

SABBATICAL REPORT

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By:

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Moorpark College

Introduction

At Moorpark College, like many California Community Colleges (CCC), we have students that have attended another college or university but unfortunately the college does not have a formal process in which these prior coursework be evaluated and we do not have a database that stores these evaluated coursework.

The purpose of my sabbatical project was two folds. First, to develop a formal process in which students who have attended another college can request an evaluation of their previous college coursework for application to the obtainment of an associate degree, certificate of achievement, proficiency award, California State University (CSU) General Education (CSU GE) and/or Intersegmental General Education Transfer Curriculum (IGETC) certification. And second, develop a database where we can begin to store course equivalency once the coursework has been evaluated. Both of these processes will help ensure efficiency and consistency for our students and maintain the integrity for our Counseling department

Activities for the Project

My sabbatical project included researching and evaluating the current process and database at CCCs and CSUs. These included face-to-face meetings, email exchange and/or phone conversations with counselors and articulation colleagues to include following: Corey Wendt and Angelica Gonzalez (seasoned counselors and former counseling chairs at VC), Articulation Officers from Oxnard College (Shannon Davis), Ventura College (Thao Brabander), Santa Barbara City College (Laura Castro), Los Rios College (Carolyn Reisner), Los Angeles Pierce College (Cristina Rodriguez), Lassen College (Alison Somerville), Sacramento City College (Richard Yang), Cypress College, East LA College (Cathleen Rozadilla) El Camino College (Lori Suekawa), Santa Monica College (Estela Narrie), CSU Northridge (Patti Faiman) and CSU Channel Islands (Janet Rizolli). I also met with our Division Dean (Howard Davis), current Counseling Department Chair (Traci Allen), and other MC counselors and Registrar (David Anter) to obtain their input and recommendations on the needs of Moorpark College.

In addition, I surveyed multiple two-and four-year college and university websites, requested assistance and input from articulation colleagues via the California Intersegmental Articulation Council list-serve, and reviewed important documents such as the 2019 IGETC Standards, Policies and Procedures Version 1.8 and 1.9, The 2018 Guiding Notes for General Education Course Reviewers, and other related papers for the creating of our own process and practice.

The Design of Forms, Best Practice, and Database

The project includes the development of the following:

1. A formal evaluation process from the student's perspective
 - a. How do I request and get my transcripts from another college(s) evaluated?
 - b. How long will this process take?
 - c. How and when will I know which of the coursework completed can be used and applied to my current education goal(s) at Moorpark?
2. A formal evaluation process, appropriate counseling forms, and database from the department and college perspectives
 - a. What is or should MC process of intake, evaluation, and documentation of non-VCCCD transcripts be?
 - b. How do we receive or get the student's non-VCCCD transcripts?
 - c. What do we do with the transcripts once we receive them?
 - d. Who and how will they be recorded? Is it Admission and Records (A&R) Office or Counseling department and/or both?
 - e. What criteria should Counselors use when reviewing courses for meeting Moorpark programs?
 - f. What criteria should Counselors use when reviewing courses for meeting CSU general education (CSU GE) certification?
 - g. What criteria should Counselors use when reviewing courses for meeting IGETC certification?
3. Once the coursework has been evaluated, how and where will they be saved and stored so that the information is readily available for future use and reference.
4. Explore the possible use of the project beyond Moorpark College. Even though the sabbatical projects was proposed and developed with Moorpark's needs, can it be expanded to be used district-wide, at Ventura and Oxnard colleges as well?

Final Products

After multiple drafts and revisions to incorporate department's suggestions and recommendations for each of the forms and the Guidelines, below and attached are the finished products. Some have been put into use (database and guidelines) others will be shared with A&R for possible future implementation.

