

# College Curriculum Committee

## Meeting Agenda

Tuesday, November 18, 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: November 4, 2008	Defer 'til 12/2		Holcroft-Burns
2. Non-Credit Curriculum Committee Update	Information	#11/18/08-1	Holcroft-Burns
3. Survey Update	Information		Holcroft-Burns
4. Distance Education Approval Process	Information	#11/18/08-2	Graham
5. Stand Alone Course Approval Process	Information		Holcroft-Burns
6. Course Outline Information	Information	#11/18/08-3 thru 6	Day
7. General Education Breadth Requirements	Information	#11/18/08-7	Holcroft-Burns
8. Division Curriculum Reports	Information		All CCC Reps
9. Advance Placement Courses: intro	Information	#11/18/08-8 thru 16	Day

### FUTURE AGENDA ITEMS:

**12/2/08**- Report back from each Division regarding "Regular and Effective Contact" discussed at the 10/7/08 meeting.

**12/2/08** - Advance Placement: review process

**1/6/09** - Advance Placement: State Senate Guidelines for GE

**1/20/09** - Advance Placement: action

### Attachment List:

#11/18/08-1 Non-Credit Curriculum Committee Members

#11/18/08-2 Division Meeting Report Form

#11/18/08-3 ASCCC Guidelines: Inclusion of Assignments

#11/18/08-4 ASCCC Guidelines: Assignments, Methods of Instruction & Evaluation

#11/18/08-5 Curriculum Reference Guide: Assignments

#11/18/08-6 Examples of Out-of-Class Assignments

#11/18/08-7 CSU Office of the Chancellor: GE Breadth Requirements

#11/18/08-8 ASCCC Plenary: Background Advanced Placement Exams

#11/18/08-10 CCC Catalog & Schedule of Classes GE AP Listing

#11/18/08-11 DeGroot AP Article

- #11/18/08-12 International Baccalaureate Diploma Program (IB)
- #11/18/08-13 Clark AP, IB Article
- #11/18/08-14 Use of AP for Certification of Lower Division GE (Proposed)
- #11/18/08-15 CCC General Education AP List
- #11/18/08-16 Standardized Template for AP Exam information

Distribution: R. Arca, L. Balducci, E. Barkley, B. Cashmore, S. Connell, B. Day, T. de la Cruz, K. Duncan, M. Francisco, S. Franco, D. Graham, C. Holcroft-Burns, M. Knobel, P. Murray, V. O'Neal, S. Pennington, D. Perez, K. Ripp, L. Rodriguez, L. Serna, B. Shewfelt, K. Svetich, M. Thomas, C. Thunen, D. Uyeda, T. Woods, B. Ziegenhorn

## Non-Credit Curriculum Committee Members

### **Approved Members:**

Andy Lee, Chair

Denise Swett, Dean

LeeAnn Osterdock, Bio

Sharon Hack, BSS

Verley O'Neal, CIS

Don MacNeil, APE/MC

Lety Serna, Basic Skills Initiative/Counseling

Jeanne Thomas, CD/BSS

### Ex Officio/Non-Voting:

Dolores Davison

Carolyn Holcroft-Burns

John Mummert

Pat Hyland

### **Pending Approval:**

Ali Khejjou, LA

FOOTHILL COLLEGE

Division/Department Curriculum Committee Meeting Report

Division/Department: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Attendees:

**ACTION ITEMS AS APPROPRIATE:**

**I. Course Updates:** Please list the course ID, course title and type of action.

*Example: ART 4A                      Intro to Drawing                      revised (new, deleted)*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**II. Distance Learning:** Please list the course ID, the type of delivery (Web or Other) and the date approved.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Any courses with prerequisites/co-requisites require a completed Content Review Form (see Appendix, pages W through BB).

**III. Certificate Updates:** List each certificate title and the type of action. (Please attach a "Certificate Cover Sheet" for each certificate.)

_____	_____
_____	_____
_____	_____
_____	_____

**III. Other:**

ASCCC Guidelines regarding the inclusion of assignments in the course outline of record:

In the Title 5 subparagraph which addresses the course outline of record specifically, the required components are unit value, scope, objectives, and content. The outline must also specify assignments, instructional methodology, and methods of evaluation, although in these sections only types and examples are required. This is an important distinction. Objectives and content in the course outline are required of all instructors. Individual instructors are, however, free to use different assignments and methodology as long as the types they use are equivalent (in covering course content and achieving student outcomes) to those illustrated in the course outline. This section also requires types of reading assignments, that is, texts and other instructional materials. Again, not all instructors must use the same text, but a complete list of the types used should be included in the course outline. This is difficult to achieve given that instructors change texts and other reading assignments regularly. Many colleges meet this requirement by maintaining a complete list of required material in the bookstore and/or library and then make reference to this list in the course outline. (When they are to be reviewed by those outside the college, the course outlines must, of course have such reading assignments appended.)

Assignments should be directly related to the objectives of the course. They should be specific enough to provide real guidance to faculty and clear expectations for students. A description of the type or examples of assignments are required. For example, rather than "term paper" state "term paper comparing and contrasting the social aspects of the hunting tactics of two mammal species." This section must establish that the work is demanding enough in rigor and independence to fulfill the credit level specified. The nature of the assignments must clearly demand critical thinking. Assignments should be adequate to assure that students who successfully complete them can meet the objectives of the course. Appropriate out-of-class work is required for credit courses.

Typically, a syllabus is attached to the course outline to assist in meeting the requirements of types or examples of methods of instruction, assignments, and evaluation. Remember that a syllabus differs from a course outline in several ways. A course outline is a contract between the college and the student and gives minimum required components of the course. A syllabus describes how the individual instructor will carry out the terms of this contract by giving specific dates, grading standards, and other rules of the conduct of a course required by the instructor. A syllabus allows the instructor to include methods and topics which may go beyond the course outline and gives the instructor the opportunity to bring out his or her individual talents and strengths. However, syllabi should clearly show that all instructors of the course follow the objectives, content, assignments, and evaluation to the level of rigor specified in the course outline.

#### Examples of Assignments and Methods of Evaluation

1. Class participation in criticism based on instructor observation of the extent to which students apply the techniques of analysis.

2. Development of a portfolio of drawings which reflect the goals of each activity: tracings of existing works, line drawings, drawing by quads, charcoal with eraser shading, etc.
3. Written essays comparing and contrasting thematic and contextual elements including historical, cultural, and social.
4. Objective exams on the terminology and techniques of analysis and the creative process.

COMPONENTS OF  
A MODEL COURSE OUTLINE OF RECORD  
Academic Senate for California Community Colleges  
Adopted November 1995  
Available online at

[http://www.asccc.org/Publications/Papers/Model\\_outline.htm](http://www.asccc.org/Publications/Papers/Model_outline.htm)

## ASSIGNMENTS, METHODS OF INSTRUCTION AND EVALUATION

These sections are specified in Title 5 §55002(a)(3) as follows:

The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

The Title 5 Regulations on these three sections of the course outline do not mandate a comprehensive list of assignments, instructional methods, and evaluations. Rather, the outline must “specify types or provide examples.” Thus faculty have the academic freedom to structure the course following their expertise in the subject matter. The methodologies used by the instructor are to be consistent with but not limited by these types and examples. In all cases, these methods must be such that “the stated objectives have been met by students.”

