



# California Articulation

Policies and Procedures Handbook

*Revised Spring 2013*

## CIAC

**California Intersegmental Articulation Council**

A Professional Organization of California College  
and University Articulation Personnel

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# Acknowledgements

The first edition of the *Handbook of California Articulation Policies and Procedures* was written in 1986 and produced under the auspices of the Intersegmental Coordinating Council to recognize and emphasize the importance of articulation in the transfer process. It outlined segmental policies and established, for the first time, guidelines for the development of formal articulation agreements between postsecondary educational institutions in California. In 1989 the Intersegmental Coordinating Council sponsored a revision and expansion of the original *Handbook*.

The task of updating and revising the 1995 and 2001 editions of the *Handbook* was undertaken by a subcommittee of the California Intersegmental Articulation Council (CIAC) in collaboration with the following organizations:

- Intersegmental Coordinating Council (ICC)
- California Community Colleges (CCC)
- California State University (CSU)
- University of California (UC)
- Association of Independent California Colleges and Universities (AICCU)
- California Articulation Number (CAN) System
- Articulation System Stimulating Intersegmental Student Transfer (ASSIST).

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Fiscal support for the printed publication of the Handbook was provided the California Community Colleges Chancellor's Office. This document is also available to CIAC members at the CIAC website: <http://ciac.csusb.edu/>

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# Chapter 1

## Introduction

### A. Introduction to this Handbook

The *Handbook* was created to assist articulation officers (AOs) and all others involved in the articulation process. It is a comprehensive resource of articulation policies and practices for California’s postsecondary educational institutions.

In this document you will find:

- common language (e.g., ASSIST, OSCAR, and IGETC)
- definitions of terms (e.g., “articulation”)
- explanations of some of the relevant system-wide policies (e.g., Executive Orders)
- practical advice and suggestions

In the Appendices at the end of this handbook you will find:

- copies of the policy documents
- conceptual models
- samples of campus-specific practices
- examples of articulation agreements
- systemwide guidelines

Because we don’t expect you to read this document in one sitting, you will find comments cross referenced throughout the chapters and sometimes repeated where the information bears repeating. Welcome to the dynamic, ever-changing world of articulation!

### B. Introduction to Articulation in California

In California there are four postsecondary educational segments comprised of:

- 10 campuses of the University of California providing undergraduate and graduate programs through the doctorate, as well as professional schools
- 23 campuses of the California State University providing undergraduate and graduate programs through the Master’s Degree
- 112 California Community Colleges whose multiple missions include provision of vocational education and the lower division preparation for transfer to four-year colleges and universities
- Approximately 90 degree-granting independent colleges and universities accredited by a United States regional accrediting agency such as the Western Association of Schools and Colleges (WASC)

The size, complexity, and diversity of postsecondary education in California require the development of articulation policies and procedures to enable students to transfer between and among these segments.

## C. Introduction to Your Profession

### **First Things First: “I’m new...What do I do?”**

If you’re reading this handbook, you’ve started out on the right foot! This handbook gives you much of the necessary background to develop and hone your skills as an articulation professional. The *Handbook* is as much for seasoned professionals as it is newcomers at both community colleges and four-year institutions alike. The first important thing to remember is that while this handbook is very comprehensive, it is only a small part of the articulation learning curve. One of the best things about being an articulation professional is your support network. You will find that your colleagues throughout the state are an invaluable resource as you make your way through the maze of details and issues facing the fields of articulation and transfer. Specifically, you are only a phone call or an e-mail away from solving a problem, understanding an issue, or getting feedback from a mentoring colleague. In any case, there is much in this handbook that will help you as you begin or continue your professional journey as an articulation officer. So read on, make notes in the margins, and realize that you are in good company!

#### **Take Note!**

Your colleagues are an invaluable source of information and support, so just remember that help is never more than a phone call away!

### **Definition of “Articulation”**

When the word “articulation” is used in education, it often has different meanings and connotations, depending on the setting. Articulation, for purposes of this handbook, refers specifically to course articulation: the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution.

### **Role of Faculty in the Articulation Process**

The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective institutions. Faculty in each discipline are responsible for the actual review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this review, identification, and formal written acceptance process has occurred, a course (or sequence of courses) is said to have been “articulated.” Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.

It is important to note that articulated courses are not to be construed as “equivalent” but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. Articulation officers can help their faculty understand this crucial distinction.

This process of course articulation between and among campuses is the foundation of the vital “transfer” function in California. Course articulation is the “roadmap” by which

students “navigate” the transfer process. It creates an academic pathway that eases students’ transitions between the segments of higher education in California.

### ***The Roles and Responsibilities of an Articulation Officer***

The process of faculty review that leads to the articulation of courses between institutions is coordinated and facilitated by the articulation officer on each campus. The campus articulation officer has a vital, professional-level role that requires an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus. This highly sensitive function requires you to quickly analyze, comprehend, and explain the nature of articulation issues to the respective parties. There will be times when you will also be called upon to diffuse conflict, and diplomatically negotiate and implement resolutions. While many of your responsibilities will be detailed throughout the *Handbook*, in general you will be expected to:

- **Serve as an advocate** for the transfer student and, through the articulation process, seek to ease the student’s transition.
- **Be a well-informed resource** person for students, campus faculty, administration, counseling/advising staff, and transfer center personnel on transfer curriculum, articulation, and related matters.
- **Disseminate current, accurate, articulation data** to students, staff, appropriate departments, and campuses.
- **Serve on appropriate campus committees** such as General Education, Curriculum, Academic Policies, and Catalog to provide input and to receive information about proposed changes in campus policy and curriculum.
- **Serve as a consultant** to faculty, academic, and student services units, providing needed materials and information about course articulation proposals and acceptances.
- **Facilitate campus participation in intersegmental programs** such as C-ID, regional transfer fairs, and ICC activities.
- **Monitor each stage of the articulation process** and follow up with department and faculty for timely responses and decisions (*see diagrams at ends of Chapters 5, 6, and 7*).
- **Manage and update campus articulation data** and provide an annual summary of transfer-related curricular changes for both internal and external recipients (*see Chapter 7*).
- **Be a gatekeeper** of course outlines, IGETC, CSU GEB, baccalaureate lists, TCA Lists, , ASSIST, and other articulation-related data (*see Chapters 2, 5, 6, and 7*).
- **Serve as a proactive agent** for enhancing and improving existing articulation.
- **Initiate faculty-approved articulation agreements** between institutions of higher education (*see Chapters 3, 5, 6, 7, and 8*).
- **Serve as an advocate for the faculty** and campus academic programs.
- **Serve as an advocate for the other articulating institution**, responsible for accurately communicating and conveying information and concerns about that institution’s curriculum to the faculty.
- **Serve as a moderator and mediator** of problems or disagreements between the faculties of the home campus and the articulating institutions.
- **Serve as the campus liaison** to the segmental systemwide office.
- **Attend and participate** in conferences and workshops on articulation issues.

## D. Setting up the Articulation Office

Many of the topics alluded to in this section are covered in greater detail elsewhere in the *Handbook*. As you will soon come to realize, this handbook will become your professional lifesaver, and you will refer to it often. This section outlines what you need to do to get yourself up and running as an articulation officer.

### Step 1: Accumulate the essential tools of the trade.

Your toolkit will include current copies of college catalogs (both paper and electronic) and the most efficient on-line access available to your campus. You will frequently be downloading and printing large documents, so you will need to ensure your office has the capacity and facilities to accommodate this task. This is especially important given that some colleges and universities only provide catalogs online.

**Appendix A** provides a handy checklist of necessary materials and tasks, particularly if you are a community college articulation officer.

In addition, make sure you are identified as the ASSIST “Manager” or contact person on your campus. The ASSIST website is the official repository of all public higher education articulation agreements in the State of California. As the articulation officer, it is crucial that you are apprised of changes on ASSIST that can occur daily.

Finally, if you have no clerical assistance begin right away to lobby for it. . . you will need it! An extra set of eyes is essential as you proofread documents for submission, search catalogs for comparable courses, or prepare materials for your local curriculum processes.

### Step 2: Get organized

The next step in setting up the articulation office is organizing your files, both hard copy and electronic. One approach that has worked well for many articulation officers is to divide your files into three categories as outlined below:

Systemwide	CSU GE-Breadth American History and Institution Information (AHI) UC Transfer Course Agreements (TCA) Intersegmental General Education Transfer Curriculum (IGETC) submissions Information about common number systems Course Identification Numbering System (C-ID) UC Streamlining Project
Inter-campus	Specific campus-to-campus agreement information Course-to-Course and By-Major Articulation Agreements Mechanisms to track articulation information requests and outcomes
Intra-campus	Annual summary of curriculum changes Archives about local curricular matters Notes about course or programs under development Correspondence with local faculty Minutes and notes related to committees Documentation of outreach efforts (publications, handouts, workshops, faculty assistance)

In addition, your inter-campus files will be especially useful as you organize correspondence and track articulation information. You will receive many requests from articulation colleagues, and in turn will frequently ask them for sample course outlines of record. Because it may be days, weeks or even months between replies, you will want to devise a

means by which you can keep track of what was requested, when it was sent, any necessary follow-up, and what the final outcome was.

Note that the community college articulation officer should be a member of the community college curriculum committees and often serves on technical review or general education committees. Your intra-campus files, in addition to those items outlined above, will house the minutes of these meetings and serve as means for tracking activities of the committees.

### Step 3: Make connections

Once you have your tangible articulation tools in place, the final and most important step is to make connections with the regional and statewide articulation association, California Intersegmental Articulation Council (CIAC). You will find the assistance and support that the members of the CIAC association provide one another is invaluable. To make these connections, you will make three contacts:

- **To be added to the CIAC Listserv:** Send an email to [kbarth@csuchico.edu](mailto:kbarth@csuchico.edu) providing your email and your request to be added to the listserv.
- **To be added to the CIAC directory:** You must be part of the articulation staff at a United States regionally accredited college or university in California. Email Bob Sperry at [bsperry@csusb.edu](mailto:bsperry@csusb.edu) with your request and be certain to include: name, school, email address, campus phone number, and fax number.
- **To introduce yourself to your regional colleagues:** Contact your regional representative whose name appears on the CIAC website at <http://ciac.csusb.edu/>. Each region has experienced articulation officers willing to help and mentor newcomers.

Although the responsibilities associated with articulation can seem overwhelming, the *Handbook* explains many of the duties in a detailed and easy-to-follow manner. As such, additional copies of this handbook can be downloaded from the CIAC website, as needed.

## E. The Articulation Calendar

You will need to maintain an up-to-date calendar of all articulation activities, including both external and internal deadlines. External submission deadlines include those for:

- IGETC
- The local UC Transfer Course Agreement (TCA)
- The CSU GE-Breadth List
- Quarterly and annual ASSIST curriculum updates

A sample of that calendar as it applies to college articulation officers is found in Appendix B. It might be a good idea to photocopy this handy document and keep it in a visible place in your office.

### **Take Note!**

It is recommended that you place the calendar in Appendix B in a visible place. Otherwise, the many deadlines may take you by surprise!

Internal deadlines are also superimposed upon your work. You will need to familiarize yourself with any curricular, publication, outreach, or other responsibilities that may have additional deadlines you must honor. These realities are particularly stringent if you are a community college articulation officer who must attend to deadlines for curricular technical review, curriculum committee decisions, necessary academic senate action (e.g., program or course deletion), submission of materials for board of trustee approvals, annual reports and

notification to the System Chancellor's Office (e.g., stand-alone courses and new programs), and review of website and/or catalog information.

In addition, you will have conferences and regional meetings you will want to attend, ASSIST training opportunities, and systemwide meetings such as the articulation officer orientations for community college articulation officers, as well as counselors' conferences. Given these calendars and the responsibilities noted earlier in this chapter, we repeat: you will need to maintain an up-to-date calendar of all your articulation activities.

# Chapter 2

## Affiliated and Associated Organizations

The articulation community works with many other associations around the state to accomplish the mission of facilitating student transfer between institutions. Our partners are diverse, and each plays an important role in the success of the transfer student. Partnerships throughout the state often work so well as to be invisible, but they are nonetheless essential to complete our joint missions.

### **A. California Intersegmental Articulation Council (CIAC)**

The California Intersegmental Articulation Council (CIAC) is your voluntary, professional organization of postsecondary articulation personnel throughout California. The purpose of CIAC is to provide a statewide forum for the discussion and resolution of transfer, articulation, and curricular issues and concerns.

The statewide organization is divided into Northern and Southern Councils (NCIAC and SCIAC). The Chairs of these two councils serve as the CIAC Co-Chairs. Regional groups also play an important role in the organization. NCIAC is divided into four regional areas; SCIAC is divided into five regional areas. Regional groups and Northern and Southern Councils meet at least twice during the academic year. CIAC also hosts an annual statewide conference, usually in spring.

The aim of CIAC is to facilitate the progress of students between and among the segments of postsecondary education in California. It provides channels of communication among the postsecondary segments, and promotes the role, functions and support of articulation by working with segmental offices, statewide faculty senates, and member institutions.

Membership in CIAC is open to any college or university in California that is accredited, or is a candidate for accreditation, by a United States regional accrediting agency such as the Western Association of Schools and Colleges. Your membership dues, paid to NCIAC or SCIAC on an annual basis, are usually covered by your college or university administration.

### ***History of CIAC***

There has been a long tradition of articulation efforts in California, dating back to 1919 when representatives from the University of California and state high schools met to discuss areas of concern. Participation in these meetings, known as articulation conferences, was expanded to include junior college representatives in 1932, and state college representatives in 1944. In 1969, AICCU representatives were invited to join the other segments. In 1984, The Articulation Council of California was formed. In the late 1980s, the Intersegmental Coordinating Committee (ICC) of the California Education Round Table subsumed the activities of the Articulation Council of California.

In 1991, four-year AOs met in both the North and South to discuss the need for a statewide organization where specific articulation issues could be addressed. In 1992, two surveys were

conducted to determine whether or not AOs wanted to form a statewide council, with a northern and southern component. The response on both surveys was overwhelmingly positive. On March 31, 1993, AOs from all California segments met in Irvine and voted to create the California Intersegmental Articulation Council.

Bylaws for both SCIAC and NCIAC were written and adopted by January 1994. The first issue of the *Articulated Voice* newsletter was published in Spring 1994. On April 12, 1994 at the California Community College Mega Conference in San Jose, 93 AOs participated in the first CIAC annual conference where the CIAC bylaws were formally adopted.

### **CIAC Today**

CIAC has grown into a vital organization that has become the primary resource for the exchange of articulation information. The activities of CIAC include:

- Serving as an advocate for articulation and transfer between segments
- Providing professional development and mentoring for AOs
- Supporting the role of AOs throughout California
- Providing a forum for the discussion of articulation and transfer issues throughout the state of California
- Serving as a liaison between segmental offices, faculty senates, and member institutions regarding articulation, transfer, and related curricular issues
- Serving as a legislative advocate

In addition to networking through regional and statewide meetings, CIAC members communicate regularly via the electronic listserv. This is the method by which curriculum or course outline information is shared, specific articulation questions are posed, and other information is exchanged on an almost daily basis. Chapter 1 provides details on how to join the listserv, while the CIAC website (<http://ciac.csusb.edu/>) has links to the CIAC bylaws, calendar of events, the updated *Articulation Handbook*, definitions of regions, contact information for regional officers, and other articulation resources.

## **B. Other Affiliated and Associated Organizations**

The following organizations are either closely affiliated with the professional work you will conduct on a daily basis or have a larger role associated with shaping policy and practice at the statewide level or disseminating information about transfer.

### **ASSIST: California's Official Articulation Repository**

ASSIST is a computerized student-transfer information system that can be accessed at [www.assist.org](http://www.assist.org). ASSIST displays reports of how course credits earned at one California college or university can be applied when transferred to another. The mission of ASSIST is to facilitate the transfer of California Community College students to California's public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information.



The ASSIST governance structure consists of:

- The three Executive Sponsors (Provosts/Executive Vice Chancellors) from each of the three public postsecondary educational segments
- The ASSIST Executive Management Oversight Committee (EMOC)
- The joint faculty/administrative Advisory Committee
- The Technology Advisory Committee
- The ASSIST Coordination Site

The EMOC reports to the Executive Sponsors and provides management, operational, and fiduciary oversight for ASSIST. The Advisory Committee is made up of key stakeholders (including articulation officers from each segment) and serves in a policy/initiatives advisory capacity. The Technology Advisory Committee provides guidance to EMOC on technology strategies and issues. The ASSIST Coordination Site, which also reports to the EMOC, manages the daily implementation and project operations.

ASSIST is funded by the California state legislature as the official repository of articulation for California's colleges and universities. Therefore, ASSIST provides the most accurate and up-to-date information available about student transfer in California. For that reason, AOs must be certain that any information disseminated on a campus or departmental website about transferability of courses reflects what is posted on ASSIST. Students, faculty, and other AOs are understandably confused when information is incomplete or contradictory.

The ASSIST database reflects the most current official articulation agreements that every CSU and UC campus has established with each of the California Community Colleges or with other CSU or UC campuses. The ASSIST database also includes the following complete and accessible archived information:

- UC Transferable Course Agreements
- CSU Baccalaureate Course Lists
- IGETC Course Lists
- CSU GE-Breadth Certification Course Lists
- CSU US History, Constitution, and American Ideals Courses
- UC Transfer Admission Eligibility Courses
- Campus-specific General Education Courses

**Take Note!**  
Information on ASSIST can change as often as every day. Staying on top of this vital database is an important part of your job.

Each year, staff at the ASSIST Coordination Site request that the Chief Instructional Officer at each participating institution identify an official ASSIST manager for that institution. Typically, the AO serves in that capacity though practices do vary from campus to campus. The ASSIST database for each campus is password-protected and accessible only to the database manager. ASSIST provides training for database managers and generally offers workshops at the CIAC annual conference. The ASSIST Coordination Site staff typically report activities to CIAC either through the electronic mailing list or through reports presented in-person at NCIAC and SCIAC meetings.

In addition to the ASSIST website, the ASSIST Coordination Site also supports the Curriculum Update System, the Database Summaries, the Articulation Maintenance System, and OSCAR (Online Services for Curriculum and Articulation Review). The AO (or

designated ASSIST manager) at each institution is responsible for entering and updating curriculum and articulation information in the ASSIST database. Curriculum data is updated four times per year. However, campus-to-campus articulation data may be updated daily. Whenever new or updated articulation information is published, automated email notifications are sent to the ASSIST designated contacts at the respective institutions involved in the agreement. AOs will want to devise appropriate email or hard-copy files to track these changes over time.

### **Articulation Tools**

As just mentioned, several articulation-related tools have been developed and are maintained by the ASSIST Coordination Site to support the ongoing activity of keeping the data in ASSIST up to date. AOs from each CCC, CSU, and UC campus are or will become extremely familiar with the following:

- **ASSIST Curriculum Update System.** The Curriculum Update System (CUS) is an online software application used by articulation personnel to identify changes and updates to curriculum at their institution. Since curriculum is the foundation of articulation, it is critical that ASSIST reflect accurate information about courses as well as course histories. AOs are responsible for the currency and accuracy of curriculum information for their respective institutions. The CUS can be found at [info.assist.org/](http://info.assist.org/) under the heading of “Database”.
- **ASSIST Articulation Maintenance System.** The Articulation Maintenance System software allows UC and CSU AOs to develop and maintain the articulation agreements available through ASSIST. Note that ASSIST Coordination Site staff provide training for campus personnel. This password-protected system enables CSU and UC AOs to develop and publish user-friendly articulation agreements.
- **ASSIST Database Summaries.** The Articulation Database Summaries report is an overview of the published articulation in ASSIST. This report displays the total number of Major, Department, and/or General Education articulation agreements for an institution for a given academic year. The Database Summaries are available at [info.assist.org/](http://info.assist.org/) under the heading of “Database”.
- **ASSIST Maintenance Reports.** ASSIST Maintenance Reports are research and analysis tools used in the ongoing development and maintenance of articulation agreements. Available only to college and university articulation staff, the maintenance reports provide summaries of various data contained in the ASSIST database, such as course history, community college course outlines (those submitted via OSCAR), course search, and course articulation summary.

The Maintenance Reports can be found at [info.assist.org/maint\\_reports.html](http://info.assist.org/maint_reports.html). The login and password requested are the same as those used for the Curriculum Update System, though a separate guest login and password are available for each campus. After logging on, the Curriculum Data options appear on the left sidebar. Two very useful options are the Course Search and Course Articulation Summary.