1. MC Evaluation Process of non-VCCCD Transcripts – includes student's and counselor's role in the evaluation process.
2. MC Non-VCCC Transcript Evaluation Information form – provide students with information of evaluation process, including the purpose, steps needed, criteria, and timeline. This form is to be completed by the student.
3. MC Non-VCCC Transcript Evaluation Coursework Form – form to be used by counselors during the evaluation process
4. MC Pass-Along Practice and Guidelines of Course Evaluation for

- a. MC Programs including general education and Major Requirements,
 - b. CSU GE-Breadth
 - c. IGETC and IGETC
5. Degree Completion and General Education Certification Forms for
 - a. MC general education pattern
 - b. CSU GE-Breadth and CSU GE-Breadth for STEM
 - c. IGETC and IGETC for STEM
6. An established database, which is currently posted on our local “M” drive with access to all counselors and designated A&R personnel.

Conclusion

In closing, I would like to thank the Ventura County Community College District and the Board of Trustees for granting me the sabbatical, which allowed me the time needed to create a project that our students and counseling faculty will be able to benefit for many years to come.

MC Evaluation Process of Non-VCCCD Transcripts

Student Role

1. Student completes the “Moorpark College Non-VCCCD Transcript Evaluation Request Form”.
 - Form is available in the Express Counseling area and online (A&R and Counseling website)

2. Student submits the form to the Counseling department
 - online to mccounseling@vccd.edu or
 - in person – to express/counseling counter.
 - Whoever is taking in the form
 - should verify that all information is completed
 - make sure the official transcript(s) is on file and in OnBase
 - place the completed form in the “Transcript Eval Request Ready for Evaluation” folder, by Counselors files

Counselor Role

1. During assigned COD time or when Express is slow, go to the “Transcripts Need to be Evaluated” folder and take a file from the submitted Request form(s).
2. Begin your evaluation and note your decision on the “MC Non-VCCCD Transcript Evaluation Counselor Form” – refer to
 - ASSIST/C-ID
 - Colleague
 - IGETC Standards
 - CSU GE guidelines
 - MC GE Philology Statement and/or GE Student Learning Outlines (in catalog)
 - Online catalogs for CA public schools available at <http://ciac.csusb.edu/catalogurls.html>
 - “Pass-along” guidelines will be available in or after S’2018 on the mcfiles.

3. The counselor completes the evaluation and signs the form.
4. Once completed, save the evaluation form in the “Completed Evaluations Folder” on mcfiles. Save file as: lastname900# ie: Smith90012345

Counselor Assistant Role

1. The CA will take the information from the completed evaluation form and enter the course equivalency into the “Non-VCCCD Transcript Database” on shared ([\\mcfiles](#)) (M:).

2. Once the data has been entered, the CA will scan and upload the evaluated to student's file as a note. It will be saved on M Drive under "Data Entered Eval Folder" and the original will be emailed to MCRrecords for uploading to OnBase.

3. The CA will contact the student to let them know the evaluation has been completed and offer to schedule an appointment with a counselor to discuss how the coursework will and can be used to meet their educational goal(s).

Moorpark College

Non-VCCCD Transcript Evaluation Information

Moorpark College Counseling department provides students who have completed coursework at another institution (non-VCCCD) with an official evaluation of how the coursework will apply to:

- Associate degrees (AA/AS) and Certificate of Achievements offered by Moorpark College
- Associate in Arts or Associate in Science Degree for Transfer (ADT)
- CSU GE Certification for students transferring to a California State University (CSU) campus
- IGETC Certification for students transferring to a University of California (UC) campus or a California State University (CSU) campus

How to request a Transcript Evaluation:

1. All official (sealed and unopened) external transcripts to be evaluated must be on file in the Admissions and Records Office (A&R).
2. Complete a Non-VCCCD Transcript Evaluation Request form (page 2 attached) and submit it to the Counseling Department.
3. A counselor will complete the evaluation within *two to four weeks* and the student will be notified when the transcript evaluation is completed. *During the summer the evaluation may take longer (4-5 weeks). Students will be notified (via contact information provided) by the Counseling department when the evaluation is completed and a counseling appointment will be scheduled to discuss how the coursework will apply to the student's educational goal(s).
4. It is the student's responsibility to ensure that all official transcripts are on file with A&R to complete an official evaluation. An official transcript is a transcript that is sent directly to Moorpark College Admissions and Records office from the college/university or can be hand delivered, but must be in a sealed and unopened envelope. Work in progress coursework will not be evaluated.

