

# College Curriculum Committee

## Meeting Agenda

Tuesday, October 21, 2008

1:30 p.m. - 4:00 p.m.

Toyon Room

<u>Item</u>	<u>Action</u>	<u>Attachment</u>	<u>Presenter</u>
1. Minutes: October 7, 2008	Action	#10/21/08-1	Holcroft-Burns
2. Regular & Effective Contact for Distance Education Courses	Discussion	#10/21/08-2 #10/21/08-3 #10/21/08-4	Jordahl
3. Non-Credit Update	Information	#10/21/08-5	Swett
4. Imbedded Hours	Discussion	#10/21/08-6	Graham
5. CID: California Identification Numbers	Information		Day
6. Executive Order # 1033	Information	#10/21/08-7	Day
6. Division Curriculum Reports	Information		All CCC Reps
7. Other Items	Information	#10/21/08-8	

### Attachment List:

#10/21/08-1 Draft Minutes, October 7, 2008

#10/21/08-2 Regular Effective Instructor/Student Contact for Distance Delivery

#10/21/08-3 Hybrid Course Definitions

#10/21/08-4 Separate Course Approval & Documentation of Regular Effective Contact

#10/21/08-5 Process for Noncredit Curriculum Development, Approval & Implementation

#10/21/08-6 CCCSO Memo: TBA Hours Compliance

#10/21/08-7 Executive Order # 1033

#10/21/08-8 10/7/08 CCC Meeting Follow-Up

Distribution: K. Alfson, B. Cashmore, H. Ciment, D. Davison, B. Day, T. de la Cruz, L. Delgado, C. Denver, K. Duncan, K. Feig, M. Francisco, K. Gianetto, K. Gillette, E. Haight, C. Johnson, R. Johnstone, K. Jordahl, S. Lankford, A. Lenkeit Meezan, P. Murray, J. Mummert, L. Osterdock, D. Perez, L. Rodriguez, G. Rosas-Maximum, B. Shewfelt, L. Schultheis, L. Silverman, D. Svenson, M. Thomas, D. Uyeda, B. Ziegnehorn

**College Curriculum Committee  
Meeting Minutes  
Tuesday, October 7, 2008  
1:30 p.m. - 4:00 p.m.  
Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Welcome, Introductions & General Housekeeping	Send agenda items to Carolyn Holcroft-Burns. Contact Carolyn Holcroft-Burns or Cori Nunez if you need a handout or missed something during CCC.
2. Minutes: May 20, 2008	Revised Minutes Approved
3. Minutes: June 17, 2008	Minutes Approved
4. State-Mandated Stand Alone Course Training	<p><b>Speaker:</b> Carolyn Holcroft-Burns, Co-Chair CCC  <b>Presentation:</b> Local Approval of Stand-Alone Credit Courses Training Session provided by the System Office and the System Advisory Committee on Curriculum (SACC)  <b>Format:</b> PowerPoint &amp; Lecture  <b>Key Points:</b> See Attachments:  #10/7/08-6 Stand Alone Course Regulations  #10/7/08-7 Stand Alone Slide Presentation  #10/7/08-8 Local Approval FAQ's  #10/7/08-9 Local Approval Denials  #10/7/08-10 Local Approval, Title 5, Section 55002</p>
5. Orientation to CCC	<p><b>Speaker:</b> Bernie Day, Articulation Officer  <b>Presentation:</b> Foothill College Curriculum Committee 101  <b>Format:</b> PowerPoint, Handout &amp; Lecture  <b>Key Points:</b></p> <ol style="list-style-type: none"> <li>1. Your role on CCC is really, really important.</li> <li>2. CCC is really, really important because of: <ol style="list-style-type: none"> <li>a. National &amp; regional accreditation</li> <li>b. Approval of degrees &amp; GE requirements</li> <li>c. Articulation agreements</li> <li>d. Program planning &amp; review</li> <li>e. Quality control</li> </ol> </li> <li>3. The CCC role: <ol style="list-style-type: none"> <li>a. Establishing practices, policy, and processes for curriculum development.</li> <li>b. Reviewing new degrees, certificates, GE courses.</li> <li>c. Ensuring compliance with Title 5, Ed Code, etc</li> <li>d. Develop educational policy.</li> <li>e. Communicate and guide colleagues.</li> <li>f. Prevent unnecessary duplication.</li> <li>g. Validate transfer and vocational programs.</li> </ol> </li> <li>4. The CCC does not: <ol style="list-style-type: none"> <li>a. Approve new courses.</li> <li>b. Create processes at a divisional/department level.</li> </ol> </li> <li>5. Curriculum Representative are responsible to: <ol style="list-style-type: none"> <li>a. Represent appropriate division</li> <li>b. Report regularly to division regarding CCC activity</li> <li>c. Familiarized with Foothill processes for developing curriculum</li> <li>d. Understand and communicate GE guidelines to division.</li> <li>e. Regularly provide Cori Nunez, Curriculum Coordinator with department curriculum minutes - identifying all new/deleted/revised courses and substantive changes.</li> <li>f. Find a substitute if unable to attend CCC meeting.</li> <li>g. NOT rubberstamping courses - please note activity</li> </ol> </li> </ol>

	<p>during CCC where reps were asked to identify errors in a course outline.</p> <ul style="list-style-type: none"> <li>h. Be committed to attending CCC, reviewing courses, and communicating with division.</li> </ul> <p>6. For more information specific Curriculum &amp; GE Review/Approval processes, Hot Topics &amp; Resources, see Bernie Day's PowerPoint. Attachment 1 to these minutes.</p>
<p>6. Disciplines List Update</p>	<ul style="list-style-type: none"> <li>1. CHB has not heard that anyone at Foothill is interested in making a change to the disciplines list.             <ul style="list-style-type: none"> <li>a. The deadline for this cycle has already passed. The handouts provide the instructions for proposing changes should you wish to do so for the next cycle.</li> <li>b. Several proposed changes have already been received (attachments 14&amp;15). Several more are being proposed but have not yet been distributed. Once Carolyn receives these additional proposed changes, she will send them out. CCC representatives should make their constituents aware of the proposed changes, and gather feedback. Please pass this feedback along to Dolores Davison, Carolyn Holcroft-Burns, and/or Tess Hansen so they will know how to vote on these proposals at the State plenary.</li> </ul> </li> </ul>
<p>7. GE Status Update &amp; Moratorium Discussion</p>	<ul style="list-style-type: none"> <li>1. Academic Senate approved the GE updates for Communication &amp; Analytical Thinking; Humanities; English; and Social &amp; Behavioral Sciences.</li> <li>2. Should the moratorium be lifted on new GE courses?             <ul style="list-style-type: none"> <li>a. No, because there would be a floodgate of new courses coming through.</li> <li>b. No, because it is important to get all the GE areas approved before opening the moratorium on just the few areas that are approved.</li> <li>c. No, this should also be looked at from a distribution issue. This needs discussed first before looking at courses.</li> <li>d. Yes, the CCC could try to deal with the new GE courses in these few GE areas during the Fall/early Winter window.</li> <li>e. Yes, some courses have been waiting a year and half to get GE approval and should be addressed. Some GE courses were approved last Fall.</li> <li>f. No, the breath and depth issue will need the rest of this year to address.</li> <li>g. No, the last three areas of GE need to be finished. Since the groundwork has already been done, this may take less than a year.</li> </ul> </li> <li>3. Move: Maintain the moratorium. Seconded. Approved. One Nay. No abstentions.</li> </ul>
<p>8. Committee formation for the remaining GE Areas: Natural Sciences, American Cultures &amp; Communities, &amp; Lifelong Understanding</p>	<ul style="list-style-type: none"> <li>1. Judy Baker has hired a part-timer to do research the literature and consult with Foothill science faculty about the issue of distance education labs. The part-timer just started interviewing faculty in the Biology Division, and will be making the rounds in other divisions. She will present a preliminary report at the November 4 CCC meeting.</li> <li>2. Natural Sciences Committee Members: Marni Francisco (Chair), Kathleen Duncan,</li> <li>3. American Cultures &amp; Communities Committee Members: Bill Ziegenhorn (Chair), Elizabeth Barkley, Simon</li> </ul>

