



AP&P Committee Retreat 2023

General Education & Graduation Requirements

Ethnic Studies, MCGS, and Cal-GETC

Mission of the CCC (§66010.4)

- (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. **These institutions may grant the associate in arts and the associate in science degree.**
- (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
 - A. The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
 - B. The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
 - C. The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
- (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
- (4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

CCC Associate Degrees

- ❖ The mission of the community colleges gives CCCs the right to grant associate degrees
- ❖ Colleges have been granting associate degrees for many years
- ❖ Associate degrees from CCCs have helped students get a job, a promotion, or helped them prepare for transfer to a four year university

Requirements for Associate Degrees

Defined in §55063 of Title 5

Requires the completion of:

- ❖ At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines
- ❖ Completion of a general education pattern (local, CSU GE Breadth, IGETC)
- ❖ 60 degree applicable units
- ❖ Demonstrate competency in mathematics and written expression

General Education

General education must be a minimum of 18 units from the following areas:

- Natural Sciences
- Social and Behavioral Sciences
- Humanities
- Language and Rationality
- ❖ English Composition
- ❖ Communication and Analytical Thinking

Local Graduation Requirements

Many colleges include additional course requirements for graduation beyond local GE and major / area of emphasis requirements:

- ❖ Physical Education
- ❖ Health
- ❖ Multi-cultural Studies (separate from Ethnic Studies requirement for GE)

The End of Local AA/AS Degrees?

- ❖ With the passage of SB 440, colleges are required to create an ADT in any area where they have an existing AA/AS degree and a TMC exists.
- ❖ When you combine the SB 440 requirement with the new submission guidelines, you might think that getting rid of all non-CTE associate degrees might be a good idea.
- ❖ Deactivating degrees is always a local decision and should be based on the needs of the students.

What would the reaction be on your campus if LOCAL A.A.s/A.S.s were eliminated?

Why a Local Degree?

- ❖ Transfer Preparation
- ❖ Skill building
- ❖ Career Technical Education
- ❖ Lifelong Learning
- ❖ Transfer to private universities
- ❖ Salary advancement
- ❖ For an educated population
- ❖ Faculty purview
- ❖ Completion numbers?



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GRADUATION REQUIREMENTS

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CATALOG RIGHTS

Graduation requirements for an associate degree or vocational certificates are determined according to the catalog in effect at the time of initial enrollment. In order to maintain catalog rights, a student must be in continuous enrollment during each successive academic year. For purposes of catalog rights, the academic year begins each summer and ends the subsequent spring session. To maintain continuous enrollment, a student must attend at least one credit class in an academic year.

Students must apply for graduation within three (3) years from the date all requirements are satisfied. It is important to note that:

1. Students who maintain continuous enrollment at Allan Hancock College, or students who are continuing at another accredited institution within the United States are eligible to graduate from Hancock under the catalog in effect at the time they first enrolled at Hancock .
2. Students who stop attending Hancock for a year or longer are eligible to graduate from Hancock under the catalog in effect the semester the student re-enters Hancock again. One year is defined as one academic year. The student must maintain continuous enrollment thereafter.
3. If a student attends another college after they have not attended Hancock for a year or longer, and does not re-enroll at Hancock, they are eligible to graduate from Hancock under the catalog in effect the semester they petition to graduate. One year is defined as one academic year.

Exceptions to the above policy may be made by the director, Admissions and Records, for medical reasons or for military service.

[Catalog Rights
\(hancockcollege.edu\)](http://hancockcollege.edu)



Graduation Requirements for an Associate Degree

1. Minimum of 60 units
2. A GPA of 2.0
3. An applications filed in A&R office
4. A minimum of 12 units toward the degree.
5. A minimum of 2 courses in health and wellness (3.5 units).
6. **Competency in reading, written expression, and mathematics**
7. A minimum of three units in MCGS
8. Major: A minimum of 18 units.
9. **AHC GE Categories. A minimum of 21 semester units. Not required in AAT or AST.**

AHC General Education Categories

AHC Catalog: “Not required for AAT or AST.”