Send official transcripts to:

Moorpark College
Attn: Admissions and Records
7075 Campus Rd
Moorpark, CA 93021

NOTES:

- Moorpark College does not post outside coursework on VCCCD transcripts. Units and GPA from outside coursework will not be posted on the VCCCD transcript until used.
- Any other evaluation not following this process is considered as a preliminary review and is used only for advisement purposes.

Moorpark College can only accept coursework from a regionally accredited institution.

Accreditation bodies accepted are:

- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
- Middle States Association of Colleges and Schools, Commission on Higher Education
- North Central Association of Colleges and Schools, The Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education

INTERNATIONAL/FOREIGN TRANSCRIPTS must be evaluated by an approved outside evaluation agency. Consult with a Moorpark College counselor or staff for the list of approved agencies. It is essential that students request a comprehensive evaluation including both lower and upper division coursework of the transcript.

Moorpark College Non-VCCCD Transcript Evaluation Student Request Form

To be Completed by Student

Name: Student ID #:
Phone #: Email Address:

Transcripts to be evaluated for (check all that apply) *

Certificate of Achievement Major:
 Associate Degree – Major:
 ADT – Major:
 CSU GE-Breadth Area(s):
 IGETC: UC CSU Area(s)
 Other:

Transcripts to be evaluated (name of regionally accredited college/university, AP, IB, CLEP, Military,...)

1.
2.
3.
4.

*** NOTES:**

1. This transcript evaluation will only be applied to meeting the requirements for MC degrees and programs and for use of General Education (GE) for CSU GE-Breadth and/or IGETC. Evaluation of how course applies towards major (or meeting pre-requisites) at a transfer institution will be at the discretion of that transfer institution.
2. An official transcript of each college must be submitted and on file with Admissions and Records (A&R) in order for the evaluation to be completed.
3. Submit this completed form to the Counseling Department.

Student Signature: Date:

To be Completed by Counseling Department

Date of evaluation request received: By:

Moorpark College

Non-VCCCD Transcript Evaluation Counselor Form

Student Name: Student ID#:

VCCCD Email: Phone:

Evaluation Request Received by: Date Received:

Other College(s):

Transcripts to be Evaluated for (check all that apply)

Certificate of Achievement - Major:

Associate Degree – Major:

ADT – Major:

CSU GE- Breadth Area(s):

IGETC: UC CSU Area(s):

Other:

College/University Name	Course ID and Title	Term Compl	Units Sem/Qtr	Grade	MC Comparable Course or GE Area(s)	Course to be Used as: GE, Major, Electives	Evaluation Method Used: ASSIST, C-ID, Course Description, Substitution Form, Evaluated Previously

Notes:

Evaluation Completed by: Date Evaluation Completed:

Counselor Name

Entered into Database by: Date:

MOORPARK COLLEGE

Pass-Along Practice and Guidelines of Course Evaluation for Moorpark General Education and Major Requirement

Pass-Along

Pass-Along is a process whereby Moorpark College (MC) uses coursework taken at another regionally accredited institution when certifying coursework for one of the California accepted general education patterns: IGETC (Intersegmental General Education Transfer Curriculum), IGETC for STEM (Science, Technology, Engineering, and Mathematics (STEM)), CSU GE (California State University General Education), CSU GE for STEM, and MC native GE patterns.

Things to Look For

1. Accreditation – Coursework must be from a regionally accredited institution or by one of the accrediting body:
 - Middle States Association of Colleges and Schools (MSA)
 - North Central Association of Colleges and Schools (NCA)
 - New England Association of Schools and Colleges (NEASC)
 - Northwest Association of Schools and Colleges
 - Southern Association of Schools and Colleges
 - Western Association of Schools and Colleges
- Note:** some international schools have US regional accreditation
2. Coursework must be **Associate Degree** applicable, no “basic skills”.
 3. Minimum **Grade:** A grade of “C” or higher or a “Credit/Passing” is required for each course use to meet major requirements and a “satisfactory” grade for courses meeting written, reading and math competency.
 4. Courses evaluated and deemed comparable to an approved CSU GE and/or IGETC course should routinely be used for MC GE.
 5. **Quarter vs. Semester** – most CCCs are on semester except Foothill, De Anza and Lake Tahoe Community College, which are on quarter system.