The requirement to “specify types or provide examples” has, unfortunately, been incorporated into the course outline by some colleges as a check-box type list. An example is shown below.

### Assignments:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Homework          | <input checked="" type="checkbox"/> Lab Reports                  |
| <input type="checkbox"/> Term Papers                  | <input type="checkbox"/> Field Trips or Other Outside Activities |
| <input checked="" type="checkbox"/> Reading from Text | <input checked="" type="checkbox"/> Reading from Other Materials |
| <input type="checkbox"/> Library Assignments          | <input type="checkbox"/> Reading, Writing, or Language Lab       |
| <input type="checkbox"/> Work/Community Experience    | <input type="checkbox"/> Other (specify):                        |

### Teaching methods and techniques:

- |   |  |
|---|--|
| <input type="checkbox"/> Lecture                | <input type="checkbox"/> Projects  |
| <input checked="" type="checkbox"/> Laboratory  | <input type="checkbox"/> Demonstration                                   |
| <input checked="" type="checkbox"/> Discussions | <input checked="" type="checkbox"/> Other (specify): <u>Lab Notebook</u> |
| <input type="checkbox"/> Field Trips            | <input checked="" type="checkbox"/> Cooperative Learning                 |

### Methods of evaluation:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Essay Exam     | <input checked="" type="checkbox"/> Reports              |
| <input checked="" type="checkbox"/> Objective Exam | <input checked="" type="checkbox"/> Problem Solving Exam |
| <input type="checkbox"/> Projects                  | <input checked="" type="checkbox"/> Skill Demonstration  |
| <input type="checkbox"/> Classroom Discussion      |  |

This approach does not meet all Title 5 requirements that the purpose of these sections is “determining whether the stated objectives have been met by students.” When considering the writing style of this section, it is important to keep in mind that the assignments and methods of instruction and evaluation must be *appropriate to the stated objectives*. In particular, because the objectives must include critical thinking, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students’ mastery of critical thinking. In other words, the themes established by the objectives must be *integrated* into methods of instruction and evaluation. (For more on the “integrated course outline” see

“*Components of a Model Course Outline of Record.*”) Examples of the alignment of objectives, instruction, and evaluation are shown below.

## Course Objectives

The student will:

- A. Define and demonstrate an understanding of general theatre terminology.
- B. Observe and analyze the various components of a theatrical performance.
- C. Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).
- D. Differentiate between the play as literature and the play as performance.
- E. Evaluate the effectiveness of theatrical techniques in performance.
- F. Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director, dramaturg, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.
- G. Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.
- H. Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.
- I. Compare and contrast theatrical conventions of various historical periods and cultures.
- J. Compare and contrast live and recorded interpretations of the same dramatic texts, distinguishing between representational and presentational forms of theatrical art.
- K. Develop a set of criteria for evaluating dramatic art.

## Methods of Instruction

- A. Lecture presentations and classroom discussion using the language of theatre.
- B. In class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Follow-up in-class performances of selected dramatic texts followed by instructor-guided interpretation and analysis.
- D. Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.
- E. Project group meetings in class to develop play interpretation project and group presentation.
- F. Group presentations of major projects followed by in-class discussion and evaluation.
- E. Lecture presentations on the organization of theatrical companies followed by in-rehearsal and back-stage visits at required performances.
- F. In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.

## Assignments

- A. Textual analysis in discussion and writing: required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.
  1. Participation in class discussions about plays
  2. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance
  3. Presentation of written criticism around assigned topics
  4. Written reviews of live performance
- B. Analyses of several live performances of amateur and professional theatres presented during the academic quarter
  1. Attendance at required performances
  2. Participation in discussions of performances
- C. Readings from class text on theatre appreciation
  1. Application of terms and theories in class discussion
  2. Application of concepts in written analyses
- D. Listening and viewing
  1. Study of plays on videotape and audiotape
  2. Preparation for participation in dally analyses of texts and performances
- E. Interpretative analyses of published critical reviews of performances and plays

## Methods of Evaluation

- A. Evaluation of written analyses for content, form, and application of dramatic performance review techniques.
- B. Assessment of contributions during class discussion
- C. Assessment of participation in and contributions to group projects
- D. Evaluation of written criticisms for content, form, and application of critique methodology.
- E. Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.
- F. Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and performance techniques.
- G. Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.

There are several key features to this integrated course outline.

- It is possible to identify a method of instruction, assignment, and method of evaluation which is designed to achieve student learning as specified in the objectives.
- The writing style is quite descriptive of each activity. Rather than just checking “lecture” the faculty originator has described the complete interaction with the student in terms such as “In class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis.”
- The *purpose* of each assignment is included. Rather than just stating “group project” the faculty originator goes on to add “Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.”
- The out of class assignments are certainly sufficient to meet the “minimum of three hours of work per week, including class time for each unit of credit” and the objectives clearly meet the need to be of a “scope and intensity” that outside study is needed.
- The expectations or criteria of judgment are included in the Methods of Evaluation. Rather than just saying “evaluation of written analyses” the faculty originator explains this as “Evaluation of written analyses for content, form, and application of dramatic performance review techniques.”
- It is clear that critical thinking is *expected* of students, *taught* to them in class, *practiced* in outside assignments, and *evaluated* as the basis for their grade in the class.

These points must be significantly evident in the course outline to meet the requirements of both 55002(a)(3) quoted above and 55002(a)(2) cited below.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Section 55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory, and activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

**Stylistic Considerations in Writing Course Outlines of Record.** The Academic Senate for California Community Colleges (Adopted, Spring 1998)

## ASSIGNMENTS

### Summary of Key Points

- Assignment examples, if provided, should reflect coverage of all objectives and content.
- Assignment examples can include supplemental reading materials beyond the required text(s).
- Optional and alternate assignment examples can and in some cases should be included. (e.g. an alternate assignment allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets).
- In addition to listing graded assignments, the developer of the course outline should give the basis for grading, and relate assignments to skills and abilities in objectives. For example, say “written assignments that show development of self-criticism.” Attach examples if needed.
- Out-of-class assignments must be sufficient to show independent work.
- The difficulty standard for degree-applicable credit courses requires that assignments must reflect college-level effort, particularly in terms of critical thinking.

### Overview and Principles of Effective Practices

Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives.

Example of Course Objectives	Assignments
<p>The student will be able to:</p> <p>Define and demonstrate an understanding of general theatre terminology.</p>	<p>Textual analysis in discussion and writing: required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.</p> <ol style="list-style-type: none"> <li>1. Participation in class discussions about plays</li> <li>2. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance</li> <li>3. Presentation of written criticism around assigned topics</li> <li>4. Written reviews of live performance</li> </ol>
<p>Observe and analyze the various components of a theatrical performance.</p>	<p>Analyses of several live performances of amateur and professional theatres presented during the academic quarter</p> <ol style="list-style-type: none"> <li>1. Attendance at required performances</li> <li>2. Participation in discussions of performances</li> </ol>

Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual orientation, and historical period).	<p>Readings from class text on theatre appreciation</p> <ol style="list-style-type: none"> <li>1. Application of terms and theories in class discussion</li> <li>2. Application of concepts in written analyses</li> </ol>
Differentiate between the play as literature and the play as performance.	<p>Listening and viewing</p> <ol style="list-style-type: none"> <li>1. Study of plays on videotape (DVD) and audiotape</li> <li>2. Preparation for participation in daily analyses of texts and performances</li> </ol>
Evaluate the effectiveness of theatrical techniques in performance.	Interpretative analyses of published critical reviews of performances and plays

For many areas of study the organization or sequence of learning is very important. While it is not required that the example assignments be so organized in the course outline, giving some thought to this can promote an implementation strategy that leads to a more effective learning experience.