Cat 1 Natural Sciences	3 units
Cat 2 Human Institutions	6 units <ul style="list-style-type: none">• 2A Social Science – 3 units• 2B American History or Government
Cat 3 Humanities	3 units
Cat 4 Language & Rationality	6 units <ul style="list-style-type: none">• 4A Written Composition – 3 units• 4B Communication & Analytical Thinking – 3 units
Cat 5 Living Skills	3 units
(?) Cat 6 Ethnic Studies	(?) 3 units
TOTAL	21 (24)



Question

Do we add another category?

- **Category 6. Ethnic Studies.**

Is 2B American History or Government repetitive with the ES requirement?

- ES 121 is listed as a course that meets the 2B requirement.
- **If this is the case, to comply with the upcoming ES requirement, can the Cat 2B requirement be replaced by the ES requirement?**



Double Counting Units

Currently, AHC allows double-counting of two courses:

- (1) General Education (GE) and graduation requirements (H&W and MCGS)
- (2) General Education (GE) and major course
- (3) Graduation requirement and major course

Question

Is there a need to revisit double counting practice?





Cal-GETC: California General Education Transfer Curriculum

IMPLEMENTATION: 2025-26 Academic Year

AB 928 – CalGETC

- Establishes single lower-division GE pathway for CSU and UC
 - *ICAS has already issued [CalGETC proposal](#); will finalize May 31, 2023*
 - *ASCCC seeking [feedback](#) on proposal (due September 30)*
 - *Colleges encouraged to discuss impact on current GE offerings and identify/mitigate potential unintended consequences for students*
 - *Implementation by 2025-26 academic year*

Statement on CalGETC

December 13, 2022

Through AB 928 (Berman, 2021), the Intersegmental Committee of Academic Senates (ICAS) was directed to establish a “singular lower division general education transfer pathway” to determine transfer eligibility to both the California State University (CSU) and University of California (UC) systems. Direction for this transfer pathway’s development include a number of requirements:

- If the pathway is not established by May 31, 2023, the administrations of each system will establish the pathway by December 31, 2023;
- The pathway cannot require any more units than the Intersegmental General Education Transfer Curriculum (IGETC) as of July 2021, which is 34 semester units; and
- The pathway will be the only general education pathway to determine eligibility for transfer to CSU and UC.

During spring 2022, ICAS formed a special committee on AB 928 and invited advisors that included students, articulation officers, and administrators from all three systems. To establish this pathway, IGETC—the UC GE transfer pattern—and CSU GE Breadth were considered side by side. Common areas were included for consideration for what would become CalGETC. Areas that were **not** common to both patterns were as follows:

- Oral Communication (only CSU GE Breadth – Golden Four).
- Lifelong Learning and Self-Development (only CSU GE Breadth).
- Ethnic Studies (only CSU GE Breadth, to be added to IGETC).
- Language other than English (proficiency requirement only for UC, not a graduation requirement for CSU).
- American Institutions (graduation requirement only for CSU, not a separate area of its own).

Other considerations included the following:

- CSU GE Breadth requires a minimum of 39 semester units, which includes Ethnic Studies.
- IGETC requires a minimum of 34 semester units, with Ethnic Studies not yet included.
- CSU had to reduce 39 units to 34 units.
- UC had to eliminate 3 units from an existing area to make room for 3 units for Ethnic Studies.

The results of the special committee's work were as follows:

- UC agreed to add Oral Communication as an area, provided the community colleges make certain adjustments to these courses.
- UC would not add Lifelong Learning and Self-Development to the list of areas for consideration for the CalGETC pathway.
- Arts and Humanities would have fewer courses in CalGETC than were in IGETC and CSU GE Breadth (3 courses to 2 courses).
- Social and Behavioral Sciences would have fewer courses in CalGETC than were in IGETC and CSU GE Breadth (3 courses to 2 courses).

ICAS reached consensus on this proposed CalGETC pathway, which was disseminated to the faculty of the three systems in May 2022 for vetting during fall 2022. Following system vetting outcomes and then consideration by the academic senates of all three systems, ICAS will make a final decision in spring 2023.