Pass-Along of Non-MC Coursework

Non-Moorpark College Courses

1. If the course **IS** a GE course at the home/originating institution, it should be used in the same GE area as the home institution.
2. If the course is **NOT** a GE course at the home institution but is deemed comparable to a MC GE approved course, it can be used in the same area as the MC approved course.
3. If the course is **NOT** a GE course at the home institution and is **NOT** comparable to a MC GE course but it meets the “spirit” or “intent” of general education as prescribed in the VCCCD Administration Policy 4025 and meets the Learning Outcomes for MC GE, it can be as GE. See following pages for more details.

Note: coursework should be applied where deemed most beneficial to the student.

Upper-Division Courses

Title 5, § 55063 does not prohibit CCCs from passing along upper division courses for meeting the requirements for the Associate degree, so long as the courses meet the standards of subject area as specified in Title 5, section 55002(a).

Note: If you are unsure if the course meets a major requirement, complete the “Petition for Course Substitution” form and forward to the discipline faculty for further review and approval.

Title 5 CCR § 55002 Standards and Criteria for Courses

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

Title 5 CCR § 55062 Types of Courses Appropriate to the Associate Degree.

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following categories to be offered as degree-applicable credit courses:

- a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- b) Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.
- c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.
- d) All mathematics courses above and including Elementary Algebra.
- e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

International Coursework

International coursework (non U.S. regional accredited institution) must be translated and evaluated as being equivalent to a regionally accredited institution by one of the following member agencies

- The National Association of Credentials Evaluation Services, or by
- One approved by the California Commission on Teacher Credentialing.

The evaluation must be a detailed or comprehensive evaluation that includes course-by-course descriptions, unit values and/or grade point average, and identification of lower and upper division courses. Completed coursework will be considered for lower division unit credit and applies to MC programs only.

Note: Evaluations from other professional credentials evaluation services will be reviewed for acceptability on a case-by-case basis.

Military Service

MC will recognize and grant credit for formal service school and/or college level courses offered by the United States military service, Defense Activity for Nontraditional Education Support (DANTES), or the United States Armed Forces Institute (USAFI) based on the recommendations in the **Guide to the Evaluation of Educational Experiences in the Armed Services** of the American Council on Education, provided such credit is not a duplication of work taken previously.

In addition, any work completed at a regionally accredited college or university by service personnel while in military service and for which the college or university issues a regular transcript showing the credits allowable toward its own degrees could count toward the associate degree in the same manner as if the student had pursued the courses as a civilian.

Credit by External Examinations

Refer to MC current catalog for specific course credit granted for **Advanced Placement (AP)**, **International Baccalaureate (IB)** and **College-Level Examination Program (CLEP)**.

VCCCD Philosophy, Criteria and MC General Education Student Learning Outcomes

Below are MC's general education philosophy, criteria and learning objectives for each of the general education area:

A. Natural Sciences

Courses in this area are those which examine the physical universe, its life forms, and its natural phenomena.

This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, or other scientific disciplines.

To satisfy the general education requirement for this area, a course shall

- Be designed to help the student develop an appreciation and understanding of the scientific methods, and
- Encourage an understanding of the relationships between science and other human activities.

Upon successful completion of the area, students will:

- Demonstrate an understanding of the way that the sciences describe the universe and the nature of scientific inquiry (scientific paradigms and methods).
- Formulate an appropriate hypothesis to explain provided and/or acquired observations.
- Distinguish between relevant and irrelevant evidence to evaluate a scientific question.
- Demonstrate an understanding of how theories and scientific findings affect future research, as well as society.