	<p>Pennington, and Diane Uyeda</p> <ol style="list-style-type: none"> <li>4. Lifelong Understanding Committee Members: Barbara Shewfelt, Laureen Balducci, Verley O’Neal, Mary Thomas</li> <li>5. Initial Drafts will be discussed at the November 4 CCC meeting.</li> <li>6. Last year, committees invited members from outside curriculum committee. The more people involved, the more likely these new GE areas will be approved by Senate and accepted by the campus.</li> </ol>
<p>9. Random Questions</p>	<ol style="list-style-type: none"> <li>1. Are fragments or complete sentences the best way to communicate about a course? -             <ol style="list-style-type: none"> <li>a. At this time, the Foothill policy is that course descriptions need to be in fragments.</li> <li>b. The CCC could design a new policy about this issue.</li> <li>c. Put this on the CCC agenda at a future meeting.</li> <li>d. Maybe this was designed to save space in the catalog.</li> </ol> </li> <li>2. What happens to courses after they pass Bernie?             <ol style="list-style-type: none"> <li>a. The CCC asked last year than an email be generated each time a course moved through the process.</li> <li>b. If courses need to come back, then they should come back to CCC or CCC representative - not back to the beginning.</li> <li>c. CCC should have a subcommittee to address the C3MS glitches.</li> <li>d. Duncan will follow-up with a feedback loop.</li> </ol> </li> <li>3. Should simple Title 5 updates go to Bernie?             <ol style="list-style-type: none"> <li>a. Yes, any substantive changes need to go to Bernie. If it’s just textbook review, then no.</li> </ol> </li> <li>4. What is the FHDA policy regarding the selection of course textbooks?             <ol style="list-style-type: none"> <li>a. Our board policy is an instructor uses at least one book on the course outline of record and once an instructor uses a textbook, then it is understood that the faculty will use that book for two years. Carolyn Holcroft-Burns is currently revising that Board policy - and will keep you posted on the changes.</li> </ol> </li> <li>5. Did we ever figure out which of our courses was stand-alone?             <ol style="list-style-type: none"> <li>a. Bernie asked Cori if we figured this out, and she said no. We need to create a list of stand-alone courses.</li> <li>b. Also, the CCC needs to figure out when the Board of Trustees will be approving stand-alone courses.</li> <li>c. The CCC needs to develop a policy and process for approving new stand-alone courses.</li> </ol> </li> <li>6. What is going on with the new non-credit curriculum committee?             <ol style="list-style-type: none"> <li>a. CCC members need some clarification on the role of the new non-credit curriculum committee.</li> <li>b. The Non-Credit CC has not yet met, and a date for the first meeting has not been set.</li> <li>c. Full-time faculty are welcome and invited to help develop non-credit curriculum and serve on the non-credit division curriculum committee.</li> </ol> </li> <li>7. Between the Senate and Admin, is there agreement on how to develop curriculum?             <ol style="list-style-type: none"> <li>a. Yes, there is a provisional agreement that is only good for this year. Email Carolyn Holcroft if you</li> </ol> </li> </ol>

*Minutes, October 7, 2008*

	<p>need a copy.</p> <ol style="list-style-type: none"><li>8. How do we keep current on what courses are coming up?<ol style="list-style-type: none"><li>a. When you submit your division curriculum minutes to Cori Nunez, also cc Carolyn Holcroft-Burns in your email. Counseling and library and everyone else also want to know what new courses are coming up.</li></ol></li></ol>
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**Regular Effective Instructor/Student Contact  
for Distance Delivery of Courses  
FOOTHILL COLLEGE**

September 22, 2008

Draft 1

In hybrid or fully online courses, ensuring **Regular Effective Instructor/Student Contact** guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course, the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions which take a variety of forms. For example, discussions occur naturally between and among students and the instructor during lecture, group work, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. Outside the classroom, these types of questions are dealt with via the telephone, email, or face to face office visits. Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face to face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session."

All DE courses at Foothill College, whether hybrid or fully online will include regular effective contact as described below:

**Instructor-initiated interaction:**

- Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material, participating regularly in all required activities of the course, and progressing through the course in timely fashion in accordance with the published course syllabus.
- Quality of instructor-student interaction: Instructors will ensure effective student-teacher interaction in DE courses by; 1) allocating sufficient hours/week for contact; 2) conducting student-teacher interaction with the same care and full attention to students that occurs during face-to-face office hours/encounters, i.e. not while performing other professional duties such as attending meetings, monitoring labs, etc.; 3) using a variety of methods and resources to initiate and maintain contact with students, e.g. threaded discussion forums with appropriate instructor participation, email, voicemail, correspondence, weekly announcements in the Etudes, timely evaluation of coursework including comments and feedback; 4) responding to student emails, postings, etc. in timely fashion; 5) recognizing that courses taught via DE are not and cannot be taught as correspondence courses, e.g. while including activities such as self-graded quizzes or open-ended question forums among the course activities may be appropriate, they do not constitute the entirety of effective instructor initiated interaction; 6) establishing teaching loads that ensure that regular effective contact as defined in this policy is able to take place.

### **Frequency of interaction:**

- DE Courses are considered the “virtual equivalent” of face to face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. At the very least, the number of instructor contact hours per week that would be available for face to face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.
- Establishing expectations and managing unexpected instructor absence: An instructor and/or department established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each quarter. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e., more than three or four days), a substitute instructor should be sought who can assist students while the instructor is unavailable.

### **Suggestions:**

- Instructors should also choose to use other forms of communication, as suggested in section 55211 of Title 5, that address a variety of learning styles and modalities in order to ensure regular, effective contact and student success. (“All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities” 55211.) In addition, CCC Confer, video conferences, podcasts, or other synchronous technologies may also be included among methods of achieving and maintaining regular effective contact with students.
- Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours.
- Instructors should be prepared to demonstrate to the Curriculum Committee not only the pedagogical soundness of offering a course via DE but also explain in detail how they will maintain regular effective instructor-initiated contact with students over the entire quarter.

