

**Rio Hondo College
Curriculum Committee**

2008-2009

**Faculty Curriculum Guide
(AKA “The Red Notebook”)**

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The “Red” Notebook – An Overview

In the Fall of 2000, the “red notebook” was introduced to Rio Hondo’s Curriculum Committee. This binder came to be a valuable resource, including (hopefully) all the information that one needed to understand and contribute to the Curriculum process. Over time, suggestions were made and the need for a revision became clear. This new notebook is designed to be more user friendly and (again, hopefully) more complete. In addition, it is being made available to the campus community in an electronic format such that all who wish to have its contents will have them. Please pass on any comments you may have to Charlie McFarlin (cmcfarlin@riohondo.edu, ext. 7587) or Jennette Noriega (jnoriega@riohondo.edu, ext. 7497), the Curriculum Committee Co-Chairs for the 2008-2009 academic year.

While every effort is being made to provide complete information here, there are many other valuable sources of information available to you. At the end of this overview you will find a list of web sites that may be of use to you, depending on what you are looking to accomplish.

Any change in RHC’s curriculum must go before the Curriculum Committee. Some changes require just one reading, while others require two. The processes that are in place are designed to achieve a number of goals. In order to ensure that all interested parties are aware of and approve of any changes that are attempted, signatures of faculty teaching in the discipline are needed and all changes must be initiated by faculty. The curriculum approval process is designed, ultimately, to maintain the quality of RHC’s curriculum and to determine that we are striving to fulfill our mandated mission as part of the California Community College system. It should also be noted that we are required to have a curriculum approval process and there are some steps that must be included in our process in order for us to be functioning in accordance with Title V, the regulations that apply to the California Community Colleges. This includes the inclusion of two forms along with most actions that may appear to be purely repetitive. While this may be so, we are required to include these forms and consider them each individually (in addition to whatever course change they accompany). These forms are the Content Review and Prerequisite/Corerequisite/Advisory forms. If you write any curriculum, you are sure to encounter these forms.

While every effort is being made to ensure that this is as valuable tool as possible, changes are sure to be needed. Please don’t hesitate to pass on any suggestions.

General Information

Please note that the contents of this notebook are designed to be a guide. While every effort has been made to provide information that is accurate and clear, interpretations of regulations may change and the will of the Curriculum Committee may result in changes in practices. The current Curriculum Chair and/or your Division Curriculum Committee Member should be consulted as you develop materials for the Committee.

Agenda Deadlines and Distribution

Materials must be submitted on Monday afternoon by noon for consideration for the meeting of the following week. All submissions should be made to the box provided in L302 (the office is on the right of the 3rd floor of the library). These items should be ready for the Committee, with all signatures included and prepared with the appropriate care – this is not a “rough draft”. Contact information for the originator of the proposed changes should be provided, as they may be contacted if any changes are needed. If changes are needed, they must be submitted to the Curriculum Chairperson by 11:00 A.M. on Wednesday of that same week in order to be on the next agenda. The agenda will normally be placed in the mailboxes by noon on Friday of the week preceding the meeting. If Friday is a holiday, the agenda will be placed in the boxes by 9:00 A.M. on Monday.

Items requiring two readings are likely to need changes between the first and second readings, which will typically occur in consecutive weeks (unless a meeting is cancelled, in which case the second reading would occur at the next meeting). All such changes should be submitted to the Chairperson by 5:00 P.M. of the day prior to which the second reading is scheduled to occur. Corrections not submitted by this deadline will not be considered. As of the fall 2002 semester, final copies of course outlines should also be submitted electronically to the Curriculum Chair, currently Jennette Noriega-Co-chair (jnoriega@riohondo.edu) and Articulation Specialist, currently Lorraine Castellanos (lcastellanos@riohondo.edu).

There are numerous deadlines that must be met throughout the year. These include deadlines relating to publication of our catalog and schedule, as well as deadlines that we must meet for submission of our courses to the UC and CSU system for determination of their transferability. The deadlines are not arbitrary. Many Curriculum items need Board approval and the Curriculum deadlines are established such that items can be on the Board agenda as needed. Thus, the deadlines established are not flexible. Your cooperation in submitting materials in a timely manner is much appreciated.

Forms

Please make sure that before submitting any forms for action by the Committee that all forms are signed by the appropriate individuals as well as utilized the most recent version of the form found on the p drive. “Faculty teaching in the discipline” should be interpreted as all full-time faculty in the discipline when the discipline is small (i.e., 3 or less members) and a reasonable number of appropriate faculty when a discipline is larger. Every effort should be made to secure the signature of those who are most likely to be interested in and/or impacted by any proposed change. It is also appropriate to have part-time faculty sign, especially in the case of disciplines with only a single full-time faculty member.

Meetings

The Curriculum Committee meets on Wednesdays from 11:15 A.M. to 12:30 P.M. in the Board Room. While the Committee is scheduled to meet weekly, meetings may be cancelled if there are not sufficient items on the agenda or there is an event scheduled such that a quorum is not likely.

New Course Numbers

Your Division Dean and Division Secretary should each have a computer list of all courses (and numbers) used in your division. A number may not be used twice even if the course is no longer offered. Please choose an appropriate course number for a new course that is not represented on this list. In the event that this information is not available in your Division, it may be requested from Irene Torres in the Student Learning and Support Office (Ext. 3211).

Which Form(s) Do I Use?

The chart on the following page will show you which forms and other paperwork are needed for the different changes and additions you may want to make to the curriculum. If the change you wish to make is not included, consult with the Curriculum member from your Division, or the Curriculum Chairperson. See the appropriate section of the notebook for more detailed instructions for the most common items brought to the Committee. **Note also that if you are making a change to a course that has an outline more than 5 years old, you must update all the forms for the course in order to accomplish the change. Revisions should be done AT LEAST every 5 years.**

| Action Requested | Forms/Paperwork Required | Page(s) |
|---|--|----------------|
| Course Description Change | Course/Degree/Certificate Change Form + replacement description page. | 42 |
| Deletion from Catalog | Course/Degree/Certificate Change Form | 42 |
| Deletion from Curriculum | Course/Degree/Certificate Change Form | 42 |
| RHC GE, CSU GE and/ or IGETC Approval | RHC GE Request Memo +/-or CSU GE Request Memo +/-or IGETC Request Memo + Division approval minutes | 82-88 |
| Hours Change | Course/Degree/Certificate Change Form + replacement page(s) for the page(s) in the Course Outline that will be impacted. | 42 |
| Course Revision | Course Revision Form + Content Review Form + Prerequisite/Corequisite/Advisory Form | 30 |
| New Course | New Course Form + Content Review Form + Prerequisite/Corequisite/Advisory Form + SLO's + Class Size Memo + Division Minutes | 16-28 |
| Number Change, Title Change, Unit Change, Prefix Change | Course/Degree/Certificate Change Form + replacements for all pages in the Course Outline that will be impacted | 42 |
| On-Line and/or Hybrid Course Approval | Request to Offer a Course Via Distance Education Form + Course Outline Addendum for Distance Learning Delivery of a Course + Division approval minutes + DSP&S sign-off (provided by DSP&S- Suzanne Frederickson) | 39-40 |
| Prerequisite Change | Course/Degree/Certificate Change Form + replacements for all pages in the Course Outline that will be impacted | 42 |
| Course/Degree/Certificate Change | Course/Degree/Certificate Change Form + 1 or 2 1. Photocopy of page from current RHC catalog showing old degree and/or certificate requirements + typed page showing new requirements (formatted as it should appear in the Catalog) 2. Replacements for all pages in the Course Outline that will be impacted | 42 |
| New Degree | See the appropriate section. Contact the current Curriculum Chairperson if you are creating a degree for the required forms, as well as additional information. Note that the form provided is needed + minutes indicating Division approval. | 43-48 |
| New Certificate | See the appropriate section. Note that there is a considerable difference between creating a Certificate of Skill Proficiency or Career Certificate and a Certificate of Achievement. Contact the current Curriculum Chairperson if you are creating a Certificate of Achievement for the required forms, as well as additional information. Note that the form provided is needed + minutes indicating Division approval. | 43-52 |

| | | |
|--|---|--------|
| Non-Credit Course Revision | Non-Credit Course Revision Form | 95-97 |
| New Non-Credit Course | New Non-Credit Course Form | 91 |
| New Non-Credit Certificate of Completion or Competency | New Non-Credit Certificate Form + Labor Market Data if applicable | 98-100 |
| Advanced Placement | Advanced Placement Form + Division Minutes | 90 |

Sources for additional Information:

**California Community Colleges
Program and Course
Approval Handbook
System Office
California Community Colleges
March 2003**

This handbook was produced under the direction of Dona Boatright, Vice Chancellor for Educational Services, and LeBaron Woodyard, Dean of Academic Affairs and Instructional Resources. The principal author was Charlie Klein, Specialist in Academic Planning.

This handbook may be viewed on the World Wide Web at:

<http://www.cccco.edu> (System Office, Divisions, Credit Program and Course Approval)

Information can be obtained from the State Academic Senate's Curriculum site at:

<http://www.curriculum.cc.ca.us/>

If you are interested in knowing about the transfer status of courses in your discipline at Rio Hondo or are interested in finding more about the transferability of courses at other Community Colleges, then ASSIST is the place to go: <http://www.assist.org/> Here you can determine how courses currently are articulated. Additional transfer-related information can be found at: http://www.assist.org/WaReps_2/help/sites.html

The Educational Services Division of the System Office offers information at:

<http://www.cccco.edu/divisions/esed/esed.htm>

This office is responsible for providing state-level design and review of community college curriculum and instructional support activities. The division is committed to providing leadership and technical assistance to enhance the capacity of the community colleges in the areas of career ladders and workforce and economic development; academic planning, approval, and review of credit degrees and certificates; implementation of the California State Plan for Vocational and Technical Education and Vocational Education Technology Act (VTEA); career development partnerships; Library and Learning Resources Programs; technology strategic planning; basic skills/ESL literacy; credit/noncredit adult and continuing education; global education; special project management; and systemwide technical assistance delivery.

The California Community College Web Clearing House offers an "Online Curriculum and Instructional Resource Center". This is a Web-based center for materials, resources, and model processes designed to assist in the development of pedagogically sound programs and courses. <http://www.governet.net/c4/>

Writing a New Course

Provided here is, hopefully, all the information that you will need in order to write a new course. First, you will find a list of the procedures involved. Following this, you will find a document entitled "Curriculum 101" which is designed to be a step-by-step guide to the New Course form (AKA New Course Outline), Content Review and Prerequisite/Corequisite/Advisory forms (note that all three forms are required). It is highly recommended that you complete the New Course form and all needed editing before completing the other forms, as this will help to ensure consistency as you may cut and paste from the New Course form to the others.