B. Social and Behavioral Sciences

Courses in this area are those which focus on people as members of society.

This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, or related disciplines.

To satisfy the general education requirement for this area, a course shall be

- Designed to develop an awareness of the method of inquiry used by the social and behavioral sciences.
- Designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies and social subgroups operate.

Upon successful completion of this area, students will demonstrate an understanding of:

- Perspectives, theories, methods, and core concepts within the social sciences or behavioral sciences.

C. Arts and Humanities

Courses in this area are those which study the cultural activities and artistic expressions of human beings.

This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

To satisfy the general education requirement for this area, a course shall

- Be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation, and
- Help the student develop aesthetic understanding and an ability to make value judgments.

Upon successful completion of this area, students will:

- Demonstrate an understanding of major concepts, themes, and imagery found in the arts and humanities and recognize the aesthetic qualities and processes that characterize works of the human intellect and imagination throughout time and/or across cultures.
- Develop their intellect, imagination, sensibility, and sensitivity through the study of the arts and humanities.
- Critically analyze or produce cultural or artistic works with informed appreciation.

D. Language and Rationality

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

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

Upon successful completion of the English composition for this area, students will:

- Produce writing that is focused on a thesis or central idea, and fully developed and supported, and that conforms to the conventions of standard written English.

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

Upon successful completion of this area, students will:

- Effectively research, develop, and orally present informative and persuasive messages that adapt to the unique demands of their audience and situation.

OR

- Evaluate texts drawing inferences from evidence, distinguishing fact from opinion, assessing reasoning, and effectively communicate their conclusions orally or in writing.
- Apply formal systems of reasoning in solving problems or analyzing arguments.
- Express results or conclusions using a formal language.

E. Health and Physical Education/Kinesiology

Courses in health and physical education should

- Help students develop the understanding and the skills necessary to maintain a healthful life.

Upon successful completion of this area, students, through appropriate physical activity and/or expression, will:

- Demonstrate an understanding of the basic principles and techniques for the restoration, maintenance and development of health, well-being, and longevity.

F. Ethnic/Gender Studies

Courses in ethnic and gender studies should

- Help students develop an awareness of the diverse historical roots and an appreciation of the cultural contributions of minorities and women,
- Lead to an understanding of the causes and consequences of socioeconomic inequality based on race, sex or ethnicity; and explore ways of eliminating such inequities.

Upon successful completion of this area, students will:

- Analyze major social issues as they vary by race, ethnicity, class, sexual orientation, religion, or gender.
- Analyze how the contributions and perspectives within cultures vary by: including but not limited to race, ethnicity, class, sexual orientation, religion, or gender.

References:

- Program and Course Approval Handbook (PCAH) 6th, ed.
- VCCCD Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education. Last Reviewed May 9, 2017.
- VCCCD Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates. Last Reviewed March 10, 2018.
- Moorpark College General Education Philosophy Statement and Student Learning Outcomes.
- 2017-2018 Catalog

MOORPARK COLLEGE

Pass-Along Practice and Guidelines of Course Evaluation for CSU General Education-Breadth

Pass-Along

Pass-Along is a process whereby Moorpark College (MC) uses coursework taken at another regionally accredited institution when certifying coursework for one of the California accepted general education (GE) patterns: IGETC (Intersegmental General Education Transfer Curriculum), IGETC for STEM (Science, Technology, Engineering, and Mathematics), CSU GE (California State University General Education), CSU GE for STEM, and MC native GE patterns.

Things to Look For

1. Accreditation – Coursework must be from a regionally accredited college or university and designated as appropriate for baccalaureate credit by that institution.