### **Examples of Contact**

- Group meetings
- Individual meetings
- Orientation session

- Review session
- Supplemental seminar
- Library workshops
- Telephone contact
- Correspondence
- Voice mail
- Field trips
- Email
- Instant messaging
- Threaded discussions
- Chat rooms
- Course announcements
- Pod casting
- Webcams
- Blogs
- Video conferencing
- Teleconferencing

(Adapted from Solano College Academic Senate, October 16, 2006)

## Regular Effective Contact

**INTERACTIONS:** Describe the nature and frequency of instructor-student, student-student, and student-content interactions and provide examples of course components taught using distance learning techniques (e.g. number of on-campus meetings if any, testing, or other evaluation procedures, and approximate breakdown of time to be spent by students per week, % of course time spent on-line, doing individual work, interacting with other students, communicating with the instructor, etc.)

### Interactions:

**a. Instructor-student Interaction:** This interaction provides the main means of communication in the course; typically there are multiple communication exchanges between the instructor and each student every week via individual e-mail, or the course's communication/collaboration features. A form of interaction will take place at least once a week. The instructor **initiates** communication with the students, and responds to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides course navigation and information assistance, content processors, assignments, quizzes, and exams; provides as-needed instructional support and encouragement; does all grading, including comments, recommendations, suggestions, etc. on an on-going basis; updates grades on a weekly basis and after each assignment is due; provides instruction and feedback on assignments, projects, quizzes, etc. through use of email or text message, as well as asynchronous **(Or add: and synchronous – if you use synchronous, please give example/s such as telephone or live chat via Internet)** communication features. The instructor informs the students of the frequency and times that s/he expects to conduct any type of communication with the students every week. **[Add course specific instructor-student interaction]**

**b. Student-student Interaction:** This is an open-ended feature and the backbone of the course. Students are required to interact throughout the course and communicate regarding its material and homework experience. Typically, students use asynchronous discussion forum and email for communication and collaboration activities. **[Synchronous communication, such as live online meetings will be used for.... Complete if applicable]**  
**[add course specific steps you will take to ensure community of learners and that student-student interaction indeed occurs]**

**c. Student-content Interaction:** Students interact with the material provided by the course creators and distributed through **[add content source, e.g. Textbook]. [add course specific content source, e.g. study guides not in the book, videos, etc.]** Additionally, to ensure a student-centered e-learning environment, a variety of content processors is provided. Content processors and practice activities are designed for each content module so that students could assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material is easily accessible by all students and requires constant (several times each week minimally) interaction for instructional purposes as described below.

**Title 5 and the Distance Education Guidelines for the California Community Colleges** state:

55211. Instructor Contact. In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) **All approved courses offered as distance education include regular effective contact between instructor and students**, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Regular effective contact is an academic and professional matter pursuant to Title 5, section 53200.

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

#### Guideline for Section 55211

This section defines what contact must be maintained between instructor and student: Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define “effective contact”, including how often, and in what manner instructor-student interaction is achieved. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the Guideline to Section 55219, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

**Hybrid Course Definitions**  
**Foothill College**  
**College Curriculum Committee**

The following definitions are the result of discussion and agreement by the College Curriculum Committee Representatives on March 9, 2004.

1. **Web-enhanced Course:** An onsite class that *requires online access* to resources such as an online syllabus, discussion boards, or Internet links.

Note: If ANY onsite time is replaced by online time then the course cannot be in this category.

2. **Hybrid Course:** A course that meets both onsite and online.

3. **Online class:** A class which meets 100% of the time online with no onsite class time required.

## Separate Course Approval and Documentation of Regular Effective Contact Required for Fully Online and Hybrid Courses

California Code of Regulations  
Title 5 Distance Education Guidelines:  
2008 Omnibus Version

### **55206. Separate Course Approval.**

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

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

### **Guideline for Section 55206**

This section has been revised to clarify that separate approval of a DE course is required if any portion of the instruction in a course or course section is designed to be regularly provided through distance education in lieu of face-to-face interaction. While only those courses that are 51% or more DE are reported as DE, the language here is intended to clarify that those courses that are less than 51% DE, but are designed to include a certain number of contact hours offered through DE, still must undergo a separate approval process. The occasional online assignment does not necessitate separate approval.

In making use of the existing local curriculum approval process, there **must be documentation of regular effective contact** as described in section 55204 consistent with local policy. **For this reason, a course with any portion of a course section provided through DE in lieu of face-to-face instruction should be separately reviewed.**

### **55204. Instructor Contact.**

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

*(a) Any portion of a course conducted through distance education includes **regular effective contact between instructor and students**, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.*

*(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*

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

#### **Guideline for Section 55204**

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, **districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved.** Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. **Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session.** Local policies should establish and monitor minimum standards of regular effective contact.

*The entire guidelines are posted to the Chancellors Office web site at the following URL*  
<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>.

## **Process for Noncredit Curriculum Development, Approval and Implementation September 2008**

The process for Noncredit Curriculum development, approval and implementation will follow the process outlined in Foothill College's Curriculum Development Handbook (Revised May 2003).

### **A. The course approval process will become the responsibility of the individual division.**

The Noncredit Division will be responsible for the development of noncredit curriculum in 7 approved areas. The Division curriculum committee will have faculty representation from the seven areas:

1. Health & Safety Education
2. Parenting Education
3. Family & Consumer Sciences
4. Short-Term Vocational Programs w/High Employment Potential
5. ESL
6. Immigrant Education
7. Basic Skills (Supervised Tutoring)

The Adaptive Learning Division will be responsible for the development of noncredit curriculum in 2 approved areas. The Division curriculum committee will have faculty representation from the two areas:

1. Older Adult Studies (QUEST)
2. Persons with Disabilities

### **B. Division/Department Process/Committee Role**

**"Approval of individual courses; majors and certificates management; faculty and dean sign-off; division curriculum committees; division process: broad based, includes entire division and/or department; initial assignment of units/hours/load."**

The Noncredit Division and the Adaptive Learning Division will follow these guidelines for course approval.

### **New/Changed Courses<sup>1</sup>**

1. Faculty create and write new courses or change existing courses in the C3MS. This process, however, is not an isolated one. Faculty work with colleagues, the Dean, the CCCR, etc. in moving the course to Division Curriculum Committee approval.
2. Using the details and examples in the C3MS and the guidelines outlined in the Curriculum Handbook, the faculty member checks carefully to ensure that the Course Outline follows carefully the format, the writing perimeters, and the

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<sup>1</sup> CMS will be used in accordance with current college practices.

organization required.

3. When the faculty member has completed the outline, they electronically notify the Dean (in the C3MS) that it is ready for them to review it, make comments as they see fit and to add three pieces of information: seat count, load and budget code. The Dean then returns it to the faculty member for their information. If the faculty member is in agreement with the Dean, the faculty member forwards the outline electronically to the CCCR. The COR is now ready to go to the Division Curriculum Committee for approval.

4. The Division Curriculum Committee reviews the outline. If approved, the College Curriculum Committee Representative assumes responsibility to mark the Distance Learning indicator (if applicable) and moves the outline forward in the C3MS to the Instruction Office.

The Noncredit Division and the Adaptive Learning Division will follow these guidelines for course development, approval and implementation. All noncredit courses are subject to approval by the CCC Chancellor's Office.