There are several key features regarding assignments in an integrated course outline.

- The purpose of each assignment is included. Rather than just stating “group project” the course developer goes on to add “Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.”
- The out-of-class assignments are clearly sufficient to meet the minimum study time hours of work per week beyond class time for each unit of credit.
- For degree-applicable credit courses, it is clear that critical thinking is expected of students, taught to them in class, practiced in outside assignments, and evaluated as the basis for their grade in the class.

### Regulatory Requirements—Title 5

#### *Units §55002(a)2B*

*The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses.*

#### *Intensity §55002(a)2C*

*The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.*

#### *Difficulty §55002(a)2F*

*The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.*

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## THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE

### *Level §55002(a)2G*

*The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.*

The quality and quantity of time spent by a student in completing various assignments should reflect these standards at levels that would be appropriate for most students. While Title 5 specifically suggests the use of examples, these should reflect sufficient yet reasonable amounts of coursework assignments appropriate to these standards. The writing skills of students vary relative to their developmental level. For example, lower level courses would typically require fewer or less difficult writing assignments than would an advanced course of equal units. This also applies to other types of assignments.

### **References**

- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- Critical Thinking Skills in the College Curriculum* (ASCCC, 1988)
- Information Competency in the California Community Colleges* (ASCCC, 1998)
- Information Competency: Challenges and Strategies for Development* (ASCCC, 2002)
- Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs* (ASCCC, 1995)

## **Examples of Out-of-Class Assignments on the California Community College Course Outline of Record**

The following excerpts are from the official course outline of record in a variety of disciplines and at many different CA community colleges.

### Philosophy Course

#### Assignments

- A. Reading
  - 1. Assigned reading from required texts that introduce students to the primary writings of the major moral thinkers.
  - 2. Assigned reading from required texts that foster students' awareness of cultural and gender diversity.
  - 3. Case study analysis and/or character analysis of virtues and moral principles exemplified in fiction or film.
- B. Writing
  - 1. Either a research paper or two or more 3 page essays.
  - 2. Reports on cases, character analyses, journals, or research projects

### Statistics Course

#### Assignments

- A. Required readings from the text and other (optional) sources
- B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data.
- C. Laboratory projects that include written descriptions of methods and results, and justification of conclusions. These laboratory projects may be based upon real, simulated or collected data.

### Contemporary Math course

#### Assignments

- A. Required readings from text and other sources
- B. Problem-solving exercises that include written explanations of concepts and justification of conclusions
- C. Group projects and laboratory projects that include written descriptions of methods and results, and justification of conclusions
- D. Written reports of library and web site research
- E. Preparation and delivery of oral presentations

### Finite Math

#### Out-of-Class Assignments:

  6   hours per week (or equivalent)

#### List types:

- 1. Read and study assigned materials.
  - 2. Work assigned problems from the textbook and/or supplementary text; and
  - 3. Use a scientific calculator, graphing calculator, or computer algebra system to solve problems and applications.
- [X] Class participation and assignments require and develop critical thinking (see Expected Outcomes/Objectives). Describe how:  
Finite mathematics is an applications course in which students are required to read, analyze, and interpret problems simulating real-world situations and then

apply a variety of problem-solving skills and mathematical models to reach the solution.

### Art History Course

#### Assignments

- A. Required reading assignments from primary and secondary sources.
- B. Written assignment: A term paper which requires research and visual analysis of original works of art in a major museum in the Bay Area. The research portion of the paper will require analysis of both primary and secondary source materials, while the visual analysis portion of the paper will require discussion of issues relevant to the physical condition of the art objects; the gender, ethnicity, and socio economic class of artists and patrons; formal analysis; and iconographic interpretation in relation to subject matter.

### Anthropology Course

#### Assignments

- A. Reading
  - 1. Synthesis of assigned readings from the required texts and other sources
  - 2. Suggested supplemental readings
- B. Writing
  - 1. Field project: A comprehensive paper in which students anthropologically observe, describe, and analyze an example of culturally conditioned behavior by immersing themselves in the field worker's role of participant-observer
  - 2. Preliminary outline or synopsis of the above
  - 3. Substantive response papers on cultural issues explored through classroom materials and readings

### Computer Science

#### Assignments

- A. Use the Internet, in individual and collaborative activities, to solve problems in the areas of information retrieval, data manipulation, and communication.
- B. Assigned readings from the text.
- C. Find six to eight current news items relating the subject of information technology and its place in society. Write a summary of each item, and include a critical assessment of the significance of the topic.
- D. Students will study and report on a business, manufacturing facility, law office, bank, government office, or other organization of their choice, and determine what effect the Internet has had in that environment. Compare the way job functions have changed since the advent of the Internet.
- E. Students will study and report on the impact of computers, the Internet, and cellular communications on an industry or major communal activity, such as healthcare, education, or crime prevention.
- F. Participate in discussions that explore and analyze issues, current developments and personal experiences with computers and the Internet in society.
- G. It is desirable for at least one of the major class activities to be a collaborative effort.

### Sociology course

#### Assignments

- A. Reading
  - 1. Assigned readings from texts and other sources

2. Researching material for course project
- B. Writing
  1. Critical essay questions as part of exams, reading reflections, or other writing assignments.
  2. A major course project that includes a research paper with use of sociological research and theories and application of course concepts.
- C. Oral
  1. Preparation for small group discussions of assigned topics
  2. Oral reports on the course project

### Music Course

#### Assignments

- A. Assigned readings from required text.
- B. Assigned listening to musical examples accompanying the required text.
- C. Activities
  1. Assigned weekly listening to recordings of musical examples.
  2. Weekly assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.
  3. Describe and discuss musical examples and issues in class and (optionally) online.
  4. Attend two live concerts
- D. Writing - Write reports on two live concerts. Reports are three to six pages in length and include an objective description of the performances, the student's subjective reaction to the music, and a summary critique of the concert.

### Chemistry Course

#### Assignments

Problems are assigned from the text and collected each week.

Roughly one lab report for an experiment performed is due each week.

There are other dry lab exercises which are assigned as homework.

6 hrs. per week

### Biology Course

#### Assignments

- A. Readings from the texts, laboratory manual, and other assigned sources.
- B. Completion of laboratory assignments and maintenance of a laboratory manual followed by discussion of experimental results.
- C. A written report on an approved microbiological topic, involving synthesis and evaluation of source materials.
- D. A written report involving organization, synthesis, and evaluation of the processes performed in laboratory to identify an unknown bacterium.

### Linguistics Course

#### Assignments

- A. Reading.
  1. Assigned readings from introductory linguistic texts and handouts following each lecture presentation.
  2. Supplemental readings from library resources and web sites offering primary linguistic documents and linguistic analyses.
- B. Writing.