The Academic Senate for California Community Colleges (ASCCC) disseminated a survey to all faculty in the California community colleges (CCC) for feedback on the proposed CalGETC from May 9 to October 1, 2022. Over 2,169 responses were collected. The survey results informed resolution [F22 15.01](#), where delegates voted to endorse CalGETC. Resolution 15.01 also directed the ASCCC to urge CSU include Lifelong Learning and Self-Development (LLSD) as a graduation requirement instead of an upper division general education requirement. The ASCCC leadership continues to advocate for LLSD opportunities for CCC students. At the November 30, 2022 ICAS meeting, the Academic Senate for CSU reported that their faculty are in support of CalGETC per resolution [AS-359-22](#), and that clear approval mechanisms for modifications to CalGETC will provide for significant input from Academic Senates of the CCCs, CSU, and UC. On December 8, the UC Assembly of the Academic Senate passed a resolution to create [Senate Regulation 479](#) which includes CalGETC and how it will be implemented. The final details of Senate Regulation 479 are forthcoming.

The following notes are offered regarding Lifelong Learning and Self-Development (LLSD):

- LLSD is not included in current California Community College General Education Requirements as established in [Title 5 §55063](#).
- Many California community colleges include LLSD as a general education requirement for their local associate degrees; however, [SB 1440 \(Padilla, 2010\)](#), codified in EDC §66746(b)(1)(A) limits local requirements like LLSD for ADTs: “A community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements, for a student to be eligible for the associate degree for transfer and subsequent admission to the California State University pursuant to Section 66747.”
- LLSD may be required for an ADT if it is included in the major requirements.
- UC has legislative autonomy and has been clear that the UC will not agree to include LLSD in CalGETC, as this was not included in IGETC.
- ASCCC is still working with CSU to include LLSD as a graduation requirement, as is the case with American institutions.
- LLSD has been impacted by repeatability regulations and now by unintended consequences of AB 928.

At the ASCCC's 2022 Fall Plenary Session, additional resolutions supporting LLSD opportunities for CCC students were passed: [S22 09.06](#), [F22 7.14](#), [F22 9.02](#), and [F22 15.06](#). The ASCCC acknowledges the importance of LLSD courses to students and will continue to work with CSU to urge designation of LLSD as a CSU graduation requirement and with stakeholders within the California community colleges to advocate for LLSD.

Proposed GE Pathway - CalGETC

CalGETC Area	Subject	Courses/Units
1	1A: English Composition 1B: Critical Thinking & Composition 1C: Oral Communication	1 course (3 units) 1 course (3 units) 1 course (3 units)
2	2A: Mathematical Concepts & Quantitative Reasoning	1 course (3 units)
3	3A: Arts 3B: Humanities	1 course (3 units) 1 course (3 units)
4	4: Social & Behavioral Sciences	2 courses (6 units)
5	5A: Physical Science 5B: Biological Science 5C: Laboratory (for Phys/Bio course)	1 course (3 units) 1 course (3 units) (1 unit)
N/A	Lifelong Learning & Self Development (<i>CSU upper-division GE</i>)	
6	6A: Language other than English (LOTE) (<i>Currently UC only, carries no units</i>)	
7	7: Ethnic Studies	1 course (3 units)
		11 courses (34 units)

AHC General Education	Cal-GETC
	Area 2 Math Concepts & Quantitative Reasoning - 3 units
Cat 1 Natural Sciences - 3 units	Area 5 <ul style="list-style-type: none"> • 5A Physical Science – 3 units • 5B Biological Science – 3 units • 3C Laboratory – 1 unit
Cat 2 Human Institutions - 6 units <ul style="list-style-type: none"> • 2A Social Science – 3 units • 2B Am History or Government 	Area 4 Social & Behavioral Sciences – 6 units
Cat 3 Humanities - 3 units	Area 3 <ul style="list-style-type: none"> • 3A Arts – 3 units • 3B Humanities – 3 units
Cat 4 Language & Rationality - 6 units <ul style="list-style-type: none"> • 4A Written Composition – 3 units • 4B Communication & Analytical Thinking – 3 units 	Area 1 <ul style="list-style-type: none"> • 1A English Composition – 3 units • 1B Critical Thinking & Composition – 3 units • 1C Oral Communication – 3 units
Cat 5 Living Skills - 3 units	Lifelong Learning & Self-development is a CSU upper division GE.
(?) Cat 6 Ethnic Studies - 3 units	Area 7 Ethnic Studies – 3 units
	Area 6 Language other than English (LOTE)



Question

**Does Cal-GETC have an impact to the
AHC GE?**





Ethnic Studies

Aligning the ES Competencies

Ethnic Studies Implementation

Title 5, §55063

(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

Implementation:

- Define ethnic studies for the CCC System;
- Establish an Ethnic Studies Transfer Model Curriculum;
- Create the needed C-ID course descriptors;
- Examine and update ethnic studies minimum qualifications;
- Update the Program and Course Approval Handbook;
- Provide professional development to ensure ethnic studies is implemented with fidelity; and
- Coordinate with CSU for alignment.