#### **Course Numbering:**

- 1-49 are used for courses transferable to the University of California.
- 1-99 are used for courses transferable to the California State Universities.
- 100 and above are for non-transferable courses.
- 200-299 are prerequisites for required courses that lead to A.A./A.S. degrees.
- 300-399 are workshop, review and other courses offered to meet special collegiate needs of a community nature.

➡ • 400-499 are non-credit, non-graded courses in consumer, senior, or special education or other areas that do not apply to an A.A./A.S. degree.

Course numbers with "S" suffix indicate the first half of the course; "T" indicates the second half (see page 14, Curriculum Handbook).

The Noncredit Division and the Adaptive Learning Division will follow the course numbering guidelines as follows:

#### **Noncredit Division**

NCHS 400-499

NCP 400-499

NCFC 400-499

NCSV 400-499

NCEL 400-499

NCIE 400-499

NCBS 400-499

Health & Safety Education

Parenting Education

Family & Consumer Sciences

Short-Term Vocational Programs w/High

Employment Potential

ESL

Immigrant Education

Basic Skills (Supervised Tutoring)

#### **Adaptive Learning Division**

OAS 400-499

NCPD 400-499

Older Adults

Persons with Disabilities

## **Guiding Information:**

### **From the CCCCCO's Noncredit Primer:**

#### **CEC § 84757 Categories of Noncredit Courses Eligible for State Funding**

#### **The following are the noncredit categories eligible for funding:**

- 01 Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships
- 02 Elementary and secondary basic skills and other classes such as remedial academic courses or classes in reading, mathematics, and language arts.
- 03 English as a second language
- 04 Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening reading, writing, mathematics, decision making and problem solving skills, and other classes required for preparation to participate in job-specific technical training.
- 05 Education programs for persons with substantial disabilities
- 06 Short-term vocational programs with high employment potential
- 07 Education programs for older adults
- 08 Education programs for home economics
- 09 Health and safety education

#### **AY 2008-09:**

This will be a Pilot Year as we develop the new Noncredit Division and coursework in the seven areas. Credit divisions with related coursework to the seven areas can veto submitted noncredit curriculum for AY 2008-09 if they show or provide evidence that it fails to meet the CCCCCO's criteria which specifies that noncredit curriculum "treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students."<sup>2</sup> Thereafter credit faculty would need to attend Noncredit Division curriculum meetings to voice concerns. The Noncredit Division will regularly publish Division

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<sup>2</sup>BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS, TITLE 5. EDUCATION, DIVISION 6. CALIFORNIA COMMUNITY COLLEGES, CHAPTER 6. CURRICULUM AND INSTRUCTION, SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS § 55002(c), Standards and Criteria for Courses and Classes, (1) Standards for Approval.

Curriculum Meeting schedules so any credit faculty may contact the chair with their request to be put on the agenda should they have any concerns they wish to share with the committee.

The Division of Noncredit is a new division for Fall 2008. Members of the Noncredit Curriculum Committee will be sent to the Academic Senate for approval prior to the first committee meeting.

**For additional noncredit information from the CCC Chancellor's Office:**

<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/Noncredit/ReferenceMaterials/tabid/532/Default.aspx>

DRAFT



October 1, 2008

To: Superintendents and Presidents  
Chief Instructional Officers  
Chief Business Officers  
Chief Student Services Officers  
Admissions Officers and Registrars  
Academic Senate Presidents

From: Steven Bruckman  
Executive Vice Chancellor and General Counsel

Subject: **To Be Arranged (TBA) Hours Compliance Advice  
Legal Advisory 08-02**

Recently, this office has received a number of inquiries regarding the basic requirements for “to be arranged hours” or “TBA” as part of a course (sometimes referred to as “hours by arrangement” or “HBA”). Some of these inquiries also present concerns over the appropriateness of some district practices related to academic supervision and TBA course scheduling, including where it was believed that conditions for claiming state apportionment were not met. In order to fully address the inquiries and related issues identified as part of recent district reviews, **this advisory provides a set of guidelines that are intended to clarify applicable regulatory requirements and to present appropriate practices and conditions for utilizing TBA scheduling.**

Please review the guidelines provided below and where state apportionment for TBA is involved, it is requested **that you carefully evaluate your local procedures and policies related to TBA course scheduling to assure that all instructional, attendance accounting, and support documentation requirements are being met. An area of special focus should be TBA that is conducted in learning assistance centers or similar settings where the primary course instructor or other instructor who meets minimum qualifications for the particular course may not be present to provide and supervise the TBA instruction. Any deficiencies should be immediately corrected and apportionment claimed only where all applicable requirements are satisfied.** As additional guidance, the end of this advisory contains common Questions & Answers related to courses with TBA hours. The System Office will continue compliance monitoring through periodic reviews and in response to compliance complaints. If you have questions, please feel free to contact the following individuals:

Carole Bogue-Feinour (instructional issues)  
Vice Chancellor of Academic Affairs  
(916) 322-6881 or e-mail to [cbfeinour@cccco.edu](mailto:cbfeinour@cccco.edu)

Elias Regalado (attendance accounting/reporting issues)  
Specialist, Fiscal Services Unit  
(916) 445-1165 or e-mail to [eregalad@cccco.edu](mailto:eregalad@cccco.edu)

## To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02

### Basic Requirements for “To Be Arranged Hours” or “TBA” as Part of a Course

**TBA Definition:** Some courses with regularly scheduled hours of instruction have “hours to be arranged” (TBA) as part of the total contact hours for the course. The TBA portion of the course uses an alternate method for regularly scheduling a credit course for purposes of applying either the Weekly or Daily Census Attendance Accounting Procedures. The procedures which must be followed for the TBA hours are described below. In some situations the entire course might be on TBA, and in that case this course would follow the same rules. (Note: The Student Attendance Accounting Manual, page 3.3, refers to TBA hours or “hours to be arranged,” which for purposes of this advisory have the same meaning as “HBA” or “hours by arrangement” or any other local term used to designate these hours.)

#### 1. Conduct of Course.

- a. An instructor meets the minimum qualifications or equivalency and is authorized to teach in the discipline in which the course is offered. (Cal. Code Regs., tit. 5, §§ 55002(a)(4), 55002(b)(4), 58050(a)(7).)<sup>1</sup>
- b. Specific instructional activities, including those conducted during TBA hours, expected of all students enrolled in the course are included in the official course outline. All enrolled students are informed of these instructional activities and expectations for completion. (§§ 55002(a)(3), 55002(b)(3), 58050(a)(5), 58051(a)(1).) *Course Outline and Green Sheet*
- c. During TBA hours, there must be some kind of instruction provided (such as course content) and/or activity that is not an activity that should be done independently outside of class time. Pursuant to section 55002(a)(2)(C), students must still be required to study independently outside of class time.
- d. A clear description of the course, including the number of TBA hours required, must be published in the official general catalog or addenda thereto AND in the official schedule of classes or addenda thereto. (§§ 581 02, 581 04.)
- e. There is a designated location, about which all enrolled students are informed, where the instructional activities will occur. (§§ 58102, 58108.) *Course Outline and Green Sheet*
- f. Students may demonstrate that they fulfilled their regularly scheduled TBA responsibilities by signing in and out every time they come to the lab or learning assistance center in a manner that documents the days, times, and the number of TBA

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<sup>1</sup>All section references are to title 5 of the California Code of Regulations unless otherwise indicated.

hours fulfilled. An electronic system may be used to document regular attendance and fulfillment of the individual TBA schedule. (§§ 58000, 58020, 58030.)