1. Students will write at least 2,500 words during the term. Of this total approximately 2,000 will be analytical and/or argumentative essays or research reports and must demonstrate some achievement of course objectives.
2. Other writing requirements will include written portions of the midterm and final exam; written responses or analyses of lecture presentations, language analysis exercises, and an original, independent project focused on one of the linguistic areas covered in the course.

### PE Activity Course

#### Assignments

- A. Reading assignments from text, reference materials and handouts
- B. Writing
  1. Critique of live dance performances
  2. Review of dance media or readings
- C. Other
  1. Practice of technique and skills covered in class
  2. Viewing of selected dance media
  3. Composition of movement phrase using technique covered in class

### History Courses

#### Assignments

- A. Reading assignments
  1. Assigned reading in primary and secondary historical sources
  2. Suggested supplementary readings
- B. Written assignments
  1. Short essays to be completed on assigned topics dealing with historical issues. Such assignments will stress synthesis and interpretation.
  2. A major research project involving experience with the complete method of historical writing. The student will be expected to use a variety of investigative methods, such as use of computer databases, in completing his or her research.

#### Assignments

- A. Reading assignments
  1. Assigned reading from the text, study guide, primary and secondary documents, articles from newspapers, magazines, and other sources when applicable
  2. Suggested supplemental readings of books from the course book list, books listed in the text, and articles relevant to the course material
- B. Writing assignments
  1. As part of the mid-term exams, students will write short essays designed to evaluate the student's understanding of the historical importance of the material presented in the readings and discussed in class.
  2. Take-home essays (suggested length of three to four pages) and/or bluebook essays in which students will analyze and interpret historical materials and create a logical and defensible answer and conclusion to a supplied analytical question
  3. Research project (suggested length of eight to ten pages) focused on a specific topic that requires the student to integrate and analyze a variety of materials and reach a logical and defensible conclusion about the topic
- C. Oral assignment
  1. Participation in learning group discussions and reporting group deliberations to the whole class

### Physics Course

#### Assignments

- A. Daily and weekly readings from the text, special articles, and class hand outs
- B. Weekly readings from the laboratory manuals
- C. Weekly written assignments from the text and lectures
- D. Written laboratory records during each week of lab
- E. At least one "abstract" written in the laboratory
- F. At least one formal laboratory report written in the style of a physics publication

### English Course

#### Out-of-Class Assignments:

1. Readings, short essays, and reports involving literary analysis of assigned material.
2. A research paper on a specific topic related to assigned material.

An example where the student applies critical thinking skills:

IN AN ESSAY EXPLAIN THE INFLUENCE OF THE CLASSIC VIETNAMESE EPIC THE TALE OF KIEU ON CURRENT VIETNAMESE/AMERICAN CULTURE.

### Biology Course

#### Out-of-Class Assignments:

In order to succeed in Biology 1, students will:

- 1) read and master very difficult material covered in approximately 22 chapters, averaging about 30 pages each; 2) learn approximately 1,000 new vocabulary words, an average of 70 per week;
- 3) develop an understanding of, and memorize, complex biological processes;
- 4) conduct internet based research to supplement materials discussed in class;
- 5) write short papers;
- 6) prepare for laboratory experiments;
- 7) study for quizzes, midterms, lab practical exams, and the final exam.

### Music Course

#### a. Reading Assignments:

##### Outside Reading & Writing:

Read textbook (44 hours)

Attend two American music concerts and write concert reports (8 hours)

TOTAL HOURS: 52

#### b. Writing, Problem Solving or Performance:

Through listening to and discussion of American music, students will develop their analytical skill and critical thinking.

Write a 2-4 page personal ethnography and your musical heritage (15 hours) Prepare written listening reports on all musical examples ( 29 hours) TOTAL HOURS: 37

### Math Course

#### Out-of-Class Assignments:

##### Required Assignments:

- A. Appropriate Readings: Students are required to read assigned chapters in texts. Outside readings are generally not required.
- B. Writing Assignments: Students must work assigned mathematical problems requiring the manipulation of abstract symbols.
- C. Appropriate Outside Assignments: Students will be expected to

spend a sufficient amount of time outside of class to practice techniques taught during class time, read assigned materials, and complete frequent homework assignments.

D. Appropriate Assignments that Demonstrate Critical Thinking:

Students must demonstrate mathematical skills such as equation solving and graphing which involve analyzing information, recognizing concepts in new contexts, and drawing analogies. Critical thinking will also be emphasized through numerous treatments of word problems and applications.

Short Calculus Course

Out-of-Class Assignments:

Assignments whose form, function, and grading vary by instructor but whose intent is always to develop conceptual understanding and computational competency are given regularly. These assignments typically involve both readings from class notes and/or the textbook and

problems posed by the instructor and/or the textbook that are relevant to the topics that constitute the course, namely,

- precalculus review: basic algebra; real functions & their graphs
- limits and continuity,
- differentiation,
- applications of the derivative,
- integration and the Fundamental Theorem of Calculus, and
- applications of the definite integral.

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR

June 18, 2008

**MEMORANDUM**

**TO:** CSU Presidents  
**FROM:** Charles B. Reed  
Chancellor  
*Charles B. Reed*  
**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**

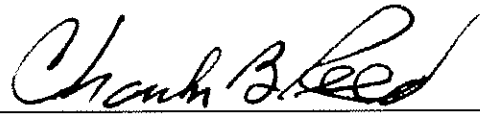
The effectiveness of a General Education Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional 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, reading "Charles B. Reed". The signature is written in a cursive style with a horizontal line underneath it.

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</p> <p>* 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>

## **AP, IB, 5-6-7, 3-4-5? What is it All About and Why Should Faculty Care?**

*Kate Clark, Irvine Valley College, Ad Hoc Committee on Transfer and Articulation*  
*Dave DeGroot, Allan Hancock College, Ad Hoc Committee on Transfer and Articulation*

### ***What Is this Alpha Numeric Jumble?***

Students entering our postsecondary institutions may carry an array of letters and numbers on their high school transcripts these days. With those notations come requests from students for recognition for their “advanced” achievement in their high school classes. Most California community college faculty are familiar with the Advanced Placement (AP) courses offered at local high schools; some are even aware that the University of California has made considerable effort to ensure that students in rural or isolated areas can prepare for those AP exams that can add a bump in their applications and perhaps even their intellectual engagement.<sup>1</sup>

Less familiar to us might be the International Baccalaureate or IB program—not to be confused with the College Board’s own International Diploma. According to the IB Organization’s website,<sup>2</sup> the IB is an integrated, pre-university, “two-year full-time program” that encourages “critical thinking through the study of a wide range of subjects in the traditional academic disciplines while encouraging an international perspective.” IB programs have been offered since 1968 in public and private high schools in more than 125 countries throughout the world; in California, many IB programs are a-school-within-a-school, with dedicated classrooms, faculty, and resources for a smaller subset of students on that high school campus. Students in IB programs may earn a diploma from such a program upon successful completion of requirements that also include community service, familiarity with several languages, research

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<sup>1</sup> For more information see [http://www.uccp.org/index.php?option=com\\_content&task=view&id=148&Itemid=165](http://www.uccp.org/index.php?option=com_content&task=view&id=148&Itemid=165)

<sup>2</sup> <http://www.ibo.org/diploma/recognition/guide/index.cfm>

projects, and “an inquiry into the nature of knowledge.” Alternatively, students may choose not seek the entire diploma but may complete IB “college-level courses and examinations.”