Notes:

- Some international schools have U.S. regional accreditation.
 - This information can be found on the transcript or www.collegesource.org or <http://www.ope.ed.gov/accreditation>.
 - Coursework from non-regionally accredited institution or courses completed at accredited institutions but not designated as appropriate for baccalaureate credit shall be evaluated and their acceptability and applicability shall be determined by appropriate CSU campus authorities.
 - International coursework without US regional accreditation cannot be used on CSUGE.
2. Coursework must be **baccalaureate level**. Check institution's course numbering system as it varies from campus to campus. Refer to transcript keys on back of transcripts.
 - **CSU:** usually 001 – 099 are pre-baccalaureate, 100-299 are lower-division and 300 + are upper division. **Exceptions:** CSU Fresno, Sacramento and San Jose-1-99 are lower-division and 100+ are upper-division.
 - **UC:** 001 – 099 are lower-division and 100 + are upper-division.
 3. Minimum **Unit:** a single course may carry any number of units but typically, CSU GE courses (other than physical activity courses) are at least 3 semester or 4 quarter units. **Exception:** Area C (Arts/Humanities) where two-unit courses have been approved or grandfathered in.
 4. Minimum **Grade:** A grade of “C-“or higher is required for the golden four (Areas A1-A3, B4). In addition, a total of at least 30 semester/45 quarter units of GE must also be completed with a grade of “C” or better for admission purposes. **Note:** Most schools require major preparation courses to be completed with a letter grade.
 5. **Lower- and/or upper-division** GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.
 6. **Quarter vs. Semester** – currently there are 21 CSUs that are on semester and two on quarter system (SB and SLO). However, plans are underway for all CSUs to convert to semester system by 2020.

Pass-Along of Non-MC Coursework

I. California Community College Courses

Coursework completed at a California Community College (CCC) should be placed on the CSU GE pattern in the same certification area for which the courses were approved at the college where the courses were taken. Refer to www.assist.org for course placement.

II. California State University (CSU)

All CSU campuses have their list of approved GE courses available either in their catalog and/or www.ccctransfer.org website. These courses must be honored and used in the same areas for which they were approved at the college where the courses were taken.

Notes:

- CSU campuses may not always use the same GE categories or coding designations comparable to our CSU GE pattern (Areas A-E). In this case, it is necessary to match up the objectives rather than the name or category of the areas.
- CSU courses which meet campus-specific GE requirements outside of traditional A-E categories **should not be used** for certification purposes. **For Example** - Cal Poly San Luis Obispo has a “Technology” campus specific GE requirement. There is no corresponding GE area on our CSU GE certification pattern; therefore a course from this area should not be passed along.
- If the student is transferring back to the same CSU campus attended previously, the campus *may* consider the student a “returning student” and could require the student to follow the campus-specific GE pattern instead of our CSU GE pattern.

III. Private University with Approved CSU GE Courses

Several selected private universities have their courses reviewed and approved by the CSU Chancellor’s Office for use on CSU GE pattern. These courses must be honored and used as where the courses were taken. These institutions include: Don Bosco Technical Institute, Fashion Institute of Design & Merchandising (FIDM), Heald Colleges, Humphreys College, Marymount California University (also on ASSIST), San Joaquin Valley College, and University of Maryland-College Park. The list is also available at <http://www.calstate.edu/transfer/requirements/csustudents.shtml>.

IV. Non-California Community College without CSU GE Certification List

Coursework from a regionally accredited institution without a CSU GE certification list (UC, CA and Non-CA Private/Independent) may be used on the CSU GE pattern if they meet the following criteria:

- a) The course is evaluated by a MC counselor and/or discipline faculty to be substantially comparable to a course that is on the CSU GE certification list for any community college (including MC), it may be used in the appropriate GE area; or
- b) “Spirit” of GE Area - if the course is not comparable to a MC approved CSU GE course but meets the objectives or learning outcomes of the GE subject-area as specified in CSU Executive Order 1100, the course may be used. **For example:** History of Japan at USC. Even though MC does not offer such course, the course meets the “spirit of GE” and is similar to our History of Latin America, which is approved as social science and therefore could be used in the same area as our History of Latin America.

Note: the course is not required to be lower division.