## 2. Immediate Supervision and Control.

- a. An **instructor** who meets minimum qualifications in the discipline being taught is available, in **physical proximity** and **range of communication** to provide instruction and ensure the safety of students during the hours by arrangement. If the instructor responsible for the TBA hours is not the primary course instructor, follow-up is required by the primary course instructor (instructor of record) to ensure that students are meeting instructional objectives and fulfilling the TBA requirement. (Note: An **instructional aide** may assist the instructor in working with students, but a **qualified instructor must also be available, in physical proximity and in range of communication with the students.** In cases when an instructional aide assists the instructor in providing instruction to students, please consult title 5, section 58056(c) and Education Code section 88240 et seq.) (§§ 58050(a)(6), 58051, 58056.)
- b. Instructors need to provide the supervision and control necessary for the protection of the health and safety of students and **may not have any other assigned duty during this instructional activity.** (§§ 58056(a)(2), 58056(a)(3).) As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. Even when TBA and supplemental learning assistance are **offered through a learning assistance center where an instructor (learning center director/coordinator) is available at all times as well as classified staff, the instructor who meets the minimum qualifications pertaining to the assigned TBA or supplemental learning assistance course, needs to observe the line-of-sight requirement** (may be a different faculty member than the primary course instructor). This faculty member **needs to be able to respond immediately** when students are scheduled in the lab. If not in the lab, he/she needs to be in an area adjacent to the lab where the students are located. (Faculty members could view the classroom through a window or use a two-way video hook-up under certain circumstances, but even in this situation, the faculty member needs to be adjacent to the classroom or lab where the students are located.)

## 3. Attendance Accounting and Reporting.

- a. Pursuant to title 5, section 55002, the course outline of record shall specify the number of contact hours for the course as a whole, including contact hours related to TBA. Contact hours claimed for apportionment must be consistent with the number of contact hours specified in the course outline of record. (§§ 55002(a)(3), 55002(b)(3), 58050(a)(5).)
- b. **There are specific times, of which all enrolled students are informed, when the instructional activities will occur.**

- c. Census-based attendance is normally computed on the basis of regularly scheduled class hours applicable to all enrolled students as published in the official schedule of classes or addendum (e.g., M -W from 8:00 a.m. to 9:00 a.m. each day). If a credit census-based course includes required instructional hours for enrolled students that are not scheduled in this manner and instead are listed as "TBA" or "Hours to be Arranged" in the official schedule or addenda thereto, documentation is required to demonstrate that each student has completed the TBA requirement as appropriate for either the Weekly or Daily Census attendance accounting procedures. (§§ 58003.1(b), 58003.1(c); Student Attendance Accounting Manual, page 3.3.)
- d. For Weekly Census procedure courses (courses that are coterminous with a primary term), TBA hours must be scheduled the same number of hours each week of the term, and specific days and times for each week must be arranged for each enrolled student. To illustrate, if this course requires two TBA hours per week, students' schedules may be arranged as follows: Student "A" is scheduled to fulfill his/her weekly TBA hours on M ondays and Wednesdays from 3:00 p.m. to 4:00 p.m., and student "B" is scheduled to fulfill his/her weekly TBA hours on Fridays from 3:00 – 5:00 p.m. (Both schedules result in two weekly TBA hours.) (§ 58003.1(b); Student Attendance Accounting Manual, page 3.3.)
- e. For Daily Census procedure courses, TBA hours must be scheduled for the same number of hours on each scheduled day of the course or as a portion of the hours the course is regularly scheduled for each day it meets. Daily Census courses are those courses that are not coterminous with a primary term, but are scheduled regularly for at least 5 meetings. (§ 58003.1(c); Student Attendance Accounting Manual, page 3.3.)
- f. When arranging for TBA hour schedules at the start of each term or session, students shall be informed of their schedules or work with the instructor in determining their individual TBA schedules. In order to provide some scheduling flexibility for TBA hours, instructors could provide students specific windows of time and ask students to choose a time to complete TBA hours. If necessary, students could change those hours later and/or substitute other hours on an "emergency" basis. It is possible, however, that the number of stations/seats in the lab/learning center where these students will be accommodated may require general adherence to the hours initially selected by the students. For each course that requires TBA, the district must retain a document or record of individual TBA schedules that students selected or that were assigned. Students also must be informed of their responsibility to adhere to their individual TBA schedule and to complete the tasks assigned. In order to inform students, instructors should indicate in the syllabus or in another required assignment document both the objective and purpose of the TBA hours and the requirement that all enrolled students in the course must adhere to the designated TBA schedule. The syllabus or other document should be distributed in class so that all students have the information needed regarding TBA. (§§ 58003.1(b), 58003.1(c); Student Attendance Accounting Manual, page 3.3.)
- g. If TBA hours are not scheduled as indicated above, the attendance for the entire course must be on the positive attendance basis (Actual Student Contact Hours of

Attendance Procedure as provided by sections 58003.1(d) and 58006). (Student Attendance Accounting Manual, page 3.3.)

- h. Documentation supporting compliance with the above requirements must be kept on file as a Class 3 record basic to an audit as required by section 59020 et seq. For each course that requires TBA, the district must retain a document or record that displays the individual TBA schedules to which students were expected to adhere.

### **General Provisions Applicable To TBA**

#### **1. Definition of a Unit of Credit (Credit Hour).** (§ § 55002(a) (2) (B), 55002(b) (2) (B), 55002.5, 8003.1(c).)

- a. Section 55002.5 provides that one unit of credit, or credit hour, of community college work requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system (or 33 hours on the quarter system). The basic unit of college credit is defined to avoid reference to specific term lengths (previously described in terms of hours/week over a 16-week term). The section establishes the minimum expected time on task (lecture, study, and or lab work) that is necessary to award one unit of credit. In practice, the number of hours varies among colleges, but the number is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based entirely on the number of hours of laboratory work, presuming that students complete most required work in the lab.
- b. In determining the number of units to be awarded for courses, colleges should consider total lecture, outside study, and/or laboratory hours. Although it is permissible to reduce homework hours and instead have the student complete additional scheduled or arranged instructional activities, the course must still require some independent outside of class study or homework in order for it to qualify as a credit course. Please keep in mind that per section 55002.5, the amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments. (A college may elect to adjust the amount of credit awarded in increments of less than one half unit.) So, if the scheduled or arranged hours are not in lieu of some homework and the total number of hours the student must fulfill as provided by the course outline of record are actually increased, it may be necessary to increase the unit value of the course. This part of the section 55002.5 is new and may affect the number of units awarded in some disciplines that offer courses with a number of contact hours mandated by professional certification requirements.
- c. It is not permissible to approve credit courses with zero units of credit.