- **Course Search.** Course Search is a valuable research tool that lets the AO or authorized guest search CCC, CSU, and UC curriculum to find courses that meet certain criteria. For example, an AO could search for community college courses that are qualified for a specific IGETC area or that have certain words in the title. Along with course number and title, the search results include links to additional articulation details and OSCAR course outlines, if available.
- **Course Articulation Summary.** Another valuable tool is the Course Articulation Summary, which shows how an individual course is articulated with other institutions. This summary reports all of the instances where the selected course is displayed on ASSIST and provides links to the complete articulation agreements for each instance. This can be useful not only for summarizing the existing articulation of a course, but also for identifying potential articulation (for example, by researching a comparable course at another institution). It should be noted that the articulation summary indicates the presence of the course in the articulation agreement, but it does not show the articulation in full and may be missing critical contextual information. The articulation can be seen in context by choosing the By Department, By Major, or GE articulation report.

### ***OSCAR (Online Services for Curriculum and Articulation Review)***

OSCAR is a web-based system developed by ASSIST and the California State University in close collaboration with the University of California. OSCAR is a repository for California Community College course outline information to streamline CSU and UC review during the annual IGETC, CSU GE-Breadth, and UC TCA, update cycles. The ASSIST Coordination Site staff provide on-line training for submitting outlines via OSCAR.

Like the ASSIST database, OSCAR is password-protected and accessible only to the ASSIST manager or designee. Community college AOs have three methods for submitting course outline information via OSCAR:

- Hand-enter the course outline information on the OSCAR website
- Cut-and-paste the course outline information from an existing computerized source into the OSCAR website
- Electronically transmit course outline data to be loaded into OSCAR from the campus computerized curriculum management system (if applicable) to ASSIST

Additional information for AOs about the processes for submitting information to OSCAR is available online at [info.assist.org/oscar.html](http://info.assist.org/oscar.html) and through the interactive training sessions ASSIST personnel make available prior to major dates of OSCAR submissions.

### ***Additional ASSIST Features***

- **Exploring Majors.** The Exploring Majors feature in ASSIST helps students search for majors they are considering, determine which majors are available at university campuses, investigate the emphasis and requirements of specific university majors, learn about major preparation at community colleges, and find information about transferring to UC and CSU campuses. While several paths are available for students to explore majors based on their needs and preferences, AOs also find this site to be a convenient

tool for exploring colleges and universities with whom to pursue additional articulation for new or revised programs.

- **ASSIST Information Center.** This publicly available website includes information about nearly every aspect of ASSIST. It is designed for campus ASSIST managers and those involved in maintaining data in ASSIST, but it also has useful information for other campus personnel involved in helping students transfer. In addition, the Information Center includes links to several password-protected sites used by articulation personnel to enter and view articulation information in ASSIST.

ASSIST and CIAC work closely together to provide the best venue for and most current articulation information available to the public with the primary goal of supporting transfer students. Questions regarding ASSIST should be directed to the ASSIST Coordination site:

ASSIST Coordination Site  
University of California  
4199 Campus Drive, Suite 240  
Irvine, CA 92697-1005  
Telephone: (949) 824-4385

### **Numbering System (C-ID)**

C-ID (Course Identification Numbering System) is a supranumbering, faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities).

The C-ID number is a designation that indicates that a given course is comparable to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. C-ID numbers facilitate the identification of comparable courses, establish articulation between community colleges, and offer a simplified mechanism for colleges and universities to establish articulation with all participating CCCs. The C-ID descriptor also provides information for college faculty’s ongoing curriculum development and revision of lower division courses.

C-ID was built upon and complements previous statewide articulation efforts and work, such as: the CSU Lower Division Transfer Pattern project (LDTP) and its numbering system (called TSCU numbers); and CAN (California Articulation Number) system designed as a cross-reference course numbering system to identify courses of comparable content. CAN began in 1985 with course descriptions as the basis for course identification but later moved to create more content descriptors for the courses before funding was terminated in 2005.

Finalized course descriptors include: a general course description; minimum required units; prerequisite(s) (if applicable); advisories/recommendations (if applicable); course content; laboratory activities (if applicable); course objectives; methods of evaluation; and sample

textbooks or other support materials. Finalized and draft course descriptors may be found at <http://www.c-id.net/descriptors.html>. Word versions of the descriptors are also available for downloading.

***Transfer Advocacy Committee (formerly Transfer Center Directors Association)***

The Transfer Advocacy Committee, a part of the WACAC Organization, is comprised of community college transfer center directors across California. The goals of this committee focus on three areas: advocacy, communication, and the strengthening of transfer centers, programs, and services. The committee serves as an advocate for the needs of transfer centers, services and students at the local and state levels and encourages and supports legislation which promotes the transfer function. In cooperation with the Community College System Office and other bodies, the association sponsors statewide and regional conferences and holds meetings to provide training and support for transfer center personnel, to provide transfer updates, and to disseminate information and models of effective transfer programs and services. The committee also serves as a liaison with the System Office and sends regional representatives to meet with the nine regional representatives of the California Community Colleges AOs.

***Intersegmental Committee of Academic Senates (ICAS)***

The Intersegmental Committee of Academic Senates (ICAS) is comprised of faculty members who serve on the statewide academic senates or councils of the California Community Colleges, California State University, and the University of California. ICAS meets regularly (four to six times each year) to discuss shared concerns regarding legislation, postsecondary funding, accreditation, and policy matters that have implications for the other segments. In recent years, ICAS and CIAC have developed a growing partnership to identify and resolve barriers to transfer and to improve the success of students transferring from the community colleges to the universities. Such collaboration has made the role of the articulation officer more visible to faculty.

The position of ICAS Chair and segmental staff support to ICAS rotates each year. Information about ICAS meetings, joint resolutions, projects, or activities can be found at the ICAS website at <http://icas-ca.org/>.

***ICAS IGETC Standards Committee***

The IGETC Standards is a policy document governing use of the Intersegmental General Education Transfer Curriculum (*see Chapter 4*). The curriculum was created in the early 1990s at the request of ICAS as a way to facilitate transfer among California's systems of postsecondary education, and ICAS continues to oversee its use and development.

IGETC: A GE curriculum, comprised of specific courses at all 112 California Community Colleges, whose approved placement in IGETC is published at [assist.org](http://assist.org). Students who complete the IGETC pattern of coursework are exempt from additional lower-division general education requirements at the majority of public California universities.

IGETC Standards: A policy document, intended for counselors, evaluators and articulation officers. It sets out procedures to appropriately credit and certify students who complete the IGETC pattern of coursework.

The IGETC Standards Committee provides ICAS with advice for keeping the IGETC Standards current. It is comprised of nine people: an articulation officer, a system office administrator, and a faculty member from ICAS, from each of the three segments. Periodically the committee's recommendations are presented to the full membership of ICAS, which then votes to approve or defer action. Approved changes are published as the next, current version of the IGETC Standards, which supersedes previous versions.

Because the IGETC Standards are administrative policy, catalog rights don't apply. You will want to work from the latest, definitive edition, available at <http://icas-ca.org/igetc>. Reference materials, and background information are available on the ICAC website.

***Association of Independent California Colleges and Universities (AICCU)***

AICCU represents 75 non-profit, WASC-accredited independent colleges and universities in California. AICCU provides advocacy in state government, consolidated admissions information, collective purchasing, research, and professional development. Membership is voluntary. AICCU supports articulation efforts by publishing a list of member institutions that accept courses in part or in full from IGETC and CSU-GE Breadth. This list is currently available on the website [www.californiacolleges.edu/admissions/california-independent-colleges/articulation\\_information.asp](http://www.californiacolleges.edu/admissions/california-independent-colleges/articulation_information.asp).

***California Education Roundtable (CERT)***

The California Education Roundtable (CERT) is comprised of the chief executive officers of the educational sectors (including the California Superintendent of Schools K-12 and private colleges and universities). The Round Table has directed its attention to all students K-18 so that the high academic standards they encounter will prepare them “for subsequent success in education or the workplace without the need for remediation in core academic disciplines.” More information about this group can be found at the CERT website: <http://www.certicc.org/aboutcert.aspx>

• ***Intersegmental Coordinating Committee (ICC)***

The ICC is the programmatic arm of the California Education Round Table. ICC staff, together with faculty and student representatives from all sectors of education, have responsibility for fostering collaboration within California's educational community at all levels by conducting activities and supporting strategies that link the public schools, community colleges, and baccalaureate-granting colleges and universities. The ICC currently has two groups whose work might impact articulation:

- ***The Student Learning Committee: Connecting Curriculum, Articulation, Assessment, and Teaching to Student Achievement*** (formerly K-18 Curricular Issues Committee). This committee seeks to develop projects and activities that will enhance the teaching-and-learning experience for students from kindergarten through college graduation. In the past, this Committee supported a task force composed of faculty from the public schools and higher education to develop and articulate high school graduation standards in English/language arts and mathematics. There are two issues currently focusing the efforts of this Committee. The first is to identify ways to assure teachers better prepare ALL of their students to be successful in college and to

reduce the need for remediation through a better understanding of the relationship between standards, assessments and college admission. The second issue involves determining the role the ICC has, if any, in designing strategies to enrich the teaching profession. Members of this committee have strong links to two Task Forces:

- Task Force on Curriculum, Articulation, and Assessment
- Task Force on Teaching

For more information about the progress of these efforts, see <http://www.certicc.org>.

**California Postsecondary Education Commission (CPEC)**

Established in 1974 by State law as California’s planning and coordinating body for higher education under the provisions of the State Master Plan for Higher Education, the Commission up through 2011 served a unique role in integrating fiscal, programmatic, and policy analysis about California’s entire system of postsecondary education.

As a result of the 2011-12 state budget, CPEC was unfunded and its role significantly reduced. While data is no longer collected and shared by CPEC, CPEC’s website remains online with data up through the 2009-10 year, containing information that may be especially helpful for AOs, such as profiles of California colleges and universities, WASC accreditation status, student transfer data, and current legislation pertaining to higher education in California. The web address is [www.cpec.ca.gov/](http://www.cpec.ca.gov/). California’s public higher education segments are currently working on a solution to replace the void resulting from CPEC’s restructuring.



# Chapter 3

## Classifications of Course Articulation Agreements

Course articulation is established between “sending” and “receiving” institutions. In California, this process occurs mainly between the two-year community colleges and the three segments of higher education that grant the baccalaureate degree: the California State University (CSU), the University of California (UC), and the independent colleges and universities. In addition, a significant number of **intra**segmental transfers occur. Therefore, articulation may be established between two-year institutions as well as between four-year institutions. Articulation between the California Community Colleges, CSU and UC campuses (and a limited number of independent institutions) is recorded at [www.assist.org](http://www.assist.org), the official repository for their articulation information (*see Chapter 2, pg. 10*).

**A word of caution:** In some regions within the United States and at some independent institutions in California, the term “articulation agreement” may refer to either a transfer admission agreement or a memorandum of understanding between institutions. It is important to distinguish these intentions from the CIAC definition used throughout this handbook.

Articulation agreements as described in this document refer to course transferability between regionally accredited institutions. The nature of articulation agreements means that the receiving institution has agreed to accept the courses identified as being “comparable to” or “acceptable in lieu of” their courses. In California, regional accreditation refers to accreditation by the Western Association of Schools and Colleges (WASC). In some instances, institutions have established one-way transferable course agreements with a non-accredited institution that guarantees transfer of credit from the accredited institution to the non-accredited institution. However, the courses from the non-accredited institution typically may not be transferred to the accredited institution.

Course articulation agreements are classified into four discrete types discussed below and summarized in the chart at the end of this chapter:

- Courses Accepted for Baccalaureate Credit
- General Education-Breadth Agreements
- Course-to-Course (By Department) Agreements
- Lower Division Major Preparation Agreements

### **A. Courses Accepted for Baccalaureate Credit**

The primary level of articulation identifies courses that are baccalaureate-level and therefore acceptable by a receiving institution or system (such as CSU or UC) to fulfill both unit requirements for admission and baccalaureate elective credit. These agreements do not indicate how the courses will be applied toward degree credit or whether they are acceptable



for satisfying General Education-Breadth requirements or major preparation requirements at the receiving four-year institution. Courses accepted for baccalaureate credit are the first level of articulation and comprise the basic “pool” of transferable courses from which subsequent articulation agreements are developed. Occasionally, courses for technical majors (e.g. architecture, engineering) may include non-transferable courses if the course content, rigor, and level are determined to be sufficient to articulate for major requirements. Such agreements are established on a case-by-case basis.

### **Courses Transferable to the California State University**

CSU Executive Order 167 (*see Appendix C*) authorizes California Community Colleges to identify courses that are baccalaureate level and appropriate for transfer to the CSU. This articulation agreement is commonly known as the Baccalaureate List or the “Bacc List” (*see Appendix D*). Community college articulation officers, in consultation with appropriate discipline faculty on their campuses, and in adherence to local curriculum guidelines, determine which courses are appropriate for inclusion on the Bacc List.

The CSU Academic Senate document, *Considerations Involved in Determining What Constitutes a Baccalaureate Level Course* (November 7, 1986) (*see Appendix E*) may help serve as a guideline in making this determination. The community college AO, who is responsible for maintaining the Bacc List in the ASSIST database, updates this list four times each year, or as appropriate when courses are added to and deleted from the curriculum. See Chapter 6 for detailed information regarding course transferability to the California State University.

### **Courses Transferable to the University of California**

Community college courses that are transferable to all campuses of the University of California are identified on the UC Transferable Course List, also known as the UC TCA. (*see Appendix F for an example*). In the UC System, the Office of the President (UCOP) initiates this agreement by extending an annual invitation for community colleges to submit courses for review and possible inclusion on the TCA. The University of California has established criteria for course transferability in specific discipline areas. The criteria includes types of courses appropriate for UC transferability and minimum required prerequisites, as well as other factors influencing transferability. The criteria may be revised by the UCOP as appropriate. Appendix G outlines the current criteria. Community college AOs should distribute the criteria to faculty who seek UC transferability for their courses. See Chapters 5 and 7 for detailed information regarding course transferability to the University of California and preparing the TCA (*see Chapter 5, pg. 29 and Chapter 7, pg. 40*).

### **Courses Transferable to Independent Institutions**

The independent segment does not currently maintain a systemwide transferable course agreement or baccalaureate list. Some independent institutions accept community college courses identified either on the CSU Bacc List or the UCOP TCA list for transfer credit, while others maintain comprehensive course-to-course lists. A few independent institutions have developed Memorandums of Understanding (MOUs) with the California Community College System Office guaranteeing transfer of credit for all associate degree-applicable courses.

It is essential for the respective institutional AOs to communicate with each other when establishing course articulation or transfer agreements. Articulation agreements should not

be published or distributed without review and consent by both parties. See Chapter 8 for detailed information regarding articulation with regionally accredited independent colleges and universities.

## **B. General Education-Breadth Agreements**

General Education-Breadth agreements identify courses qualified at a sending institution for satisfaction of the General Education-Breadth requirements at a receiving institution. Courses qualified for the General Education-Breadth agreements are a subset of the basic “pool” of transferable courses accepted for baccalaureate credit through the aforementioned UC TCA and/or CSU Bacc List. These agreements are explained in greater detail in Chapters 4-7 of this handbook. Community college AOs, in consultation with discipline faculty, the local academic senate, chief instructional officer, and campus curriculum committee chair (and in accordance with local curriculum guidelines), submit courses proposed for inclusion on these agreements annually. Representatives from the University of California Office of the President (UCOP), the CSU Chancellor’s Office, and postsecondary faculty review these courses and typically report the results to community college AOs in late spring. The approved lists for each community college are identified on ASSIST by selecting either “CSU General Education-Breadth” (*see Appendix H*) or “IGETC for UC and CSU” (*see Appendix I*).

Note that CSU grants students credit for courses certified either for the CSU General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) course lists. UC, however, grants credit for courses approved for either the IGETC or for those courses approved for campus-specific General Education requirements.

Some independent institutions grant transfer students full or partial General Education course credit for either completing the IGETC or CSU GE-Breadth requirements, while others maintain campus-specific requirements, commonly called General Education or core curriculum requirements. Community college AOs should contact either the articulation officer or campus contact at the specific institutions or check with the Association of Independent Colleges and Universities (AICCU) website for additional information: [www.californiacolleges.edu/admissions/california-independent-colleges/articulation\\_information.asp](http://www.californiacolleges.edu/admissions/california-independent-colleges/articulation_information.asp)

## **C. Course-to-Course (By Department) Agreements**

Course-to-course agreements identify individual courses or sequences of courses at a sending institution that are comparable to, or are “acceptable in lieu of” a corresponding course or sequence of courses at a receiving institution. As with General Education-Breadth agreements, course-to-course agreements are developed from the basic pool of transferable courses accepted for baccalaureate credit (*see Appendix J*). These courses are identified on ASSIST as articulation “By Department.” The appropriate CSU or UC AO notifies community college AOs via ASSIST whenever changes are made to the agreement.

Since articulation is granted only between community colleges and universities for lower division courses, on rare occasions “content credit” may be granted identifying a lower division community college course that is acceptable in lieu of an upper division CSU or UC course. In these cases, students who receive content credit will be required to substitute other upper division units after matriculation to the university. Course catalog descriptions, official course outlines of record, and other supplemental materials may be used in the creation of these agreements.

**Take Note!**

If some independent institutions publish lower division major preparation agreements on individual campus websites, AOs at ***both*** the community college and independent institution should review and agree upon the information ***before*** distributing this information to the public.

Independent institutions and community colleges sometimes publish their course-to-course articulation agreements on their respective college/university websites. The articulation officers at *both* the community college and independent institution should review and agree upon the agreement *before* either distributing or publishing this information to the public.

#### **D. Lower Division Major Preparation Agreements**

These agreements specify courses at a sending institution that fulfill lower division requirements for a specific major at a receiving institution. Catalog descriptions, official course outlines of record, baccalaureate lists, and recommendations from the discipline-specific faculty curriculum review projects (e.g. Associate Degrees for Transfer (to the CSU) and UC Streamlining) may be used in the development of lower division major preparation articulation agreements. In addition, unique or supplemental major requirements may be included on agreements such as: pre-major requirements, supplementary admission requirements for selected majors, and/or information pertinent to admission in impacted or over-subscribed majors. As with general education and course-to-course agreements, lower division major preparation agreements are developed from the list of courses accepted for baccalaureate credit (*see Appendix K*).

Agreements within and between the CCC, UC, and CSU are published on ASSIST. The CSU or UC AO notifies the appropriate community college AOs via ASSIST when changes are made to the agreement. If some independent institutions publish lower division major preparation agreements on individual campus websites, the AOs at *both* the community college and independent institution should review and agree upon the information *before* distributing this information to the public.

#### **E. Transfer Model Curriculum (Associate Degrees for Transfer: AA-T/AS-T)**

The passage of SB 1440 (Padilla 2010) required colleges to develop a new kind of associate degrees for transfer to CSU, and required CSU to accept the students as juniors somewhere in the system. SB 1440 did *not* require a coordinated system for these degrees, nor did it say that CCC faculty had to work with their counterparts at CSU and agree on curriculum. Instead, the faculty agreed that 112 different versions of degrees in each major would not serve students or the state very well. As a result, the CCC and CSU state academic senates established the system called Transfer Model Curricula (TMCs). The foundation of the TMCs is the C-ID system.

The TMC is a list of courses, some required and some local options, which community colleges use as a guide to develop their local AA-T or AS-T degrees. Each TMC is drafted by a senate-appointed, intersegmental committee of faculty who vet their proposed TMC statewide, then review feedback they receive from CCC and CSU faculty. At this time 24 TMCs exist for popular transfer majors. Additional information on the Transfer Model Curriculum and the specific identification of the course content for new associate degrees for transfer TMCs can be found <http://www.c-id.net/degreereview.html>. Similar CSU degrees can be found on the SB 1440 page at <http://www.sb1440.org/Counseling.aspx>.