Submitting a New Course to the Curriculum Committee at RHC Procedures

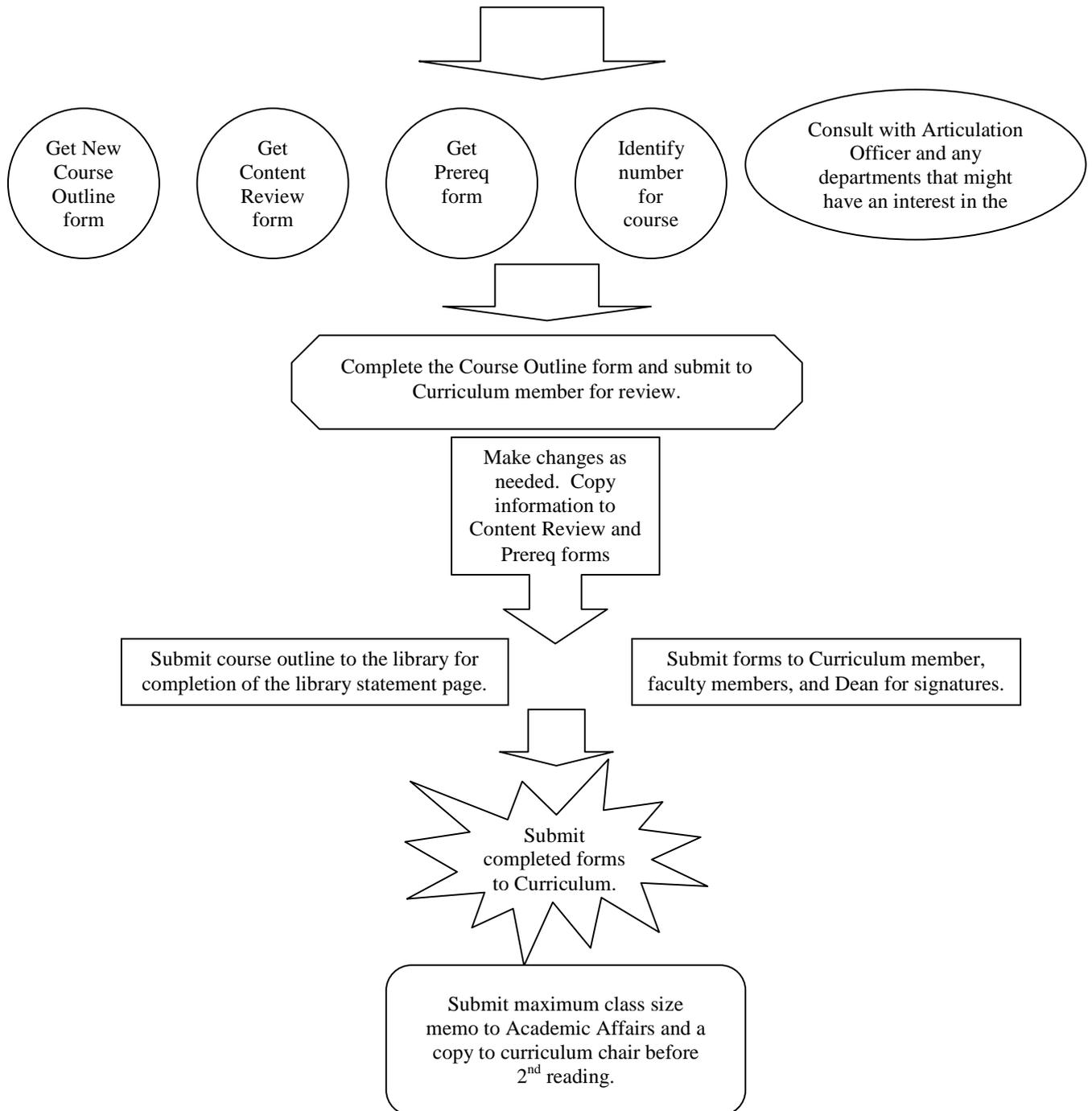
1. Prior to the development of a new course, you should have ascertained that the course is needed and justified. Please see the "Curriculum 101" guide for more comments on this and some additional considerations. This will also be your guide to the completion of the new course form (AKA "New Course Outline").
2. Develop a vision for your course - what are the objectives? What text will you use? Gather this background information, as it will be needed. You will provide both an outline of your course content and a listing of student objectives (as well as how they will be achieved) on the new course form.
3. Obtain the forms you need. These are the New Course Outline form, the Content Review form, and the Prerequisite form. The 3rd is actually the Prerequisite/Corequisite/Advisories form (often referred to as the Prereq form, to simplify matters). Your Division Secretary should have these and they should also be available on the Curriculum website and the pdrive. Be sure that you have the most current form. Substantial modifications have been made to the earlier form and it will not be accepted. If your Division secretary does not have these forms, your Division Curriculum Committee member should have them. You may also contact Lorraine Castellanos (lcastellanos@riohondo.edu) the articulation specialist and clerical support for the committee, or the current Chairperson. You will need electronic versions of the forms so that modifications can be easily made.
4. Upon completion of the New Course form, you should consult with both the other members of your discipline and a Committee member. Others who teach in your discipline should aid you in evaluating the content you have prepared; determining if your coverage of the topic is appropriate, assessing the objectives you have indicated, and all other discipline-related elements of the form. Your Committee member should assure that you have completed the form in a way that is consistent with established procedures and guidelines. Note that the answers to many questions that you may have in this process can be found in the "red notebook" that both your Curriculum members and your Division secretary should have. NOTE: Please give the Curriculum Committee member enough time to look it over carefully. The Curriculum member's signature indicates that he/she has reviewed your documents and made certain that they are truly ready for the Committee's consideration.

This same caution applies to all those from whom you will obtain signatures – provide them with an opportunity to review what you are proposing. On all 3 completed forms you will be needing signatures of those teaching in your discipline, a Curriculum member from your Division, and your Dean. Be sure that you have a form that is "clean" before you begin this process.

5. Upon completion of the New Course form, make a copy of pages 3 through 8 (or print out a second copy) and submit this to Judy Sevilla-Marzona in the library. Please don't staple this, just use a paperclip. The library staff will sign off on the library statement form and will return it to Lorraine Castellanos. Be sure that you have signed page 3 this form before you submit it to the library. Note that you should be submitting your course to the library a few weeks prior to its submission to the Committee. This will provide library staff with time to review the library's holdings and make a determination as to whether or not the course will be adequately supported.
6. Next, complete the other 2 forms. These just require information already contained in the New Course form and are required. Gather your signatures. All 3 forms require multiple signatures.
7. Complete a New Class Size Memo. This needs to be submitted to Academic Affairs before the course is given a second reading.
8. Submit your completed materials to Lorraine Castellanos. She is on the 3rd floor of the library. Ask at the circulation desk if you are unsure of where to go.
9. The deadline for Wednesday of one week is Monday at noon of the preceding week. Your course will go through a brief "technical review" prior to being placed on the agenda. If there are problems, you will be contacted and any corrections will need to be made and submitted to the current Chairperson by 11:00am on Wednesday (this is still the week before your course will go to the Committee). Provided your course is received and the corrections are made, it will be on the agenda for the following week.
10. The Committee meets on Wednesdays, from 11:15-12:30. Usually we meet in the Boardroom. You or someone who can represent you needs to be present at the meeting in which your course will be considered. Note also that the course will not be considered if no member from your Division is present. New courses require two readings. Provided that there is nothing controversial about your course and you have answered all questions of the Committee sufficiently, it is likely that you need only be present for the first reading. Note, however, that a member from your Division must be present at both.
11. A final note: if you are introducing a potentially controversial item, you are strongly encouraged to consult with those who might have objections prior to its introduction to the Curriculum Committee. Such collegial efforts are a benefit to all and may aid in minimizing controversy.

The Curriculum Process - Introducing a New Course

Faculty member develops an idea for a course or sees the need to develop a course and determines that there is departmental support for the course (shown with departmental approval minutes).





Curriculum 101 – Introduction to Writing a New Course

An overview of the process of having a new course approved
by the Curriculum Committee at Rio Hondo College.

1st things first

1. “Helpful hints and comments” and directions that need to be deleted are italicized.
2. Before you even begin the development of a new course, you should have some rationale and goal in mind. How will the course you are developing serve our students? Is it designed to serve a select population? Be sure that there is justification for the introduction of the course – not simply that it is something you’ve been itching to teach.
3. Consult with the other members of your department and division – do they agree to the need for this course? If you are developing a program or a certificate – do you have the support of the Division?
4. Be collegial. Is this a course that is similar to a course taught by another division? Are you proposing that the course fulfill a General Education (GE) category that is normally the domain of another division? Prevent and anticipate controversy before it is encountered.
5. Do your homework. Is this a course typically taught at the Community College? Remember, our mission is to offer lower division courses.
6. Once you have done the above, you are ready to begin. In order to introduce a new course you will need 3 forms; the new course form, the content review form, and the prerequisite form. The 2nd and 3rd forms merely require that you present information from the new course form in a different format. These are forms required by Title V – although you may think they are just an irritant we have implemented to make you miserable – that is truly not so. We have many other ways of accomplishing this task.
7. Be sure that on all three forms preparation courses (prerequisite and/or advisory) are listed in proper format and include approved wording for English, reading, and math entering skills (see next page for examples).
8. Give yourself time!!! You need signatures from others in your discipline, as well as your dean. You also must submit a copy of your course to the library – preferably at least 1 week before the course is on the agenda at Curriculum. Be aware of the many deadlines that exist – especially the very early deadlines for having courses count for UC IGETC and CSU GE (more on this later).
9. Complete a maximum class size memo. This needs to be submitted to Academic Affairs before the course is given a 2nd reading. It is also a good idea to submit a copy to the curriculum chair.
10. Problems/questions? Don’t hesitate to seek help! The Curriculum Chair and your Division representative to Curriculum should be seen as resources – use them.

APPROVED ENGLISH AND READING PREPARATION WORDING AS OF SPRING 2008

ENGLISH

ENGL 30 or ESL 197 or appropriate assessment:

- Write basic paragraphs and short essays with limited introductory and concluding remarks
- Write with some patterns of grammatical and mechanical errors and simple sentence structures, but demonstrate adequate fluency in grammar and mechanics to qualify for intermediate-level composition
- Write with occasionally limited detail and weak analysis, but demonstrate adequate detail and analysis to qualify for intermediate-level composition
- Write with at times weak paragraph organization, but demonstrate adequate organization to qualify for intermediate-level composition

ENGL 35 or ESL 198 or appropriate assessment:

- Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks
- Write with some grammatical errors, but demonstrate adequate fluency in grammar and mechanics to qualify for freshman composition
- Write with some specific details and some analysis and reflection, demonstrating adequate detail and analysis to qualify for freshman composition
- Write with occasional errors in paragraph organization, but demonstrate mostly good paragraph organization and transitions

ENGL 101:

- Write a multi-paragraph essay with a thesis statement and the use of outside research sources to support the thesis
- Analyze research material adequately but with occasional errors in analysis
- Incorporate research material into student writing with some errors but with enough fluency and accuracy to demonstrate college-level proficiency
- Document outside research material using MLA format with some errors but with enough fluency and accuracy to demonstrate college-level proficiency
- Write with some grammatical and organizational errors, but demonstrate college-level proficiency in organization, grammar, and mechanics

READING PREPARATION

READ 022 or appropriate assessment = Read instructor-generated handouts

READ 023 or appropriate assessment = Read a college-level textbook

Rio Hondo College
Curriculum Committee

| |
|------------|
| New Course |
|------------|

Division/Department: **Degree Applicable:** *Will the course provide credit towards a degree? Courses numbered ≥ 40 are, by definition, degree applicable. Courses numbered 100 and up are, by definition, transferable to the CSU.*

Subject Area: **Non-Degree Applicable:** *Courses numbered 1-39 are non-degree applicable and non-transferable.*

Course Number: **Transferable:** *Courses over 100 are, by definition, transferable to the CSU. The UC system determines what it will and will not accept. CONSULT YOUR DIVISION SECRETARY TO ESTABLISH WHAT COURSE NUMBERS ARE AVAILABLE – if a number is not in the current catalogue, this does not mean it has not been used in the past. Try and make your numbering as logical as possible – give courses with prerequisites higher numbers, etc.*

Course Title: **Units:** Guidelines for units is found below.

Method of Grading: Graded Credit/No Credit

Prerequisite: **IMPORTANT!!!** *If you have a prerequisite, the exiting skills of the prerequisite will be the entering skills for your course.*

Corequisite:

Advisory: *What basic abilities does a student generally need for success in your course? Format for wording of basic skills prerequisites, corequisites or advisories: ENGL 030 (035) or ESL 197 (198) or appropriate assesment, READ 023 or appropriate assessment, MATH 050 or appropriate assessment*

May This Course Be Repeated for Credit? Yes No

If Yes, How Many Times? *If a course is repeatable this must be justified – and should be incorporated into the course description. When writing your course description, be sure that all relevant information is there. If, for example, there is some requirement that must be met for participation in the course, be sure to indicate this. This is a concern that is most likely to arise in vocational courses where some training may be necessary or some requirement needs to be met (such as fingerprints, TB tests, etc).*

Qualification For Repetition: (Check Appropriate Box)

- A. It is a skills class in which it is reasonable to expect the skill level to increase with each repetition.
- B. The content of the course changes from semester to semester so that the course is essentially different.