## 2. Technology Mediated Instruction. (§ 58050(a) (5).)

- a. Where TBA involves student use of college computers or interactive multi-media equipment (technology mediated instruction) some activity needs to occur which **involves an instructor being present and facilitating student learning.**
- b. The computer or other equipment will serve as a tool for teaching and evaluating student work. For example, the instructor, rather than providing direct instruction, may complement interactive computer software or multi-media instruction by clarifying explanations and/or directions, checking for understanding of concepts and skills, keeping students on task, providing constructive feedback and answering questions.
- c. The role of the instructor using technology mediated instruction should be well thought out and clear to the students.
- d. Student use of college computers or equipment that is not for educational activities specified in the course outline of record and that does not require some level of interaction between an instructor and student does not qualify as hours by arrangement activity and is not eligible to be claimed for state apportionment.

## 3. Procedures, Guidelines, and Training.

- a. **The district** should establish procedures, guidelines, and faculty/administrator training necessary for the proper provision of TBA, with a special emphasis on attendance accounting and retention of related support documentation that would enable an independent determination regarding the accuracy of contact hour tabulations and FTES claimed for state apportionment.
- b. Faculty should receive as much detailed guidance as possible, either through these guidelines or through "faculty handbooks" or other official documents, that speaks to faculty responsibilities related to course scheduling rules, documentation of student TBA attendance, and record retention requirements. The district should assure that it provides ongoing training for new and current faculty relative to these and other important attendance accounting topics.

## 4. Official Attendance Accounting Procedures as Required by Section 58030.

(§§ 58000, 58030; Student Attendance Accounting Manual, page 4.1.)

- a. District TBA procedures and guidelines related to attendance accounting and support records must be established and incorporated into its official attendance accounting procedures adopted pursuant to section 58030 and **must be uniformly applied at all of the district's colleges.**

- b. As required by section 58030, such support documentation procedures must provide for accurate and timely attendance and contact hour data and shall be so structured as to provide for internal controls. In this regard, please be aware of the following:
- i. The procedures will need to address or specify the systems of internal control that will provide reasonable assurance regarding the reliability of attendance and contact hour data, safeguarding of records (physical records as well as information system data files and applications), and compliance with applicable laws and regulations.
  - ii. Procedures or policies concerning internal control systems should be as specific as possible and should also indicate which group or department head will provide campus/district leadership for ensuring that effective internal control and accountability practices are in place, including ongoing monitoring activities designed to assess internal control effectiveness over time.
  - iii. The district should make special mention of internal controls applicable to information systems, which are designed to maintain the integrity and availability of information processing functions, data files, and associated application systems. These controls also ensure that data processing diagnostics and errors are noted and resolved, applications and functions are processed according to established schedules and reporting periods, file backups are taken at appropriate intervals, recovery procedures for data processing failures are established, and actions of computer operators and system administrators are reviewed.

#### **5. Classification, Retention, and Destruction of Records as Required by Section 59020.**

- a. The attendance accounting procedures required by section 58030 should also speak to the proper classification, retention, and destruction of records as required by section 59020 et seq. and other applicable statutes or regulations related to records retention (e.g., primary and support records relating to student attendance, student residency determination, course section contact hour tabulations, and FTES reported for the calculation of state apportionment).
- b. The procedures should also indicate that all student enrollment and attendance records need to be retained for a minimum of three (3) years after the college year in which they originated (i.e., 2006-07 plus 3 = 2009-10). Additionally, the procedures need to indicate that pursuant to section 59118, primary records and support documentation relevant to any Chancellor's Office review or investigation, or any regular or special audit not resolved under section 59112 shall be retained for a period of five (5) years after presentation of the audit or review to the governing board. The 5-year period described here does not apply when the System Office finds deliberate district misrepresentation in connection with claims for state and federal funding. In those instances, primary records and support documentation relevant to the specific matter must be retained until there is resolution.

- c. The procedures should also indicate that records retained pursuant to title 5 requirements shall be available to the auditor retained by the district pursuant to Education Code section 84040, the Department of Finance, the Auditor General, and the Chancellor's Office and that these records may also be required by federal auditors when federal funds are involved. (§§58000, 59020 et seq.)

## Common Questions & Answers Related to the Proper Application of TBA Course Scheduling

**Question 1. If a course has hours by arrangement (TBA) attached, are there certain activities that the student must do in order for the TBA requirement to be appropriately fulfilled and hours claimed for state apportionment?**

**g. Answer.** Students assigned TBA hours must participate in some instruction and/or activity that involves objectives and related instructional activities that are specified in an approved course outline of record and that are required of all students enrolled in the course. *Course Outline and Green Sheet*

**Question 2. If a course has TBA attached, is it expected that all of the students enrolled in the class will be required to fulfill the TBA hours requirement or can the TBA hours be optional for students?**

**Answer.** If utilized, TBA is a required component of a course for all students in that course. If a district wishes to provide learning assistance that is optional, title 5, section 58172 permits learning assistance to occur in separate open entry/open exit courses that offer optional enrollment, without requiring the participation of all students enrolled in the primary/parent course or courses. For additional information regarding supplemental learning assistance, please see the “Supplemental Learning Assistance and Tutoring Regulations and Guidelines” available at the following web address: *Possible alternative for current TBA classes??*

<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/Title5Guidelines/tabid/1330/Default.aspx>

**Question 3. Could TBA be claimed for state apportionment under the auspices of individual student tutoring?**

**Answer.** No. Title 5, sections 58168 and 58170 permit districts to claim (noncredit) apportionment for student tutoring only if the following conditions are met (others may apply):

1. The individual student tutoring is conducted through a designated learning center.
2. The designated learning center is supervised by a person who meets minimum qualifications prescribed by section 53415.
3. Tutors are qualified to provide tutoring as prescribed by these sections.
4. All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled “Supervised Tutoring.” A

counselor or an instructor, on the basis of an identified learning need, must refer all students seeking tutoring. Students cannot refer themselves for tutoring. Tutees must enroll in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09. To enroll, students must follow normal registration procedures consistent with title 5, section 58108. No registration procedure shall be used that results in restricting enrollment to a specialized clientele.

5. The Positive Attendance accounting procedure is used as the basis for FTES calculations and resulting apportionment claims (note: the district may not claim apportionment for tutoring services for which it is being paid from state categorical funds).

For additional requirements and information regarding tutoring, please see the “Supplemental Learning Assistance and Tutoring Regulations and Guidelines” available at the following web address:

<http://www.cccco.edu/System Office/Divisions/Academic Affairs/Title5Guidelines/tabid/1330/Default.aspx>

#### **Question 4. Can TBA hours be used for homework assistance?**

**Answer.** No. Districts may not claim TBA hours for student activities that should be done outside of class time. See Question 1 for the kinds of activity that the student must do in order for the TBA to be appropriately claimed for state apportionment purposes.

#### **Question 5. What are some examples of circumstances when TBA hours might be appropriate?**

**Answer.**

1. **For some math courses**, there are excellent software programs that provide students additional explanation/clarification and enhance student learning and success in the course. This software could be made available to students in a math lab at no additional cost to the student. In completing the software instructional program, students do need the support of those available in the lab and because of the students’ varied class schedules and limited lab space and stations, the students taking the course need to schedule TBA hours at different days and times in the lab. **In such circumstances, it would be acceptable to add a TBA hour or two a week (depending on the student objectives) to the course’s scheduled classroom hours.** *Possible retention of some math TBAs???*
2. Another example might be including TBA hours in a course such as Early Childhood Education (ECE) **when students need an out of classroom experience in a specific lab environment.** As part of an ECE course, it might be most advantageous to require student participation in the Child Development Center, an area, however, which can accommodate a limited number of students per hour. In such situations, ECE students may need to schedule the TBA hour(s) with the Child Development Center after the term begins.