## **F. Notifying Other Institutions Regarding Curriculum Changes**

Articulation agreements are typically valid for a specific academic year. In addition to reporting changes via the ASSIST database quarterly, AOs are responsible for annually notifying other college and university AOs of new and/or deleted or inactivated courses as well as identifying substantive changes to transferable courses at their respective institutions. Substantive changes include, but are not limited to:

- Changes in course prerequisites or corequisites
- Decrease in units
- Lab unit or content changes
- Substantive additions or deletions to course content or expected objectives/outcomes

Several years ago, a CIAC subcommittee created a template for the annual curriculum update. Curriculum updates may be distributed either electronically or through postal mail. Articulation officers typically distribute the IGETC and CSU GE certification course lists, annual report of curriculum changes, and hard copies of the institutional course catalog to all individuals on the CIAC list in one packet during the summer months. Appendix L provides the CIAC-recommended template for submitting this summary of changes.

Based upon the specific nature of the curriculum change, the AO at the receiving institution may request supplemental information from the AO at the sending institution (such as official course outlines of record) in order to determine whether the changes will affect the status of the existing articulation agreement. With new courses, some AOs routinely forward a copy of the new course outline with an articulation proposal or call for proposals along with the curriculum change report.

**Table 1: Matrix of Articulation**

<b>RECEIVING INSTITUTIONS</b>			
<b>Type of Agreements</b>	<b>California State University</b>	<b>University of California</b>	<b>Independent Colleges &amp; Universities</b>
<b>Transferable Course Agreements</b>	Established by the community college in compliance with the CSU Executive Order 167. (Baccalaureate List)	Approved by the UC Office of the President for each community college. (Transferable Course Agreement-TCA)	Established by some independent colleges and universities with community colleges. Some honor CC Bacc List or UC TCA.
<b>General Education Breadth Agreements</b>	Approved by the CSU Chancellor's Office in compliance with CSU Executive Orders 405 & 1033	Campus/College Specific Created between institutions by each UC campus	Developed by some independent institutions with community colleges. Some institutions honor IGETC or CSU GE for full or partial fulfillment of GE requirements.
	<b>IGETC</b> Developed by the Academic Senates for the UC, CSU, and CCC. Courses approved by CSU/UC Review Committee		
<b>Course-to-Course Agreements</b>	Established between institutions through respective articulation officers, in consultation with discipline faculty	Established between institutions through their articulation officers and discipline faculty	Developed by some independent colleges and universities with articulation officers
<b>Major Preparation Agreements</b>	Created between institutions through the CCC and CSU articulation officers and following Transfer Model Curriculum in the creation of Associate Degrees for Transfer	Created between institutions through the CCC and UC articulation officer	Developed by some independent colleges and universities with articulation officers

# Chapter 4

## Intersegmental General Education Transfer Curriculum

### A. Overview

The Intersegmental General Education Transfer Curriculum (IGETC) was developed in 1991 to simplify transfer for California community college students. It is a comprehensive pattern of courses that prospective transfer students from the California Community Colleges may complete to satisfy lower division general education requirements at both the University of California and the California State University. In 2008, the IGETC Standards, Policies and Procedures and IGETC Notes 1, 2 and 3 were consolidated into one document that includes current practices and policies as well as new policies and procedures. This document, which supersedes any and all previous IGETC Standards and Notes, can be accessed at [www.icas-ca.org](http://www.icas-ca.org) or <http://ccctransfer.org/> Additionally, some independent, out-of-state and international institutions grant transfer students full or partial general education course credit for completing the IGETC. Community college articulation officers should contact either the AO or campus contact at the specific institutions or, for additional information, check the Association of Independent Colleges and Universities (AICCU) website: [www.californiacolleges.edu/admissions/california-independent-colleges/articulation\\_information.asp](http://www.californiacolleges.edu/admissions/california-independent-colleges/articulation_information.asp)

Students have the option of completing the IGETC or the specific lower division general education requirements of the school or campus they plan to attend. In general, the IGETC should be fully completed prior to transfer (*see Completion of Partial IGETC on pg. 26*). Students who have more than two missing IGETC courses prior to transfer will be required to satisfy the specific lower division general education requirements of the CSU or UC school, college or campus they attend.

The IGETC is not an admission requirement, and completion of IGETC does not guarantee admission to the campus or program of choice. However, completing the lower-division breadth/general education requirements - through IGETC or the campus-specific requirements (depending upon the program) — may improve a student's chances for admission to a competitive campus and/or program. IGETC will be most helpful to students who wish to keep their options open, specifically those who know they want to transfer but have not decided upon a particular institution, campus, or major.

Moreover, not all colleges and/or majors within the University of California system accept IGETC. For complete details, see the IGETC section of this University of California website:

<http://admission.universityofcalifornia.edu/counselors/transfer/advising/igetc/index.html>

Additionally, certain students are not well served by following the IGETC. Students who intend to transfer into high-unit majors (music, art, nursing), or those majors that require extensive lower division preparation such as engineering or the biological, physical and

natural sciences, should concentrate on completing the many prerequisites for the major that the college screens for to determine eligibility as certain departments/schools/colleges within a university consider the applicant's completion of their major preparation in the selection process.

## **B. The Articulation Officer's Role**

As detailed in Chapter 7 of this document, community college AOs, in consultation with discipline faculty, the local academic senate, chief instructional officer, and campus curriculum committee chair (and in accordance with local curriculum guidelines), annually submit courses proposed for inclusion on the IGETC. Representatives from the CSU Chancellor's Office and the University of California Office of the President (UCOP) review these courses and typically report the results to community college AOs in late spring. The approved lists for each community college are identified on ASSIST by selecting "IGETC for UC and CSU."

The community college AOs play an important role in editing, revising, and amending their campus' IGETC list. The AO is responsible for adding new courses, deleting courses (on an as-needed basis), and revising entries (such as prefixes and course number changes) as needed.

Before requesting IGETC designations, the community college AO enters into OSCAR the course outlines of transferable courses newly approved by the campus curriculum committee that year and transmits these at the appropriate time to the UCOP for possible inclusion in the systemwide UC Transfer Credit Agreement (UC TCA). Once a new course has been approved for inclusion on the UC TCA, and is considered by the community college as CSU transferable, then the course may be submitted to IGETC for consideration. Courses that are not approved by the UCOP may not be submitted to IGETC for consideration.

Once IGETC course submissions are either approved or denied, the community college AO must update all relevant campus publications, including the college catalog, the schedule of classes, on-line databases, and outreach or advisement materials so that all members of the campus community have access to the most accurate IGETC information possible.

## **C. IGETC Certification**

A community college student intending to transfer to a UC verifies completion of lower division General Education work by seeking formal IGETC Certification. Certification of IGETC completion is the responsibility of the last California Community College the student attended in regular session prior to transfer. If a student requests certification from a California community college that is not the last school of attendance during a regular term, it is at the discretion of the CCC to certify. The process for IGETC certification is determined by the individual California community colleges. On some campuses the process falls under Admissions and Records, while it is a Counseling Office responsibility on other campuses. The AO may be asked to serve as a resource for any certification questions. See IGETC Standards Section 11.0 for details at [www.icas-ca.org](http://www.icas-ca.org) or [www.ccctransfer.org/](http://www.ccctransfer.org/).In



instances where an Associate Degree for Transfer has been awarded, the degree award itself is indicative of IGETC certification for CSU and not required.

Credit by external exams may be applied to IGETC. See IGETC Standards Section 11.4 at [www.icas-ca.org](http://www.icas-ca.org) or <http://ccctransfer.org/>.

#### **D. Completion of Partial IGETC**

Partial certification is defined as completing all but two courses on the IGETC pattern. The student petitions for certification, and the CCC sends the complete or partial certification to the UC or CSU. Each UC or CSU campus will inform the student who has submitted a partial certified IGETC of the specific timelines and courses needed to complete the IGETC. The UC or CSU is responsible for verifying that the missing IGETC course(s) has been completed. See IGETC Standards Section 11.4 at [www.icas-ca.org](http://www.icas-ca.org) <http://ccctransfer.org/>.

For additional information regarding IGETC, please consult the related appendices in the *Handbook*. Archived IGETC documents, Q&A, forms and training PowerPoints can be found at: <http://ccctransfer.org/igetc>. Questions regarding IGETC can also be submitted through this website. Click on “contact us” at the bottom left of the page.

For segmental assistance, you may contact these individuals:

IGETC Contact Person for California State University:

Ken O'Donnell  
Associate Dean, Academic Program Planning  
California State University Office of the Chancellor  
401 Golden Shore Drive, 6th Floor  
Long Beach, CA 90802-4210  
(562) 951-4735  
[kodonnell@calstate.edu](mailto:kodonnell@calstate.edu)

IGETC Contact Person for University of California:

Nancy Purcille  
Transfer Articulation Coordinator  
Student Affairs  
UC Office of the President  
1111 Franklin Street, 9th Floor  
Oakland, CA 94607-5200  
(510) 987-9569  
[nancy.purcille@ucop.edu](mailto:nancy.purcille@ucop.edu)



IGETC Contact Person for California Community Colleges:

Bob Quinn  
California Community Colleges Chancellor's Office  
1102 Q Street, Ste 4554  
Sacramento, CA 95811  
(916) 324-2358  
bquinn@cccco.edu

IGETC Contact Person for California Independent Colleges and Universities

Robert Oakes, Vice President, External Relations and Research

– or –

Danyelle Norman, Research Director  
Association of Independent California Colleges and Universities  
1100 11th Street, Suite 10  
Sacramento, CA 95814  
Phone (916) 446-7626 / Fax (916) 446-7948  
REOakes@aiccu.org or danyelle@aiccu.org

# Chapter 5

## University of California

### A. Introduction

The University of California (UC) and the California Community Colleges (CCC) work together to establish course articulation agreements that enable transfer students to maintain continuity in their academic programs.

Several kinds of articulation agreements exist, each having a specific function, as noted in Chapter 3:

- UC Systemwide Articulation:
  - Transferable Course Agreements (TCA)
  - Intersegmental General Education Transfer Curriculum (IGETC)
- UC Campus-specific Articulation
  - Campus-specific General Education
  - Course-to-Course (By Department Agreements)
  - Lower Division Major Preparation Agreements

All agreements between the UC and the CCCs are available on ASSIST (*see Chapter 2, pg. 10*).

### B. Systemwide Articulation

#### **Transferable Course Agreements**

These agreements identify the general transferability of community college courses to the University of California. Courses approved for transfer unit credit count as advanced standing elective credit toward a university degree on any of the campuses. The UC Office of the President (UCOP) is responsible for producing this annual list called the “UC Transfer Course Agreement (TCA)” for each CCC (*see Appendix F*). The TCA also indicates which of the transferable courses satisfy IGETC requirements (*see Appendix I*) as well as minimum transfer admission requirements. Courses must first be approved for the TCA before any other type of articulation may be proposed.

The UC TCAs are developed in the Office of the President in accordance with policies established by the Board of Admissions and Relations with Schools (BOARS), a committee of the UC Academic Senate charged with developing undergraduate admissions requirements. BOARS’ policies determine which courses can be accepted upon transfer for advanced standing elective credit toward a University degree. The basic principles used in determining the transferability of CCC courses are:

- The course should be comparable to one offered at the lower division level on any of the UC campuses in scope, level, and prerequisite.
- If the course is not comparable to any offered at UC, it must be appropriate for a university degree in terms of its purpose, scope and depth.

Courses listed as transferable are accepted at the point of admission by all UC campuses for unit credit in partial satisfaction of the degree requirements of the University. Since the

determination of transferability is subject to constant review and revision in line with current offerings on all campuses of the University, the goal of the UCOP is to revise TCAs each year. Annually, each community college will receive general information regarding the UC/community college articulation process, a copy of their most recent TCA, and specific instructions (*see Appendix N*) for reviewing and updating the agreement including guidelines on the articulation of courses.

In the spring, UCOP e-mails instructions to all community college articulation officers asking that AOs select a month during the summer -- June, July or August-- to update their respective TCAs. During the assigned month, each college must complete revisions to its draft TCA and submit relevant course outlines through OSCAR for proposed new courses or for those with substantial revisions (*see Chapter 2, pg. 13 and Appendix O*). The community college catalog for the upcoming academic year must be available during the selected month.

For the review, UCOP uses UC and community college catalogs, expanded course outlines from both the community college and UC, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas (e.g., Physical Education or English as a Second Language), and recommendations developed by UC faculty and deans in special areas such as Agriculture and Environmental Design. The review is also governed by the “Guidelines for Transfer Credit” used on every UC campus as part of the admission process.

As part of the annual TCA update process, a community college may be notified of any course that does not appear to meet current standards. A note will be placed on the TCA indicating that the course outline, including the necessary changes, must be resubmitted during the next annual update, or the course will be removed from the TCA.

There is a 30-day turnaround period for TCA reviews. The UCOP Articulation Analyst emails the results to the community colleges and updates the TCA within approximately 60 days after submission date.

The annual update cycle is completed by October 31st, so transfer applicants will have access to new course approvals prior to the November 1 - 30 application-filing period. Some late submissions and any appeals are accepted during the first two weeks of October. Specific instructions for this 2nd Review/Appeals period are emailed to the community college articulation officers in mid-September.

If a community college wishes to appeal the denial of transfer credit for certain courses, the Articulation Analyst will ask the community college AO to submit an appeal with pertinent information in addition to the course outlines. The UC Articulation Analyst is usually able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion as to the transferability of a given course. The community college AO is notified when the final TCA is published, as are the Office of Admissions and the Office of Relations with Schools on all UC campuses.

Additionally, UCOP faculty and staff periodically conduct reviews of subject areas, prerequisites and corequisites. Community colleges will be informed about subject areas or courses under review each year.

## **IGETC**

The Intersegmental General Education Transfer Curriculum (IGETC), discussed more fully in Chapter 4, is a comprehensive pattern of courses that prospective transfer students from the CCCs may complete to satisfy lower division General Education requirements at both the UC and the California State University (CSU). Students who are preparing for a major that accepts IGETC have the option of completing either the IGETC or the specific lower division General Education-Breadth requirements of the campus they plan to attend.

As discussed above, some colleges/schools/divisions on the individual UC campuses do not accept IGETC in full satisfaction of that particular UC college's breadth pattern. For example, some colleges or majors with extensive major preparation, such as science and engineering, etc., prefer that transfer students follow a more prescribed lower-division curriculum. For information on which UC colleges, schools, and divisions do not accept or do not recommend IGETC::

<http://admission.universityofcalifornia.edu/counselors/transfer/advising/igetc/index.html>

## **C. Campus-specific Articulation**

Each UC campus has also developed its own unique sets of General Education curriculum. While the GE pattern may be the same across a particular UC campus, it is more likely that each college/school/division on that UC campus will have a very specific GE pattern.

Policies and procedures for developing and maintaining campus-specific General Education-Breadth, Course-to-Course, and Lower Division Major Preparation agreements vary at each UC Campus. A listing of the name of each campus articulation officer/coordinator is available in the CIAC Directory at [ciac.csusb.edu/directory](http://ciac.csusb.edu/directory). Contact these individuals directly regarding articulation questions, proposals, and procedures.

### **General Education-Breadth Agreements**

These agreements specify how transferable courses will be used to satisfy the General Education-Breadth requirements of a particular school or college on each campus. Responsibility for producing the campus-specific General Education-Breadth agreements rests with the individual UC campuses.

### **Course-to-Course Agreements**

(Referred to as “By Department Agreements” at [www.assist.org](http://www.assist.org))

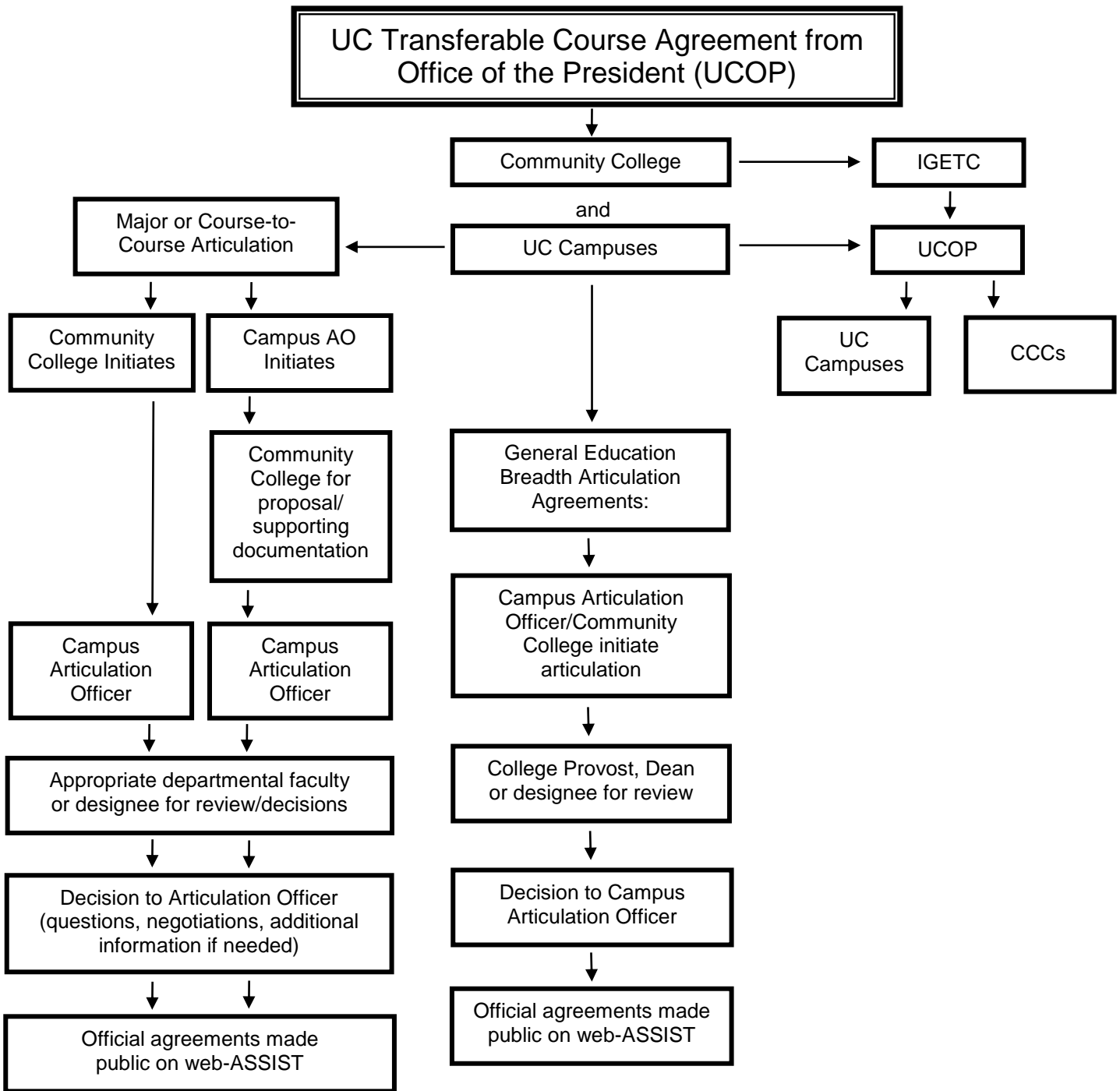
The purpose of these agreements is to determine if a particular course at a sending institution is comparable to or “acceptable in lieu of” a corresponding course at a particular campus of the University. Courses identified under a course-to-course agreement represent the spectrum of lower division courses offered within one department on a four-year campus, and include courses that may be applied as lower division major, general education, or elective units for a degree. Responsibility for producing course-to-course agreements rests with the individual UC campus AO (*see Appendix J*).

### **Lower Division Major Preparation Agreements**

These agreements indicate how lower division courses satisfy specific requirements for various majors or academic programs on a campus. Lower division major preparation

agreements may also include specific selection criteria in the form of required course preparation or GPA requirements, and are the most useful agreements in helping students prepare for a particular degree on a particular campus. Responsibility for producing the lower division major preparation agreements rests with the individual UC campus AO (*see Appendix K*).

**Diagram 1: General Model of UC Articulation Process**



# Chapter 6

## California State University

### A. Introduction

The California State University (CSU) has policies and procedures in place to facilitate the movement of approximately 55,000 California Community College (CCC) transfer students into the CSU annually. Two out of three graduating CSU seniors are transfer students. For every new freshman, two new transfer students enroll in the CSU, with three-quarters of these coming from California Community Colleges. The articulation of compatible CSU lower division courses with those offered in California Community Colleges can smooth the transition of students between the two segments, saving students time and money while assisting their progress toward a baccalaureate degree even as they attend a community college.