Class Access: Is this class open to all students who meet the prerequisite? Yes No

Hours Per Week (18 week semester; 1 unit = 1 hour of lecture or 3 hours of lab per week.):

Unclear as to how to handle your hours? If the above formula does not seem to apply to your course, seek assistance.

Lecture/Discussion: Arranged Time:

Lecture/Demonstration: Arranged Time Activity:

Laboratory Activity: Individualized Instruction:

To Be Completed by Division Dean and Originator

Computer Title (Will appear in Schedule of Classes):

TOPS Code:

SAM Code:

Transfer Status:

A - UC

Course Classification: A B C D E F G H I

B - CSU

C - Not Transferable

Static Identifier:

Approved Credit Classification: Degree Applicable Non-Degree Applicable

Rev. 2/2000

Academic Level and General Education Information

1. Would this course usually be considered as fulfilling a major course requirement at the four-year level? If yes, which major? Yes [] No []
If your answer is yes to the above, be sure to answer this question and the following one! If you aren't sure – do your homework! Information is available on-line and catalogues are available in the Transfer Center.
 List CSU campuses:
2. Would this course usually be considered as fulfilling a major for the associate degree? Yes [] No []
If your answer is yes to the above, be sure to answer this question and the following one!
 If yes, which major?
3. Is this course designed to be a general education course at:
If you are seeking GE status for your course, you must have Division Approval (in the minutes of a Division Meeting), justification for this, you must consult with Loretta Bailes and have her approval, AND this must be addressed as a separate motion by the Curriculum Committee. Note that the GE deadlines are much earlier than the deadlines for offering a course – keep this in mind. While you do not need to submit a course to curriculum until the early Spring semester to offer it in the following fall, the GE transfer deadlines are in the Fall semester.
 The community college level? Yes [] No []
 The 4-year college level? Yes [] No []

If the answer to #3 is "yes," for which of the following categories should it be considered?

| | CC | C.S.U. | IGETC |
|--|---------------|---------------|-------------|
| Natural Science | Cat. A: [] | Cat. B: [] | Area 5: [] |
| Art/Humanities | (C1, C2): [] | Cat. C: [] | Area 3: [] |
| Social Sciences | Cat. B: [] | Cat. D: [] | Area 4: [] |
| Communications | (D1, D2): [] | (A1, A2): [] | Area 1: [] |
| Analytical/ Critical Thinking | (D2): [] | (A3): [] | Area 2: [] |
| Language other than English (UC Only): | [] | | |
| Lifelong Learning (CSU Only): | Cat. E: [] | | |

(Please discuss proposed course for transfer general education with articulation officer and get signature.)

Discussed Above: _____
(Signature of Articulation Officer)

Which Instructors in the Subject Area Endorse This Proposal? *Get as many signatures as you can – from the appropriate people – and be sure to permit your Curriculum Committee Member ample time to review your work and offer suggestions. Please don't ask them to sign without looking over what you have done – they should be saving your from having procedural and grammatical errors examined by the committee. The more work you do before submitting your course, the less will need to be said once it is reviewed by the Committee.*

| | |
|--|------------------------------------|
| _____ (Signature) (Date) | _____ (Signature) (Date) |
| _____ (Signature) (Date) | _____ (Signature of Originator) |
| _____ (Curriculum Committee Member) | _____ (Dean) |

Curriculum Library Statement

Course Number and Title:

Department/Division:

Ext:

Originator:

Date:

Originator's Recommendations:

- _____ None. No additional library resources are needed.
- _____ None. The library will be notified if and when appropriate items are identified.
- _____ None. Supporting materials will be provided by the department at the site where the course will be offered.
- _____ The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

This is your chance to let the library know what you want!! Submit a completed new course form to the library at least a week before your course is going to the Committee. And make everyone's lives a little easier – paperclip your work so that pages may be removed and duplicated with ease.

Signature of originator _____

FOR LIBRARY USE ONLY:

A librarian has reviewed the library's holdings in the subject area(s) related to this course and found that:

1. _____ The library has sufficient resources to support this course.
2. The library's resources are not adequate to support the teaching of this course and:
 - _____ Additional items have been identified and will be purchased prior to the course's first offering.
 - _____ The library will purchase materials recommended by the department.

Librarian Follow-up: meeting notification of new materials Other; see below

Signature of librarian _____ Date _____

(MLP et al., 5-10-05)

Preserve the format established here – this is what the rest of the world will see – be sure to keep us looking good!

Rio Hondo College
Division of **XXXX**

Be sure to delete all instructions!

*Your Course Prefix and Number Here (e.g., MATH 160)
Your Course Title Here (e.g., College Algebra)*

Course Description

*[Your Course Description here; note that what you write here will appear in both the catalog and the schedule of classes. **Be sure to identify the target audience in your course description – who is this course for? Are there special restrictions on enrolling? Is it repeatable? Aim for a clear and concise description.]***

? Units/? Total hours.

***Don't forget this!!!**
[Revision Date = catalog year]*

Rio Hondo College

I. Discipline/Department:**Course Number:****Course Title:****Units:****Hours:**

Advisory: *Be sure to use proper format (e.g. ENGL 030 or ESL 197 or appropriate assessment and READ 022 or appropriate assessment).*

Prerequisites:**Corequisites:****II. Need/Justification/Goals**

Why do we need this course?

III. Title V Requirements

A) Entering Skills : (“Upon entering the course, students should be able to...”):

What skills should a student gain from the advisory courses? Exiting skills from any prerequisite courses must be included here. Be sure to include proper wording format for all English and reading advisories and prerequisites.

B) Exiting Skills :

These must match the objectives listed on the infamous matrix page.

C) Minimum Required for a “C” :

Generally a statement such as “completion of all required work with 70% of all possible points” will suffice. Is there a minimum attendance that must be met in order to pass?

IV. Course Content

A single page in outline format is all that is needed here – what topics will be covered?

V. Course Objectives (List on Page 7 of Matrix)

- *State in measurable terms what students will be able to do.*
- *Be concise but complete— ten is too many; one is not enough.*
- *Use verbs showing analysis; rather than “understand,” “identify,” or “describe,” instead use “explain” or “compare and contrast.”*

Be sure to delete all subcategories in green!! You will be providing all of this information on the “matrix” page.

VI. Methods of Instruction (List on Page 7 of Matrix)

- *State methods appropriate to objectives.*
- *State methods of instruction, assignments, and how they are evaluated.*

VII &**VIII. Assignments and Methods of Evaluation (List on Page 7 of Matrix)**

- *State assignments which reflect coverage of all objectives and content.*
- *List graded assignments and clearly state the basis for grading. For example, say “written assignments which show development of self-criticism.”*

IX. Texts/Instructional Materials

You must include a complete reference, and be sure to include the copyright date – this is very important. (Textbook cannot be older than 5 years)

Other Instructional Material

V. Course Objectives**The Student Will:**

- A. *Keep the format as it is given to you when you begin – column breaks are provided and this makes cutting and pasting of columns a simple matter.*
- B. *You need not list your methods and assignments repeatedly. If you lecture, you need only list this once – not once for each objective. Are your objectives stated in measurable terms? Are they consistent with the course description?*
- C. *Words appropriate for use here include: translate, classify, demonstrate, predict, explain, distinguish, describe, create, choose, develop, solve, define, list, relate.*

VI. Methods Of Instruction

- A. *Examples – lecture, video, group activity, readings, etc.*
- B. *Be sure to use proper outline format.*

VII. Assignments

Examples – write a paper, complete homework, etc.

VIII. Methods Of Evaluation

Evaluate is not a method of evaluation – how will you assess that the objectives stated have been achieved.

Words to use in this column include: appraise, judge, assess, criticize, rate, measure.

Content Review and Prerequisite/Corequisite/Advisory Forms

These are forms that are required by Title V. They require a single reading and must be handled separately from the other forms that they accompany. These are, basically, a procedural requirement. All information required on these forms should be obtained from the Course Outline. It is appropriate and necessary that these forms be a duplicate of the appropriate information provided in the Course Outline. The Committee will be looking to see that all forms are consistent. Note that this is frequently where errors are made, especially when several courses are being prepared or modified simultaneously. Refer to the next section for clarification as to where information should be pulled from. Please minimize changes to the appearance of the forms, but make adjustments as needed. All directions should be deleted.

As of Spring 2006, any advisory, prerequisite or corequisite of a basic skills English, Reading, or Math class should appear on all forms in the following format:

ENGL 030 or ESL 197 or appropriate assessment
ENGL 035 or ESL 198 or appropriate assessment
READ 022 or appropriate assessment
READ 023 or appropriate assessment
MATH 050 or appropriate assessment

These are the basic skills classes most commonly used for advisory preparation or prerequisites/corequisites. Other classes may be used, but must be written in the format demonstrated above.

Content Review Form

Course Number/Title/Date _____

Entering Skills/Content/Concepts Students Must Have/Know:

[For example, students should be able to do assignments that require them to compile and organize materials. This should be consistent with any advisories, prerequisites, and/or corequisites for the course. Please delete all instructions (in italics) prior to submission.]

Assignments Given to Students During the Course:

(This should be as is found on the "matrix page" of the course outline.)

Minimum Required for a "C":

*(Note: When listing the minimum required for a "C", give specific criteria any instructor could use so that there is a consistency for giving the grade. For example, students must complete five essays, the midterm, and the final with a 70% average or better. **Do not** use words like "satisfactory completion" because what is satisfactory to one instructor may not be considered satisfactory to another.)*

Exiting Skills/Content/Concepts Students Must Have/Know:

(These are the course "exiting skills" and "objectives" listed on the course outline.)

Appropriate Preparation Courses:

Please delete all that does not apply.

Prerequisites: _____

Corequisites: _____

Advisories: _____

Please list the three UC's and/or CSU's having the same prerequisite or corequisite:

Please list State or board requirement:

(Note: This section is necessary ONLY for entry level, degree applicable courses.)

Entry level, degree applicable courses must also be reviewed to see if they require a basic skills prerequisite, corequisite or advisory in English, ESL, Reading or Math. All of these prerequisites or corequisites must be statistically validated.

Reading Preparation *Please designate whether course is a prerequisite, a corequisite, or recommended (advisory):*
(e.g., Advisory: Reading 023 or appropriate assessment)

English/ESL Preparation *Please designate whether course is a prerequisite, a corequisite or recommended (advisory):*
(e.g., Advisory: English 035 or ESL 198 or appropriate assessment)

Math Preparation *Please designate whether course is a prerequisite, a corequisite or recommended (advisory):* (e.g., Advisory: Math 050 or appropriate assessment)

Signatures of faculty teaching in the discipline:

Reviewed by _____ Date _____
Curriculum Committee Member

Reviewed by _____ Date _____
Division Dean

**RIO HONDO COMMUNITY COLLEGE
CURRICULUM COMMITTEE
PREREQUISITES, COREQUISITES, AND ADVISORY PREPARATION FORM**

It is recommended that the following course:

_____ have the prerequisites, corequisites, and/or advisory preparation (advisories) listed below:

Prerequisites: _____

Corequisites _____

Advisories: _____

Is this a change from the prerequisite, corequisite or advisory currently listed on the course outline and in the catalog? Yes No

Signatures of faculty teaching in the discipline:

Signature of Division Dean

CURRICULUM COMMITTEE APPROVAL

Item Number: _____

Date of Committee Meeting:

APPROVED _____

DISAPPROVED _____



OFFICE OF STUDENT LEARNING SUPPORT &
ARTICULATION
M E M O R A N D U M

To: Paul Parnell
From: Class Size Committee
Subject: Maximum class size for _____

Date:

On _____ a department/division committee met to determine the class size of _____.

The committee was composed of the division dean and three faculty members in the department/division.