CCC Ethnic Studies Implementation Taskforce Updates

GOAL 1. Determine an implementation date for the new CCC ethnic studies requirements.	<ul style="list-style-type: none">• Fall 2024• Timeline included in the recent memo
GOAL 2. Establish ethnic studies core competencies for the CCC.	<ul style="list-style-type: none">• Draft CCC ethnic studies core competencies• Vet these competencies through C-ID in fall 2022
GOAL 3. Help coordinate professional development and technical assistance for the CCC to ensure ethnic studies is implemented with fidelity to the disciplines.	<ul style="list-style-type: none">• Disseminate CCC ethnic studies survey• Create vision resource community• FAQ upcoming
GOAL 4. Coordinate with the CSU intersegmental alignment.	<ul style="list-style-type: none">• Align CCC core competencies with the CSU area F and UC IGETC 7• Coordinate on potential shared professional development

What Is Ethnic Studies?

By [Amanda Morrison](#), Ph.D.

SRJC Petaluma [Intercultural Center](#) Coordinator and [SSU Ethnic Studies Lecturer](#)

Ethnic Studies is an interdisciplinary field of critical race studies that focuses on the four most historically aggrieved racialized groups in the United States: African Americans, Native Americans, Latinas/os, and Asian Americans. Ethnic Studies is the umbrella term that encapsulates the following scholarly disciplines: African American Studies, Native American Studies, Chicanx and Latinx Studies, and Asian American Studies.¹ Although Ethnic Studies can be taught through a hemispheric, trans-Atlantic, and transnational lens, the focus has always been on communities of color in the U.S.

Though interdisciplinary, [Ethnic Studies](#) is not the same as cultural anthropology, a discipline that historically placed greater focus on minoritized cultural and ethnic groups outside the U.S.² and has until recently ceded the study of urban American communities of color for the most part to sociologists.

Ethnic Studies draws scholars from more established and traditional disciplines such as anthropology, sociology, history, English, art history, communications, and political science when those scholars' research focuses explicitly on African American, Native American, U.S. Latinx, and/or Asian American populations.

Ethnic Studies today is widely taught through an intersectional lens in which issues of race and ethnicity are examined in relation to other axes of identity and oppression including gender, sexuality, socioeconomic class, religion, nationality, immigration status, language, and ability.

Ethnic Studies is the only academic field explicitly focused on race relations and ethnic identity in the U.S. from a humanistic, social-scientific, and social-justice point of view. It forces us to look at our history of racial subjugation and white supremacy. It gives us the tools to analyze, challenge, and dismantle the many forms of racism that exist today by incorporating insights from other fields while foregrounding the voices of communities of color.

¹ Occasionally Ethnic Studies departments include fields such as Arab and Muslim Studies and Jewish Studies or may articulate a global focus on Africana/African Diaspora Studies, but the emphasis on U.S. racial groups remains consistent.

² American anthropology has a robust history of scholarship on Native American culture, but that history is deeply enmeshed in the colonialist and Eurocentric ideologies from which the discipline of anthropology emerged in the 19th century.

Ethnic Studies scholarship is produced primarily by scholars of color, and Ethnic Studies classes are usually taught by scholars of color. This is key to the transformative power of the Ethnic Studies classroom: students who are both white and nonwhite engage meaningfully with course materials produced by people of color, and they are exposed to educators who have both scholarly expertise and lived experience as people of color.

There is substantial research establishing the fact that well-taught Ethnic Studies coursework is of profound benefit to students, including [this widely cited 2017 study out of Stanford University](#). For students of color, culturally relevant curriculum boosts educational attainment because, quite simply, it interests them. In addition to helping close equity gaps, Ethnic Studies classes foster critical antiracist thinking among white students by presenting multiple and non-hegemonic perspectives.