#### ***Courses Acceptable for Baccalaureate Credit***

Community colleges and other regionally accredited institutions are responsible for designating those courses on their campuses that have been developed and are recommended by the faculty as appropriate for baccalaureate level credit and thus transferable to a CSU campus. Transferable courses, also referred to as baccalaureate-level courses, must be accepted by any CSU campus for elective credit, as established by CSU Executive Order 167 (*see Appendix C*). In 1987 the Academic Senate of the California State University adopted a document regarding considerations involved in determining what constitutes a baccalaureate-level course (*see Appendix E*). The lists of approved courses, also known as the Bacc Lists, are provided on the ASSIST website.

#### ***General Education-Breadth Requirements***

The current CSU General Education-Breadth framework was adopted in 1981. Policies and procedures for development and implementation of the program are detailed in CSU Executive Order 1033 (*see Appendix P*). Each CSU campus develops its campus program within that established framework. Executive Order 1033 allows other regionally accredited colleges and universities, primarily community colleges, to “certify” completion of General Education-Breadth requirements, using courses that have been accepted for inclusion on the college’s CSU General Education-Breadth list (*see Appendix H*).

Another helpful document compiled by members of CIAC is titled “CSU GE-Breadth Certification Guidelines” (*see Appendix Q*). This document addresses various questions relating to the CSU GE-Breadth certification process.

There may be occasional reviews of CSU GE-Breadth or United States History, Constitution, and American Ideals (AI) courses, even after they have been initially approved. For example, the CSU recently reviewed all courses intended to fulfill CSU GE-Breadth Area A2. The CSU Chancellor’s General Education Advisory Committee, which includes representatives of the CCC as well as the CSU, may request that an area be reviewed to ensure that all approved courses remain in compliance with the established requirements and promote student achievement of the program objectives. (Many courses were

“grandfathered” into CSU GE-Breadth certification lists without ever having been reviewed beyond the college.) Detailed review criteria are published annually in the Guiding Notes for GE Course Reviewers, available at [calstate.edu/app/general\\_education.shtml](http://calstate.edu/app/general_education.shtml). Articulation officers and others who work in curriculum are encouraged to use and share these notes, as they represent the CSU’s most current thinking about which courses are appropriate for the General Education-Breadth pattern.

Transfer students who are fully certified are not subject to CSU-campus-specific lower division General Education-Breadth requirements, so certification is particularly advantageous for students who cannot be sure to which CSU campus they will transfer. If students are not fully certified they may be held to the campus-specific lower division General Education-Breadth requirements of the CSU campus to which they ultimately transfer. However, as noted in a previous section, students awarded an Associate Degree for Transfer are also considered as having fulfilled lower division General Education requirements, and certification is not necessary. Of the minimum total of 48 semester units required for General Education-Breadth, no more than 39 semester units may be certified for a student. Local CSU requirements for General Education and policies on double-counting are published each year in a document called Campus Admission Specific Practices and Enrollment Resources, available at

<https://www.calstate.edu/sas/publications/documents/casper.pdf>

The CSU General Education-Breadth requirements closely align with Intersegmental General Education Transfer Curriculum (IGETC), which is an alternative path students may take to fulfill their lower division General Education requirements (*see Chapter 4 on IGETC*). During the annual update process, colleges may propose that courses be added to their CSU GE-Breadth and IGETC certification lists. To do so, the AO submits course outlines for CSU GE-Breadth and/or IGETC review each December via OSCAR, which is a component of ASSIST (*see Chapter 2 pg. 13 and Chapter 3, pg. 29 for more about this process*). Responsibility for accepting courses for addition to certification lists rests with a CSU-CCC faculty panel. Approved courses are posted on the ASSIST website. More information about IGETC course criteria and policies for submission is available at the transfer counselor website, maintained by the Office of the Chancellor at [ccctransfer.org](http://ccctransfer.org).

### **United States History Constitution and American Ideals Requirement**

Executive Order 405 (*see Appendix R*), published in 1982, outlines graduation requirements for the CSU in United States History, Constitution, and American Ideals. It established guidelines for the administration of Section 40404 of Title 5, California Code of Regulations, by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements. This executive order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied. Many students take courses that can simultaneously satisfy the AI requirement (sometimes called the “American Institutions” or “code” requirement) and be used as partial fulfillment of the CSU General Education-Breadth requirements. Courses used to certify completion of the American Institutions requirement may be applied toward completion of IGETC. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement. As of the date of this publication, all CSU campuses permit such double-counting. An updated list is circulated each fall at the



conferences for guidance counselors, and made available at [www.calstate.edu/sas](http://www.calstate.edu/sas). The ASSIST website shows combinations of courses at a college that will satisfy the AI requirement.

### **Course-to-Course Agreements**

This kind of agreement involves individual course offerings, irrespective of and distinct from the major preparation agreements (*see below*). These agreements are maintained and published in ASSIST by each CSU campus. Within each departmental list are courses or sequences of courses at a “sending” institution that are acceptable in lieu of another course or sequence of courses at a “receiving” CSU campus. Responsibility for publishing course-to-course agreements rests with the individual CSU campus. However, AOs at the sending institution have an obligation to ensure accuracy and should notify the CSU AO with any concerns or questions.

Course-to-course agreements are helpful when a CCC student has decided to transfer to a particular CSU campus, knows what lower division CSU courses will meet specific requirements, and is seeking courses at the community college that will satisfy the same requirements. Course-to-course agreements may be particularly valuable in sorting out which CSU requirements have been met for students who have attended more than one CCC. These agreements feed into the major preparation agreements and both types of agreements are available on the ASSIST website.

However, it is important to note that some institutions provide course-to-course and major preparation agreements, while others may offer just one type of agreement. This decision is discretionary for each CSU campus. Articulation agreements may be initiated by either the CSU or sending institution.

### **Major Preparation Agreements**

This kind of agreement identifies coursework (usually lower division) at a “sending” institution that is acceptable in lieu of requirements in a specific major or department at a “receiving” CSU campus. Major preparation agreements are initiated, maintained, and published on the ASSIST website by each individual CSU campus. These agreements are frequently used by CCC students preparing to transfer to a particular CSU campus and to pursue a particular major. Unlike the departmentally organized course-to-course agreement (incorporating courses that are offered by a single department but which may satisfy requirements in various majors), a major preparation agreement will include courses from a variety of departments if those are the courses that meet lower division requirements for the particular major, as seen in Appendix J.

## **B. Systemwide Articulation**

### **CSU Chancellor’s Office and the Academic Senate: The CSU GE Advisory Committee**

The CSU Office of the Chancellor, in consultation with the Academic Senate, has overall responsibility for helping to develop, implement, and monitor policies (including CSU Executive Orders 167, 405, and 1033) on the transfer of credit and academic requirements

that apply systemwide. It also has operational responsibility for those review processes whose results are to be honored systemwide:

- IGETC
- CSU GE-Breadth
- United States History, Constitution, and American Ideals
- The determination of similar major/options against Transfer Model Curriculum templates

The Executive Vice Chancellor/Chief Academic Officer and supporting staff conduct their work in consultation with the CSU General Education Advisory Committee. This committee is comprised of CSU faculty members, campus and system administrators, a CSU AO, a CCC AO, and representatives of the California State Student Association, and the Academic Senate for California Community Colleges. One of the committee's charges is to review the implications of General Education and AI policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.

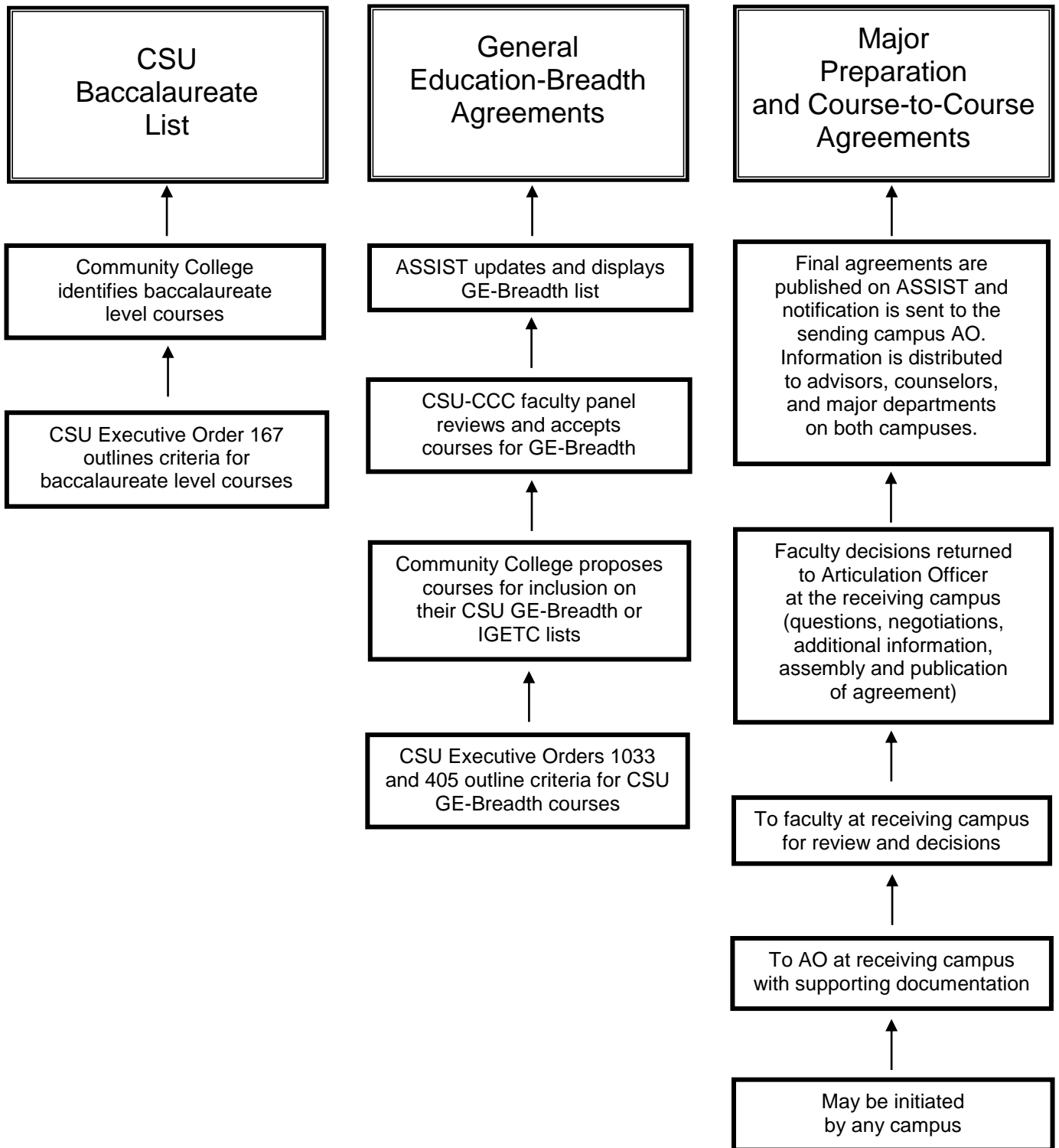
### **C. Campus Articulation**

Policies and procedures for developing, maintaining, and publishing on the ASSIST website the campus-specific General Education-Breadth, course-to-course, and major preparation agreements vary across CSU campuses. It is the responsibility of each CSU AO to:

- Maintain current curriculum data in the ASSIST database
- Develop, maintain and publish current articulation agreements for each campus
- Ensure that the articulation presented on the various departmental postings within their respective campuses is in concert with the published articulation on the ASSIST website

The name of each campus Articulation Officer/Coordinator is listed in the CIAC Directory at [ciac.csusb.edu/directory/](http://ciac.csusb.edu/directory/). Contact these individuals directly regarding articulation questions, proposals, and procedures.

**Diagram 2: General Model of CSU Articulation Process**



# Chapter 7

## California Community Colleges

### A. Introduction

Transfer education is a priority within the multiple missions of the California Community Colleges. This priority has been reaffirmed through individual campus commitment, and through the reality of more than 100,000 students transferring annually from the community colleges to baccalaureate degree-granting institutions each year (Source: CCC Chancellor's Office)

The success of the community college transfer mission is directly related to the quality and quantity of formal articulation that exists between the community colleges and their four-year partners. The complexity seen in the Matrix at the end of Chapter 3 illustrates the enormity of the articulation process faced by postsecondary education in California. That process is addressed, whenever possible, by common policies and practices. These common policies and practices combine with unique local approaches to form the framework within which students are served.

Thanks to efficient articulation, over 100,000 students transfer from the community colleges to baccalaureate degree-granting institutions each year.

### B. Development of Articulation Agreements

Faculty and staff at California community colleges partner with colleagues at baccalaureate degree-granting institutions to develop articulation agreements, offering students assurance that progression from one segment of postsecondary education to another can be both smooth and efficient. The transition is made possible by the development of the following types of articulation agreements:

- General Transferable Course Agreements
  - CSU Baccalaureate List
  - UC TCA and Campus-Specific
  - Independent Agreements
- General Education Agreements
  - Intersegmental General Education Transfer Curriculum (IGETC) Agreement
  - CSU General Education-Breadth Agreement
  - Campus-Specific UC and CSU General Education-Breadth Agreements
  - General Education requirements with independent institutions
- Course-to-Course (By Department) Articulation Agreements
- Lower Division Major Preparation Articulation Agreements

These articulation agreements are also discussed in Chapters 3, 5, 6 and 8. This chapter, however, provides additional information and instruction if you are a community college articulation officer.

## C. General Transferable Course Agreements

### **The California State University System**

The CSU Executive Order 167 (*see Appendix C*) established the criteria for the community colleges to designate those courses offered on each campus deemed to be baccalaureate level and, therefore, transferable to all campuses in the CSU system. The responsibility for maintaining the currency of the CSU Baccalaureate Level Course List (commonly referred to as the “Bacc List”) rests with each community college AO. In consultation with discipline faculty, and through the college’s curricular process, the AO identifies courses to be added, deleted, or revised. Bacc Lists are published at [www.assist.org](http://www.assist.org). Community college AOs may update the list three to four times every year as curriculum at their institutions changes.

Courses on the Bacc List are transferable to every campus in the CSU system and are accepted for elective credit toward the baccalaureate degree. A CSU campus may, at its discretion, accept courses which have not been identified as baccalaureate level if it is determined that the courses are applicable to a particular CSU program. These courses would not be included on the Bacc List, but are articulated individually (*see Appendix D for a sample Baccalaureate List and Chapter 6 for more information about the California State University*).

### **The University of California System**

Faculty and staff at the University of California and the California community colleges work together to establish articulation agreements that enable students planning to transfer to maintain continuity in their programs. There are two main categories of articulation agreements. One type of agreement determines the general transferability of community college courses systemwide and the other, developed at the campus level, identifies the acceptability of transfer courses in satisfaction of specific degree requirements for individual academic programs.

### **UC Transferable Courses**

In the UC Office of the President (UCOP), the staff within the Office of Outreach, Admissions and Student Affairs coordinates course reviews and updates the course articulation agreements with community colleges. The Board of Admissions and Relations with Schools (BOARS), a standing committee of the university-wide Academic Senate, has delegated this responsibility to the UCOP. The UCOP maintains current and historical lists of articulated courses with all public community colleges and with two private colleges. Courses listed as transferable are accepted at the point of admission for unit credit in partial satisfaction of the degree requirements of UC (*see Appendix F for a sample UC Transferable Course Agreement and Appendix G for Specific Guidelines for the Articulation of Courses to UC*).

TCA agreements for each college are updated annually through the UCOP articulation analyst. Community college AOs are responsible for providing detailed course information from the official course outline of record via OSCAR for each proposed course (*see Chapter 2 for more information regarding OSCAR*). During the course review process, the analyst uses UC and community college catalogs, course outlines, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas, and recommendations developed by UC faculty and deans in special areas. The community college AO is notified of review results, typically within a few weeks. Moreover, the final UC TCA is published at [www.assist.org](http://www.assist.org). Community college AOs are encouraged to review their

UC TCAs carefully and to contact the UCOP articulation analyst with any concerns or questions (see *Appendix N*).

### ***UC Campus-Specific Articulation***

UC campus articulation agreements determine the applicability of transferable courses toward satisfaction of General Education-Breadth requirements and lower division major or departmental requirements. These articulation agreements enable students to progress toward a specific university degree while enrolled at the community college. Individual UC campus AOs facilitate the creation of these agreements and are responsible for publishing and updating them at [www.assist.org](http://www.assist.org). Community college AOs should direct questions regarding the articulation of campus-specific requirements or course equivalencies to the appropriate UC campus AO whose contact information appears in the CIAC Directory at [ciac.csusb.edu/directory](http://ciac.csusb.edu/directory) (see *Chapter 5 for more information about the University of California*).

### ***Independent Colleges and Universities***

Transferable course agreements may be developed between public institutions and independent colleges and universities individually. Either institution may initiate the articulation process. Currently, there is no central repository for agreements with independent colleges and universities. Numerous independent institutions publish articulation agreements or “course transfer guides” on their respective websites (see *Chapter 8 for more information*).

## **D. General Education-Breadth Agreements**

### ***Intersegmental General Education Transfer Curriculum (IGETC)***

As noted in Chapter 4, the Intersegmental General Education Transfer Curriculum is a General Education program which California community college transfer students can use to fulfill lower division General Education requirements for many majors in either the CSU or UC system without the need to take additional lower division General Education requirements after they transfer. It should be noted that on UC campuses, some colleges or schools do not recommend the IGETC, and some do not accept it as complete fulfillment of lower division breadth.

All courses proposed for IGETC must be transferable to both the CSU and the UC (i.e., those listed on both the Bacc List and the UC Transferable Course Agreement). Complete course outlines must be submitted for all proposed additions to IGETC lists. Courses must have a unit value of at least three semester or four quarter units to be considered for IGETC. The deadline for submitting proposed IGETC updates for the following academic year is typically in mid-December, and community college AOs usually receive email notification of decisions by April. The IGETC lists for each community college are published at [www.assist.org](http://www.assist.org) (see *Appendices S and T*).

### ***California State University General Education-Breadth Pattern***

Executive Orders 1033 and 405 (see *Appendices P and R*) establish the framework within which community colleges offer coursework that meets lower division CSU General Education-Breadth requirements for the baccalaureate degree. Responsibility for review and approval of community college courses used for this purpose rests with the CSU Chancellor’s Office.

Complete course outlines for proposed additions or revisions to the CSU GE list are submitted annually through OSCAR to the CSU Chancellor's Office, typically in mid-December (*see Chapters 2 and 6 for additional information on this process*). Community college AOs usually receive notification of decisions in April. The CSU GE lists for each community college are published at [www.assist.org](http://www.assist.org) (*see Appendix H*).

### **University of California/CSU Campus-Specific GE Pattern**

General Education-Breadth agreements specify how UC or CSU transferable courses will be credited toward satisfaction of the Breadth or General Education requirements at a particular school or college on each UC or CSU campus. Responsibility for developing the campus-specific General Education-Breadth requirements rests with the individual UC or CSU campus. The community college AO collaborates with each UC or CSU campus AO to develop agreements with each of the campuses. It is the responsibility of the university AO to publish and update all such agreements at [www.assist.org](http://www.assist.org). The community college AO receives email notification from the university through ASSIST when such updates are made, reviews the updated posting to confirm its accuracy, and notifies the respective university AO with any questions or concerns.

### **General Education at Independent Colleges and Universities**

Many of the independent colleges and universities have established General Education-Breadth articulation agreements with community colleges. These agreements are developed on an individual basis and should be coordinated through the AOs on each campus. Some independent colleges and universities recognize the IGETC or the CSU General Education-Breadth pattern in whole or partial fulfillment of the campus General Education requirements. A list of Association of California College and Universities (AICCU) member institutions that honor IGETC or CSU GE-Breadth can be found on the following website: [www.californiacolleges.edu/admissions/california-independent-colleges/articulation\\_information.asp](http://www.californiacolleges.edu/admissions/california-independent-colleges/articulation_information.asp)

## **E. Course-to-Course (By Department) Agreements**

Lower division course-to-course articulation agreements are official lists of courses by department that identify comparable courses at both the community college and the CSU and UC. These lists are available on ASSIST. Courses that have been approved for inclusion on the course-to-course list will transfer to the CSU and UC and be accepted for credit by all majors that use the course unless specific, unique exceptions are noted (e.g., articulated for elective credit or satisfaction of major prerequisites). Again, it is important to note that some CSU campuses do not offer course-to-course agreements, electing instead to focus on major preparation articulation agreements.