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

The committee unanimously recommends a maximum class size of _____. In accordance with Rio Hondo College District's Collective Bargaining Agreement with the Rio Hondo College Faculty Association, the committee is submitting this recommendation to you for your approval.

Approved _____

Not approved _____

Paul Parnell Vice-President, Academic Affairs

Course Revision

A revision of a course may be needed for any number of reasons. The course outlines on file need to be no more than 5 years old. Thus, if any change is being made in an existing course, this is an excellent time to perform a course revision that is likely to be needed due to the passage of time. In addition to the Course Revision form, the Content Review and Prereq forms are needed (see earlier sections). Further details on completing the Course Revision form can be obtained by looking at the directions for completing a new course outline.

A course revision is needed if there is a change in content, prerequisites, units, title, description, transfer level, number, or a merger/modularization of existing courses. If you are making many changes to the course, then you should mark the “major revision” line on the first page of the Course Revision Form, if you are unsure what constitutes a major revision consult with a Curriculum member or the Curriculum Chairperson. Basically, any change that suggests a substantive change in the course is considered a “major revision”. Provided a course is not very old, much of the needed information can simply be obtained from the existing course outline. There may be a need, however, to transfer the information to the forms that are currently in use. Course outlines need to be updated at least every 5 years.

Item Number: _____
TOPS Code: _____
SAM Code: _____
Degree Applicable _____
Non-Degree Applicable _____
Transferable _____

RIO HONDO COMMUNITY COLLEGE
CURRICULUM COMMITTEE

COURSE REVISION FORM

A Course Revision Form is completed for the following purposes:

- 1. Reinstating a course that has been deleted from the catalog.
- 2. Revising a course's goals and objectives

Subject Area:

Current Course Title:

Course Prefix and Number:

Units:

Originator of Course Change:

Extension:

Hours Per Week:

Please check all changes that were made to the course during this course revision:

- | | | |
|---|---------------------------|-------------------|
| _____ Unit Change | _____ Title | _____ Description |
| _____ Transfer Level | _____ Number | _____ Preparation |
| _____ Revise content and update text (minor revision) | | _____ Hours |
| _____ Major revision | _____ SLO forms submitted | _____ Other |

IDENTIFY AND EXPLAIN THE CHANGES CHECKED ABOVE:

Proposed New Title:

Proposed New Number:

Proposed New Units:

Proposed New Preparation (Prerequisite, Corequisite, or Advisory):

Any advisory or prerequisite of a READING, MATH, or ENGLISH basic skills class should appear in the following format:

ENGL 030 (035) or ESL 197 (198) or appropriate assessment

READ 023 or appropriate assessment

MATH 050 or appropriate assessment

Each on a separate line. Please delete instructions before submission.

Old Description: If changing the description, provide old and new description here. Explain all other changes, as needed.

Academic Level and General Education Information

1. Does this course fulfill a major course requirement at the four-year level? (For existing courses, verify at www.assist.org) Yes [] No []

If yes, which major?

List CSU or UC campuses:

2. Would this course usually be considered as fulfilling a major for the associate degree? (Note: Many RHC Departments do not offer majors) Yes [] No []

If yes, which major?

3. Is this course designed to be a general education course at:

The community college level? Yes [] No []

The 4-year college level? Yes [] No []

If the answer to #3 is "yes," for which of the following categories should it be considered? (Indicate with an X to the right of the desired areas(s).)

| Area | CC | C.S.U. | IGETC |
|--|------------|---------------|--------------|
| Natural Science | Cat. 5: | Cat. B: | Area 5: |
| Art/Humanities | Cat 7A, 7B | Cat. C: | Area 3: |
| Social Sciences | Cat. 6: | Cat. D: | Area 4: |
| Communications | Cat 8A: | (A1, A2): | Area 1: |
| Analytical/Critical Thinking | Cat 8B: | (A3): | Area 2: |
| Language other than English (UC Only): | | | |
| Lifelong Learning (CSU Only): | | Cat. E: | |

(Please discuss proposed course for transfer general education with articulation officer and get signature.)

Discussed Above: _____
(Signature of Articulation Officer)

Which Instructors in the Subject Area Endorse This Proposal?

(Signature) (Date)

(Signature) (Date)

(Signature) (Date)

(Signature of Originator)

(Curriculum Committee Member)

(Dean)

Curriculum Library Statement

[INSTRUCTIONS TO ORIGINATOR:

- 1. FILL OUT AND SIGN THIS STATEMENT**
- 2. PAPERCLIP THIS PAGE TO A COPY OF THE COURSE OUTLINE (pp. 4-8 of the Course Revision or New Course form; the accompanying pages need not be signed, but BE SURE TO SIGN THIS FORM)**
- 3. SUBMIT THIS STATEMENT WITH THE PAGES OF THE COURSE OUTLINE TO THE LIBRARY OFFICE AT L302-E.**
- 4. ALLOW ONE WEEK FOR THE LIBRARY TO DO A HOLDINGS SURVEY. THE LIBRARIAN WILL THEN FORWARD THE COUNTERSIGNED LIBRARY STATEMENT TO THE OFFICE OF STUDENT LEARNING AND SUPPORT. DELETE THESE INSTRUCTIONS BEFORE PRINTING]**

Course Number and Title:

Department/Division:

Ext:

Originator:

Date:

Originator's Recommendations:

- _____ None. No additional library resources are needed.
- _____ None. The library will be notified if and when appropriate items are identified.
- _____ None. Supporting materials will be provided by the department at the site where the course will be offered.
- _____ The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

Signature of originator _____

FOR LIBRARY USE ONLY:

A librarian has reviewed the library's holdings in the subject area(s) related to this course and found that:

3. ___ The library has sufficient resources to support this course.
4. The library's resources are not adequate to support the teaching of this course and:
 - ___ Additional items have been identified and will be purchased prior to the course's first offering.
 - ___ The library will purchase materials recommended by the department.

Librarian Follow-up: meeting notification of new materials Other; see below

Signature of librarian _____ Date _____

Rio Hondo College
[Your Department Here]

[Your Course Prefix and Number Here (e.g., MATH 160)]
[Your Course Title Here (e.g., College Algebra)]

Course Description

[Your Course Description here; note that what you write here will appear in both the catalog and the schedule of classes. Be sure to identify the target audience in your course description]

? Units/? Total hours

[Revision Date = Current Catalog Year]

Rio Hondo College

I. Discipline/Department:

Course Number:

Course Title:

Units:

Total Hours:

Advisory: (example, READ 023 or appropriate assessment; please delete)

Prerequisite: (example, ENGL 035 (030) or ESL 198 (197) or appropriate assessment; please delete)

Corequisite:

II. Need/Justification/Goals

III. Title V Requirements

A) Entering Skills (*“Upon entering the course, students should be able to”*):

These may be in paragraph form or may be listed – these should reflect the competencies associated with the indicated prerequisites, corequisites, and advisories. For example, if the advisories were READ 023 and ENGL 035, you would indicate:

1. Read a college-level textbook.
2. Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks.

B) Exiting Skills (*Upon exiting the course, students should be able to”*):

1. Demonstrate ..
2. These should be copied from the first column of the matrix page...

C) Minimum Required for a “C”:

IV. Course Content

PLEASE DISPLAY COURSE CONTENT IN OUTLINE FORM – DELETE THESE INSTRUCTIONS

Information to complete Roman numerals V, VI, VII & VIII need only appear on the matrix page, complete only Roman numeral IX (Text/Instructional Materials) on this page.

V. Course Objectives (List on Page 7, Matrix page)

- _ PLEASE DELETE THESE INSTRUCTIONS
- _ State in measurable terms what students will be able to do.
- _ Be concise but complete - ten is too many; one is not enough.
- _ Use verbs showing analysis; rather than “understand,” “identify,” or “describe,” instead use “explain” or “compare and contrast.”

VI. Methods of Instruction (List on Page 7, Matrix page)

- _ PLEASE DELETE THESE INSTRUCTIONS
- _ State methods appropriate to objectives.
- _ State methods of instruction, assignments, and how they are evaluated.

VII &

VIII. Assignments and Methods of Evaluation (List on Page 7, Matrix page)

- _ PLEASE DELETE THESE INSTRUCTIONS
- _ State assignments which reflect coverage of all objectives and content.
- _ List graded assignments and clearly state the basis for grading. For example, say “written assignments which show development of self-criticism.”

IX. Texts/Instructional Materials

(Textbook cannot be older than 5 years-please delete before printing)

Other Instructional Material

V. Course Objectives**The Student Will Be Able To:**

- A. Demonstrate ..
- B. Please delete the suggestions provided here.

VI. Methods of Instruction

- A. Lecture

VII. Assignments

- A. Read assigned textbook chapters
- B.

VIII. Methods of Evaluation

- A. Measure understanding of textbook concepts with performance on objective exams containing multiple-choice.
- B.

Distance Education

At RHC, distance education primarily consists of courses that employ the Internet. Rio Hondo's Virtual College currently offers a wide array of courses that may be taken either partially online ("hybrid") or fully online. In order for a course to be offered by any mode of distance education, the course must first exist, be current (updated within the last 5 years), have a SLO assessment and rubric plan on file, and then it must undergo a separate approval process for delivery via distance education. Any change in the mode of course delivery requires Curriculum approval. Thus, any time that a portion of the course time is being spent online, this must first be approved by the Curriculum Committee. Note that approval is for the delivery of a course as depicted in a course outline and the additional required documents, not course delivery by a given instructor. Thus, once a course has been approved to be offered online, any other qualified instructor may be assigned to teach the course. Note that this does not imply that instructors are to "give" courses to one another. Just as each instructor creates their own course in the classroom, so be it for the online environment.

There are a number of things that must be noted about the approval process for distance education courses. Such alterations in the mode of course delivery need to be approved by the respective Division. This approval should appear in the minutes for a Division meeting and should be submitted along with the two forms that follow. Note also that once a course has been approved as an online course (i.e., 100% online), additional approval is not needed for other variations in this format (i.e., < 100% online).

When responding to the questions in the Course Outline Addendum for DE courses, be sure to answer each question completely. Details should be provided, for example, as to how quickly students can expect responses to questions. See the sample course provided in the appendix for additional details.

To ensure compliance with Section 508 and other applicable ADA legislation, distance education course proposals require a signed form from the DSP&S office. Originators should make an appointment with Suzanne Fredrickson to allow review of the online course. This form needs to be submitted with your online course proposal.

Item Number: _____

**Rio Hondo Community College
Curriculum Committee**

**Form to Request to Offer a Course
via Distance Education (DE)**

Course Title: _____

Course Prefix: _____ Course Number: _____

Mode of DE: _____ Online _____ Hybrid _____ Other

YesNo

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Can the content identified in the course outline be presented in the proposed mode of DE? |
| _____ | _____ | 2. Is the rigor of the proposed DE course the same as a comparable traditional course? |
| _____ | _____ | 3. Can a student achieve the same goals and objectives identified in a comparable course outline via the proposed mode of instruction? |
| _____ | _____ | 4. Can the same assignments in a comparable course outline be completed by the student and "graded" by the instructor via the DE method of instruction? |
| _____ | _____ | 5. Can the same testing and student accountability be achieved via the DE mode of instruction as in the traditional mode of instruction? |
| _____ | _____ | 6. Have steps been taken to ensure compliance with Section 508 and all other applicable ADA legislation? |

For any "no" answer listed above, there must be a written explanation and an alternative identified. Please list on a separate sheet of paper.

Signatures of Faculty Teaching in the Discipline:

Curriculum Committee Member_____
Division Dean Signature

Course Outline Addendum for Distance Learning Delivery of a Course**Course Prefix and Number:** _____**Course Title:** _____**Distance Delivery Mode:** **Online (Classroom presence is not required.)** **Hybrid (Percentage of course is online, reducing the number of hours spent in the classroom.)** **Other. Please explain:**

“Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered.” (Education Code 55378)

Please provide a thorough response to each of the following questions.