Over the past decade, an [increasing number of K-12 school districts](#) in the U.S. have implemented Ethnic Studies curricula. California is the hotbed of the Ethnic Studies movement in both K-12 schools and in higher education. Our state senate just passed [AB 1460](#), a bill requiring all CSU undergraduates to complete an Ethnic Studies course before graduating.

Historically undervalued and underfunded, the discipline of Ethnic Studies is finally being recognized by many Americans as a fundamental component of the fight against racism in U.S. society.



Multi-cultural-Gender Studies

The purpose of the Multicultural/Gender Studies graduation requirement is to promote our students' awareness about, their understanding and appreciation of, and their respect for underrepresented groups and ethnic minorities. Courses that are designated as fulfilling this requirement are designed to help students link their personal experiences and their education to broader cultural perspectives, to expand their awareness of their own cultural heritage, and to encourage in them the skills of cultural competence which can foster the meaningful communication and connection needed in global heterogeneous societies.



Question

- Is one a subset of the other?



CCC Chancellor's Office Proposal Submission Process



REVIEW

With streamlining and auto-approval, the Chancellor's Office no longer reviews every type of award when it is submitted to COCI.

Awards that **are reviewed at submission:***

- ✓ **New and Revised** ADTs
- ✓ **New** CTE Certificates of Achievement
- ✓ **New** CTE AS/AA Degree
- ✓ **New and Revised** CDCP Noncredit (short term vocational)

*Colleges are still responsible for maintaining supporting documents for **all** awards, as specified in PCAH, even if the Chancellor's Office does not review them at submission.

Credit Programs



Review of AA/AS Degrees

- Compliance standards for associate degrees per title 5, § 55063
- All curriculum components will be reviewed
- CORs-Course Outline of Record for all courses
- Narrative (with all components)
- Supporting documentation for CTE associate degrees

For details refer to PCAH (7th ed):

➤ **AA/AS: pp. 79-89**

Credit Programs



Review of CTE Programs

- Program Narrative and Associated Courses
- Labor Market Information (LMI) & Analysis
 - Within five years & regional for the college
 - Data on Wages should be included
 - ****Employer survey can be used in lieu of LMI****
- Regional Consortia Recommendation for the specific program
- Advisory Committee Recommendation for the specific program
- Program Review Date: Must be every 2 years (Education Code 78016)

Noncredit Programs

Certificate of Completion Certificate of Competency

- All curriculum components will be reviewed
- Narrative (with all components)
- CORs-Course Outline of Record for all courses
- Appropriate supporting documentation for short-term vocational (“CTE”) certificates
- Refer to PCAH 7, Part III, Section 3 for noncredit program criteria and standards
- Adult High School Diploma (AHSD) and apprenticeship see PCAH 7, Part III, Section 3 (pp. 135 – 137)



For details refer to PCAH (7th ed):