The degree to which high school courses are equivalent to our own courses has been a subject of considerable discussion when ASCCC worked with the System Office and the Consultation Council to agree on procedures to grant college credit—particularly for vocational courses.

Furthermore, college and university faculty have often debated the significance of AP scores; some administrators and faculty have decided that a 3 or better on any exam should count for something. However, faculty who have actually been members of scoring groups for AP exams suggest more rigorous standards might need to be applied. An AP score of 3, for example, might be appropriate to award high school AP recognition and credit. But for it to be applied to college courses, students may need to receive a higher score of 4 or 5. Currently, the College Board awards the following AP scores based on the composite scores for the two part exam students take (multiple choice and free response).

AP Exam grades are reported on a 5-point scale:

- 5** Extremely well qualified
- 4** Well qualified
- 3** Qualified
- 2** Possibly qualified
- 1** No recommendation

The IB exams are reviewed and scored “by an international board of examiners, who are themselves rigorously trained and monitored by the IBO.” Tests are ranked according to a 7-point scale seen below. However, the tests themselves are of two levels—“standard level” and

“high level” and receiving institutions usually award credit only for performance on “high level” exams.

7 Excellent

6 Very good

5 Good

4 Satisfactory

3 Mediocre

2 Poor

1 Very poor

N No grade

### ***The Issues***

It is these scores—from both AP and IB courses and programs—that students seek to use in the college and universities into which they enter. And there the dilemmas begin. What do the scores actually mean? How should they be used by community colleges? And how is our local use of them related to how UC and CSU might subsequently recognize them, particularly for IGETC, CSU-GE Breadth certification, or for major preparation? Because pressures to apply IB exam scores have only recently been more widely felt in our California post-secondary systems, UC and CSU have agreed to first tackle the awarding of AP credit.

### ***The Variables***

The University of California grants credit for College Board Advanced Placement Tests on which a student scores 3 or higher. The credit may be subject credit, graduation credit, or

credit toward general education or breadth requirements, as determined by evaluators at each campus. Typically, students receive up to 8 quarter units towards graduation for a score of 3 or above.<sup>3</sup>

However, California Community College students who transfer to UC can't directly apply their AP examination score to the IGETC areas. If the CCC campus faculty determine that a specific score on an AP examination matches their course, and that course is on the IGETC pattern, then the transfer student can apply the AP approved score for that course to the IGETC area that the course is approved to meet.

The California State University Faculty have an AP Equivalency List for the CSU GE/Breadth requirements. This allows community colleges to apply AP credit towards students' fulfillment of general education areas for the CSU: colleges *may*, but they need not do so. This permissive direction, taken from a CSU policy statement issued in 1997, resolved some variation in treatment at the CCCs, but may have unintentionally created other variances.<sup>4</sup>

UC and CSU also have the ability to use such exams for exemption purposes (from required math or English courses, for example), for subject credit, or for elective unit credit. Infrequently, some university departments may permit students to use AP credits for major preparation.

When California Community College faculty approve AP examination scores as equivalent to their courses, students can receive subject credit and unit credit for that course, and the application of AP credit is as variable from college to college as among university programs. Community colleges should never use AP scores for placement purposes as AP tests were never intended for that purpose and have been validated for such use. Most frequently, then, colleges

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<sup>3</sup> *UC Quick Reference for Counselors* 2007-2008, p. 40.

<sup>4</sup> ***Inclusion of Advanced Placement Examinations in General Education-Breadth Certification*** (Memorandum from J. Service, September 25, 1997, California State University Chancellor's Office)

elect to use AP scores for subject credit (for example, an AP Score of 3 on the Art History AP exam would be deemed equivalent to College X's Art History 1 course; however an AP Score of 4 on the English Literature exam may be awarded subject credit for composition at one college and literature credit at another).

Unit credit only is given when colleges may provide elective unit credits without identifying a course equivalent. This may occur when faculty grant GE credit toward their own AA or AS degree requirements.

### ***Problems for CCC Transfer Students***

Given the variety of responses from the UCs, CSUs and the 109 community colleges, students who take the same AP examination, achieve the same score, and transfer from different colleges to a four-year university may receive receive different amounts of credit for their achievement on the AP examination—both at their home campus and the transfer institution.

The Academic Senate of the California State University and its General Education Committee worked to resolve some of the disparity in cases involving students who transfer to their institutions. Thus, in 1997, they published the list about the application of AP credits to equivalent courses for the purposes of General Education Certification, and discussions are now underway in the University of California.

### ***Why Should all Faculty be Attentive to these Discussions?***

Community college faculty have purview over the curriculum at their college to determine application of these AP scores. However, many community colleges have no mechanism for a systematic and periodic faculty review of AP curriculum and credit policies.

The result is that students with AP scores may not receive credit for their AP scores and/or receive credit at one community college, but not another college—perhaps within the same district. Such decisions may also result in students repeating course material they believe they have already completed, thus lengthening their time to degree or transfer.

To benefit our students who come to our colleges with AP examination scores, it is important for faculty to determine course equivalencies when appropriate and publicize that information in catalogs and on-line. These faculty discussions will often demand a closer examination of the alignment between AP courses taken in high school and comparable courses offered at the college, and the opportunities students have in a high school setting for genuinely advanced study. Such work and effort is consonant with specific goals of the System Office Strategic Plan<sup>5</sup> *Education and the Economy: Shaping California's Promise Today* (esp. Goals B.3 and B4 regarding alignment with K-12 and Transfer objectives).

In Fall 2006, the ASCCC Plenary session body adopted Resolution 4.02 (Advanced Placement [AP] Credit Policies), called for the Academic Senate for the California Community Colleges to review research on AP credit policies and procedures conducted by local senates and develop a best practices paper. As that resolution states, it is very important for faculty across our system to insure that the awarding of AP credit is “driven by faculty, benefits students, and is inclusive of all disciplines faculty deem appropriate for the application of AP credit.” Ideally, to benefit our students, faculty across our colleges should, as called for in Resolution S05 9.03, “investigate the feasibility of establishing statewide standards to be used for the application of AP credits in each California community college.”

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<sup>5</sup> For a comprehensive summary of the plan, see [http://strategicplan.cccco.edu/Portals/0/resources/executive\\_summary.pdf](http://strategicplan.cccco.edu/Portals/0/resources/executive_summary.pdf)

The ASCCC Educational Policies Committee and the ASCCC Ad Hoc Committee on Transfer and Articulation who sponsored the most recent resolutions have some evidence that the AP equivalency lists—where they exist—are too seldom reviewed by college faculty and too often managed by non-faculty. While this article serves as a means to open conversation more broadly, the “best practices paper” called for in the F06 4.02 resolution may propose potential solutions for our local curriculum committees—and more importantly, for our students.