1. Need/Justification
 - A. What is the intent in offering the course by distance education?
 - B. How will learning be enhanced by this mode of course delivery?
2. Methods of Instruction: Instructor – Student Contact
 - A. Indicate the type and number of instructor-student contacts per semester and why you feel this will be effective.
 - B. Describe how you will identify and respond to students experiencing difficulty.
 - C. Identify the approximate hours anticipated per student for class activities.
3. Describe student assignments.
4. Describe the methods of student evaluation that will be employed.
5. What equipment and staff are necessary to support the course (for faculty and students)?
6. Describe how you will provide students with access to instructional materials and resources.
7. Describe how you will provide students with access to counseling and financial aid services.
8. Describe how you will accommodate students with disabilities.
9. Are additional resources or clerical support needed or anticipated to teach this course by distance learning?
10. What is the class size for this class?

Course/Degree/Certificate Change Form

The Course Change form is essentially self-explanatory. Note that any pages in other forms that will be impacted by changes made will need to be replaced (e.g., a new title page if you are making a change to a course description). Where an explanation is needed, be sure to provide a sufficient and valid one. **NOTE: it is very important that all changes made be noted here as this will ensure such changes are reflected in the next edition of the course catalog and class schedule.** Failure to indicate that a change has been made on this form may create complications. Please do your part in ensuring the accuracy of RHC's catalog.

Be aware that in order to utilize the course/degree/certificate change form, the course(s) involved must have been updated within the last 5 years. In the event the course(s) is/are outdated, the form cannot be used and a course revision must be utilized.

Item Number: _____

**Rio Hondo College
Curriculum Committee**

| |
|--|
| COURSE/DEGREE/CERTIFICATE CHANGE FORM |
|--|

A) Course Information

Title of Degree or Certificate:

Course Title (15 character limit):

Division/Department:

Course Prefix:

Subject Area:

Course Number:

B) Change Requiring Action (2 readings):1. Deletion from curriculum4. Transfer level2. Change in units/courses5. Merger/Modularization3. Course/Degree/Certificate Change6. Other**C) Change for Consent Agenda Purposes:**1. Delete from catalog4. Preparation2. Title5. Description3. Prefix and/or Number6. Hours7. Certificate Type8. Minor modification or update of course outline for a course less than 3 years old.**D) Identification of Material To Be Changed and Rationale for Change:****From:**

(For changes in a program that affect the catalog copy, please attach a copy of the existing version to allow for comparisons to be made. For changes in courses, all affected pages of the course outline and forms must be submitted. Please delete these instructions.)

To:**Reason:****Potential enrollment/current interest if applicable:**

| | |
|-------------------------------------|--------------------------------|
| (Faculty in Discipline's Signature) | (committee member's signature) |
|-------------------------------------|--------------------------------|

I have reviewed the change(s) listed above

(Division Dean's signature)

New Programs (Degrees/Certificates)

When considering the development of a “new program”, there are four options. Certificates of Skill Proficiency or Career Certificates are something that can be approved and implemented at the local level. Such certificates are often offered as stepping stones towards a larger goal – usually some form of vocational accreditation or certification. Where more coursework is needed to achieve some vocational goal, these “mini-certificates” may provide a means of assessing program support and of establishing short-term goals that are more readily achieved.

If you are interested in developing a larger program (degree or certificate of achievement), the final authority for approval does not lie at the local level. Approval must be obtained from the System Office, as well as at the local level. In the case of vocational programs, this also necessitates approval by the Los Angeles/Orange County Regional Consortium. This is a consortium of Deans of Economic Development from the community colleges within the Los Angeles and Orange County areas that work together “...to integrate and coordinate economic development and vocational educational programs and services”. More information about the Consortium and the program approval process can be obtained at their website: <http://www.rh.cc.ca.us/projects/regionalconsortium/> as well as in the appendix of this handbook.

Keep in mind that the intent of a degree is to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

A certificate of achievement represents completion of a sequence of courses consisting of 12 or more semester units of degree applicable credit course work and is subject to approval by the System Office. It is appropriate to develop and propose a certificate of achievement that includes course work taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public post secondary institutions. The award of certificate of achievement is also intended to represent more than an accumulation of units. It represents successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to a career or general education.

On the following pages you will find the required forms for a new degree, certificate of achievement, certificate of skill proficiency or a career certificate. The link above should be used for more information on the approval of larger programs. Consult with the Curriculum Chairperson for further information and the forms required for state approval. Note that this is a time consuming process as you must receive approval from four different entities, the Curriculum Committee, the RHC Board, the Consortium, and, finally, the System Office.

**Rio Hondo College
Curriculum Committee**

**New Program
Degree and/or Certificate of Achievement**

Division/Department:

Subject Area:

Title:

Total Units:

Degree/Certificate Description:

Purpose and Goals of Degree/Certificate:

Specific Objectives of Degree/Certificate:

Explain how the program is appropriate to the objectives of the community college and how it conforms to statewide master planning:

**RIO HONDO COMMUNITY COLLEGE
CURRICULUM COMMITTEE**

| |
|--|
| <p>CERTIFICATE OF ACHIEVEMENT 12 UNITS OR MORE</p> |
|--|

Division/Department:

Subject Area:

Certificate of Achievement Title:

*Number of Units Required for Certificate:

Please list courses for certificate below:

| Course Prefix and Number | Title of Course | Units |
|--------------------------|--|-------|
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| | TOTAL UNITS (Must be 12 Units or more) | |

Certificate of Achievement must be approved by the System Office

**RIO HONDO COMMUNITY COLLEGE
CURRICULUM COMMITTEE**

ASSOCIATE DEGREE

Division/Department:

Subject Area:

Degree Title:

*Number of Units Required for Degree:

Please list courses for Degree below:

| Course Prefix and Number | Title of Course | Units |
|-----------------------------|----------------------------|-------|
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| | T O T A L U N I T S | |

Degree must be approved by the System Office

What is the approximate cost to adopt this program? _____

- 1. Will its adoption require that Rio Hondo College employ additional staff? Yes [] No []
- 2. Will its adoption require additional equipment, materials or modifications of facilities? Yes [] No []
- 3. How many sections will be offered? _____
- 4. Will they be offered in lieu of existing sections of another course? Yes [] No []
- 4. Will this course increase the hours of instruction in The department? Yes [] No []
- 5. Will the total number of students to be served by the College be increased by adopting this course? Yes [] No []
 If yes, how many? _____

Signatures:

Approve Disapprove

 (Division Dean)

 (Date)

Which Instructors in the Subject Area Endorse This Proposal?

 (Signature)

 (Date) (Signature) (Date)

 (Signature)

 (Date) (Signature) (Date)

 Originator (Please Print)

 (Signature of Originator)

 (Curriculum Committee Member)

Item Number _____

**RIO HONDO COMMUNITY COLLEGE
CURRICULUM COMMITTEE**

| |
|---|
| (Check one) |
| <input type="checkbox"/> Certificate of Skill Proficiency |
| <input type="checkbox"/> Career Certificate |

Division/Department:

Subject Area:

Certificate Prefix:

Certificate Title:

Number of Units Required for Certificate:

Please list courses for this certificate below:

| Course Prefix and Number | Title of Course | Units |
|----------------------------|-----------------|-------|
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| TOTAL UNITS | | |
| (Must be 17 Units or Less) | | |

1. List Learning Outcomes:

2. Catalog Description of Certificate:

CERTIFICATE JUSTIFICATION QUESTIONS

The following questions help the Curriculum Committee determine the desirability of adding a new certificate to the Rio Hondo curriculum. Answer all questions and be prepared to provide verbal clarification and/or additional information on a given question or related questions, if required.

1. What evidence of need exists for the proposed certificate?

- 2a. What are the advantages from an academic viewpoint to our students in adding this certificate to the curriculum?

- 2b. What are the disadvantages that this certificate has not been offered before?

- 3a. Has this certificate been recommended by an advisory committee? If so, attach minutes.

- 3b. What employment opportunities are there for students with this certificate?

- 4a. How does this certificate relate to other courses/programs in the subject area and other departments within the college?

- 4b. Other Institutions?

- 5a. Are these lower division courses?

- 5b. If so, what four-year colleges offer the same or similar courses?

- 5c. Which two-year institutions? (Give course name and number)

- 6a. Are the courses necessary or advisable for a specific major/career or are they independent?

- 6b. Are they part of a program or a stand alone certificate?

GE and Articulation Basics

What follows is, in part, adapted from:

http://www.imperial.cc.ca.us/student_resources/TransferCenter/Articulation/faq.htm

What is Articulation?

Articulation is the process of evaluating courses to determine whether a particular course offered at Rio Hondo College is comparable to, or acceptable in lieu of, a corresponding course at a particular CSU or UC campus. The product of the articulation process is a formal written agreement, the articulation agreement, that establishes the transferability of a given course or program. The existence of articulation agreements facilitates the transfer process.

What do you mean, Articulation Agreement?

Each university system has its own program requirements. These requirements vary with the student's intended major. An articulation agreement is an agreement with a four-year institution that specifies which RHC courses may be transferred to meet general education, elective, or major requirements.

The purpose of articulation is to facilitate the successful transfer of students from the community colleges to the baccalaureate colleges and universities.

What is the Role of Faculty in the Articulation Process?

Faculty play both an indirect and direct role in articulation. Through the regular review and updating of course outlines, the acceptability of our courses for transfer is maintained. An outdated course outline of record may be grounds for denial if a student is seeking the articulation of a course not covered by an existing articulation agreement with a given department or college. Faculty may identify courses for articulation, develop courses to fulfill the needs of students transferring to area schools, and coordinate course content and expected levels of competency with the CSU and UC. Ideally, our students should be able to complete all of their lower division requirements at RHC. Faculty are instrumental in identifying the need for additional courses and responding to any such need that emerges. See Articulation Procedures for more information.

Who and What is an Articulation Officer?

All campuses have an Articulation Officer charged with the establishment and maintenance of articulation agreements. Loretta Bailes is RHC's Articulation Officer (AO). The AO initiates faculty-approved articulation agreements, consults with the campus regarding articulation proposals and agreements, and acts as an advocate for other articulating institutions by conveying information and concerns regarding RHC's curriculum. The AO is also responsible for moderating and mediating any articulation disagreements that might arise.

What are the Types of Articulation Agreements, their purpose and process?

Course-to-Course Agreements

The purpose of a Course-to-Course agreement is to determine if a specific course taken at one college will satisfy a requirement at another college.

Process includes:

1. Individual Campuses
 - a. Articulation Officer must request formal agreement
 - b. Does not go on ASSIST unless we request it
 - c. Used by the articulation officer at the receiving institution

General Education (GE)

The purpose of University of California (IGETC) and California State University (CSU) General Education Breadth agreements is to indicate courses that a student can complete at RHC to satisfy the GE requirements at the transfer campus. Breadth Agreements consist of broad, theoretical, and conceptual courses.

CSU General Education general education agreement meets the lower division GE requirements for the CSU campus.

General Education includes: –

1. Intersegmental General Education Transfer Curriculum (IGETC)
 - a. Works for both the CSU and the UC (however, UC San Diego uses their own discretion)
 - b. Course must be on the UCOP TCA first before being considered for IGETC
 - c. High unit majors might not use
 - d. Selected topics courses will not be accepted
2. CSU – General Education Breadth Agreements (CSU GE) – designed so that students will have achieved:
 - a. Works for CSU
 - b. Course must be on the UCOP TCA first before being considered for IGETC
3. Campus specific General Education Agreements – typically with private institutions.

Major Preparation

The major Preparation agreements specify the lower division courses required for the major at a transfer school.

Transferable Course Agreements (TCA)

University of California Office of the President Transfer Course Agreement is the listing of courses accepted by the University of California.

Transferable Course Agreement (TCA) process includes:

1. University of California Office of the President Transfer Course Agreements (UCOP TCA) – is the course UC-transferable?
 - a. Comparable course must be offered at a UC

- b. Comparable course must be lower division
- c. Course must be appropriate for university degree in purpose, scope, and depth
- d. If a-c is met, then a request may be submitted to the curriculum committee.