Either the university or community college AO may initiate course-to-course agreements. It is important to emphasize that the review of proposed articulation and its subsequent approval/denial is the responsibility of discipline faculty, with the process of articulation facilitated by the AO. Whether initiated by the community college or the four-year institution, the process should include all of the following:



- **Identification of lower division course(s)** that are required for at least one major, minor, concentration, option, or graduation requirement at the four-year institution
- **Identification of the comparable course(s)** at the community college that could be accepted in lieu of the four-year course(s), taking into consideration such factors as prerequisites or sequences, C-ID faculty input, and/or comparable articulation with other CCCs
- **Submission of the required documentation** to the reviewing institution (e.g., catalog course description, official course outline of record, supplemental materials as appropriate)

After review, the receiving institution accepts, denies, or proposes a modification to the proposed course(s). When accepted or appropriately modified, the course(s) is added to the By Department agreement at [www.assist.org](http://www.assist.org). Some university AOs also identify denied courses on the course-to-course agreement posted on ASSIST, which may offer additional layers of clarification for students and counselors (*see Appendix J for an example of a course-to-course articulation agreement*).

**Take Note!**  
Many CCC articulation officers maintain a database or spreadsheet of articulation requests and outcomes.

Many CCC articulation officers maintain a database or spreadsheet of articulation requests and outcomes. Doing this provides them a tool for checking the status of articulation and prevents them from requesting articulation that was already denied. It also provides a record of reasons for denial or other feedback that faculty can use in curriculum development.

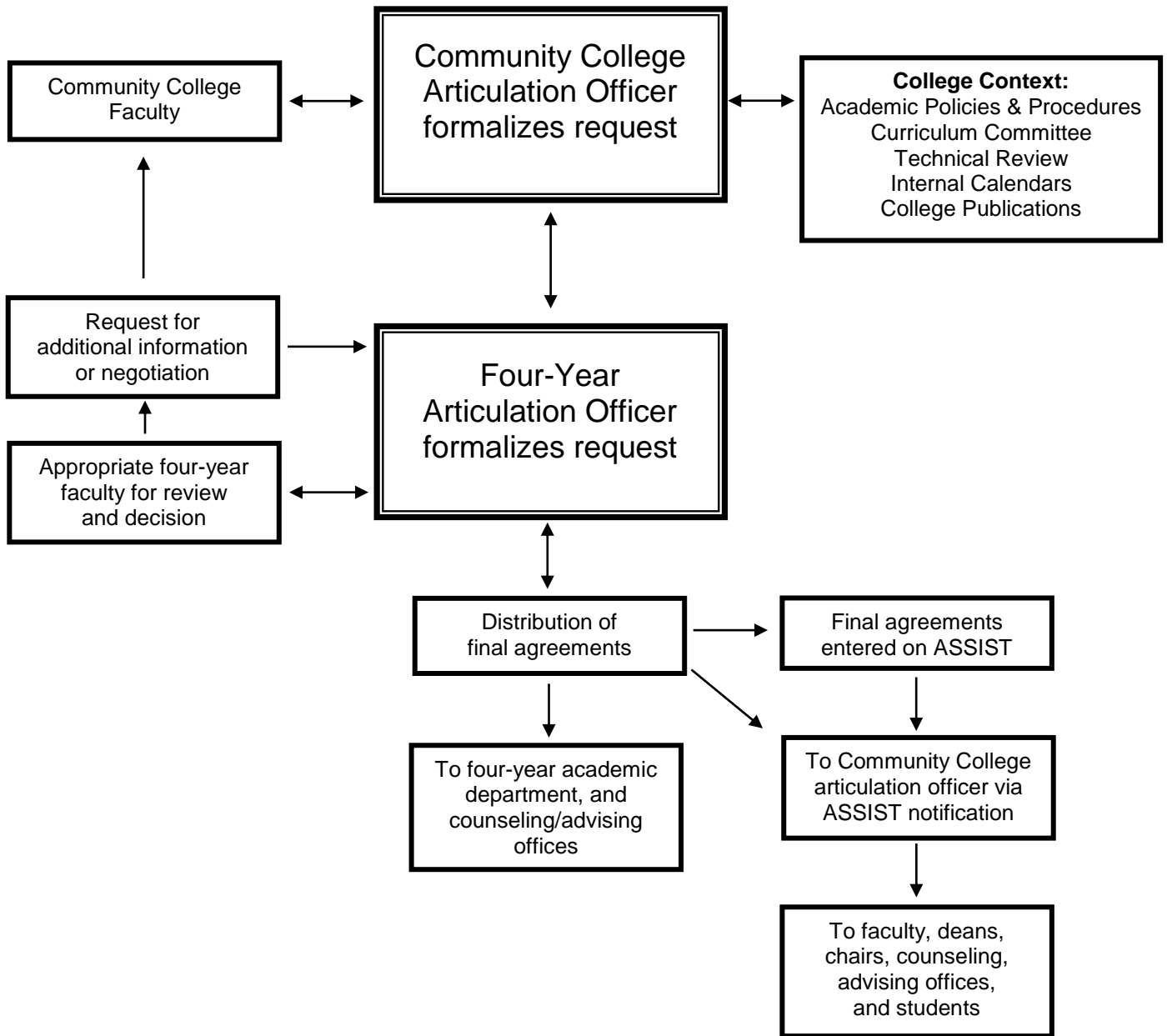
## F. Lower Division Major Preparation Agreements

Lower division major preparation agreements differ from course-to-course agreements in that they identify lower division courses acceptable at the four-year institution for specific majors. As a consequence, these agreements may also list a wider range of courses from multiple disciplines as appropriate to the major preparation. Successful completion of this package of courses prepares students for the next level of major courses to be taken upon transfer.

The process of developing lower division major preparation articulation agreements is the same as for course-to-course agreements (*see above*).



**Diagram 3: Model of the Articulation Process for Course-to-Course and Major Preparation Agreements**



# Chapter 8

## United States Regionally Accredited Independent Colleges and Universities

### A. Introduction

California's independent colleges and universities are known for their diversity, quality, and innovation. From the University of Southern California, with over 30,000 students, to the University of Judaism, with fewer than 300 students, these institutions offer a wide range of academic programs in more than 130 fields of study.

The Association of Independent California Colleges and Universities (AICCU), whose website is at [www.aiccu.edu/](http://www.aiccu.edu/), inventories articulation and transfer processes of the 76 colleges and universities enrolling almost 8,500 community college transfer students each year. Nearly one-fourth of California's baccalaureate degrees are earned at AICCU colleges and universities. In total, the independent colleges and universities enroll 29% of the total student body in California at the four-year and graduate levels.

Statewide efforts in the area of CSU GE-Breadth Certification and IGETC have assisted independent colleges and universities with assessing the comparability of courses. AICCU maintains an up-to-date list of those member institutions that accept CSU Certification and/or IGETC in lieu or as the major part of their lower division general education. To receive a copy, contact AICCU's research director or check the following website: [http://californiacolleges.edu/admissions/california-independent-colleges/articulation\\_information.asp](http://californiacolleges.edu/admissions/california-independent-colleges/articulation_information.asp) Note that students may have to complete additional coursework in areas unique to the mission of that particular institution.

Conversely, independent colleges and universities may submit their curriculum for inclusion in CSU GE-Breadth certification. Since approved courses from independent institutions may not be included in ASSIST, contact the CSU Chancellor's Office for up-to-date approved course listings.

### B. Process

Independent colleges and universities act autonomously in setting transfer credit policies. Since each institution is free to establish its own standards, there are few requirements that apply to all institutions. One hallmark of these colleges and universities is their tradition of flexibility and review of special circumstances in the admission process. Each individual applicant is reviewed with care and adjustments to transcript evaluations are made if the student can demonstrate that previous courses meet comparable standards at the new institution.

In the majority of colleges and universities, the responsibility for determining transfer credit is assigned to a Transfer Admissions Counselor and/or an official evaluator in the Registrar's

Office. Transfer students' records are evaluated on an individual basis, according to guidelines usually established by the academic departments, or in consultation with the department faculty or division deans.

In some independent institutions, transfer students are relatively few in number, and therefore a formal articulation process is not necessary. Those schools reporting formal articulation agreements have, for the most part, developed them within their geographic area. Generally, these agreements have focused on transferable community college courses for lower division credit, General Education courses, and some transferable courses applicable to the major (particularly in high-demand major fields). Generally, catalog descriptions, course outline of record, and/or student learning objectives/outcomes are required for course articulation.

Increasingly, many independent colleges and universities are including their articulation agreements on their institutions' websites. This assists potential student transfers and community college counselors in preparing students for transfer. Updates of articulation are generally conducted on a yearly or bi-annual basis.

### **C. Campus Articulation**

Policies and procedures for developing and maintaining campus-specific General Education-Breadth, Course-to-Course, Lower Division Major Preparation, or Baccalaureate Credit agreements vary at each independent college and university. Independent institutions generally have more freedom and flexibility in establishing articulation agreements than public-sector institutions.

To assist you in developing such agreements, the name and contact information of each CIAC articulation officer/coordinator is available in the CIAC Directory of Articulation Personnel at [ciac.csusb.edu/directory/](http://ciac.csusb.edu/directory/). However, not all AOs are included in the directory, as some are not members of CIAC. If you do not find an AO listed in the directory, you are urged to contact individual institutions directly regarding articulation questions, proposals, and procedures.

# **APPENDICES**

## Appendix A: Setting up the Articulation Office

This checklist is intended to help you set up the articulation office and fulfill your responsibilities. These suggestions for managing time, information and resources come from experienced articulation officers. Duties appropriate for your specific campus may differ.

### What to do First

- Go to <http://ciac.csusb.edu/ciac/> to download the *California Articulation Policies and Procedures Handbook* from the CIAC website.
- Introduce yourself to the CIAC list serve [kbarth@csuchico.edu](mailto:kbarth@csuchico.edu)
- Use the CIAC listings and directory to find your regional CIAC representative; call to introduce yourself
- Work with your college administrators to identify yourself to ASSIST as campus contact.
- Check to see if there's an articulation intranet and/or internet page calling for your contributions or management.
- Meet with your campus curriculum chair; become familiar with curricular calendar and deadlines as well as lines of reporting.
- Set up college catalog library; replace outdated catalogs

### Training Available to You

#### 1. For your duties

- CCC Chancellor's Office training
- CIAC and Regional assistance and mentoring (Talk to your Regional CIAC Representative)

#### 2. For electronic reporting

- ASSIST (On-line training and Conference updates)
- OSCAR (On-line training and ASSIST Conference updates)

### Articulation Reports to Review, Update, and Retain

- Your college's annual Curriculum Update
- UC TCA University of California
- CSU GE-B California State University General Education-Breadth
- BACC List California State University Baccalaureate List
- IGETC Intersegmental General Education Transfer Curriculum
- US History, Constitution and American Ideals
- Your college catalog – articulation-related sections
- Your college's IGETC, CSU GE-B, and associate degree worksheets

### **Conferences and Meetings to Attend**

- California Intersegmental Articulation Council (CIAC) Statewide Conference (annual)
- Northern or Southern CIAC sectional meetings (fall and winter)
- Regional CIAC meetings (throughout the year)

### **Managing your Articulation Workload**

#### **1. Time management**

- Review Calendar of Articulation Tasks Community Colleges contained in the CIAC Handbook; consider how they correspond to your local calendar
- Block out time to attend scheduled campus curriculum meetings
- Set up calendar to reflect when reports are due (see list above for starters)
- Submit campus travel paperwork, if necessary, for off campus, regional, SCIAC/NCIAC and state-wide CIAC meetings.
- Schedule “ideal” time for responding to emails and telephone calls. Be flexible. Expect the unexpected.
- Keep a list of daily objectives. ✓ each objective off as you accomplish it.

#### **2. Information Management**

- Learn your campus’ curriculum management filing system
- Review your campus’ latest articulation reports
- Review, then update and maintain your campus summary of curricular changes
- Maintain, or create system for monitoring campus curriculum process.
- Create and maintain files for faculty research projects
- Familiarize yourself with articulation-related websites
- Create computer filing structure for emails and archived information
- Review or create and maintain methods for distributing new articulation information to counselors, Vice Presidents, lead faculty/department chairs, and students as appropriate.

### **Articulation Requests**

- Maintain, or create folders for communications with your own campus faculty
- Identify and track needed or “missing” articulation to pursue
- Keep an articulation request record or tracking

**Maintain Files to Prepare for Submission of Intersegmental Reports**

- New transferable courses approved by Board of Trustees
- Deletion of course/programs approved by the Board of Trustees
- Cumulative summary of Curricular Changes
- UC TCA University of California
- CSU GE-B CSU General Education-Breadth
- IGETC Intersegmental General Education Transfer Curriculum
- Course-to-course agreements
- US History, Constitution and American Ideals
- Responses to C-ID submissions
- ASSIST Curriculum Update
- OSCAR submissions

## Appendix B: Typical Calendar of Articulation Tasks for Community Colleges

April/May	<ul style="list-style-type: none"> <li>Update CCC CSU GE/Breadth and IGETC information (e.g., in catalog, course schedule, student handouts, web page) after receiving review results</li> </ul>
June	<ul style="list-style-type: none"> <li>Distribute IGETC and CSU GE-Breadth lists, as well as the annual “Summary of Curricular Changes” to articulation officers at all campuses (community colleges, CSUs, UCs and Independents)</li> <li>Mail new catalogs to articulation officers at all campuses (particularly all CSU and UC campuses and other colleges in your region)</li> <li>Submit courses for UC TCA in “reserved” month</li> </ul>
July	
August	
September	<ul style="list-style-type: none"> <li>Input Winter term curriculum changes in ASSIST</li> <li>Attend Regional CIAC meeting(s)</li> <li>Attend UC Counselors' Conference</li> <li>Attend CSU Counselors' Conference</li> </ul>
October	<ul style="list-style-type: none"> <li>Input spring term curriculum changes in ASSIST</li> <li>Submit appeals for UC TCA update as appropriate per instructions</li> <li>Attend NCIAC/SCIAC meetings</li> </ul>
November	<ul style="list-style-type: none"> <li>Final results of TCA updates back to college from UCOP, if not sooner</li> </ul>
December	<ul style="list-style-type: none"> <li>Submit IGETC and CSU GE-Breadth course proposals via OSCAR</li> </ul>
January	
February	<ul style="list-style-type: none"> <li>Input Summer term curriculum changes in ASSIST</li> </ul>
March	<ul style="list-style-type: none"> <li>Attend regional CIAC meetings</li> <li>Attend NCIAC/SCIAC meetings</li> <li>"Reservations" taken for updating UCOP TCA for the coming academic year for anytime between June and August. (Month reservation is taken may fluctuate, but will be in early spring)</li> </ul>
April/May	<ul style="list-style-type: none"> <li>Receive CSU GE-Breadth and IGETC proposal decisions</li> <li>Revise your college’s CSU GE-Breadth and IGETC advising sheets</li> <li>Update CSU GE-Breadth and IGETC in your college catalog</li> <li>Input Fall term curriculum changes in ASSIST</li> <li>Attend “Ensuring Transfer Success Workshops”</li> <li>Attend CIAC Annual Conference</li> </ul>



## **Appendix C: CSU Executive Order 167**

### **THE CALIFORNIA STATE UNIVERSITY AND COLLEGES**

**Office of the Chancellor**

**5670 Wilshire Boulevard**

**Los Angeles, CA 90036**

**January 26, 1973**

**TRANSFER OF CREDIT**

#### **Executive Order #167**

This Executive Order is issued pursuant to Section 40601 (n) of Title 5 of the California Administrative Code and is effective in connection with applications for admission from undergraduate transfers seeking to enroll in the fall 1974 term and thereafter.

**General Policy.** Courses which have been developed and are recommended by the faculty of a regionally accredited college or university and designated as appropriate for baccalaureate credit by that institution shall be accepted by any campus of The California State University and Colleges for credit toward its baccalaureate degrees. Appropriate campus authorities shall determine the extent to which such credit satisfies the requirements of a particular degree program. Credit not otherwise applied shall be accepted as elective credit insofar as it meets any qualifications which may be associated with elective provisions, such as course level, distribution among disciplines, or type of course. Courses presented by transfer applicants which were completed at unaccredited institutions or courses completed at accredited institutions but not designated as appropriate for baccalaureate credit shall be evaluated and their acceptability and applicability shall be determined by appropriate campus authorities.

**Procedures:** Courses offered by general purpose baccalaureate granting institutions can be assumed generally to be considered as appropriate for baccalaureate credit by that institution unless specifically identified as serving some other purpose. However, in the case of multi-purpose institutions such as community colleges, a determination must be made as to the purpose, which each course serves. Courses from accredited institutions such as community colleges, a determination must be made as to the purpose which each course serves. Courses from accredited institutions which do not offer bachelor's degrees will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. Such identification must make clear that the course is considered to be of baccalaureate level and quality. No qualification may be attached to the designation. For example, it would not be acceptable to designate a course as being of baccalaureate level for The California State University and Colleges or for particular fields of study.

The following procedures will govern the treatment of transfer credit for degree and admission purposes, particularly with reference to transfers from the California Community Colleges:

1. Only those courses which are certified or otherwise identified as baccalaureate courses shall be used in determining eligibility for admission as an undergraduate transfer.

2. Following determination of eligibility for admission, appropriate campus authorities shall review these courses in conjunction with the applicants' (students') degree objective to determine the extent to which they meet particular requirements and qualifications. Courses not otherwise applied shall be acceptable as general electives to the extent that the particular degree objective permits.

3. A particular California State University or College campus may, at its discretion, accept courses which have not been certified or identified as baccalaureate level after admission eligibility has been determined if, in its judgment, these courses are applicable to a particular baccalaureate degree program.

4. In the case of two-year colleges, other institutions not offering the baccalaureate, and special-purpose baccalaureate-granting institutions, explicit certification of baccalaureate level is required. Wherever such certification is not provided, each of The California State University and Colleges campuses shall evaluate an applicant's record on the basis of the best information available and exercise its judgment as to the transferability of each course.

5. Certification by accredited institutions may take any of the following forms:
- a. A legend in the catalog (or similar official publication) or on the transcript of record indicating those number series which designate baccalaureate level courses.
  - b. A list of those courses (or groups of courses) offered by the college which are baccalaureate level, enclosed with each transcript of record. Such a list must correspond to an appropriate catalog statement.

6. A joint California Community Colleges-California State University and Colleges Transfer Credit Review Board shall be established. The California State University and Colleges' membership on this Board shall consist of five members from the faculties, one campus Director of Admissions and a staff member from the Office of the Chancellor. Terms shall be for two (2) years after initial provision is made for staggered membership. The Board shall become operative when an equal number of members is appointed by the Chancellor of the California Community Colleges.

7. In any issue concerning course transferability, it shall be the policy of The California State University and Colleges to accept the recommendation of the Transfer Credit Review Board.

8. Review may be requested by an officer of any campus in either segment, or by the Chancellors. Requests for Board Review must be presented in writing. The California State

University and Colleges officials shall cooperate fully with the Board in the conduct of its duties.

9. In order that the likelihood of student hardship is minimized any certified course under challenge shall be accepted if the student offering it enrolled in the course prior to the filing of the challenge and provided that said student has remained in continuous attendance in any California Community College or in any combination of California Community Colleges and California State University and Colleges' campuses.

10. If it is not possible for the Board to obtain sufficient information to take action on a particular course, that course shall be treated subsequently as if it were not certified and the individual campus shall exercise its authority under No. 3 above.

11. Insofar as these procedures relate to the transfer of credit from California public community colleges, they shall be effective with applications for admission to the fall 1974 term and thereafter involving applicants seeking to transfer from California public community colleges which meet the provisions of Item #4 and #5 above and which are willing to abide by recommendations of the Transfer Credit Review Board in the same manner as The California State University and Colleges.