➤ **Certificates of Achievements: pp. 89-93**



California
Community
Colleges

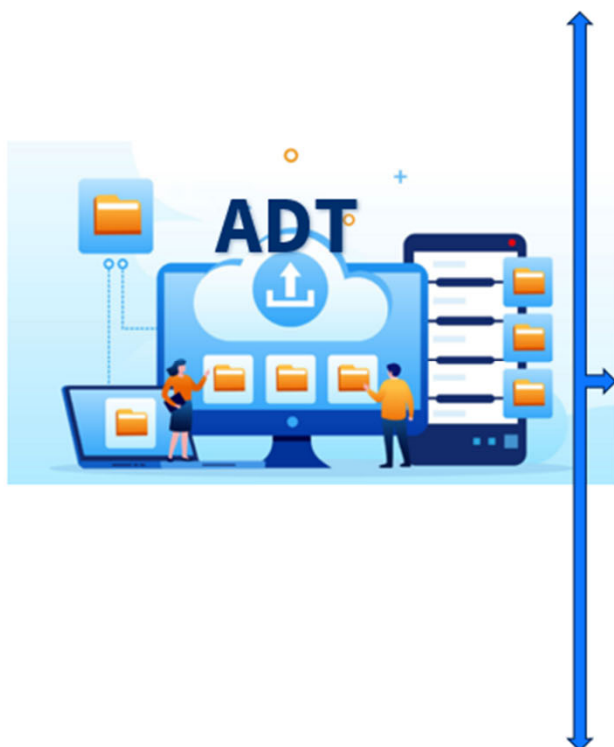
Noncredit Programs



- Only CDCP Programs in the domain of **Short-Term Vocational** require Chancellor's Office approval before chaptering:
 1. Program is a **Certificate of Completion**
 2. Includes New and modified Short-term vocational certificates
 3. Includes New and modified Apprenticeships
- The submission must include all required documentation (PCAH 7th ed, p. 132) including:
 1. Narrative – 4 items
 2. CORs-Course Outlines of Record for all associated courses
 3. Associated courses with predominantly CB11 – K and CB22 - I
 4. Labor Market Information
- All COCI fields must coincide with COR and supporting documentation

For details refer to PCAH (7th ed):
➤ **CDCP certificates: pp. 129-137**

Credit Programs



ADT Review: Reminders

- Verify the completion of all the proposal fields
- Ensure all the required CORs are attached
- Match CORs to the courses listed in the Narrative and Course Report Section
- Review Narrative for completion and accuracy
- Use current version of the TMC template:
<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>
- Verify total units for the major (minimum and maximum) must **match** the information on COCI and the TMC template.
- The college name must be on the template
- Verify Double Count calculation

ASSIST Documentation: AAM, BCT & GECC



Attach the appropriate ASSIST documentation as follows:

- Articulation Agreement by Major (AAM) demonstration lower division preparation in the major at a CSU;
- CST Baccalaureate Level Course List by Department (BCT) for the transfer Courses; and /or,
- CSU GE Certification Course List by Area (GECC).

Articulation Agreement By Major (AAM)



Articulation Agreement by Major

For California State University, Northridge
2020-2021 General Catalog, Semester

CONFIDENTIAL
2020-2021 General Catalog, Semester

KINESIOLOGY, B.S. - Option in Exercise Science

TRANSFER IMPACTION

CSU Northridge is an impacted campus. Refer to impact information at [Transfer Impact](#)

GENERAL INFORMATION

This agreement displays all lower-division courses required in the major. CSU Northridge courses on the left, approved (articulated) transfer courses to the right. General education (CSU-GE Breadth or SGETC or CSU Northridge GE) and upper-division courses are also required to complete the bachelor's degree.

Completion of all coursework listed in this agreement is not mandatory prior to admission. For CSU Northridge Undergraduate Admission Requirements refer to [Lower-Division Transfer](#)

Some coursework may be satisfied by Advanced Placement exams completed in high school. Visit [AP Credit](#) for information.

Additional information about the major is available in the [CSU Northridge Catalog](#).

Questions regarding this agreement may be directed to Jonathan Chaves, the CSU/N Articulation Officer, by e-mail at jchaves@csun.edu.

EXERCISE SCIENCE GENERAL INFORMATION

Exercise Science majors have a choice of CHEM 101L or CHEM 105L. CHEM 101L is recommended for students planning a career in Physical Therapy.

DANCE, FITNESS, SPORT - KINESIOLOGY MOVEMENT COURSES

Three units of Movement courses are required - Choose minimum one-unit course in each category below: DANCE, FITNESS, SPORT

BIOLOGY REQUIREMENTS

Students may choose from two Biology pathways. The first is compatible with the AA-T in Kinesiology for options in Dance and Sport Studies:

BIOL 101L
BIOL 211/212
BIOL 281

OR

BIOL 106L
BIOL 107L
BIOL 382L
BIOL 383L

Recommended for students interested in pursuing graduate study in allied health-related programs such as physical therapy or medicine. This pathway is not compatible with the AA-T in Kinesiology since students may exceed 60 units after transfer to complete all requirements for the B.S. degree. Combined Anatomy and Physiology I and II course sequence from community college may be approved to substitute for BIOL 382L and 383L.