CSU Baccalaureate Course List process includes:

- 1. Is a course CSU transferable?
 - a. Curriculum committee determines – designated by assignment of a course number of 100 or higher
 - b. Only free electives (not major prep or CSU-GE list)
 - c. If a-b is met, the course is automatically added to the CSU Baccalaureate Course List.

Lower-Division Major-to-Major Preparation Agreements include:

- 1. Individual campuses for specific majors
- 2. Most helpful to students
- 3. May be generated from course-to-course agreements

Transfer Admission Guarantee (TAG) with UC, San Diego

TAG, is a formal, written agreement that outlines the courses that must be completed before transfer, states the grade point average required, and lists specific requirements for crowded majors (see Transfer Center Coordinator for the most up to date information).

Timelines

- 1. UCOP TCA
 - a. Due by the last curriculum meeting of the spring semester (usually May)
- 2. CSU Transferability
 - a. Designated at the time the course is created according to CSU guidelines
- 3. CSU/IGETC GE
 - a. Must already be on the TCA list
 - b. Process of receiving IGETC approval of a new course takes two years – 1st course must be on the TCA (year 1), then it can be considered for IGETC (year 2, courses approved received in the Spring)
 - c. Articulation Officer submits course in November for the **next** academic year

Note: Curriculum deadlines for all of the above vary and are usually included on every Curriculum agenda.

Rio Hondo College Articulation Procedures

Articulation Initiated by Four-year Institution

Normally, articulation between RHC and a four-year institution happens when the four-year institution notifies us that they wish to establish articulation. Generally, these steps are followed:

1. The four-year institution notifies RHC that they are interested in establishing articulation.
2. They request an RHC catalog.
3. After reviewing the catalog, the four-year institution requests outlines/syllabi for specific courses.
4. They send us a preliminary agreement listing course-to-course articulation for approval and signature by our Articulation Officer (AO).
5. After the agreement is signed by RHC's AO, it is returned to the four-year institution and they sign and return it to us.
6. Copies of the agreement are then distributed to Counseling staff and Division Deans.

Articulation Initiated by Rio Hondo College

Occasionally, a request will be made by a department at RHC to establish articulation with a particular four-year institution.

1. A request is made to the AO to establish articulation with a four-year institution.
2. The originator of the request gives a list of the courses that he/she wishes to be articulated by the AO
3. The AO at RHC contacts that AO at the four-year institution and lets him/her know that we wish to establish articulation.
4. The course outlines for the courses to be articulated, a copy of our college catalog, and a formal letter requesting articulation are sent to the four-year institution.
5. The four-year institution reviews the document and prepares an articulation agreement and sends it to RHC for signing.
6. RHC reviews the document and send it back for their signature.
7. Signed agreements are returned to RHC for distribution to Counseling staff and Division Deans.

Once articulation has been established, the four-year institutions will update their agreements with RHC on a yearly or bi-annual basis. At this time, course outlines may be requested for any department that they deem needs review (usually this is done on a rotating basis). At the end of the year, the articulation assistant sends copies of all new courses and major revisions to the four-year institutions that we have agreements with, along with a request that they review these courses for articulation. The four-year institutions then notify RHC if they will accept any of these courses.

California Articulation Number (CAN) System

California Articulation Number is the common number used to designate lower division courses required for major preparation at most California universities.

In the RHC Catalog and in the Schedule of Classes, many courses are identified with a CAN identifier, for example, Psychology 101 is identified as CAN: PSY 2 in the preface to the course description (where transferability is indicated). This means that all campuses in California participating in the CAN system will accept our Psychology 101 course in lieu of the specific Psychology course on their campus that has been identified as CAN PSY 2. Each campus retains and uses its own course number and title.

What is ASSIST?

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is California's official statewide repository of transfer information, offering easy access to a single database. ASSIST can help you determine how an existing class transfers to individual CSUs and UCs. ASSIST may be used to determine if a department is providing its students with all the lower division courses needed by students pursuing a particular major. The ASSIST Web Site: <http://www.assist.org/>

General Education (GE) – RHC, CSU, IGETC (UC)

Our students may be interested in completing the General Education (GE) requirements for three different systems, RHC, CSU, or UC (IGETC; see later section for explanation). A given course may be a GE for one system and not for another. It may also fulfill different requirements in the three systems. As there are 3 different systems with their individual GE requirements for which a course may be considered, there are 3 different procedures involved in having a course approved for GE. All proposed courses must be current (updated within the last 5 years), require Division approval (in the form of Division meeting minutes) and a memo making the request for a course to fulfill a particular GE requirement for either RHC, CSU, or IGETC (see sample memos on the pages following IGETC checklist). This is an action requiring two readings and documentation justifying the request may be needed (i.e., demonstrating that the course meets the requirements stated for the category chosen). The memo requesting the GE categorization should indicate why this is appropriate. Approval at the local level is all that is needed for RHC GE, while the processes involved in CSU GE and IGETC approval are more involved. After Curriculum approval of a request, the course outline must then be submitted to the designated system.

CSU GE - We submit the outlines as requested by the Department and approved by Curriculum Committee. They inform us of what is approved. Courses for CSU GE are submitted once a year in December and are usually notified of a decision in April.

IGETC GE- Only courses transferable to both the UC and CSU are considered for IGETC. Therefore, even though a course is approved for IGETC by the Curriculum Committee, it is a two year process because it must first be submitted and approved by CSU-GE and on the UC-TCA. Items to be considered for IGETC are submitted once a year in December and are usually notified of a decision in April.

On the following pages you will find a copy of checklist that students can use at Rio Hondo to satisfy our GE requirements. Following this, you will find the documents establishing the composition of the CSU GE and the IGETC (UC GE) as well as the checklists.

RIO HONDO COLLEGE GRADUATION ADVISING FORM

NAME: _____ **DATE:** _____

COUNSELOR: _____ **MAJOR** _____ **A.A.** ___ **A.S.** ___

Major* + General Education + Electives = 62 units required for graduation. There are some courses at Rio Hondo that do not apply toward graduation. Consult catalog or see counselor for non-degree applicable courses. **Courses may be counted for one area only.**

***Major courses cannot be double counted for General Education.**

General Education

| | NEED | IP | COMP |
|---|------|----|------|
| Physical Education or Dance – Activity | | | |
| Physical Education or Dance – Activity | | | |
| Reading 23 or Proficiency (Effective 1999-2000 Catalog) | | | |
| Math 50 or Proficiency | | | |
| American Institutions Requirement **Choose one from: POLYS 110, 110H HIST 143, 144, 144H, 158, 159, 159H | | | |
| Natural Sciences <u>With Lab</u> Minimum 3 Units from: ANTHR 101, 101H, 101L; ASTR 110 or 110H, and 112, or 114; BIOL 101, 102, 111 AND 111L, 112, 120 and 120L; CHEM 101, 101L 110, 120, 130; GEOG 101 and 101L; GEOL 150 and 151, 152; PHYS 101, 102; PHY 120, 150, 160 | | | |
| LAB | | | |
| Social and Behavioral Sciences – Minimum 3 Units* ANTHR 102, 103, 110, 125; CD 106; CHST 150; ECON 101, 101H, 102, 102H; GEOG 102, 103; HIST 101, 102, 122, 143, 144, 144H, 158, 159, 159H, 167; HUMAN 130; POLYS 110, 110H, 130, 140, 150; PSY 101, 101H, 112, 114, 116; SOC 101, 101H, 102, 110, 114, 116 ** Course used to satisfy the American Institution requirement cannot be double counted for the Social and Behavioral Science area. | | | |
| Fine Arts – 3 units from: ART 101, 105, 105H, 106, 106H, 107, 108, 109, 110, 111, 112, 120, 130, 135, 140, 179; DANCE 199; MUSIC 101, 129, 130, 131, 132, 133, 145, 155; PHOTO 190; THEAT 101, 105, 105H, 110 | | | |
| Humanities – 3 units from: ASL 149; ENGL 126, 131; HUMAN 110, 111, 125, 125H, 135, 155, 165; LIT 102, 102H, 112A, 112AH, 112B, 112BH, 114, 117, 140, 140H, 141, 142, 144A, 144B, 145, 145H, 146A, 146AH, 146B, 147, 148, 149; MASSC 128; PHIL 101, 101H, 120, 124, 126, 135, 140, 150; SPCH 130, 132; Foreign Language; CHIN 101, 102; FR 101, 102, 201, 202; HIST 101, 102, 122, 131, 143, 144, 144H, 158, 159, 159H, 167; ITAL 101, 102; JAPAN 101, 102; LATIN 101, 102; RUS 101, 102, 201, 202; SPAN 101, 102, 130, 131, 201, 201H, 202 | | | |
| English Composition – 3 units from: ENGL 101; ESL 198 | | | |

CSU EXECUTIVE ORDER 595

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

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802 4275

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

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

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

I. Scope and Purpose

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

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

- A. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.
- B. Completion of the Intersegmental General Education Transfer Curriculum (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.
- C. Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.

II. Campus Responsibility

- A. The faculty of a CSU campus has primary responsibility for developing and revising the institution's particular General Education-Breadth program. Trustee policy describes broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its

creativity in identifying courses and disciplines to be included within its General Education-Breadth program. In undertaking this task, participants should give careful attention to the following:

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.
 2. Considering the organization of approved courses into a variety of "cores" or "themes," each with an underlying unifying rationale, among which students may choose.
 3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.
 4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.
 5. Considering the possibility of incorporating integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.
 6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.
 7. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
 8. Considering possibilities for activity as well as observation in all program subdivisions.
 9. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.
- C. Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.
- D. Each campus shall provide for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

III. Objectives of CSU General Education-Breadth Requirements

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

- A. will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;

- C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

IV. Entry-Level Learning Skills

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

V. Distribution of General Education-Breadth Units

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

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

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

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

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

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on

sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

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

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

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

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

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

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

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

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

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

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

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

VI. Exceptions

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

- A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior level transfer student.
- B. In the case of high-unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the campus level prior to initiating the request. A full academic justification shall be submitted to the

Senior Vice Chancellor, Academic Affairs, who shall submit his or her recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VII. General Education Advisory Committee

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

The responsibilities of this committee will be as follows:

- A. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education-Breadth policy to ensure high quality general education.
- B. To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.

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

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

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

A. Premises

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

B. Conditions for Participation

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

1. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
2. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Section m of this Executive Order and such additional objectives as may be promulgated by the Chancellor of the California State University.
 - a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
 - b. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education-Breadth Requirements may be appropriate components of general education (c.f. Subsections A-5 and A-7 of Section 1).
 - c. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.
3. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

- a. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)
 - b. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.
 - c. As of the effective date of this executive order, the list will include all entries that were submitted by participating institutions and not identified for challenge under the provisions of Executive Order 342. Recognizing the integrity of faculty curricular review processes in participating institutions, the CSU expects that proposed updates will generally be acceptable. However, after the effective date of this executive order, additions or modifications of entries shall be reviewed by a subcommittee of the Advisory Committee on General Education for congruence with the areas and objectives specified. The subcommittee is to be drawn from the instructional faculty of the California State University. The subcommittee may ask the participating institution for additional materials and is encouraged to consult faculty from the California State University or California Community Colleges who have relevant expertise. The subcommittee may refer decision on acceptance of the course to the Advisory Committee on General Education. A course that is reviewed and determined to be inconsistent with the objectives with which it has been associated will not be added to the list.
 - d. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.
 - e. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for reapproving entries that are found to have remained appropriate and for directing to the subcommittee of the Advisory Committee on General Education any questions such as updating of the courses may have raised as to their congruence with CSU General Education-Breadth areas and objectives.
4. The participating institution shall report certification for individual students in a format to be specified.