### ***What’s on the Horizon?***

In addition to preparing such a paper, there have been other recent activities undertaken by other groups. During the same Fall 2006 Plenary Session, the body also adopted Resolution 4.06, Advanced Placement (AP) Equivalency Lists. That resolution called for the Academic Senate for the California Community Colleges to urge the CSU and UC system offices work with their academic senates to identify general education areas and major preparation patterns deemed appropriate for the application of AP credit. That request is currently being addressed in joint discussions among UC and CSU faculty; any consensus that is drawn from their discussions and their own Academic Senate directions, will then have bearing on what community colleges choose to do, and how they choose to apply AP credit for unit credit, for subject credit, for local GE patterns, or for graduation requirements.

Early reports indicate that the UC faculty will produce an AP IGETC Equivalency List similar to what is now available for the CSU GE/Breadth, and the CSU faculty will revise the CSU GE AP Equivalency List last reviewed in 1997. Both of these developments will produce welcomed benefits to our transfer students. However, what also remains—is very important in the current environment of developing Systemwide major preparation pattern—is to determine

how AP Credit can be applied to course patterns arising through the UC Streamlining and the Lower Division Transfer Pattern

Recent statewide discussions among articulation officers continue to raise issues associated with the awarding of IB credits; the California Intersegmental Articulation Council (CIAC) members have been assured that UC and CSU system administrators will next encourage discussions among and between their faculties concerning this matter.

It's only just begun!

# Now Is the Time for Systemwide Advanced Placement (AP) Policies and Procedures

DAVE DEGROOT, ALLAN HANCOCK COLLEGE, MEMBER TRANSFER AND ARTICULATION AD HOC COMMITTEE

## Academic Senate Resolutions about Advanced Placement (AP)

Academic Senate resolutions have called for investigating the feasibility of establishing statewide standards to be used for the application of AP credits (S05 9.03), reviewing research on AP credit policies and procedures (S94 4.05/F06 4.02), and developing a best practices paper (F06 4.02). Now is the time to establish such policies and procedures.

## Why All Faculty Should Be Attentive To This Discussion?

More and more high school students attending the California Community Colleges (CCC) are requesting course credit based upon AP scores. Of the estimated 2.7 million students who graduated from U.S. public schools in 2006, 406,000 (14.8%) earned an AP Exam grade of 3 or higher on one or more AP Exams. Although faculty have purview to determine the application of these AP scores, many colleges have no mechanism for a systematic faculty review of AP curriculum and credit policies. The result is that students with AP scores may not receive credit for their AP scores or receive credit at one community college but not another.

## Three Systemwide AP Policies

There are three systemwide AP policies that need to be implemented to help our students that seek credit for their AP scores; a systemwide CCC general education (GE) AP equivalency list, a procedure for de-

termining AP course equivalency, and a standardized template for the dissemination of AP course equivalency information.

## CCC GE AP Equivalency List

A Systemwide CCC GE AP Equivalency list would provide a clear and consistent reference for how AP scores are applied for GE. Currently, AP students may receive GE credit at one college because an AP course equivalency exists, but not at another because there is no AP course equivalency. By establishing a systemwide CCC GE AP list, the focus changes from discipline faculty on specific campuses determining major preparation “course equivalency” to establishing a systemwide “general education area equivalency”. This is the case with the California State University General Education/Breadth (CSU GE/B) and Intersegmental General Education Transfer Curriculum (IGETC). Both patterns require a cut score of 3 for fulfillment of “general education area equivalency” even though many of the individual CSU and UC campus faculty require higher cut scores for their major preparation “course equivalency”. It is a disservice to our CCC AP students not to have our own systemwide GE area equivalency policy.

## Standardized Procedure for Determining AP Course Equivalency

A standardized procedure for determining major preparation “course equivalency” would assure students that they are getting the most accurate and consistent evaluation of their AP scores across all CCC campuses and provide the faculty with a standardized

mechanism for determining AP course equivalencies. The articulation officer should play a key role in this process. Although it is the discipline faculty that determine AP course equivalency, the articulation officer can provide the faculty with AP course and examination information, AP course equivalency information from the college's four-year feeder institutions and, most importantly, articulation agreements between the college and the four-year institutions for those courses that are given AP course equivalency by the four-year institutions. This information is important for faculty to review when determining AP equivalencies.

### Standardization of AP Equivalency Dissemination

Students, parents, AP high school instructors, counselors (both high school and college) and college faculty would all benefit from having a concise and informative standardized format for disseminating AP equivalency. Each college should be required to publish the standardized template in its college catalog and class schedules. Such a standardized format should include a list of all of the AP examinations available. Even though a specific course equivalency may not be identified or available on the college campus, there may be a transfer general education area equivalency that is fulfilled. This information should be available and it's appropriate to display it within this context.

Research conducted last year by Jane Church, articulation officer from Chabot College, found that the majority of colleges have an AP Equivalency list published in their catalog.

For the most part all of them provided subject and credit course equivalencies, while a number also provided associate degree and transfer GE area equivalency information.

The table below demonstrates the format that is being circulated among articulation officers and transfer center directors for review and comment.

A finalized format will be brought to the Academic Senate for California Community College 2008 Spring Plenary in the form of a resolution.

### Conclusion

It is very important for faculty across our system to pursue the awarding of AP credit and ensure that it is driven by faculty and that it benefits students. It is essential that faculty develop AP Equivalency lists for their college courses, use similar policies and procedures for determining AP credit, and have the list published in their catalog and schedule of classes. ■

AP Examination	AP Score	Subject Credit	Unit Credit	Prerequisite Met For The Following Courses(s)	CCC GE Category Credit	CSU GE Area Credit	IGETC Area Credit
Art History	3 4,5	ART 103 ART 103+104	3 6	N/A N/A	3	C1	3A or 3B

# HIGHER EDUCATION UPDATE

NUMBER UP/99-5  
OCTOBER 1999



News from the  
**CALIFORNIA  
POSTSECONDARY  
EDUCATION  
COMMISSION**

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## *International Baccalaureate Diploma Program*

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HIGH SCHOOL HONORS PROGRAMS like the Advanced Placement Program and the International Baccalaureate Diploma Program can be an important avenue for many students to enhance their preparation for college. These programs provide opportunities for students to engage in challenging coursework that enables them to develop the necessary skills for academic endeavors beyond high school. In its 1995 report, *The Challenge of the Century*, the Commission recognized that these programs help high school students make better use of their time by helping them earn college credit for qualifying scores on examinations, which reduces time to degree, and by helping them acquire the skills and competencies expected of freshmen entering postsecondary education. The Commission has encouraged postsecondary institutions to "provide as much credit as possible for qualifying scores on such examinations."

While the dominant high school honors program in the United States has long been the Advanced Placement Program, the International Baccalaureate Diploma Program has begun to attract attention as an alternative approach to enhancing the academic preparation of college-bound high school students. The rigorous, comprehensive two-year curriculum offers students in the eleventh and twelfth grades the opportunity to take college-level coursework and exams while also fulfilling requirements of various international education systems. This update provides a brief overview of the features and effectiveness of the International Baccalaureate Diploma Program.

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### **Background**

The International Baccalaureate (IB) Diploma Program consists of a comprehensive liberal arts curriculum that emphasizes theory, application, and service. Schools offering an IB program are part of an international organization headquartered in Geneva, Switzerland. Established in the 1960s, the International Baccalaureate Organization (IBO) grew out of efforts to meet the needs of geographically mobile students who found educational differences across and between nations as they completed their secondary education and prepared for college. Through collaborative efforts with several countries, the IBO established an internationally standardized curriculum and diploma. Recognizing that the rigorous nature of the curriculum was an effective means for preparing students for academic success in college, American educators brought the IB program to the United States in 1974.