3. Another example is one that could apply to a number of instructional areas for which a shared computer lab has been created but one which is limited in size and number of stations. In a life sciences division, for example, creating a computer lab that could make a number of software programs available to students enrolled in different life science courses could be very advantageous to student learning. Such software, which would be cost prohibitive for students to purchase, provides additional instruction and engages students in learning activities that cannot be made available in the classroom. Students engaged in such activities may need some assistance or related instruction to successfully complete the programs. In order to accommodate students with very different course schedules in a space limited in size, adding a TBA hour(s) would be appropriate. *Possible retention of some science, CIS TBAs???*

**Question 6. In terms of minimum qualifications, could a learning center coordinator/director who meets minimum qualifications for a specific discipline(s) offered there, serve as the instructor for TBA hours in various general education courses, such as chemistry, psychology, music, etc.?**

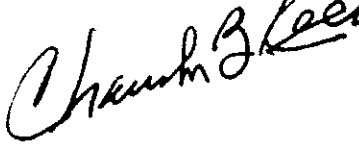
**Answer.** If you have a learning center where you include TBA hours for courses from a variety of general education areas, it is not correct to assume that an instructor who meets the minimum qualifications for supervising the learning center itself or who meets minimum qualifications for a specific discipline would necessarily meet the minimum qualifications for all general education courses. As such, it is required that an instructor who meets minimum qualifications in the discipline being taught is available, in physical proximity and range of communications to provide instruction and ensure the safety of students during the hours by arrangement.

SB/RB/CB/ER/fr

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR

June 18, 2008

**MEMORANDUM**

**TO:** CSU Presidents  
**FROM:** Charles B. Reed  
Chancellor   
**SUBJECT:** General Education Breadth Requirements —  
Executive Order No. 1033

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

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

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

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

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

CSU Presidents  
June 18, 2008  
Page Two

Education Breadth requirements in ways that allow more efficient progress to the degree.

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

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

CBR/cmh

Attachment

c: Executive Staff, Office of the Chancellor

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

**Executive Order:** 1033  
**Effective Date:** June 18, 2008  
**Supersedes:** Executive Order No. 595  
**Title:** CSU General Education Breadth Requirements

This executive order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

This executive order is intended to establish a common understanding of the minimum requirements for CSU General Education Breadth and to provide for the certification of coursework completed by transfer students at regionally accredited institutions. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education Breadth Requirements is also addressed in this executive order.

This document also addresses:

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

**Article 1. Applicability**

**1.1 Prior to Completion of CSU Lower-Division General Education Requirements**

The requirements, policies, and procedures adopted pursuant to this executive order shall apply to students enrolling in fall 2008 and subsequent terms who have not previously been enrolled continuously at a campus of

campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Title 5 Sections 40405.2 or 40405.3.

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

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

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

**2.1 Pathways**

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

**1. CSU General Education Breadth**

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

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

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

**3. University of California (UC) Campus Lower-Division**

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

**2.2 Minimum Requirements**

**2.2.1 General Education Requirements**

Every baccalaureate candidate who has not completed either the IGETC or UC-campus pathway specified in Article 2 shall complete

the CSU General Education Breadth requirements described in Article 4, Subsections A through E, totaling a minimum of 48 semester units or 72 quarter units.

**2.2.2 Minimum Grades**

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

**2.2.3 Upper-Division Requirement**

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

**2.2.4 Residency Requirement**

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

**2.2.5 Exceptions**

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

- a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior-level transfer student.
- b. In the case of high-unit professional major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor and chief academic officer, Academic Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.
- c. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution areas (A through E) if campus requirements and CSU GE-Breadth distribution requirements unduly exceed any of the minimum GE Breadth credit requirements. However, in such cases, the total number of general education units required shall

not be fewer than 48 semester units or 72 quarter units. (No campus is required to adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

### **2.2.6 Double Counting**

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

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

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

### **3.1 Background**

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

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

Courses approved for GE-Breadth should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical

decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

### 3.2 **CSU Student Learning Outcomes**

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

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

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

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

- think clearly and logically;
- demonstrate information competency— finding and examining information critically;
- carry out effective oral communication;
- write effectively;
- apply quantitative reasoning concepts and skills to solve problems;
- make informed, ethical decisions;
- understand and apply the scientific method;
- apply learning from study abroad experiences to general education areas;
- utilize technology in pursuit of intellectual growth and efficacious human interaction;
- demonstrate understanding of human beings as physiological and psychological organisms;
- demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- demonstrate understanding of how human societies have developed and now function;

- apply socially responsive knowledge and skills to issues confronting local or global communities;
- demonstrate life skills such as financial literacy;
- understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- engage in lifelong learning and self-development; and
- integrate and apply the insights gained from general education courses.

### 3.3 Entry-Level Learning Skills

#### 3.3.1 Minimum Competency

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

#### 3.3.2 Remediation

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

## Article 4 Subject Area Distribution

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

### Area A English Language Communication and Critical Thinking

**Minimum 9 semester units or 12 quarter units**

-one course in each subarea

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

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

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

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

**Area B Scientific Inquiry and Quantitative Reasoning**

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

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

- B1**            **Physical Science**            (3 semester units or 4 quarter units)
- B2**            **Life Science**                (3 semester units or 4 quarter units)
- B3**            **Laboratory Activity** associated with a course taken  
to satisfy either B1 or B2
- B4**            **Mathematics/Quantitative Reasoning**  
(3 semester units or 4 quarter units)

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

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

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain

and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

**Area C Arts and Humanities**

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

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

**C1 Arts: Arts, Cinema, Dance, Music, Theater**

**C2 Humanities: Literature, Philosophy, Languages Other than English**

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

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

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

**Area D Social Sciences**

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

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

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine

issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

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

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

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

**Article 5. Transfer and Articulation**

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

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

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

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

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such

degree programs may participate in General Education Breadth certification if it agrees to the following provisions:

- a. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and such additional objectives as may be promulgated by the chancellor of the California State University.
  1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
  2. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education Breadth requirements may be appropriate components of general education.
  3. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.
- c. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.
  1. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)
  2. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.
  3. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and

communications from the CSU about those course outlines with other participating institutions.

4. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for re-approving entries that are found to have remained appropriate and for directing to the subcommittee of the Chancellor's General Education Advisory Committee any questions such updating of the courses may have raised as to their congruence with CSU General Education Breadth areas and objectives.
5. The participating institution shall report certification for individual students in a format to be specified.

### **5.3. Certification Requirements**

#### **5.3.1 Definition**

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

#### **5.3.2 Full Certification**

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

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

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

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

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

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

- a. In Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, no fewer than 9 semester units (12-15 quarter units), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning.
- c. In Area C, no fewer than 9 semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
- d. In Area D, no fewer than 9 semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
- e. Area E, no fewer than 3 semester units (4-5 quarter units).