Dated: January 26, 1973  
Glenn S. Dumke, Chancellor  
No. 167, Transfer of Credit

**Appendix D: Sample CSU Baccalaureate List**

CSU Baccalaureate Level Course List by Department  
San Bernardino Valley College (08-09)

Course	Title	Semester Units
<b>==== Biology ====</b>		
BIOL 100	General Biology	4
	IGETC: 5B CSU GE: B2, B3	
BIOL 104	Human Ecology	3
	IGETC: 5B CSU GE: B2	
BIOL 109	History of Life	4
	IGETC: 5B CSU GE: B2, B3	
BIOL 109H	History of Life - Honors	4
	IGETC: 5B CSU GE: B2, B3	
BIOL 123	Ecology and Environment	3
	CSU GE: B2	
BIOL 140	Biology of Sexually Transmitted Diseases	2
	CSU GE: E	
BIOL 201	Cell and Molecular Biology	4
	IGETC: 5B CSU GE: B2, B3	
	(CAN BIOL 2)	
BIOL 202	Organismal Biology and Ecology	4
	IGETC: 5B CSU GE: B2, B3	
BIOL 204	General Botany	4
	IGETC: 5B CSU GE: B2, B3	
	(CAN BIOL 6)	
BIOL 222	Independent Study in Biology	1-3
BIOL 250	Human Anatomy and Physiology I	4
	IGETC: 5B CSU GE: B2, B3	
BIOL 251	Human Anatomy and Physiology II	4
	IGETC: 5B CSU GE: B2, B3	
BIOL 252	Independent Study in Anatomy and Physiology	1-3
BIOL 256	Laboratory Preparation in Anatomy and Physiology	2
BIOL 260	Human Anatomy	4
	IGETC: 5B CSU GE: B2, B3	
	(CAN BIOL 10)	
	(\$ CAN BIOL SEQ B)	
BIOL 261	Human Physiology	4
	IGETC: 5B CSU GE: B2, B3	
	(CAN BIOL 12)	
	(\$ CAN BIOL SEQ B)	
BIOL 270	Microbiology	5
	IGETC: 5B CSU GE: B2, B3	
	(CAN BIOL 14)	
BIOL 272	Independent Study in Microbiology	1-3
BIOL 276	Laboratory Preparation in Microbiology	2
BIOL 290	Biotechnology I	5
BIOL 291	Biotechnology II	5

**END OF REPORT**

§ San Bernardino Valley College BIOL 260 + BIOL 261 qualified as  
CAN BIOL  
SEQ B

## **Appendix E: CSU Considerations in Determining Baccalaureate List**

### **Considerations Involved in Determining What Constitutes a Baccalaureate Level Course**

Academic Senate  
Of  
The California State University

November 7, 1986

Because baccalaureate level coursework is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet as one of several standards, the criterion of having a bridging function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the three segmental Academic Senates have identified expected entry level competencies (e.g., English, mathematics, natural science), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but will instead require for satisfactory completion the prior attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum, reference to entry level expectations will be useful in helping to define baccalaureate level coursework.

*Various graduation expectations, such as those expressed in (1) the goals of general education (2) the objectives of the various majors, (3) the standards for competency, and (4) such generalized expectation as intellectual growth also will influence the judgment as to what constitutes baccalaureate level coursework. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations will generally be of baccalaureate level. In such courses, faculty judged by their peers to be qualified to teach the courses shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate course in way which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.*

### **Criteria for Determining Baccalaureate Level Courses**

The significant elements involved include institutional issues, the course expectations, and the pedagogy employed. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as, by themselves, defining a baccalaureate-level course; rather they are designed as aids to the process of making that determination. Thus, they attempt to suggest the kinds of considerations that must

underlie a determination of course level but they do not define a rigid and objective standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curriculum review processes.

### **Institutional Issues**

- (1) The course is to be taught by a qualified instructor, judged by peers to be competent in the subject matter.
- (2) Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
- (3) The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.
- (4) Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

### **Course Expectations**

- (1) The course is presented in a manner that requires of students:
  - a. a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any for that course;
  - b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
  - c. the capacity to think critically and to understand and apply concepts.
- (2) The course:
  - a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level; and
  - b. requires the student to continue development of communication skills appropriate for higher education.
- (3) Coursework that:
  - a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
  - b. Enhances understanding of occupational and professional fields usually requiring experience in higher education a prerequisite to employment in such field may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
  - c. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such field may be considered baccalaureate level if the primary emphasis is upon understanding the

theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.

- d. Is remedial or college preparatory shall not be considered baccalaureate level.

**Pedagogy Employed**

- (1) There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives
- (2) The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and expectations.

**Appendix F: Sample UC Transfer Course Agreement (Excerpt)**

UC Transfer Course Agreement Ventura College (08-09)				
Course	Title	IGETC Area	Semester Units	UC Area

**This agreement lists courses transferable for unit credit at all UC campuses. It is based on information from the 2008-09 catalog and is valid for the current academic year listed at the top of this agreement. Courses marked with "UC-" will satisfy the five areas of the 1998 transfer course requirements. (E = English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences)**

**IMPORTANT INFORMATION ABOUT UC'S TRANSFERABLE COURSE AGREEMENTS**

**Variable Topics Courses**

These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Field Work", etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. Information about internships may also be presented for review, but credit for internships rarely transfers to UC. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas.

**Honor Course Credit Limitation**

Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of C or better.

# INDICATES NEW COURSES OR CHANGES FOR 08-09

<b>==== Philosophy ====</b>				
PHIL V1	Introduction to Philosophy	3B	3	UC-H
PHIL V2	Introduction to Ethics	3B	3	UC-H
PHIL V3A	Survey of World Religions: East	3B	3	UC-H
PHIL V3B	Survey of World Religions: West	3B	3	UC-H
PHIL V4	Introduction to Logic	3B	3	UC-H
PHIL V5	Critical Thinking and Analytic Writing	1B	3	UC-E
PHIL V6A	Great Philosophers of the West I	3B	3	UC-H
PHIL V6B	Great Philosophers of the West II	3B	3	UC-H

**END OF REPORT**



## **Appendix G: Criteria for Articulation of Courses to UC**

### **Guidelines for Articulation of Courses to UC**

#### **Special Regulations for Courses in Specific Subject Areas**

##### **UC Transferable Course Agreement**

##### **\*NOTE: Subject to Revision: see your TCA Update Letter for Current Guidelines**

The following guidelines pertain to courses particularly at lower division, in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit keeping in mind that transferable courses should be comparable in terms of their purpose, scope and depth appropriate to lower division courses in the UC system.

##### **Special Regulations for Courses in Specific Subject Areas**

The following guidelines pertain to courses particularly at lower division, in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit keeping in mind that transferable courses should be comparable in terms of their purpose, scope and depth appropriate to lower-division courses in the UC system.

##### **Administration of Criminal Justice**

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

##### **Agriculture**

The primary focus of these courses must be theoretical, although the course may contain some elements of an applied nature. Courses should be compared to those at UC Colleges of Agricultural and Environmental Sciences or Natural and Agricultural Sciences or UC Departments such as Botany, Environmental Science or Plant Science.

##### **American Sign Language**

Appropriate courses must be in American Sign Language, not signed English, and cover the deaf culture as well as the phonology, vocabulary, and grammar of American Sign Language. Courses which cover signed exact English or finger spelling are not acceptable. ASL courses can be used to satisfy the LOTE requirement as identified on the UC TCAs posted at [www.assist.org](http://www.assist.org).

##### **Architecture**

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

### **Art**

Transferable courses in this area should stress aesthetic intent and content over technique. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. Courses on the history of photography, color photography, mixed media and digital and computer art are acceptable. Commercial or professional art courses (Advertising, Commercial Photography, Interior Design, etc.) are not appropriate, nor are craft courses (Calligraphy, Jewelry Making, Weaving, etc.).

### **Biological (Life) Sciences**

Courses in this area should teach fundamental concepts and principles of the Biological Sciences discipline, how these were derived and how they are applied. Although specific prerequisites are not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical.

While courses generally are expected to have a laboratory or field component where appropriate, lab or fieldwork are not required for elective credit. Courses proposed for lower-division preparation for Biological Sciences majors must have Intermediate Algebra as a prerequisite. Credit will not be given for introductory courses taken after more advanced level courses in this area.

### **Business**

Transfer credit will be allowed for an introductory business course, provided it focuses on the role of business as it relates to the greater society and includes topics on ethics, labor, finance marketing, etc. Credit is granted for up to one year in Principles of Accounting and one course in Business Law. Calculus and some computer systems courses offered through a business department are transferable, if the majority of the content is math or computer-oriented and not business-oriented

### **Chemistry**

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

### **College Success**

Courses (up to 3 semester units maximum) should cover topics such as critical thinking, perceptions of the value of a college degree, university history/policies, student culture, communication, health and wellness, sex, diversity, life planning, campus resources and student responsibility for education. Primary focus should not be career development and course should focus on the theories of succeeding in college. Community college catalog is a required text for this course.

### **Computer Science**

Courses in this area should cover topics such as introductory theory of the computer; its organization and logic; or development of a high-level programming language. Credit for one course in computer literacy may be granted. Courses that provide technical training or are primarily business-oriented are not considered appropriate for transfer. Courses such as data processing and desktop publishing are not appropriate for transfer.

### **Criminology/Law and Society**

The content of these courses should focus on criminal theory and not specifically with the functional aspects of law enforcement or administration of justice. UC grants credit for one course in each of the following areas; an introduction, Law and Society and Criminal Justice System. These courses are found in UC departments of Criminology, Law and Society, Legal Studies and Sociology. See Administration of Justice.

### **Dance**

Theory, history, choreography, notation or performance courses offered in any department are acceptable. Non-traditional courses such as Pilates and aerobics are considered p.e. and are limited to the p.e. maximum credit of 4 units.

### **Education**

Courses should focus on education within the context of its history, politics, culture, and effect on the individual and society. One introductory education course is allowed for transfer. Courses which combine the introductory teaching information, CSTP, and K12 Content Standards, as well as field experience in a "diverse public school setting", could be acceptable as an additional course.

### **Engineering**

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

### **English As A Second Language**

UC Academic Senate regulations allow a maximum of 8 semester units of transfer credit for courses that emphasize writing. Only the highest levels of ESL, which prepare students for transferable English composition, may be approved for UC transferability. In order to approve ESL course work, paragraph development and progression to essay writing is needed. Courses that focus exclusively on listening, reading, or speaking skills are not appropriate for UC credit.

### **English Composition and Literature**

Courses in English composition must have a prerequisite of a course or examination comparable to the UC Entry Level Writing Requirement. Although such a prerequisite is not currently required for literature courses, the expectation is that they too will be of a college level. Courses should require extensive practice in writing and require a substantial amount of reading of significant literature. Children's Literature courses are acceptable as a genre but not as a teaching/selection guide for teachers/parents. Remedial work in English is defined as work primarily focused on topics in spelling, punctuation, and usage, and in the basic structures of sentences, paragraphs, and short essays.

### **English/ Writing**

These courses are also called: "Writing", "Creative Writing", "Script Writing", "News writing" etc. All courses in which writing is the primary focus must have a minimum prerequisite or eligibility for a transferable English composition course. One course in Journalism is allowed for transfer credit. Courses may include topics such as fundamentals, history or media studies.

Commercially oriented writing courses are not appropriate. Courses in this area may not be used to meet the English composition requirement for eligibility.

### **Health Education/First Aid/Life Saving**

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

### **History**

In 2010, UCOP received a request from UC history faculty about the need for expanded details in the outlines of history courses in the following areas: World History, Western Civilization, American History, Latin American History, History of Africa, and History of Asia. This request for expanded COR is only for series courses in these subjects rather than courses with specialized foci (e.g., The Latina/o Experience in the United States). Courses should emphasize the development of critical and historical thinking through various class assignments, e.g., out-of-class assignments, papers, independent or collaborative research, and include at least one reading beyond the assigned textbook. A recommended format for the COR would group course content into sections rather than a list of dates and locations covered in the course.

### **Independent Study**

Independent study courses will usually be undertaken after completion of basic courses in the subject area. It is a means of meeting special curricular needs and not a replacement for standard courses. Courses should be in areas for which transfer credit is granted to the University and which have appropriate and sufficient readings, papers and/or tests. Granting of credit is determined based on course content upon petition to the enrolling UC campus usually after transfer. A course syllabus must be submitted by the student for campus consideration. This area includes courses in Directed Study, Experiential Learning, Field Studies, Independent Study, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc.

### **Languages other than English**

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

### **Split level courses:**

In May 2005, UC faculty confirmed that foreign language is an area of sequential knowledge and validation in this area is acceptable. During the 2005-06 TCA update, agreements were adjusted to reflect this understanding. Courses that are equivalent to 2 years of high school study are identified by a footnote and with the IGETC area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the IGETC area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half. In order for a split level course to meet area 3B for IGETC, the course must be a minimum of three units.

### **Mathematics**

Mathematics courses including statistics must have a prerequisite course equivalent to intermediate algebra or higher. These courses will employ topics of advanced algebra as found in courses such as college algebra, pre-calculus, calculus, linear algebra, discrete mathematics, analytic geometry or elementary functions. One year in Elementary Math for Teacher Education may be considered for credit. Math for Teacher Education is not appropriate for Quantitative Reasoning.

Remedial work in mathematics is defined as work in topics from arithmetic, beginning and intermediate algebra, plane geometry, and trigonometry. A pre-calculus course, with intermediate algebra as a prerequisite, containing topics from advanced algebra, elementary functions (logarithmic, exponential, and trigonometric), and analytic geometry, is not considered remedial. Credit for trigonometry is not allowed if taught as a separate course. In the past, UC deducted one unit for courses which contained trigonometry content. Beginning fall 2006, based on UC faculty clarification credit will be granted for College Algebra and Precalculus courses as offered. UC continues to require intermediate algebra or its equivalent as a prerequisite for transferable math courses, including statistics. The community colleges will determine equivalence of prerequisite courses. Please note in your TCA submissions that the prerequisite(s) includes intermediate algebra, and if your campus offers any alternative (i.e., equivalent) course(s), be sure to list the alternatives as well.

A student may receive credit for either college algebra or pre-calculus.

### **Military Credit**

#### **Military Language**

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

#### **Military Science**

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

#### **Military Service**

General military credit is not granted upon admission however credit may be granted using the ACE Armed Services Guides based on departmental or UC school or college recommendation after enrollment. If the student requests a review of this course work, advise the student to submit supplemental information upon which to make a decision similar to Independent Study. CLEP is not accepted.

### **Music**

UC does not limit credit for the number of appropriate music courses a student may transfer. Theory and performance courses are appropriate for transfer credit. Electronic music courses should have prerequisites or include music theory and history. Courses that focus primarily on the commercial aspect of music are not considered appropriate for transfer.

### **Physical Education**

Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly. Credit for Activity courses is acceptable when physical movement is indicated in the course outline and is limited to 4 semester units. Theory courses are limited to 8 semester units. Courses primarily vocational such as Aerobic Instructor Training or Fire Academy Protection Preparation are not considered appropriate for transfer credit.

### **Physical Science**

Courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Although a specific prerequisite is not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical in nature. Credit will not be given for introductory courses taken after more advanced level courses in this area.

### **Physics**

UC allows only one introductory or survey course prior to the general course series for the major or non-major. Major courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Physics for Physicists and Engineers must have a prerequisite of calculus; Physics for Biologists must have a prerequisite of trigonometry; and Physics for Liberal Arts Students must have a prerequisite of intermediate algebra. No credit for an introductory course following any course for the major or a more advanced level course.

### **Psychology**

All courses must be academic in content focusing on research, theory and analysis. Courses should include the theory and application of information. Courses in which the student is a recipient of therapy or instruction aimed at personal improvement or information about the health aspects of psychology are not appropriate for transfer.

### **Religion**

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

### **Social Sciences**

Courses should provide students with an understanding of the development and basic features of societies and cultures. Courses may include an examination of the historic and contemporary ideas that have shaped our world, an examination of the nature and principles of individual and group behaviors, or a study of social science methodologies. Courses that are primarily for personal enrichment are not appropriate for transfer.

### **Statistics/Probability**

These courses may be found in the social sciences, mathematics, economics and science departments. At minimum, statistics courses must have a prerequisite of intermediate algebra or its equivalent. A second course in statistics may be acceptable if content is sequential and not duplicative.

### **Theater Arts**

Theory courses, as well as performance and production courses, are appropriate for transfer. Courses may include directing, film making, history, performance, production/stagecraft, costume design and makeup, theory and scriptwriting. Practical courses in Broadcasting such as radio/TV or other commercially oriented courses are not appropriate for transfer.

### **Variable Topics Courses**

These courses are also called “Independent Studies”, “Special Studies”, “Special Topics”, “Internships”, etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in

Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas. Each UC campus will determine credit for these courses based on information provided by the student, usually after they have been admitted at UC. Credit is granted only if it is determined that the content of the course is appropriate for transfer at the individual UC campus.

Variable Topic courses are not posted on the TCA. In their place, a note is included on the TCA describing the UC credit granting policy for these types of courses.

**NOTE:**

**Distance Education/Telecourses**

Title 5, Section 55376 requires that:

(a) Each distance education/telecourse shall include the use of appropriate texts, supplemental assigned readings, and/or enrichment materials and activities including examples of reading and writing assignments as required by section 55002(a) and (b).

(b) Each distance education/telecourse shall include regular personal contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone, correspondence or other in-person activities. Personal contact may be supplemented by telephone contact and correspondence.

Additional information about the revised Title V regulations for distance education courses can be found online at

[http://www.academicssenate.cc.ca.us/Publications/Papers/Distance\\_learning.html](http://www.academicssenate.cc.ca.us/Publications/Papers/Distance_learning.html).

UC does not consider method of delivery at the transfer level.

**General Information**

- Course outlines must be current (not more than five years old).
- Cross-listed courses: submit only one outlines for courses that are “cross-listed” or “cross-referenced” (e.g. Psych. 10 is the same as Soc. 10) need to show all departments in which the course is offered especially where a transferable course is cross-listed in a normally NON-transferable area (e.g. Human Dev. 20 is the same as Early Childhood Ed. 20).

The decision recorded for the submitted course will carry over to the cross-listed courses in ASSIST.

Additional information about the outline or the course can be noted in OSCAR in the:

- Articulation Officer Comments to Reviewers text box. Include any information associated with a course that will aid in its review
- New and Revised course submissions must be formally approved by the CCC curriculum committee. “Draft” outlines cannot be accepted.
- If a course has both a “regular” and an “honors” version, outlines must be submitted for both versions of the course.
- If a course has undergone several successive changes only the most recent outline needs to be submitted.

**Textbooks:**

- Main text must be dated within 7 years. If there is a specific reason why it is not dated within 7 years, include a note of explanation in the “Articulation Officer Comments to Reviewers” text box in OSCAR.
- In current history or other courses where there have been recent, significant changes, current materials must be presented.
- All textbooks should be beyond the 12<sup>th</sup> grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to the content of the course outline.

**Other Course Information**

**Composition Courses**

- Must include a stylebook.

**Literature Courses**

- Must include a representative reading list.

**Field Courses**

- Prerequisite/corequisite of an introductory course in the related discipline is required.

**Lab Courses**

- Lab manual is required
- Prerequisite/corequisite of a corresponding lecture course is required.
- Advisory prerequisite/corequisite courses cannot be considered.

**Repeatable Courses**

- Indicate that a course is repeatable by adding “ea” after the unit value.

**Credit Limitations**

**Accounting**

- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

**Business Law**

- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

**ESL/ELD:**

- Maximum of 12 quarter/8 semester units of ESL/ELD courses.

**First Aid**



- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

**Health**

- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

**Honors**

- Duplicate credit will not be awarded for both the honors and regular versions of a course.
- Credit will only be awarded to the first course completed with a grade of C or better.

**PE:**

- Activity courses combined are granted up to 4 units of credit.
- Theory courses in the area of PE are granted up to 8 units.

**Physical Science**

- Credit will not be awarded for any introductory Physical Science course if taken after a college level course.

**Physics:**

- Students may take one series in Physics; duplication of topics will result in deduction of credit.