According to the International Baccalaureate Organization, there are more than 800 schools in nearly 100 countries that are authorized to offer an International Baccalaureate program. Approximately 37 percent of these schools are in the United States. Currently, California has 33 public and two private schools that have been authorized by the IBO to offer the IB curriculum and administer the examinations. Five additional schools are in the

process of seeking approval to become an authorized IB school. As schools continue to look for ways to strengthen their curriculum and respond to calls for greater accountability, the number of schools offering IB programs may increase. Since 1997, California has experienced a 17 percent increase in the number of schools offering the IB Diploma program. One of California's largest IB schools is Mira Loma High School in Sacramento, where approximately 11 percent of enrolled students take IB courses. Recognizing the importance of providing younger students with a solid academic foundation before high school, the IBO has created new programs for earlier grades. A Middle Years Program is available for sixth through tenth grade students and a primary years program has been added for children in the elementary grades.

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### **Program characteristics**

Both the International Baccalaureate Diploma Program and the more traditional Advanced Placement (AP) Program provide students with the opportunity to enroll in college-level courses and take standardized examinations for those courses. However, the International Baccalaureate Diploma program differs from the Advanced Placement program in that it is a *whole* curriculum rather than a menu of courses and examinations in various subject areas. There is also a definite international "flavor" to the program. The comprehensive two-year curriculum embodies a philosophy that centers on developing critical thinking, global perspectives, intercultural understanding, and responsible citizenship.

Students need to be highly motivated and have strong academic skills in order to be successful in the program. Some schools operate highly selective IB programs with admission based on teacher recommendations, test scores, or GPA, while other schools are less selective but emphasize the need for students to have strong study habits, an aptitude for thinking critically and creatively, and a willingness to work hard in order to complete program requirements. Most schools require students to take honors classes or pre-IB coursework in grades nine and ten prior to beginning an IB program.

The IB curriculum is divided into Higher Level (HL) and Standard or Subsidiary Level (SL) courses in six core academic areas. The prescribed curriculum and course content is established by IBO and is the same for all IB schools. Higher Level courses consist of 240 teaching hours and are undertaken for a period of two years while

Standard Level courses occupy 150 teaching hours and are completed over a one-year period. Students choose a combination of Higher Level and Standard Level courses based on individual strengths and interests, but must take at least three but not more than four courses at the Higher Level. Students sit for examinations at the conclusion of the one-year or two-year course period. Diploma candidates must also complete a theory course, undertake a capstone research project, and fulfill service activities to satisfy program requirements. Students who complete all of the IB program requirements and earn passing scores on all examinations receive an IB Diploma certifying that they have attained in-depth mastery of all six subject areas. In most schools, this diploma is awarded in addition to the regular high school diploma. Although students are permitted to take IB courses/exams on an individual basis, they are encouraged to follow the whole curriculum as diploma candidates. Students who do not complete all of the diploma program requirements are awarded certificates for the examinations completed.

The six subject areas are balanced between the sciences and the humanities and consist of specific courses in the following subject areas:

- ◆ Language A (the student's primary language and its literature)
- ◆ Language B (Foreign Language)
- ◆ Individuals and Societies - including social sciences, information technology and business
- ◆ Experimental Sciences - including biology and advanced sciences
- ◆ Mathematics - including advanced mathematics courses
- ◆ Arts and Electives - which might include art/design, music, theater arts, etc.

The standardized exams are criterion-referenced and graded on a seven-point scale. Since student performance is measured against defined outcomes, achievement levels tend to be consistent from one examination session to the next. An international panel of subject-matter experts grades the exams and the classroom teacher also provides an assessment. The IBO reports that approximately 79 percent of students achieve a passing score of four or better on the exams. As with Advanced Placement courses, many colleges give credit or "advanced standing" to students who attain qualifying scores on exams given in these courses, and because of the grading

scales used, qualifying scores often enhance a student's grade point average.

In addition to completing coursework and passing examinations in each of the six core subject areas, diploma candidates must also take an epistemology course aimed at developing critical thinking skills and an awareness of differences in human cultural development. The *Theory of Knowledge (TOK)* is a fundamental part of the IB Diploma Program and is intended to provide students with an opportunity to develop a "coherent approach to learning that transcends subjects and encourages appreciation of other cultural perspectives." Diploma students must also undertake an independent research project and write an *extended essay* of approximately 4,000 words. Finally, diploma students must participate in 150 hours of approved creative, athletic, and service learning activities known as *creativity, action, service - or CAS*. Service activities may involve volunteer work on behalf of a local community, school, the environment, or the international community. While specific CAS requirements tend to vary from school to school, these activities provide students with the opportunity to use and apply the knowledge and skills gained in coursework and develop well-balanced interests.

The diploma program requires students to be focused and "on task" throughout their tenure in high school. Potential IB students must carefully plan their four years in high school in order to fulfill state, district and IB program requirements, and they are often advised to complete non-IB requirements, such as Physical Education and Health Sciences, before their junior year.

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### **Program commitment**

Schools must be authorized by the International Baccalaureate Organization to offer the International Baccalaureate curriculum and administer the examinations. The approval process takes about two years and can cost from \$20,000 to \$100,000 for training, material, and equipment. The start-up process includes a formal application and consultation with a regional IBO representative, completion of an in-depth self-study, an on-site inspection visit, and the submission of written documentation to IBO headquarters in Switzerland. Schools are re-evaluated every five years in order to maintain their authorization to offer the IB curriculum. In order to receive authorization, schools must be prepared to offer an ad-

equated range of courses in the core subject areas, demonstrate adequate fiscal and human resources to support the program, and provide evidence that they will be able to sustain an adequate enrollment in the program. Although the IBO does not require schools to offer pre-IB courses, most schools find it necessary to prepare students for the IB curriculum by offering pre-IB honors level courses to students in grades nine and ten. Teachers must participate in specialized and ongoing training in order to teach in the IB program. The integrated nature of the curriculum requires well-trained teachers who collaborate with each other and district and site administrators who are committed to program ideals.

Schools participating in the International Baccalaureate program face significant costs. Mira Loma High School expends approximately \$50,000 annually to maintain its IB program, including annual affiliation and subscription fees of more than \$9,000. Since the quality of the program depends heavily on well-trained teachers, professional development costs are an important part of an IB program budget. California now provides some funding to cover professional development costs for those who teach in IB programs. Chapter 794, Statutes of 1998 (AB 2363, Honda) appropriated \$1.5 million to allocate up to \$25,000 to school districts to cover the ongoing costs of professional development required by the program and provided for start-up grants of up to \$15,000 for schools beginning the authorization process. Schools also pay per capita fees based on the number of students enrolled in the program, registration fees based on the number of exams given each year, and subject fees associated with courses and the extended essays.