C. Acceptance of Certification

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

1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower-division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections m and V. The units must be distributed as follows, except as specified in Subsection 3 below:

- a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication and critical thinking.
 - b. In Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component -and mathematics/quantitative reasoning.
 - c. In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
 - d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
 - e. In Area E, no fewer than three semester units (65 quarter units).
2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:
- a. For Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.
 - b. For Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component-and mathematics/quantitative reasoning . A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.
 - c. For Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
 - d. For Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
 - e. For Area E, no fewer than three semester units (4 5 quarter units).
3. Exceptions to restrictions above may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

D. Limitations on Certification of Students

1. A participating institution may not certify a student for more than 39 semester units or equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 39 semester units or equivalent.
2. A CSU campus need accept as certified for a given subject area no more than the minimum numbers of units specified in Subsections A through E in Section V above.
3. A participating institution may certify a student for no more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).
5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.
6. Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this executive order and the total units in general education-breadth required by the campus granting the degree.

IX. Lower-Division General Education Reciprocity Among CSU Campuses

- A. Lower-division general education requirements designated by CSU campuses as having been satisfactorily completed in their entirety shall be recognized as fulfilling all lower division general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist between the two programs. (A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.) For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus may not be held to any additional lower-division general education requirements by the campus awarding the degree.
- B. Lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed, shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist in the configuration of the two programs or in the content of the subject area. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.
- C. The provisions of Subsections A and B of this section do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree, or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.
- D. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower division general education requirements in each subject area, and shall provide official documentation of such completion.

November 20, 1992
Chancellor

Barry Munitz,

ATTACHMENT A
Designations for Subject Areas and Objectives

Executive Order No. 595

Area A: Communication in the English Language and Critical Thinking

References: Sections V-A, VIII-C-I-a, VIII-C-2-a

- A1 Oral Communication
- A2 Written Communication
- A3 Critical Thinking

Area B: Physical Universe and Its Life Forms

References: Sections V-B, VIII-C-I-b, VIII-C-2-b

- B1 Physical Science
- B2 Life Science
- B3 Laboratory Activity
- B4 Mathematics/Quantitative Reasoning

Area C: Arts, Literature, Philosophy and Foreign Languages

References: Sections V-C, VIII-C-I-c, VIII-C-2-c

- C1 Arts (Art, Dance, Music, Theater)
- C2 Humanities (Literature, Philosophy, Foreign Languages)

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

References: Sections V-D, VIII-C-I-d, VIII-C-2-d

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

Area E: Lifelong Understanding and Self-Development

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

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



GENERAL EDUCATION ADVISING FORM FOR THE CALIFORNIA STATE UNIVERSITIES

NAME _____ DATE _____

COUNSELOR _____

COURSES MAY BE COUNTED FOR ONE AREA ONLY

| | | NEED | IP | COMPLETED |
|----------|---|----------------|----|-----------|
| A | A1 (Oral Communication) Choose one course: SPCH 100 ,101,102,140 | | | |
| | A2 (Written Communication) ENGL 101 | | | |
| | A3 (Critical Thinking) Choose One Course: ENGL 201, 201H; PHIL 110, 112; READ 101; SPCH 140 (ENGL 201 recommended for CSULA) | | | |
| B | Choose one Science course from each group, one of the Science courses must include a lab. Labs are indicated by “+” | | | |
| | B1 Physical Science: ASTR 110, 110H, 112+, 114+; CHEM 101, 101L+,110+, 120+,130+, 131, 131L+, 230+, 231+; GEOG 101, 101L+; GEOL 150,151+, 152+, 155; METEOL 101; PHYS 101+, 102+; PHY 120+, 150+, 160+, 211+, 212+, 213+ | | | |
| | B2 Life Science: ANTHR 101, 101H, 101L+; BIOL 101+, 102+, 111, 111L+, 112+, 120, 120L+, 200+, 203+, 204+, 222+, 226+; PSY 210, 210H | | | |
| | B3 Laboratory Activity: Choose a lab with one of the above science courses Choose one of the following. | | | |
| C | B4 Mathematics/Quantitative Reasoning: MATH 120, 130, 130H, 140, 150, 160,165, 170, 175, 180, 190, 191, 250, 260, 270 (If Math 70, Intermediate Algebra, was taken prior to Fall 1988, it will fulfill this requirement) | | | |
| | Choose one course from C1: Arts and one course from C2: Humanities, Additional courses may be taken from either C1 or C2. (9 units minimum) | | | |
| | C1 Arts (Arts, Music, Theater): ART 101, 105, 105H, 106, 106H, 107, 108, 109, 110, 111, 112, 120, 121, 130, 135, 140; DANCE 199; MUSIC 101, 112, 120, 124,125, 126, 127, 129, 130, 131, 132, 133, 140, 145, 155, 170; PHOTO 190; THEAT 101, 105, 105H, 110, 150 | C1 | | |
| | C2 Humanities (Literature, Philosophy, Foreign Languages): ASL 149; ENGL 126; FR 101, 102, 201, 202; HUMAN 110, 111, 125, 125H, 135, 165; CHIN 101, 102; HIST 101, 102, 122, 131, 143, 144, 144H, 158, 159, 159H, 167; ITAL 101, 102; JAPAN 101, 102; LATIN 101, 102; LIT 102, 102H, 112A, 112AH, 112B, 112BH, 114, 117, 140, 140H, 141, 142, 144A, 144B, 145, 145H, 146A, 146B, 147, 148, 149; PHIL101, 101H, 120, 150, 151,152; RUS 101, 102, 201, 202; SPAN 101, 102, 130, 131, 201, 201H, 202; SPCH 130, 132 | C1 or C2 | | |
| | | C2 | | |

NEED IP COMPLETED

| | | | | |
|----------|---|--|--|--|
| D | Social, Political and Economic Institutions and Behavior, Historical Background Choose three courses from at least two groups: GROUP D1 ANTHR 101, 101H, 102, 103, 125 D2 ECON 101, 101H, 102 D3 HIST 158, 159, 159H, HUMAN 130, CHST 150 D5 GEOG 102, 103 D6 HIST 101, 102, 122, 131, 143, 144, 144H, 167 D7 CD 208 D8 POLYS 110, 110H, 130, 140, 150 D9 PSY 101, 101H, 112, 114, 116, 200, 210, CD 106, 208 D0 SOC 101, 101H, 102, 110, 114, 116, ANTHR 110 | | | |
| | | | | |
| | | | | |
| E | Lifelong Understanding and Self Development Choose one course from the following: ANTHR 110 CD 106 PE/TH 191, 192, 196 PSY 112, 121, 123, 133 SOC 110, 118 COUNS 151 | | | |

Note: All CSU campuses require that a student demonstrate competence in U.S. History, Constitution and American Ideals. This may be satisfied by taking POLYS 110 or 110H in Area D and one of the following History courses: HIST 143, 144, 144H, 158, 159, 159H in Area C or D.

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INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Source:

IGETC Guidelines, Board of Governors Item
Guidelines for Review of Proposed 1991-92 IGETC Courses
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 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 complimentary 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 will be superseded by the IGETC in fall 1991, following the latter's adoption by the three governing boards.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Completion of the IGETC will permit a student to transfer from a community college to a campus in either the California State University (CSU) or University of California (UC) system without the need, after transfer, to take additional lower-division, general education (GE) courses to satisfy campus GE 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, GE 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 GE 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 IGETC 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 UC, the CSU, 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 GE transfer curriculum. As faculty we share fundamental convictions about the purposes of GE. General Education should develop students' abilities to think; GE courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

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

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

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

Both the CSU and the UC have a specific American Institutions requirement that is separate from their GE requirements. Completion of the IGETC will not satisfy this requirement.

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

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

Subject Area: English Communication

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

* Students transferring to UC do not have to meet the oral communication requirement.

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

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

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

Subject Area: Mathematical Concepts and Quantitative Reasoning

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

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. (See the description of "Algebra 2," Statement On Competencies In Mathematics Expected Of Entering Freshmen - 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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

Subject Area: Arts and Humanities

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

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

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

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

Subject Area: Social and Behavioral Sciences

(at least 3 courses: 9 semester, 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences

(at least 2 courses: 7-9 semester, 9-12 quarter units)

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

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

OTHER

Language Other Than English*

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

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

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 G.E. requirements.

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

| | |
|---|--|
| English Communication: | 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 communication(a), 3 sem./4-5 qtr. units |
| Mathematics: | One course, mathematics/quantitative reasoning, 3 sem./4-5 qtr. units |
| Arts and Humanities: | Three courses, at least one course in arts and at least one course in humanities, 9 sem./12-15 qtr. units |
| Social and Behavioral Sciences: | Three courses in at least two disciplines within this subject area, 9 sem./12-15 qtr. units |
| Physical and Biological Sciences: | Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units |
| Language Other Than English: | Proficiency equivalent to two years' 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 proficiency in language other than English requirement.

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RIO HONDO COLLEGE
ADVISING FORM FOR INTERSEGMENTAL GENERAL EDUCATION TRANSFER
CURRICULUM (IGETC) FOR UC AND CSU

NAME: _____ DATE _____

COUNSELOR: _____

| | NEED | IP | COMP |
|--|------|----|------|
| AREA 1: ENGLISH/COMMUNICATION | | | |
| GROUP A ENGL 101 | | | |
| GROUP B ENGL 201, 201H, PHIL 110 Choose 1 course | | | |
| GROUP C SPCH 100, 101, 102, 140 (CSU requirement only) Choose 1 course | CSU | | |
| AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (1 COURSE) MATH 120, 130, 130H, 160, 165, 170, 180, 190, 191, 250, 260, 270 | | | |
| AREA 3: ARTS AND HUMANITIES (At least 3 courses, with at least one course from Arts and one course from Humanities) | | | |
| ARTS: ART 105, 105H, 106, 106H, 107, 108, 109, 110, 111, 112 MUSIC 129, 130, 131, 132, 133 THEAT 101, 105, 105H | | | |
| HUMANITIES: FR 102, 201, 202; ITAL 102; JAPAN 102; LATIN 102; LIT 102, 102H, 112A, 112AH, 112B, 112BH, 114, 117, 140, 140H, 141, 142, 144A, 144B, 145, 145H, 146A, 146AH, 146B, 147, 148, 149; HIST 101, 102, 122, 131, 143, 144, 144H, 158, 159, 159H; HUMAN 110, 111, 125, 125H, 165; PHIL 101, 101H, 120, 124, 126, 135, 140, 150; SPAN 102, 201, 201H, 202 | | | |
| AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (Choose 3 courses from at least 2 disciplines) | | | |
| ANTHR 102, 103, 110, 125 CD 106, 208 CHST 150 ECON 101, 101H, 102 GEOG 102, 103 HUMAN 130 POLYS 110, 110H, 130, 140, 150 PSY 101, 101H, 112, 114, 200, 210 SOC 101, 101H, 102, 110, 116 | | | |

| | NEED | IP | COMP |
|--|-------|----|------|
| <p>AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES (At least 2 courses, one Physical Science and one Biological Science course; at least one must include a laboratory)</p> <p style="text-align: center;">(Labs are indicated by an *)</p> <p>PHYSICAL SCIENCES: ASTR 110, 110H, 112*, 114* CHEM 110*, 120*, 130*, 230*, 231* GEOG 101, 101L* GEOL 150, 151*, 152*, 155 METEOL 101 PHY 120*, 150*, 160*, 211*, 212*, 213*</p> | | | |
| <p>BIOLOGICAL SCIENCES: ANTHR 101, 101H, 101L*; BIOL 101*, 102*, 111, 111L, 120, 120L*, 200*, 201*, 203*, 204*, 226*; PSY 210, 210H</p> | | | |
| <p>Choose a lab with one of the Science courses</p> <p style="text-align: right;">LAB*</p> | | | |
| <p>LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) Proficiency equivalent to two years of high school study in the same language, or one course from the following.</p> <p>Note: Courses in this area that appear in Area 3 Humanities may be counted for both areas ASL 149; CHIN 101, 102; FR 101, 102, 201, 202; ITAL 101, 102; JAPAN 101, 102; LATIN 101, 102; RUS 101, 102, 201, 202; SPAN 101, 102, 130, 131, 201, 201H, 202</p> | U C | | |
| <p>CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS Choose one course from Group 1 and one course from Group 2. (Cannot be double counted for Area 3 and 4)</p> <p>GROUP 1: POLYS 110, 110H</p> | CSU | | |
| <p>GROUP 2: HIST 143, 144, 144H, 158, 159, 159H</p> | C S U | | |

NOTE: ALL COURSES USED FOR IGETC MUST BE GRADE "C" OR BETTER

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2007/2008

CM/ 4/08

DATE:
 TO: Curriculum Committee
 FROM:
 RE: RHC GE Request

This memo is a request for _____ to be submitted for RHC GE Area _____ . *NOTE THAT APPROVAL IS CONDITIONAL – if the course is not approved for the equivalent GE area at the CSU, it will not be placed on the RHC GE list. If, however, you wish to challenge this, you may do so by resubmitting and providing a justification for your request. In the interest of serving students, facilitating transfer, and minimizing confusion, it is preferable that all courses approved for RHC GE also have approval from the CSU. **Note that this policy does not apply to courses that are submitted for RHC Category 8B.***

Courses that satisfy this requirement are described as.....