LOWER-DIVISION MAJOR PREPARATION COURSES

KIN 200 - Foundations of Kinesiology (3.00) ← EXSC 241B - Introduction to Kinesiology (3.00)

MATH 140 - Introductory Statistics (4.00) ← MATH 119 - Elementary Statistics (3.00)

Same-As: MATH 140BUS, MATH 140SCL, MATH 141L ← PSYC 258 - Behavioral Science Statistics (3.00)

Other Acceptable Statistics ← BIOL 206 - Biological Statistics (3.00)

BIOLOGY REQUIREMENTS

REFER TO TOP OF AGREEMENT

BIOL 101 - General Biology (3.00) ← BIOL 107 - General Biology - Lecture and Laboratory (4.00)

← And →

BIOL 101L - General Biology Laboratory (1.00)

BIOL 211 - Human Anatomy (2.00) ← BIOL 230 - Human Anatomy (4.00)

← And →

BIOL 212 - Laboratory Studies in Human Anatomy (1.00)

BIOL 281 - Human Physiology (3.00) ← BIOL 235 - Human Physiology (4.00)

ALTERNATE BIOLOGY PATHWAY - FOR STUDENTS INTERESTED IN PURSUING GRADUATE STUDY IN ALLIED HEALTH-RELATED PROGRAMS SUCH AS PHYSICAL THERAPY OR MEDICINE

REFER TO TOP OF AGREEMENT

BIOL 106 - Biological Principles I (3.00) ← BIOL 210A - Introduction to the Biological Sciences I (4.00)

← And →

BIOL 106L - Biology Laboratory I (1.00)

← And →

BIOL 210B - Introduction to the Biological Sciences II (4.00)

• Articulates as a sequence only

BIOL 107 - Biological Principles II (3.00) ← BIOL 210A - Introduction to the Biological Sciences I (4.00)

← And →

BIOL 107L - Biology Laboratory II (1.00)

← And →

BIOL 210B - Introduction to the Biological Sciences II (4.00)

• Articulates as a sequence only

← No Course Articulated

BIOL 382 - Human Anatomy & Physiology I (3.00)

← And →

BIOL 382L - Human Anatomy & Physiology I Lab (1.00)

← And →

BIOL 383 - Human Anatomy & Physiology II (3.00)

← And →

BIOL 383L - Human Anatomy & Physiology II Lab (1.00)

DANCE

Select 1 Course(s) from the following

REFER TO TOP OF AGREEMENT

KIN 137A - Dance, Ballroom I (1.00)

← And →

KIN 139A - Ballet I (1.00)

← And →

KIN 139B - Ballet II (1.00)

← And →

KIN 141A - Jazz Dance I (1.00)

← And →

KIN 141B - Jazz Dance II (1.00)

← And →

KIN 142A - Dance, Latin America I (1.00)

← And →

KIN 142B - Dance, Latin America II (1.00)

← And →

KIN 143 - Urban Street Dance (1.00)

← And →

KIN 143B - Urban Street Dance II (1.00)

← And →

KIN 144A - Dance, Modern I (1.00)

← DANC 110A - Ballet I (1.00 - 1.50)

DANC 110B - Ballet II (1.50)

DANC 110C - Ballet III (1.50)

DANC 115A - Tap I (1.00 - 1.50)

DANC 115B - Tap Dance II (1.00 - 1.50)

DANC 115C - Tap Dance III (1.00 - 1.50)

DANC 120A - Hip Hop I (1.00 - 1.50)

DANC 120B - Hip Hop II (1.50)

DANC 120C - Hip Hop III (1.50)

DANC 125A - Latin American Dance I (1.00 - 1.50)

DANC 125B - Latin American Dance II (1.00 - 1.50)

DANC 126A - Mid-Eastern Dance I (0.50 - 1.00)

DANC 126B - Mid-Eastern Dance II (0.50 - 1.00)

DANC 135A - Jazz Dance I (1.00 - 1.50)

DANC 135B - Jazz Dance II (1.50)

DANC 135C - Jazz Dance III (1.50)

DANC 140A - Modern Dance I (1.00 - 1.50)

DANC 140B - Modern Dance II (1.50)

DANC 140C - Modern Dance III (1.50)

DANC 145A - Ballroom Dance I (1.00 - 1.50)

DANC 145B - Ballroom Dance II (1.00 - 1.50)

FITNESS

Select 1 Course(s) from the following

REFER TO TOP OF AGREEMENT



CSU Baccalaureate Level Course List by Department (BCT)



Date Generated: 2/28/22



ASSIST is best used in combination with seeing a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.

