breadth requirements incorporated in the maps?

Most maps were generated assuming students would begin in transfer level English (ENGL 1A) and Math. Exceptions include STEM degrees where higher level math classes are used in Semester 1 as they are often prerequisites to other STEM coursework.

### 3. When will the maps be available for counselors to use when advising students?

The goal is to have as many maps as possible finalized prior to March 15 for use in advising students for Fall registration.

### 4. When will they be available on the website and/or in the catalog? Fall 2019

### 5. Are the maps useful for scheduling purposes?

Because the maps are still “new” to the campus, we recommend the following:

- *For Modules:* Can students enroll in all the recommended courses within each semester or do key courses have overlapping modules? If modules are not overlapping, are they scheduled in a way that makes sense for students to enroll simultaneously?
- *Longitudinal offerings:* Are required courses offered in the appropriate semesters so students will not have to “stop” out of sequenced degree requirements? Are there enough sections?
- *Numbers of sections:* The maps lack the numbers of students who will be using each map (and this may take some time to determine), but for sequenced degree requirements, numbers for the prior course may be useful.
- NOTE: Dean’s may want to share their maps with other schools because courses in different areas may be essential components of a schools’ maps (e.g. Kinesiology is Math/Science heavy, ENGL 1A and Math classes in all maps).

### 6. What about courses that do not appear on the maps?

Although some areas chose to specify recommended GE coursework for their associate’s degrees, many did not. As a result, many maps have placeholders for IGETC Arts/Humanities, Local GE Social and Behavioral Sciences, or CSU Physical and biological sciences with lab, etc.). It is important to remember that the breadth of GE courses is still available for students to satisfy GE requirements and waitlist information for courses in these areas may be more useful than maps for determining how often to offer certain courses.