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

- 5.3.3.1 Fulfillment of Lower-Division Requirements by Area**  
Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified.
- 5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements**  
For subject-area certification, campuses are not required to certify credits that exceed the minimum number of units required for the five Subject Areas— A through E.
- 5.3.3.3 Additional Lower-Division Graduation Requirements**  
Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the general education requirements at the campus awarding the degree.
- 5.3.3.4 Qualification for Subject-Area Certification**  
To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in Subsection 5.3.4, the units must be distributed as follows:

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

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

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

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

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

A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them.

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

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

**5.5 Limitations of Certification**

**5.5.1 Restriction to General Education Requirements**

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

**5.5.2 Maximum Number of Credits Allowed**

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

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

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

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

**5.5.2.3 Limit on Requirements After Transfer**

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

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

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

**5.6 General Education Reciprocity Among CSU Campuses**

**5.6.1 Full Lower-Division Reciprocity**

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

**5.6.2 Reciprocity as Fulfillment of Full Lower-Division General Education Requirements**

Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus shall not be held to any additional lower-division general education requirements by the campus awarding the degree.

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

**5.6.3.1 Definition**

- a. Subject-area lower-division reciprocity is the process through which lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree—without regard to differences that may exist in the configuration of the two programs or in the content of the subject area.
- b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus

from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division general education requirements in each subject area, and shall provide official documentation of such completion.

- c. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined above.
- d. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.

#### **5.6.4 Reciprocity Limitations**

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

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

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

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

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

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

The responsibilities of this committee shall be as follows:

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

## **6.2 Campus Responsibility**

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

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

- a. Assuring that General Education Breadth requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
- b. Considering the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
- c. Periodically reviewing approved courses to ensure that they remain responsive to the essential learning outcomes framework identified in Section 3.2
- d. Using evidence of student attainment of learning outcomes to inform the ongoing design of General Education curriculum and instruction.

- e. Considering the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional general education categories.
- f. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
- g. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
- h. Considering possibilities for innovative teaching and learning, including activity as well as observation in all general education coursework.

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

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

**6.2.3 Campus Standing General-Education Committee**

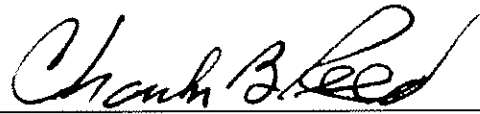
The effectiveness of a General Education Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional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

**6.2.4 General-Education Academic Advising**

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

**6.2.5 General-Education Review and Assessment**

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

A handwritten signature in black ink, appearing to read "Charles B. Reed", written in a cursive style. The signature is positioned above a horizontal line.

Charles B. Reed, Chancellor

Dated: June 18, 2008

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

<b>Area A</b>	<p><u>English Language Communication and Critical Thinking</u>  <i>References: Article 4-A, Article 5.3.2.3-A, Article 5.3.3.4-A</i></p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-one course in each subarea</i></p> <p>Oral Communication.....A1                  Written Communication.....A2                  Critical Thinking.....A3</p>
<b>Area B</b>	<p><u>Scientific Inquiry and Quantitative Reasoning</u>  <i>References: Article 4-B, Article 5.3.2.3-B, Article 5.3.3.4-B</i></p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-one course in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses</i></p> <p>Physical Science..... B1                  Life Science.....B2                  Laboratory Activity..... B3  <i>associated with the course taken to satisfy either B1 or B2</i>                  Mathematics/Quantitative Reasoning..... B4</p>
<b>Area C</b>	<p><u>Arts and Humanities</u>  <i>References: Sections Article 4-C, Article 5.3.2.3-C, Article 5.3.3.4-C</i></p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-at least one course in each subarea</i></p> <p>Arts (Art, Cinema, Dance, Music, Theater)..... C1                  Humanities (Literature, Philosophy, Languages Other than English)..... C2</p>
<b>Area D</b>	<p><u>Social Sciences</u>  <i>References: Article 4-D Article 5.3.2.3-D Article 5.3.3.4-D</i></p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-courses to be taken in more than one subarea</i></p> <p>Anthropology and Archeology..... D1                  Economics..... D2                  Ethnic Studies*..... D3                  Gender Studies*..... D4                  Geography..... D5                  History*..... D6                  Interdisciplinary Social or Behavioral Science..... D7                  Political Science, Government, and Legal Institutions..... D8                  Psychology..... D9                  Sociology and Criminology..... D0                  * Ethnic Studies, Gender Studies, or history courses emphasizing artistic or humanistic perspectives may be categorized in Area C.</p>
<b>Area E</b>	<p><u>Lifelong Understanding and Self-Development</u>  <i>References: Article 4-E Article 5.3.2.3-E Article 5.3.3.4-E</i></p> <p>3 semester units or 4-5 quarter units required <span style="float: right;">E</span></p>

## College Curriculum Committee 10/7/08 Meeting Follow-up

### **#9. Random Questions:**

#### **2. What happens to courses after they pass Bernie?**

- a. **The CCC asked last year than an email be generated each time a course moved through the process.**

*There were a lot of discussions regarding the possibility of emails last year, but after Nunez pointed out that each course had eight steps through the approval process, therefore each course would generate 8 e-mails if there were no corrections needed and more if they went back and forth to Editor/Dean/CCC Rep/Articulation/Instruction office etc., it seemed that the discussion dropped. Graham and Nunez have discussed adding e-mail notification in 3 steps: 1) when a course is approved and moved to Instruction Office, 2) if there are problems, the course will be returned to the CCC Rep and an e-mail will go to both the Editor & the CCC Rep, and 3) when the course is moved to Staging*

- b. **If courses need to come back, then they should come back to CCC or CCC representative - not back to the beginning.**

*If a course does need to go back for changes, Nunez will move the course to the CCC Rep so the Rep is aware there's a problem. An e-mail will be sent to the Rep and the Editor. If the error is in the CCC Reps area, they will make the correction and send it back up to the Instruction Office. If the correction needs to be done by the Editor, the CCC Rep will need to return the status to the Editor for them to make their corrections.*

- c. **CCC should have a subcommittee to address the C3MS glitches.**

*Graham has asked me to set up a blog or Etudes segment for discussion and FAQ's regarding the C3MS. It seems that it might be a better use of resources rather than setting up a subcommittee and scheduling a meeting time. With an electronic discussion area, more people could have access to voicing their ideas and opinions.*

#### **3. Should simple Title 5 updates go to Bernie?**

*Although Bernie responded to this in CCC, during discussions with Graham, Holcroft-Burns, Day and Nunez, all courses should still go to the Articulation stage. There is no way to give editors a specific list of circumstances that require Day to review the outlines. Therefore Day and Nunez will coordinate moving courses forward if they can proceed without Articulation Review*

#### **5. Did we ever figure out which of our courses was stand-alone?**

*No, we have no automated way to identify Stand-Alone Courses. Nunez will have to go through a complete list of all active courses, review each curriculum sheet and check off each course that is part of a program or general education area. Currently working on this project*

#### **8. How do we keep current on what courses are coming up?**

*There will now be a standing agenda item for reports from each Division regarding curriculum changes.*