CSU Baccalaureate Level Course List (Psychology)

CONFIDENTIAL

Academic Year 2021-2022

Psychology

Course	Title	Semester Units
PSYC 1 IGETC: 4I; CSU GE: D9	General Psychology	3.00
PSYC 3 IGETC: 4I; CSU GE: D9	Introduction to Social Psychology	3.00
PSYC 4 IGETC: 4I; SB; CSU GE: B2, D9	Brain, Mind and Behavior	3.00
PSYC 6 IGETC: 4I; CSU GE: D9	Abnormal Psychology	3.00
PSYC 10 IGETC: 4; CSU GE: D, E	Psychology of Human Sexuality	3.00
PSYC 12 IGETC: 4I; CSU GE: D9, E	Life-span Psychology	3.00
PSYC 13 IGETC: 4D, 4I; CSU GE: D4, D9	Psychology of Women	3.00
PSYC 15 IGETC: 4G, 4I; CSU GE: D7, D9	Abnormal Child Psychology	3.00
PSYC 17	The Psychology of Sleep and Dreams	3.00
PSYC 21 Same as: ETHS 5 IGETC: 4; CSU GE: D	Introduction to Cross-Cultural Psychology	3.00
PSYC 25 IGETC: 4; CSU GE: D	Research Methods	4.00
PSYC 27 IGETC: 4; CSU GE: D	Introduction to Cognitive Science	3.00
PSYC 29	Independent Study, Psychology	0.50 - 2.00

END OF LIST

CSU GE-Breadth Certification Course List by Area (GECC)

Date Generated: 2/17/22



ASSIST is best used in combination with seeing a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.

CSU GE-Breadth Certification Courses List (F - Ethnic Studies)

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Academic Year 2021-2022

IMPORTANT

The CSU General Education Breadth (CSU GE-Breadth) is a series of courses that California community college (CCC) students may complete to satisfy the lower-division breadth/general education requirements before transferring to the California State University. The CSU GE-Breadth pattern is certified by the CCC and accepted by all CSU campuses.

The following community college courses will satisfy CSU GE-Breadth requirement areas as indicated.

AREA F - Ethnic Studies

3 lower-division semester units (4 quarter units)

F - Ethnic Studies

Course	Title	Semester Units	Other Areas	Date Approved	Date Removed
ANTH R107	The Anthropology of Native Americans	3.00		F2021	
	Same as: ETHS R107 (Formerly ANTH 107 prior to F1999)		C2 D D1 D3	F1999 F2021 F1999 F1999	F2014 F2021 F2021 F2021
ETHS R107	Anthropology of Native Americans	3.00		F2021	
	Same as: ANTH R107		C2 D D1 D3	F1992 F2021 F2021 F2021	F2014 F2021 F2021 F2021

END OF LIST





When...

1. ...Consistent Information!
2. ...Catalog Description on COCI and the Narrative match!
3. ...Minimum grade of "C" (or "P")!
4. ...Provide articulation!
5. ...Double-counted units and electives are calculated just right!

Student Transfer Achievement Reform Act (AB 928)

- Requires ICAS to establish a singular lower division general education pathway
 - Draft disseminated for feedback
- Establishes the ADT Intersegmental Implementation Committee
 - Committee will begin this fall and be chaired by the CCCC
- Requires the CCCs to automatically place students on ADT pathways
 - TBD

2021

2022

2023

2024



October 6
Bill Signed into Law



October 6
Ed Code 66725.5
Established



Budget Act of 2021
\$10 million one-time
budget designated for
CCCCO to Establish CCN
Workgroup



CCCCO to Convene CCN Workgroup



Workgroup to Inform Requirements & Process for
CCN Adoption (May use established C-ID as Desired)



January 2022
Governor *proposes* \$105
million one-time funds
for CCN implementation
in 22-23 Budget Year



July 1 (On or Before)
All CCC's to Adopt CCN
System for GE required
Courses & Transfer
Pathway Courses



July 1 (On or Before)
All CCC Campuses to
Incorporate CCN into
Course Catalog

AB-1111 COMMON COURSE NUMBERING
Implementation Timeline



California
Community
Colleges