The IB program also requires a significant commitment of time and resources from participating families. Some costs such as material fees, per capita and examination fees may be passed on to students and their parents. These costs vary considerably by school and by the number of Higher Level and Subsidiary Level examinations taken. Diploma students at Mira Loma High School may pay a few hundred dollars in examination fees over the course of the two-year program. On the other hand, students who attend San Jose High Academy, another large IB school located in San Jose, California, pay nothing. Although some schools offer financial assistance to low-income families who have students in the program, fee waivers do not appear to be as widely available as they are in the AP Program.

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## Program benefits

Despite the significant costs and requirements, many students and schools believe the benefits of participating in an IB program are worth the costs. Many students enter college with as much as one or two semesters of college credit according to some IB program administrators. The University of California grants eight quarter units for each IB Higher Level examination on which a student scores a five or better. The University does not grant credit for Standard Level course examinations. Some campuses may consider Higher Level examinations to be equivalent to freshman level courses and may allow them to be applied toward satisfying general education or breadth requirements. Units granted by the University for IB exams are not counted toward the maximum number of credits required for formal declaration of an undergraduate major or the maximum number of units a student may accumulate prior to graduation from the university. Similarly, California State University campuses often grant credit for AP and IB coursework, however policies concerning the award of college credit for IB coursework varies from campus to campus.

As college entrance requirements become tighter and job markets demand more highly qualified workers, many students are feeling the need to be more competitive in order to be admitted to the “right” college or university. The IBO maintains that IB diploma holders are more competitive applicants and often gain admission to selective universities throughout the world. A recent Los Angeles Times article reported that Sunny Hills High School in Fullerton claimed a 15 percent increase in the number of students getting accepted at Ivy League schools since instituting the IB program at the school.

Although empirical data about the benefits of participating in an IB program are sketchy, there is some evidence indicating that a rigorous high school curriculum helps prepare students for success in college. A recent study conducted by Clifford Adelman, senior research analyst with the U.S. Department of Education, revealed a strong and positive correlation between the academic rigor of a high school curriculum and the probability that one will attain a bachelor’s degree. In his report, “Answers in the Tool Box: Academic Intensity, Attendance Patterns and Bachelor Degree Attainment,” Dr. Adelman suggests that a rigorous high school curriculum may not only enhance the ability of a student to be admitted to college, but may also increase the likelihood that the student will finish his or her

college education. By increasing the rigor of the high school curriculum, honors programs like the Advanced Placement Program and the International Baccalaureate Program may enhance both the short term and long term success of students.

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## Availability and access

IB programs serve a relatively small proportion of school-aged children. According to the California Department of Education, only about four percent of the State’s comprehensive public high schools offered an IB program in 1998. According to the IBO, there were 1,670 California juniors and seniors who took one or more IB exams in 1997. Of California’s 296,281 high school graduates that same year, 251 received an IB diploma in addition to their regular high school diploma. Even within a school, the number of students who participate in the program can be small. In contrast, the Advanced Placement Program is more widely available in California’s high schools. The College Board reports that 82 percent of California’s public high schools participated in the AP Program in 1998. While the distribution of AP classes varies from school to school, AP classes are accessible to more students than is the IB curriculum. There were 95,343 California high school students who took one or more AP exams in 1997, and nearly 105,000 students were enrolled in AP courses in 1998.

The costs associated with the IB Diploma program effectively prohibit many schools and families, especially those in low-income areas, from participating. Many IB schools are located in more affluent communities and have access to resources that allow them to maintain a quality program. Only about five IB schools are in areas where 50 percent or more of their student population qualifies for free or reduced priced meals. The limited availability is further exacerbated by the fact that many students have not been exposed to educational experiences preceding high school that would give them the academic foundation necessary for successful participation in the IB program.

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## Conclusion

The International Baccalaureate Diploma Program is a unique and rigorous college-preparatory curriculum that is best suited for students with above average academic skills and study habits. While there are clear benefits to the high standards and rigorous curriculum found in AP

and IB courses, the selective availability of the IB program means that it has a relatively small impact on improving student achievement or enhancing college-going rates of underrepresented groups. Moreover, the inequitable distribution of high quality learning opportunities for students in early grades and the lack of qualified teachers in many of our schools means that many students do not have the opportunity to develop the strong academic skills necessary to succeed in highly rigorous programs like IB and AP, even if they were more widely available. As educators and policy makers look for ways to set higher standards, raise student achievement, and strengthen school accountability, honors programs like IB and AP may become more popular in California schools. However, expansion of these programs should be targeted at underserved communities. Increasing college-going rates of underrepresented groups, ensuring that economically disadvantaged students have access to our postsecond-

ary institutions, and increasing baccalaureate completion rates will require that we make high quality academic learning opportunities more widely available and equitably distributed at all grade levels in all communities. Expanding these programs without also ensuring that we strengthen curriculum and teaching in all schools may widen the student achievement gap.

The International Baccalaureate Diploma Program is a program of opportunities. It provides students with the opportunity to learn and hone academic skills, educators with the opportunity to guide young minds and teach a challenging curriculum, and policy makers with the opportunity to ensure that rigorous learning opportunities are more equitably distributed so that more high school students are able to make better use of their time and are adequately prepared to succeed in college.

## Advanced Placement Exams

### Background

The College Board administers the Advanced Placement Exams.

Following is content from the College Board Advanced Placement website:

<http://professionals.collegeboard.com/testing/ap/about>

### Fast facts about AP Exams

- In 2008, 2.7 million exams were taken by 1.6 million students at over 17,000 high schools.
- The AP Program offers 37 courses and exams.
- The majority of U.S. high schools currently participate in the AP Program.
- Except for the three Studio Art exams, which are portfolio assessments, AP Exams contain multiple-choice questions and a free-response section.
- Because the College Board is committed to providing access to AP Exams to all students—including homeschooled students and students whose schools do not offer AP—students do not have to take an AP course before taking an AP Exam.
- The AP Exam fee is \$86. The College Board provides a \$22 [fee reduction](#) for qualifying low-income students. Most states use federal and/or state funds to cover part or all of the remaining exam fee for low-income students.
- More than 90 percent of four-year U.S. colleges and universities grant [credit or placement](#) for qualifying AP Exam grades.

### Grading the AP exam

AP Exam grades are reported on a 5-point scale as follows:

- 5 Extremely well qualified
- 4 Well qualified
- 3 Qualified
- 2 Possibly qualified
- 1 No recommendation

In general, the AP composite score cutpoints are set so that the lowest composite score for an AP grade of 5 is equivalent to the average score for college students earning grades of A. Similarly, the lowest composite scores for AP grades of 4, 3, and 2 are equivalent to the average scores for students with college grades of B, C, and D, respectively.

Students who earn AP Exam grades of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam grades are equivalent to a college course grade of "middle C" or above. However, the awarding

of credit and placement is determined by each college or university and students should check with the institution to verify its AP credit and placement policies.

### **Types of Credit that Institutions can award for Advanced Placement Exams**

Institutions determine what type of credit, if any, they will award for passed Advanced Placement exams. The types of credit are as follows:

**Unit Credit:** Units awarded toward degree for a passed AP exam.

**General Education Credit:** General Education requirement fulfilled for a passed AP exam.

**Course Credit:** Specific course credit awarded for a passed AP exam.

Each of these types of credit is discrete. Additionally, the AP score required for credit may vary depending on the type of credit being awarded. This is at the discretion of the institution.