## Appendix H: Sample CSU General Education Breadth List (from ASSIST)

CSU GE Certification Course List by Area Allan Hancock College (08-09)					
Course	Title	Semstr Units	Other Area	Date Apprvd	Date Rmvd
<b>AREA A - COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING</b>					
<b>9 semester or 12-15 quarter units required with at least one course each from A1, A2 and A3</b>					
<b>A1 - Oral Communication</b>					
SPEECH 101	Public Speaking	3			
SPEECH 102	Small Group Communication	3			
SPEECH 106	Argumentation and Debate	3		S05	
			A3	F04	
<b>A2 - Written Communication</b>					
ENGL 101	Freshman Composition: Exposition	4	A3		F95
ENGL 102	Freshman Composition: Literature	3	A3		F06 F07
			C2	F96	
<b>A3 - Critical Thinking</b>					
ENGL 101	Freshman Composition: Exposition	3	A2		F95
ENGL 102	Freshman Composition: Literature	3	A2		F07 F06
			C2	F96	
ENGL 103	Critical Thinking and Composition	3		F97	
ENGL 114	Critical Thinking	3		F92	F93
PHILOS 112	Logic	3			
PHILOS 114	Critical Thinking	3		F88	
SPEECH 106	Argumentation and Debate	3		F04	
			A1	S05	
<b>AREA B - PHYSICAL UNIVERSE AND ITS LIFE FORMS</b>					
<b>9 semester or 12-15 quarter units required with at least one course each from Physical Science, Life Science (at least one to contain a laboratory component) and Mathematics/Quantitative Reasoning</b>					
<b>B1 - Physical Science</b>					
ASTRON 100	Elementary Astronomy	3			
ASTRON 110	Intro to Relativity and Cosmology	3		F04	F07
CHEM 100	Introductory Chemistry	4			F06
			B3		F06
CHEM 105	Chemistry and Society	4		F02	F06
			B3	F02	F06
CHEM 110	Chemistry and Society	4		F06	
			B3	F06	
(Formerly CHEM 105 prior to F06)					

**Appendix I: Sample IGETC List (UC/CSU) (from ASSIST)**

IGETC Course List by Area

Santa Monica College (08-09)

Course	Title	Semstr Units	Other Area	Date Apprvd	Date Rmvd
--------	-------	-----------------	---------------	----------------	--------------

**AREA 4 - SOCIAL and BEHAVIORAL SCIENCES**

**At least 3 courses from at least 2 disciplines or an interdisciplinary sequence. 9 semester, 12-15 quarter units.**

**4J - Sociology & Criminology**

SOCIOL 1	Introduction to Sociology	3		F91	
SOCIOL 2	Social Problems	3		F91	
SOCIOL 4	Social Analysis	3		F91	
SOCIOL 30	African Americans in Contemporary Society	3		F98	
SOCIOL 31	Latinas/os in Contemporary Society	3		F91	
SOCIOL 32	Asian American in Contemporary Society	3		F91	
SOCIOL 33	Sociology of Sex and Gender	3		F91	
SOCIOL 34	Racial and Ethnic Relations in American Society	3		F91	

**END OF REPORT**

Note: Courses approved for Fall 91 may be taken prior to Fall 91  
 Courses approved for Fall 92 or later may **NOT** be taken prior to Fall 92

## Appendix J: Sample Course-to-Course Agreement (UC) (from ASSIST)

Articulation Agreement by Department  
Effective During the 08-09 Academic Year

To: <b>UC Riverside</b>	From: <b>Marymount College</b>
08-09 General Catalog	08-09 General Catalog Semester

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Articulation Agreement by Department  
Effective during the 08-09 Academic Year

**====Economics====**

ECON 1	Intro to Economics	(4)		No Course Articulated
-----				
ECON 2	Intro to Macroeconomics	(5)		ECO 221 Macroeconomics (3)
				<b><u>OR</u></b>
				ECO 221H Macroeconomics - Honors (3)
-----				
ECON 3	Intro to Microeconomics	(5)		ECO 220 Microeconomics (3)
-----				
ECON 4	Principles of Economics	(5)		No Course Articulated
				Accepted in Substitution:
				ECO 220 Microeconomics (3)
				---and, one of the following---
				ECO 221 Macroeconomics (3)
				<b><u>OR</u></b>
				ECO 221H Macroeconomics - Honors (3)
-----				
ECON 5	Data Analysis for Economics and Business	(5)		No Course Articulated
-----				
ENSC 6	Intro to Environmental Economics	(4)		No Course Articulated
	Same as: ECON 6			
				<b><u>OR</u></b>
ECON 6	Intro to Environmental Economics	(4)		
	Same as: ENSC 6			

**END OF DEPARTMENT**

**Appendix K: Sample Major Preparation Agreement (CSU) (from ASSIST)**

Articulation Agreement by Major  
Effective During the 08-09 Academic Year  
To: **CSU San Bernardino** | From: **City College of San Francisco**  
08-09 General Catalog Quarter | 08-09 General Catalog Semester

====Criminal Justice - B.A.====

**Required lower division course(s) :**

-----  
CJUS 101 Introduction to the (4) |ADMJ 57 Introduction to the (3)  
Criminal Justice System | Administration of  
Justice

-----  
CJUS 102 Criminal Law (4) |ADMJ 52 Concepts of Criminal (3)  
Law

**In addition, select one course from the following:**

-----  
\*\* MATH 110 College Algebra (4) |MATH 92 College Algebra (5)

-----  
\*\* MATH 115 The Ideas of (4) |MATH 70 Mathematics for Liberal (3)  
Mathematics | Arts Students

**Optional lower division course(s)--May be satisfied in upper-division:**

-----  
For transfer students, three additional lower division administration  
of justice and corrections courses may apply toward the electives  
category. CJUS 106 would be one of those courses.

-----  
CJUS 106 Introduction to Criminal 4) |ADMJ 62 Criminal Investigation (3)  
Investigation |

-----  
The courses shown above constitute all lower division coursework  
required for this major for this catalog year. In addition,  
lower division general education coursework is required (select General  
Education/Breadth on the main menu).

**END OF MAJOR**

\*\* Must be completed with a grade of "C" or better.

## Appendix L: CLAC Template of Curricular Changes

Page 1 OF \_\_\_\_

### School and Academic Year SUMMARY OF CURRICULAR CHANGES

#### Legend

**PREFIX#** = Course Number; **TITLE** = Course title or title change; **NEW** = New Course; **REV** = Revised Courses that have undergone substantial changes; **DEL** = Deletion; **UNITS/UNIT CHANGES** = Unit value or change in units; **UC** = UC transferable---Indicate UC transfer status by placing an **A** for Approved Courses and a **P** for courses pending; **COMMENTS/PREFIX/PREREQUISITE CHANGE**= Include brief comments or note discipline code changes; **EFFECTIVE DATE** = Date course first offered on campus or placed in catalog, whichever is earlier.

PREFIX	#	TITLE/TITLE CHANGE	N E W	R E V	D E L	UNITS/ UNIT CHANGES	UC	COMMENTS/DISCIPLINE CODE/ PRE-REQUISITE CHANGE	EFFECTIVE DATE	CATALOG

## **Appendix M: IGETC Standards, Policies and Procedures**

The definitive *IGETC Standards, Policies and Procedures* are located at this site: [www.icas-ca.org](http://www.icas-ca.org) or [www.ccctransfer.org](http://www.ccctransfer.org) Archived IGETC documents, Q&A, training PowerPoints, resources and sample forms can be found at [www.ccctransfer.org](http://www.ccctransfer.org).

## **Appendix N: Instructions for Updating UC TCA**

### **Directions for Revising the UC Transferable Course Agreements**

Courses are reviewed only for the current academic year, 2013-14 during your scheduled update month. UC compares course numbers, titles, and unit values listed in the community college catalog with the current TCA. Please compare the course number, title, and unit information in your catalog with that of the TCA for accuracy. Course outlines should be submitted only for courses that are new, or have undergone significant/substantive changes: changes in content, objectives, prerequisite/corequisite and/or decrease in units, and that you and your faculty think are appropriate for UC transfer credit. Outlines should clearly state the prerequisite of a course, its purpose and content, the method of evaluation, required texts including publication date, and laboratory manual/description for lab courses.

**See Appendix G (above) for guidelines:**

### **Specific Instructions**

A copy of your college's most recent TCA will be emailed to you as a PDF. You will need Adobe Acrobat Professional version 8.0 or higher to open/edit the attachment. Edit the PDF indicating the following:

1. Courses that have been removed from your curriculum (these should be lined out on the PDF). Courses that have been removed from your curriculum must also be removed from ASSIST. If the course appears on your draft PDF, it has not been removed from the ASSIST curriculum database. Please submit a Curriculum Additions and Changes form to ASSIST and also line out the course on the PDF. Courses will continue to appear on the TCA until the appropriate forms have been submitted to ASSIST.
2. Courses that have been added to your course offerings since your last review. For articulation purposes, this includes existing courses that have recently undergone substantial prerequisite or content changes.
3. Any course title or number change. Since these changes are technical in nature, course outlines do not need to be submitted for review. The attached PDF should reflect all current course prefixes, numbers, titles and units as of F12. If there are any discrepancies, please mark them on the printout and submit the appropriate Curriculum Additions and Changes form to ASSIST. Changes will not be reflected on the TCA until the appropriate forms have been submitted to ASSIST.



**PLEASE NOTE:**

**Although we may approve a course for transfer credit, the course will not appear on your TCA or Web ASSIST unless you have submitted course updates to ASSIST prior to forwarding your revised TCA for our review.**

In order to update your TCA within the timeframe you requested, we need to adhere to a strict update schedule. We must receive your revised agreement, catalog, course outlines for all new courses, and any supplementary materials by the 25<sup>th</sup> of your scheduled month.. Priority will be given to those who adhered to their schedule and submitted their materials in a timely manner.

**Appendix O: Sample OSCAR Entry Outline** (Excerpts)

05/13/09 OSCAR Campus Course Outline Report Page # 1

**College Name:** San Bernardino Valley College

**Course Name:** SOC 110

**Title:** Contemporary Social Issues

**Units:** 3

**Course Begin Date:** F95

**Same As:**

**OSCAR Cycle:** 2009

**Current UC**

**Transferable:** Y

**Requested UC**

**TCA Action:** No Review

**Current IGETC:** 4J (F91)

**Requested IGETC**

**Action:** 4J (Retain)

**Current CSU GE-B:** D0 ( )

**Requested CSU**

**GE-B Action:** D0 (Retain)

**Current CSU AI:**

**Requested CSU**

**AI Action:**

**Is the data entry of this course outline complete?** Y

**Is this course repeatable?** N

**Is this an honors course?** N

**Lecture hours per term:** 54.00

**Lab hours per term:** 0.00

**Date of campus approval of course outline:** Oct 14 2008

**Course Description:**

This course is an analysis of issues of concern in American society with an emphasis on social institutions and other areas such as crime, racism, sexism, aging, substance abuse, divorce, social inequality, poverty and social change.

**Prerequisites:**

none

**Corequisites:**

none

**Advisories:**

none

**Enrollment Limitations:**

none

**Course Objectives:**

Upon successful completion of the course the student should be able to:

- A. Identify how contemporary social issues are constructed and defined from a sociological perspective
- B. Analyze contemporary social issues through the application of the three major sociological paradigms
- C. Draw inferences between social problems and key dimensions of social structure and culture from the point of view of the sociological imagination
- D. Identify social research methods and data to the study of social issues
- E. Critically evaluate how scientific data is used by policy makers to

construct solutions to social problems and explain how these are influenced by economic and social contexts

F. Recognize the role of technology as influencing contemporary social issues

G. Describe how social issues influence social change from a macroanalysis and microanalysis both domestically and globally

**Methods of Instruction:**

Methods of Instruction may include, but are not limited to, the following:

Lecture

Class and/or small group discussion

Use of films, videotapes, or other media

Use of written materials: texts, journals, etc.

Classroom demonstrations

Instructor generated handouts

**Methods of Evaluation:**

These evaluation methods may include, but are not limited to, the following:

Class participation

Examinations

Homework

Portfolios

Presentations (oral or visual)

Projects

Written papers or reports

Quizzes

**Examples of Appropriate Texts or Other Required Reading:**

Title: Social Problems: A down to earth approach

Author: Henslin, James M.

Date: 2008

Title: Social Problems and the Quality of Life

Author: Lauer, Robert and Lauer, Jeanette, C

Date: 2006

Title: Social Problems

Author: Macionis, John J.

Date: 2007

**Appendix P: CSU Executive Order 1033 (supersedes EO1065  
www.calstate.edu/eo)**

**THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 08082-4275**

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June 18, 2008

**MEMORANDUM**

**TO:**

CSU Presidents

**FROM:**

Charles B. Reed  
Chancellor

**SUBJECT:**

General Education Breadth Requirements — Executive Order No. 1033

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

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

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

Perhaps the most significant advancement is that this executive order identifies, for the

first time, goals for CSU general-education student learning outcomes, in recognition of the CSU's commitment to the quality of our educational programs. The executive order directs campuses to conduct assessments of general education learning outcomes through regular reviews of their general education courses and breadth programs.

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

Campuses are expected to coordinate their specific general education requirements with those set forth in this executive order and in Title 5. In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please call Dr. Christine Hanson, State University Dean, Academic Program Planning, at (562) 951 4672.

CBR/cmh

[Attachment](#)

c: Executive Staff, Office of the Chancellor  
CSU Academic Council  
CSU Deans of Education

## Executive Order 1033

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

**Executive Order:** 1033

**Effective Date:** June 18, 2008

**Supersedes:** Executive Order No. 595

**Title:** CSU General Education Breadth Requirements

This executive order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University. This executive order is intended to establish a common understanding of the minimum requirements for CSU General Education Breadth and to provide for the certification of coursework completed by transfer students at regionally accredited institutions. Reciprocity among the CSU campuses for full and subject-area completion of lower division General Education Breadth Requirements is also addressed in this executive order.

This document also addresses:

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

### **Article 1. Applicability**

#### **1.1 Prior to Completion of CSU Lower division General Education Requirements**

The requirements, policies, and procedures adopted pursuant to this executive order shall apply to students enrolling in fall 2008 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower division general education requirements according to the provisions of Title 5 Sections 40405.2 or 40405.3.

## **1.2 Subsequent to Completion of Entire CSU General Education Requirements**

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

## **Article 2. Fulfilling General Education Requirements in the CSU**

### **2.1 Pathways**

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

#### **1. CSU General Education Breadth**

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

#### **2. Intersegmental General Education Transfer Curriculum (IGETC)**

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

#### **3. University of California (UC) Campus Lower division**

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

## **2.2 Minimum Requirements**

### **2.2.1 General Education Requirements**

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

### **2.2.2 Minimum Grades**

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

### **2.2.3 Upper-Division Requirement**

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

### **2.2.4 Residency Requirement**

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

### **2.2.5 Exceptions**

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

- a.** In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior-level transfer student.
- b.** In the case of high-unit professional major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus



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

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

## **2.2.6 Double Counting**

### **2.2.6.1 General Education, Major, and Other Requirements**

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

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

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

## Article 3. Premises of CSU General Education Breadth

### 3.1 Background

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

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

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

### 3.2 CSU Student Learning Outcomes

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

#### **LEAP Essential Learning Outcomes Framework**

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

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

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;

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

### **3.3 Entry-Level Learning Skills**

#### **3.3.1 Minimum Competency**

Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students.

#### **3.3.2 Remediation**

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

### **Article 4 Subject Area Distribution**

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

**Area A English Language Communication and Critical Thinking**  
**Minimum 9 semester units or 12 quarter units**

-one course in each subarea

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

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

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

In critical thinking (subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

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

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

<b>B1</b>	<b>Physical Science</b>	(3 semester units or 4 quarter units)
<b>B2</b>	<b>Life Science</b>	(3 semester units or 4 quarter units)
<b>B3</b>	<b>Laboratory Activity</b>	associated with a course taken

to satisfy either B1 or B2

**B4 Mathematics/Quantitative Reasoning**  
(3 semester units or 4 quarter units)

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

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

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

**Area C Arts and Humanities**

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

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

- C1 Arts: Arts, Cinema, Dance, Music, Theater**  
**C2 Humanities: Literature, Philosophy, Languages Other than English**

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

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

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

**Area D Social Sciences**  
**Minimum of 12 semester units or 18 quarter units**

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

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

**Area E Lifelong Learning and Self-Development**  
**Minimum of 3 semester units or 4 quarter units**

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

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

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

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

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

- a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
- b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.
- c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

**5.2 Conditions for Participation in CSU General Education Breadth Certification**

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education Breadth certification if it agrees to the following provisions:

- a. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and such additional objectives as may be promulgated by the chancellor of the California State University.
  - 1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
  - 2. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education Breadth requirements may be appropriate components of general education.

3. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.
- c. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.
1. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A)
  2. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.
  3. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.
  4. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for re-approving entries that are found to have remained appropriate and for directing to the subcommittee of the Chancellor's General Education Advisory Committee any questions such updating of the courses may have raised as to their congruence with CSU General Education Breadth areas and objectives.
  5. The participating institution shall report certification for individual students in a format to be specified.

### **5.3. Certification Requirements**



### **5.3.1 Definition**

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

## **5.3.2 Full Certification**

### **5.3.2.1 Fulfillment of Lower Division Requirements**

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

### **5.3.2.2 Additional Lower Division Graduation Requirements**

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

### **5.3.2.3 Qualification for Full Certification**

To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower division semester units or 58 lower division quarter units of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Distribution Areas). Community college certification does not guarantee that all CSU campus admission requirements have been met. The units must be distributed as follows below (except as specified in Subsection 5.3.4 below):

- a. In Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, no fewer than 9 semester units (12-15 quarter units), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning.

- c. In Area C, no fewer than 9 semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
- d. In Area D, no fewer than 9 semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
- e. Area E, no fewer than 3 semester units (4-5 quarter units).

### **5.3.3 Subject-Area (Partial) Certification**

#### **5.3.3.1 Fulfillment of Lower Division Requirements by Area**

Students admitted to a CSU campus with subject-area certification may not be held to any additional lower division general education coursework in the subject areas certified.

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

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

#### **5.3.3.3 Additional Lower Division Graduation Requirements**

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

#### **5.3.3.4 Qualification for Subject-Area Certification**

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

- a. For Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.
- b. For Area B, no fewer than 9 semester units (12-15 quarter units), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.
- c. For Area C, no fewer than 9 semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
- d. For Area D, no fewer than 9 semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
- e. For Area E, no fewer than 3 semester units (4-5 quarter units).

#### **5.3.4 Exceptions to Certification Requirements**

At the discretion of the campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

### **5.4 Certification of Courses and Examinations**

#### **5.4.1 Qualification for Certification**

A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that

all such courses and examinations would be identified for certification purposes by the institution offering them.

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

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

## **5.5 Limitations of Certification**

### **5.5.1 Restriction to General Education Requirements**

Neither full certification nor subject-area certification exempts students from unmet lower division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

### **5.5.2 Maximum Number of Credits Allowed**

#### **5.5.2.1 Limit on Certification on Total General Education Units**

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

#### **5.5.2.2 Limit on Certification of Units in Areas B through D**

A participating institution shall not certify a student for more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree is not required to accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

#### **5.5.2.3 Limit on Requirements After Transfer**

Upon transfer, no student shall be required to complete more units in General Education Breadth than the difference between the number certified in accordance with this executive order and the total units in General Education Breadth required by the campus granting the degree.

#### **5.5.2.4 Restrictions on Certification of Upper-Division Courses**

Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

### **5.6 General Education Reciprocity Among CSU Campuses**

#### **5.6.1 Full Lower division Reciprocity**

- a.** Full lower division reciprocity is the process through which all lower division general education requirements that one CSU campus has designated as having been satisfactorily and entirely completed shall be accepted as fulfilling all lower division general education requirements of the CSU campus granting the baccalaureate degree—without regard to differences that may exist between the GE requirements of two campuses.
- b.** A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.
- c.** For the purposes of this section, completion of lower division general education requirements is equivalent to qualification for full certification, as defined in Article 5 above.

#### **5.6.2 Reciprocity as Fulfillment of Full Lower division General Education Requirements**

Transfer students admitted with documentation of full lower division general education program completion at another CSU

campus shall not be held to any additional lower division general education requirements by the campus awarding the degree.

### **5.6.3 Reciprocity for Subject-Area General Education Requirements**

#### **5.6.3.1 Definition**

- a.** Subject-area lower division reciprocity is the process through which lower division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree—without regard to differences that may exist in the configuration of the two programs or in the content of the subject area.
- b.** Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower division general education requirements in each subject area, and shall provide official documentation of such completion.
- c.** For the purposes of this section, completion of lower division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined above.
- d.** Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower division general education requirements in that subject area by the campus awarding the degree.