Upper-Division Courses

In general, non-CCC courses applied to CSU GE should be classified as lower-division. However, there are occasions when a course that is listed as upper-division may be applied to the CSU GE if there's sufficient breadth to meet the intent of subject area. They include the following:

- When a UC or CSU campus has classified a course or series as upper-division but has requested that the systems (CSU and/or UC) allow the lower-division transfer credit because an equivalent course is taught at a community college or because the preparation of the subject is desired prior to transfer from the 2-year institution to the 4-year institution. **Current examples** include economics, organic chemistry and abnormal psychology.
- When a non-CCC course is determined by MC faculty to be comparable to one taught and approved for CSU GE at a CCC, it may be applied regardless of its upper-division status.
- When a CSU uses an upper-division course in its "lower-division" native General Education Breadth Pattern.

Note: CSU students are required to complete 39 semester units of lower-division GE requirements to graduate. If students apply upper-division units to the lower-division requirements for CSU GE certification, they may need to complete additional lower-division units to reach the required 39 lower-division units needed to graduate. Students should be advised of the potential ramifications of using this option.

International Coursework

International coursework cannot be used in certification of CSU GE. Students with a substantial amount of international coursework are encouraged to follow the CSU campus specific general education pattern.

Online/Distance Education/Television Courses

May be used on CSU GE however, the same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses.

Military Service

CSU Executive Order 1036 encourages campuses to use evidence of military training to satisfy Area E. Typically, the evidence is the completion of basic training as listed on the veteran's discharge papers, Form DD-214. All CSU campuses have elected to honor CSU GE Breadth transfer certifications that clear Area E Lifelong Learning and Self-Development with a DD-214.

Credit by External Examinations

Certain **Advanced Placement (AP) International Baccalaureate (IB) and College-Level Examination Program (CLEP)** with an acceptable score can be used for CSU GE certification as specified in the latest CSU Coded Memorandum on "System wide Credit for External Examinations" (latest version, ASA-2018-06). Refer to the CSU Coded memo or MC current catalog for specific course credit granted.

Standards and Criteria for Subject Area for CSU GE

Area A1 – A3: English Language, Communication and Critical Thinking

- Must be taught in English.
- Emphasize development of students' communication and reasoning skills.

Area A1 - Oral Communication

Must include active participation and practice in written communication and oral communication.

- Must include faculty-supervised, faculty-evaluated practice in oral communication presented in front of other listeners.
- Must cover rhetorical principles (e.g., study of effective communication in formal speeches or social interaction)
- Students must speak their own words, not recite words written by others.
- Interpersonal communication and debate courses – in general do not meet this requirement unless the course is significantly faculty-supervised, faculty-evaluated practice in speaking with others; along with component of traditional rhetoric; and have been approved to meet this requirement by the CSU system.

Area A2 - English Composition

- Prerequisite: use placement exam or pre-collegiate course for entrance into the course
- Should be comparable to a “freshman composition” found at most universities
- Should explore and focus on the form, content, context and effectiveness of written communication without the application of writing to a specific profession.
- No minimum number of words required; however, *some number of words should be specified in the course outline.*

Courses NOT Appropriate for Area A2

- Newswriting and reporting courses

Area A3 - Critical Thinking

- A course emphasizing critical thinking and not in writing.
- Does to require a prerequisite course in English composition or instruction in writing.
- No minimum word count
- Could include Philosophy courses
- Provides an understanding of logic and its relation to language
- Provides an understanding of the formal and informal fallacies of language and thought
- Develops the abilities to analyze, criticize, and advocate ideas.
- Ability to reach well-supported factual or judgmental conclusions.
- Ability to reason inductively and deductively

Notes: Critical Thinking and Composition Background

From fall 1991 through the summer of 1993 there was a phase-in period for courses meeting the critical thinking and composition requirement. CCC students could satisfy this requirement by completing a second-semester English composition course and a critical thinking course, with no regard to the actual date of transfer. Students, who completed one of the two courses for this requirement prior to fall 1993, may still satisfy the requirement by completing the remaining course. After the summer 1993 term, completion of a separate single course is required to fulfill the Critical Thinking/English Composition requirement.