This course meets these requirements as it.....

Division approval for this request has been received and the minutes of the meeting in which this occurred have been forwarded to the Curriculum Committee.

All items in italics are for reference only – please delete. Include the description for the area that your course falls into in the space provided above, followed by an explanation of how it meets the stated requirements. If there is likely to be some controversy regarding your request, provide additional information as to how comparable classes at other community colleges have been articulated. On the following page you will find the Title 5 GE language for your use in completing this memo

§55806. Minimum Requirements for the Associate Degree (Applicable July 1, 1983).

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in a major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Major Requirements. At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs," shall be required.

(b) General Education Requirements.

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

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

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

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

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

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

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

(2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such course is eligible under the provisions of [http://ccr.oal.ca.gov/cgi-bin/om_isapi.dll?clientID=142327&infobase=ccr&jump=5%3a40405&softpage=Document42 - JUMPDEST_5:40405section 40405](http://ccr.oal.ca.gov/cgi-bin/om_isapi.dll?clientID=142327&infobase=ccr&jump=5%3a40405&softpage=Document42-JUMPDEST_5:40405section%2040405) of this title.

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

DATE:
 TO: Curriculum Committee
 FROM:
 RE: CSU GE Request

This memo is a request for _____ to be submitted for CSU GE Area _____.

Courses that satisfy this requirement are described as.....

This course meets these requirements as it.....

Division approval for this request has been received and the minutes of the meeting in which this occurred have been forwarded to the Curriculum Committee.

All items in italics are for reference only – please delete. Include the description for the area that your course falls into in the space provided above, followed by an explanation of how it meets the stated requirements. If there is likely to be some controversy regarding your request, provide additional information as to how comparable classes at other community colleges have been articulated.

Natural Science

B1 = Physical Universe

B2 = Life Forms

B3 = Laboratory Courses

B4 = Quantitative Reasoning

Art/Humanities

C1 = Arts

C2 = Humanities (Literature, Philosophy, Foreign Languages)

Social Sciences, etc.

D

Communications and Critical Thinking

A1 = Oral Communication = SPCH 101, SPCH 102

A2 = Written Communication = ENGL 101

A3 = Analytical/Critical Thinking

Lifelong Learning

E

The lifelong learning requirement is unique to the CSU -

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

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

DATE:
 TO: Curriculum Committee
 FROM:
 RE: IGETC Request

This memo is a request for _____ to be submitted for IGETC Area _____.
 This course is already on the UC TCA.

Courses that satisfy this requirement are described as.....

This course meets these requirements as it.....

Division approval for this request has been received and the minutes of the meeting in which this occurred have been forwarded to the Curriculum Committee.

All items in italics are for reference only – please delete. Include the description for the area that your course falls into in the space provided above, followed by an explanation of how it meets the stated requirements. If there is likely to be some controversy regarding your request, provide additional information as to how comparable classes at other community colleges have been articulated.

| | |
|--|---------------|
| <i>Natural Science</i> | <i>Area 5</i> |
| <i>Art/Humanities</i> | <i>Area 3</i> |
| <i>Social Sciences</i> | <i>Area 4</i> |
| <i>Communications</i> | <i>Area 1</i> |
| <i>Analytical/ Critical Thinking</i> | <i>Area 2</i> |

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

Subject Area 1: English Communication

Currently 1A = Composition = ENGL 101
 1B = Critical Thinking = ENGL 201, 201H

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

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

elementary inductive and deductive processes, and to recognize common logical errors or fallacies of language and thought.

Subject Area 2: Mathematical Concepts and Quantitative Reasoning

Currently – numerous math courses.

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. (See the description of "Algebra 2," Statement On Competencies In Mathematics Expected Of Entering Freshmen - 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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

Subject Area 3: Arts and Humanities

Indicate whether course is to be an Arts or a Humanities course.

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

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism.

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

Subject Area 4: Social and Behavioral Sciences

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

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area 5: Physical and Biological Sciences

Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

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

Advanced Placement

Should your division/department deem appropriate, a student may earn credit through advanced placement tests that have been satisfactorily passed with a score of 3, 4, or 5. Please note that credit can only be awarded after at least twelve units of work have been completed at Rio Hondo College. Be sure to include division/departmental minutes along with the following form.

NOTE: Information provided on the form is published in the college catalog for the following academic year.

Request for a course to be added to the Advanced Placement Examination Program

Date: _____

Originator: _____ Extension: _____

Division/Department: _____

A.P. Examination:

A.P. Score:

RHC Course Equivalent:

Units:

List one UC course (in the same subject area) and what credit (units) is given by the UC:

List one CSU course (in the same subject area) and what credit (units) is given by the CSU:

Include Department/Division minutes demonstrating discussion/support for offering course credit through Advanced Placement Examination

NON-CREDIT

Non-credit forms are used for the creation of a new non-credit course, revision of an existing non-credit course, or for a new non-credit certificate of completion or competency.

Prior to writing a new non-credit course, you should have ascertained that the course is needed and justified along with labor market data if applicable. Be sure to include a target audience in the course description and check with your division for an appropriate course prefix and number.

A non-credit course revision is needed if there is a change in content, prerequisites, title, description, subject area, prefix, hours or number. Provided a course is not very old, much of the needed information can simply be obtained from the existing course outline. There may be a need, however, to transfer the information to the forms that are currently in use.

A new non-credit certificate of completion or competency must be in the area of Career Development or College Preparation along with other detailed information you will find on the form. Distinctions between the two can be summarized as a) a non-credit Certificate of Completion leads to improved employability or job opportunities (this may also need to accompany labor market data if applicable) while b) a non-credit Certificate of Competency is in a recognized career field articulated with degree-applicable course work, completion of an associate degree or transfer to a baccalaureate institution.

Be aware that all course and certificates must have the final approval of the Business/Community & Economic Development Dean before submitting to curriculum.

Item Number: _____
 MCF Number: _____
 TOPS Code: _____

RIO HONDO COMMUNITY COLLEGE
 CURRICULUM COMMITTEE

NEW NON-CREDIT COURSE

Demonstration of Need: _____ *(see page 3 for list of choices and delete these instructions)*

Subject Area:

| | |
|------------------------|---------------------------|
| _____ Parenting (F) | _____ Vocational (I) |
| _____ Basic Skills (C) | _____ Older Adults (H) |
| _____ ESL (A) | _____ Home Economics (G) |
| _____ Citizenship (B) | _____ Health & Safety (D) |
| _____ Handicapped (E) | |

Course Title: *(Max of 50 spaces)*

Course Prefix and Number:

Concurrent Course:

Start Date:

Certificate Applicable:

Originator of Course:

Extension:

Units: 0

Grading: NC (Non-Credit)

Total Course Hours: *(total class hours here, break down below)*

Lecture:

Workshop:

Laboratory:

Instructional Aide:

Lecture/Demonstration:

Computer Assisted:

Catalog/Schedule Description:

- I. Prerequisites:**
Corequisites:
Recommended Preparation:
- II. Needs/Goals/Justification:**
- III. Instructional Objectives:** (*Complete the phrase “Students must be able to”, use Bloom’s Taxonomy*)
- IV. Content:** (*Outline format*)
- V. Assignments:** (*Substantial writing assignments, computational or non-computational problem-solving, demonstration*)
- VI. Methods of Evaluation:** (*Skills demonstrations, objective examination, and basis for grades*)
- VII. Teaching Materials:** (*Textbooks, Workbooks, Instructor provided handouts, materials fee, etc.*)
- VIII. Special Characteristics Code Descriptor:** (*Please check*)
1. Learning Assistance: _____
 2. Bi-lingual Instruction: _____
 3. Convalescent Setting: _____
 4. Citizenship: _____
 5. Correctional Facility: _____
 6. Apprenticeship: _____
 7. Not Applicable: _____

PLEASE ERASE ITALICIZED INSTRUCTIONS BEFORE SUBMITTING, INCLUDING THESE INSTRUCTIONS

Originator

**Dean of Business, Community
& Economic Development**

Curriculum Chair

(Submit only pages 1 and 2-delete these instructions before printing)

LIST OF CODES

Demonstration of Need:

This data element identifies the primary method used to determine the need for this course.

| Code | Category |
|------|---|
| 1 | Manpower needs projections from the California Occupational Information |
| 2 | System (COTS) or the Employment Development Department |
| 3 | Survey of community and/or student needs or interests |
| 4 | Administrative judgment |
| 5 | Student or community petition or demand for program/course |
| 6 | State licensing and/or certification and mandation |

Item Number: _____
 MCF Number: _____
 TOPS Code: _____

RIO HONDO COMMUNITY COLLEGE
 CURRICULUM COMMITTEE

NON-CREDIT COURSE REVISION FORM

Demonstration of Need: _____ *(see page 3 for list of choices and delete these instructions)*

Subject Area:

| | |
|------------------------|---------------------------|
| _____ Parenting (F) | _____ Vocational (I) |
| _____ Basic Skills (C) | _____ Older Adults (H) |
| _____ ESL (A) | _____ Home Economics (G) |
| _____ Citizenship (B) | _____ Health & Safety (D) |
| _____ Handicapped (E) | |

Current Course Title: (Max of 50 spaces)

New Title: (Max of 50 spaces)

Course Prefix and Number:

Concurrent Course:

Start Date:

Certificate Applicable:

Originator of Course:

Extension:

Units: 0

Grading: NC (Non-Credit)

Total Course Hours: *(total class hours here, break down below)*

Lecture:

Workshop:

Lab:

Instructional Aide:

Lecture/Demonstration:

Computer Assisted:

Catalog/Schedule Description:

Is this a change from the current catalog/schedule description? _____ Yes _____ No

- I. Prerequisites:**
Corequisites:
Recommended Preparation:
- III. Need/Justification/Goals:**
- III. Instructional Objectives:** (*Complete the phrase “Students must be able to”, use Bloom’s Taxonomy*)
- IV. Content:** (*Outline Format*)
- V. Assignments:** (*Substantial writing assignments, computational or non-computational problem-solving; demonstration*)
- VI. Methods of Evaluation:** (*Skills demonstrations, objective examination, and basis for grades*)
- VI. Teaching Materials:** (*Textbooks, Workbooks, Instructor provided handouts, materials fee, etc.*)
- VIII. Special Characteristics Code Descriptor:** (*Please check*)
- 8. Learning Assistance: _____
 - 9. Bi-lingual Instruction: _____
 - 10. Convalescent Setting: _____
 - 11. Citizenship: _____
 - 12. Correctional Facility: _____
 - 13. Apprenticeship: _____
 - 14. Not Applicable: _____

PLEASE ERASE ITALICIZED INSTRUCTIONS BEFORE SUBMITTING, INCLUDING THESE INSTRUCTIONS

Originator

**Dean of Business, Community
& Economic Development**

Curriculum Chair

(Submit only pages 1 and 2-delete these instructions before printing)

LIST OF CODES

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| 5 | Student or community petition or demand for program/course |
| 6 | State licensing and/or certification and mandation |