#### **5.6.4 Reciprocity Limitations**

The provisions of Article 5.6 do not exempt students from unmet lower division graduation requirements of the CSU campus awarding the degree or from lower division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

## **Article 6 Implementation and Governance**

### **6.1. General Education Advisory Committee**

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

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

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

The responsibilities of this committee shall be as follows:

- a.** To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education Breadth policy to ensure high-quality general education.
- b.** To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.
- c.** To review the implications of CSU General Education Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.

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

## **6.2 Campus Responsibility**

### **6.2.1 Development and Revision of Campus Requirements**

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

- a. Assuring that General Education Breadth requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
- b. Considering the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
- c. Periodically reviewing approved courses to ensure that they remain responsive to the essential learning outcomes framework identified in Section 3.2
- d. Using evidence of student attainment of learning outcomes to inform the ongoing design of General Education curriculum and instruction.
- e. Considering the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional general education categories.
- f. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
- g. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.



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

### **6.2.2 GE Breadth Requirements and the Development of New Baccalaureate Degrees**

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

### **6.2.3 Campus Standing General-Education Committee**

The effectiveness of a General Education Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support.

Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

### **6.2.4 General-Education Academic Advising**

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

### **6.2.5 General-Education Review and Assessment**

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

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Charles B. Reed, Chancellor

Dated: June 18, 2008

Executive Order No.1033

**Attachment A**

**Requirements for Certification of CSU General Education Breadth**

**Area A**                    English Language Communication and Critical Thinking

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

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

*-one course in each subarea*

Oral Communication.....A1

Written Communication.....A2

Critical Thinking.....A3

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**Area B**                    Scientific Inquiry and Quantitative Reasoning

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

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

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

Physical Science..... B1

Life Science.....B2

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

Mathematics/Quantitative Reasoning..... B4

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**Area C**                    Arts and Humanities

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

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

*-at least one course in each subarea*

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

Humanities (Literature, Philosophy, Languages Other than English)..... C2

**Area D**

Social Sciences

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

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

*-courses to be taken in more than one subarea*

- Anthropology and Archeology..... D1
- Economics.....D2
- Ethnic Studies\*..... D3
- Gender Studies\*..... D4
- Geography..... D5
- History\*..... D6
- Interdisciplinary Social or Behavioral Science..... D7
- Political Science, Government, and Legal Institutions..... D8
- Psychology.....D9
- Sociology and Criminology..... D0

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

**Area E**

Lifelong Learning and Self-Development

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

3 semester units or 4-5 quarter units required..... E

## **Appendix Q: CSU General Education-Breadth Guidelines**

### **CSU GENERAL EDUCATION-BREADTH (GE-B) CERTIFICATION GUIDELINES**

#### **CERTIFICATION BASICS**

- ◆ All CSU GE-B Areas A-E must be completed for full certification. However, certification of particular areas is also possible.
  
- ◆ A course taken at a California Community College can only be used to satisfy the CSU GE-B area if the course was approved for that area when the student took the course. The exception is if a course was “grandfathered”
  - If the CSU GE-B approved date on ASSIST is blank or F81, course was “grandfathered” in this GE area. This means that the course is acceptable for this GE area for “as far back as the course can be identified.”
  - If the CSU GE-B approved date on ASSIST is S82 or later, the course technically cannot be certified for this area if the student took it before the approved date
  
- ◆ Courses can be listed in more than one area, but cannot be double counted. In other words, a course cannot be used to certify more than one of the CSU GE-B Areas A-E. However, courses used towards A-E certification may be used to fulfill the CSU requirement of U.S. History, Constitution and American Ideals.
  
- ◆ Since CSU admissions requirements for transfer students at the upper-division level specify a minimum grade of “C” for CSU GE-B Areas A1, A2, A3 and B4, most colleges require a “C” or better grade when certifying CSU GE-B Areas A and B4. A total of at least 30 semester units of courses on CSU GE-B certification lists or the equivalent must be completed with a grade of “C” or better for admission purposes. If students have exceeded certification requirements in certain areas, including in the certification the maximal number of courses with “C” or better grades is recommended. [There is a minimum GPA requirement of 2.0 for all transferable units but no minimum GPA requirement specific to CSU GE-B.]
  
- ◆ Courses with a “credit” grade may be used for certification, provided the college issuing the “credit” has a policy which states that “credit” is equivalent to a grade of “C” or better. (Note: Some campuses might have limitations on the number of “credit” grades that can meet degree requirements, but this is separate from CSU GE-B certification.)
  
- ◆ International or foreign coursework cannot be used in CSU GE-B certification. The individual CSU campus may opt to give students credit for foreign coursework, but community colleges do not have that prerogative.

## **PASS-ALONG**

Pass-along is that process where a community college uses course work taken at another institution when certifying course work for one of the California accepted General Education patterns.

Pass-along for CSU GE-B courses taken at a California Community College or other institution maintaining a CSU GE-B certification list

- ◆ Courses are placed in the general education pattern in the area for which they were approved at the college where the course was taken.

Pass-along for courses taken at a California State University prior to enrolling at a California community college

- ◆ Courses are placed in the general education pattern in the area for which they were approved at the CSU where the course was taken. CSU campuses do not always use the coding in Attachment A of E.O. 1033 to label the areas of the campus-specific GE-B pattern, so it may be necessary to ascertain the appropriate area by matching up the objectives rather than the labels. Note: If the student is transferring back to a CSU campus he or she attended previously, the campus *may* regard the student as subject to the campus-specific GE pattern and not an appropriate candidate for certification.

Pass-along for courses taken at a University of California campus, a regionally accredited independent college or university in California that does not maintain a CSU GE-B certification list, or a regionally accredited out-of-state institution of higher education:

- ◆ If a course from one of these institutions is substantially comparable to a course that is currently on the CSU GE-B certification list for any community college, you may pass it along in the appropriate area. This generally requires review and approval by subject matter faculty from your college of the course in question. However, your college may allow the articulation office to determine that an obvious general education course, such as General Psychology, is comparable.
- ◆ ‘Spirit’ of GE Area: Where your college doesn’t offer a comparable course but the course in question meets GE requirements at the institution offering it that are substantially similar to CSU GE-B requirements, the course may be passed along.
- ◆ Criteria would include:
  - ◆ The institution is accredited by one of the United States regional accrediting associations, e.g. WASC. (Community colleges should not pass-along courses from international educational institutions.)
  - ◆ The scope and rigor of the course is similar to courses already on CSU GE-B certification lists, e.g. History of India would be OK if we have History of Japan already on our list. Note: The course is not required to be lower division.

Pass-Along for Critical Thinking:

- ◆ Pass-along for critical thinking courses from out-of state and independent colleges and universities is discouraged. A reference in the catalog description to “critical thinking” is not sufficient; to pass along such a course, the faculty would have to evaluate a course outline or syllabus on the basis of the explicit critical-thinking standards in E.O. 1033.

## QUESTIONS AND ANSWERS

1. Is Partial Certification of CSU GE-B permitted?  
Students may qualify for full certification or certification of one to four areas. (This is different from IGETC.) A student qualifies for full certification when all 5 subject-areas of CSU GE-B are satisfied. A student qualifies for Area certification for each subject area where all requirements are satisfied.
2. When a student attends multiple colleges, which institution is responsible for certifying CSU GE-B?  
The last community college the student attends during a regular term should prepare the certification.
3. May community colleges use courses with “credit” grades for CSU GE-B?  
Yes. Courses with a “credit” grade may be used for certification, provided the college issuing the “credit” has a policy which states that “credit” is equivalent to a grade of “C” or better (not C- or better).
4. What is the minimum unit value for a course to clear a subject subarea? Can a one-unit course be used?  
A one-unit course may be used to clear a subarea of Area C or Area D as long as that course is approved for use in that particular subarea. Example: A one-unit music course may clear Area C1, if another eight semester units are taken in Area C2. Together, they would fulfill the Area C requirement.
5. May a community college use Advanced Placement (AP) or International Baccalaureate (IB) exams in place of courses for CSU GE-B?  
Yes, CSU has adopted guidelines for the use of AP or IB exams for CSU GE-B certification. See [calstate.edu/app/general\\_education.shtml](http://calstate.edu/app/general_education.shtml) for the full list.
6. Is CSU GE-B an admission requirement?  
No. If students were not eligible for admission out of high school, then they will need to complete either IGETC or CSU GE-B Areas A1, A2, A3 and B4 with “C” or better grades to be admitted to a CSU campus.
7. Is it advisable for all students to complete IGETC or CSU GE-B?  
No. Some students pursuing majors that require extensive lower-division major preparation may want to focus on taking major preparation courses and the CSU GE-B areas required for admission (Areas A and B4).
8. Is there a limit as to how many courses can be passed along from independents/out-of-state institutions? What about courses coming from CSUs and UCs?



CSU GE-B policy imposes no limit on the number of courses or units that can be passed along. At least one course, however, should have been completed at the college doing the certification.

9. What about double counting for CSU-GE-B and the major? How is CCC certification of CSU-GE-B affected by local CSU campus policy?

Some CSU campuses may impose limits on the double-counting of courses for CSU GE-B and the major. It is useful for community colleges to be aware of such limitations, so that when there is a choice of courses that can fulfill CSU GE-B requirements, the certification is structured to maximize what “counts” for the student.

10. Are community colleges restricted from using military credit for CSU GE-B Area E (i.e., Health Education and PE)?

No. The CSU will accept military credit for basic training as equivalent to one unit of physical-activity courses in Area E, when completion of Area E is certified by a community college. Campus practices for native students and those transfers who aren't certified may vary.

11. What about the use of three-quarter-unit courses from independent or out-of-state universities, particularly for certification of Area A1, A2, A3; and B4?

For admission purposes, the student must fulfill Area B4 by completing at least three semester units or four quarter units in mathematics/quantitative reasoning with an intermediate algebra prerequisite. Three-quarter-unit courses can contribute to fulfillment of Area A. A total of 12 quarter units is required; these units do not have to be evenly distributed across the three subareas, but the instruction in each subarea must be substantial enough to meet the pertinent objectives in E.O. 1033.

12. What about repeatable courses?

If the college allows repeats for a course on the CSU GE-B list, the repeated units may be applied to the CSU GE-B, unless limitations are noted on ASSIST. However, this is rare: most repeatable courses are either in skills development (e.g. Film Editing) or variable subject (e.g. Topics in World Current Events), which are typically excluded from general education.

13. Under “Spirit of GE,” could a community college certify a course if the course to be “passed along” was comparable to a course on another community college’s CSU GE/B list?

Probably, at least for CCC courses that were reviewed and accepted (not grandfathered) in the CSU GE-B course review process.

## **Appendix R: CSU Executive Order 405**

### **THE CALIFORNIA STATE UNIVERSITY AND COLLEGES**

**Office of the Chancellor**

**400 Golden Shore**

**Long Beach, CA 90802**

**Executive Order:** 405

**Title:** Graduation Requirements in United States History, Constitution and American Ideals

**Effective Date:** November 15, 1982

**Supersedes:** No Prior Executive Order

This Executive Order is issued pursuant to Section 40404 of Title 5 of the California Administrative Code. Its purpose is to establish guidelines for the administration of Section 40404 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This Executive Order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied.

#### **I. Content of Course and Examination Designated as Meeting Requirements of Section 40404**

- A. Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.
  - 1. Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
  - 2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
  - 3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.
- B. Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

## **II. Certification**

Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this Executive Order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of The California State University.

## **III. Procedures for Certification**

The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342) modified as follows:

1. Certification means that the entire requirement has been met. Partial certification is not authorized.
2. Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification for those purposes shall be according to established procedures for those purposes (see Executive Orders 167 and 342).
3. A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 342 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this Executive Order.

## **IV. Disputes**

When disagreements arise, the procedures in the Chancellor's Executive Order concerning certification of General Education-Breadth Requirements (see Executive Order 342, Part V) shall be utilized to achieve resolution.

## **V. Effective Date**

This Executive Order is effective immediately. Students presently enrolled, however, who enrolled in courses or completed examinations prior to this date, which would have met the requirements of Section 40404 at that time, shall be deemed to have satisfied these requirements.

W. Ann Reynolds, Chancellor

Date: November 15, 1982

## **Appendix S: UC/CSU IGETC Criteria**

### **Adoption of the Intersegmental General Education Transfer Curriculum Board of Governors California Community Colleges March 15, 1991**

#### **Background**

Assembly Bill 1725 (Chapter 973, Statutes of 1988) directed the governing boards of the University of California, the California State University, and the California Community Colleges, with appropriate consultation with the Academic Senates of the respective segments, to jointly "develop, maintain, and disseminate a common core curriculum in general education for the purpose of transfer," and to adopt that curriculum. The full text of that directive, as incorporated in the Education Code, reads as follows:

**66720.** The Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, with appropriate consultation with the Academic Senates of the respective segments, shall jointly develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. Any person who has successfully completed the transfer core curriculum, shall be deemed to have thereby completed all lower division general education requirements for the University of California and the California State University.

**66721.** Upon development of the transfer core curriculum pursuant to Section 66720, and upon any subsequent joint revision of that curriculum, the Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University shall jointly cause the curriculum to be published and distributed to each public school in this state that provides instruction in any of the grades 7 to 12, inclusive, and to each community college in this state, with an emphasis on the communication of that information to each school or college having a high proportion of students who are members of one or more ethnic minorities. In addition, the Board of Governors shall distribute that transfer core curriculum to the State Board of Education, which shall apply that information to ensure, through its curriculum development activities, that public school pupils enrolled in any of the grades 9 to 12, inclusive are aware of the academic requirements for preparation for higher education and may receive any necessary academic remediation in a timely manner.

**66723.** No provision of this chapter shall apply to the University of California except to the extent that the Regents of the University of California, by appropriate resolution, makes that provision applicable.

This action of the Legislature followed from recommendations in reports of the Commission to Review the Master Plan for Higher Education and the Joint Legislative Committee to Review the Master Plan. Both reports decried the confusing multiplicity of general education course requirements of the California State University system and the individual campuses, colleges, and programs of the University of California as a barrier to students who wished to transfer. The solution, all agreed, was the creation of a common set of lower division, general education requirements that could serve as a basis for transfer to all campuses of both segments.

The Intersegmental Committee of the Academic Senates (ICAS) took up the task of responding to those recommendations in the fall of 1986, well before the AB 1725 directive took effect. (The members of ICAS committee who developed the basic proposal are listed in Appendix B.) A year earlier, the California State University (CSU) had adopted a systemwide general education pattern of courses, and, faculty at the University of California (UC) had conducted a series of studies of the general education and lower division major requirements in several disciplines.

These separate but complementary efforts served as a common meeting ground for development of the Intersegmental General Education Transfer Curriculum (IGETC). In less than two years, agreement had been reached on 12 of the 13 necessary courses. The final area of agreement, which concerned the nature of the second course in the "English Communication" area, was reached more than a full year later.

In the meantime, the University of California adopted the 37-unit "interim" agreement as its systemwide Transfer Core Curriculum (TCC). The TCC was superseded by the IGETC in fall 1991, following the latter's adoption by the three governing boards.

## **Content of the Intersegmental Curriculum**

The full text of the Intersegmental General Education Transfer can be found at [www.icas-ca.org](http://www.icas-ca.org) or [www.ccctransfer.org](http://www.ccctransfer.org) Its basic requirements are summarized below in a statement that has been endorsed by ICAS.

## Intersegmental General Education Transfer Curriculum (IGETC)

### Summary Outline

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

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

<i>English Communications:</i>	One course, English Composition (3 sem./4-5 qtr. units); this course is a prerequisite to Critical Thinking.  One course, Critical Thinking-English Composition (3 sem./4-5 qtr. units); strong emphasis on writing; prerequisite: English Composition.  One course, Oral Communications (3 sem./4-5 qtr. units).(a)
<i>Mathematical Concepts and Quantitative Reasoning:</i>	One course, Mathematical Concepts and Quantitative Reasoning (3 sem./4-5 qtr. units).
<i>Art and Humanities:</i>	Three courses, at least one course in arts and at least one course in humanities (9 sem. /12-15 qtr. units).
<i>Social and Behavioral Sciences:</i>	Three courses in at least two disciplines within subject area (9 sem./12-15 qtr. units).
<i>Physical and Biological Sciences:</i>	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units).
<i>Language Other Than English:</i>	Proficiency equivalent to two years of high school study.(b)

(a) Students transferring to UC do not have to meet the Oral Communication requirement.

(b) Students transferring to CSU do not have to meet the requirement of a Language Other than English.

## **Implementation of the Intersegmental Curriculum**

As may be seen readily from the above summary, the IGETC document establishes agreement on:

- the five basic areas of general education, plus the foreign language proficiency;
- the number of courses and units required for each basic area; and
- the fundamental characteristics of courses that may be applied in each area.

A suggested common certification form has been developed. A copy is in the IGETC Standards, Policies and Procedures document in Section 11.5 which can be found at [www.icas-ca.org](http://www.icas-ca.org) or [www.ccctransfer.org](http://www.ccctransfer.org).

## **Dissemination of the Intersegmental Curriculum**

AB 1725 requires that the three segments jointly disseminate the Intersegmental General Education Transfer Curriculum, once it is approved, to all secondary schools in California and to the State Board of Education. The purpose is to encourage schools to provide the appropriate preparation to students who wish to attend college. When the IGETC has been adopted by all the segments, Chancellor's Office staff will work through the Intersegmental Coordinating Council to meet the dissemination requirement.



## **ATTACHMENT A**

### **INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM**

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

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

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

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

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

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions

are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

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

In fall 2006, staff from the University of California Office of the President contacted staff in the California State Chancellor's Office and staff in the California Community College Chancellor's Office, to request the formation of an intersegmental committee to review the 1991 IGETC Standards, and the 1991, 1992 and 1994 IGETC Notes. This document, "Standards, Policies and Procedures for the IGETC, Version 1.0", was a compilation of all previous documents and incorporates clarification and procedure changes approved by each segment and ICAS.

In Spring 2008, an ICAS IGETC Standards committee was proposed consisting of three members of ICAS, one member from each segment of California higher education, three members appointed by the California Intersegmental Articulation Council (CIAC), one articulation officer from each segment of California higher education, and one member from each of the System Offices. The committee convened in Fall 2008 to review the IGETC Standards, Policies and Procedures and proposed Version 1.1 to ICAS, which was approved June 4, 2009. Version 1.2 was approved June 9, 2010, 1.3 on June 9, 2011 and 1.4 on June 25, 2012. The Standards are updated annually.

## **Appendix T: Instructions for Preparation of IGETC and CSU GE-Breadth Submissions**

**Date:** November 16, 2012

**To:** Articulation Officers at  
California Community Colleges

**From:** Nancy Purcille

Ken O'Donnell

University of California

California State University

**Subject:** [CIAC] annual submission of CCC outlines for American Institutions, IGETC and GE Breadth

The UC and CSU invite outlines of record for any new or revised courses your college would like to propose for the state's transfer curriculum in American Institutions, CSU GE Breadth, or IGETC. This year's deadline is **Friday, December 14, 2012, at 4:30 p.m.**

Proposals are made electronically via the OSCAR interface at [www.assist.org](http://www.assist.org). Before submitting courses you may want to refer to these documents, which detail the individual subject areas and criteria for review:

IGETC [Standards](#) version 1.4

CSU Executive Order [1061](#): American Institutions

CSU Executive Order [1065](#): General Education Breadth

CSU and UC [Guiding Notes](#) for General Education Course Reviewers

### **Annual Reminders**

- Any submitted courses should be baccalaureate level. (For IGETC courses this also means TCA-approved.)
- Please complete all fields when you upload course outlines. Our reviewers usually deny courses with missing information.
- Colleges should submit only one copy of the outline for a cross-listed course. (For example, if you have a single course in the history of political science offered under both a HIST and POLISCI prefix, then please submit it under only one of the two prefixes.)

### **New This Year**

- The ASSIST Coordination Site continues to operate without full staffing, meaning there will be fewer people to help solve last-minute problems with data transfer.
- Please make your submissions well ahead of the deadline. At the close of business on December 14, all of ASSIST's course outline data will be brought over, and no outlines submitted afterward will be visible to the reviewers.

We expect to return decisions to you in early April, with publication on ASSIST to follow. For most courses the effective approval term will be Fall, 2012.

Thank you for your support of the state's transfer students, and please contact us with any questions.

[Ken O'Donnell](#)

CSU Office of the Chancellor

[Nancy Purcille](#)

UC Office of the President