Area B1-B3: Scientific Inquiry and Quantitative Reasoning

- Student 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 actions and the value systems and ethics associated with human inquiry.
- Course should emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific disciplines
- Cover basic scientific principles and not just include memorization of facts or skills practice.
- Enhance students' appreciation of how scientists do science, not just what scientists have concluded.
- Lower-division major preparation courses are OK unless they are too narrow; goal is for student to achieve the "science literacy" expected of educated person in any profession.

Courses NOT Appropriate for B1 – B3

- Courses that are too narrow, application focus, or applied in nature. These could include but not limited to Human Nutrition, Horticulture, Forestry, Health and Human Environment.
- Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live.
- Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject.

Area B4 Mathematics/Quantitative Reasoning

- Shall develop skills and understanding beyond intermediate algebra level.
- Be able to explain and apply basic mathematical concepts.
- Solve problems through mathematical or quantitative reasoning.
- Practice computational skills
- Prerequisite of Intermediate Algebra is not required. However, a prerequisite should reflect the skills and knowledge required for successful completion of the course.
- May include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses.

Math for elementary school teachers is acceptable but must include , but not limited to:

- Numeration systems: history, Hindu-Arabic numeration system, and place value systems;
- Integers: structure and basic properties, computational algorithms;
- Basic number theory: divisibility, prime and composite numbers, prime factorization, fundamental theorem of arithmetic, least common multiple and greatest common divisor;
- Rational numbers: structure and properties, ratio and proportion;
- Real numbers: structure and basic properties, arithmetic operations, rational and irrational numbers, decimal representation, number line representation;
- Patterns, problem solving, communication, connections, modeling, reasoning, and representation; and
- National and state curriculum standards for elementary school math including Common Core State Standards.

Area C1-C2: Arts and Humanities

- Student will cultivate intellect, imagination, sensibility and sensitivity.
- Students will respond subjectively as well as objectively to aesthetic experiences and develop an understanding of the integrity of both emotional and intellectual responses.
- Help students develop a better understanding of the interrelationship between the self and the

creative arts and of the humanities in a variety of cultures.

- Activity courses may include participation in individual aesthetic and creative experiences; however, Area C excludes courses that are exclusively skills development.
- Languages other than English courses must not focus solely on skills acquisition but must also contain a substantial cultural component

Courses NOT Appropriate for C1 or C2

- Studio and performance classes that focus mainly on technique or skills development
- Audition-based courses
- Art for Teachers – these tend to be more pre-professional training for educators.

Area D: Social Sciences

- 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 setting and in a variety of cultural contexts.
- Students will explore the principles, methodologies, value systems and ethic employed in social scientific inquiry
- Students learn how to practice social science, and not just understand what social scientist have concluded
- Help lead to a broad understanding of social science, and not just the discipline within it.
- More than pre-professional skills.

Courses NOT Appropriate for Area D

- Skills development
- Professional preparation

Area E: Lifelong Learning and Self-Development

- With the exception of physical activity courses. Course is designed to equip students for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.
 - a) **Sociological** – the relationships between an individual and broader society.
 - b) **Physiological:** the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.
 - c) **Psychological:** the study of the mental processes that create consciousness, behavior, emotions, and intelligence.
- Content may include such topics as: student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning.
- Courses in this area shall focus on the development of skills, abilities and dispositions.

Courses NOT Appropriate for Area E

- Courses that focus on a single learning skill (e.g. library use, computer literacy, or first aid).
- Course must include cover *more than a few years of a human lifespan*.
- Special-topic or directed study courses.
- Job training or specific job skills
- Personal finance

CSU “American Institutions” (CSU only)

The CSU’s graduation requirements in American Institutions are established in Executive Order 1061, separately from the areas of CSU GE Breadth. EO 1061 implements Title 5 Section 40404 of California’s Code of Regulations, which calls for study in three areas:

1. The historical development of American institutions and ideals (Area US-1),
2. The Constitution of the United States and the operation of representative democratic government under that Constitution (Area US-2), and
3. The process of California state and local government (Area US-3).

While EO 1036 does not set a unit or course minimum for these areas, it’s unusual for a single course to adequately address all three. Instead, participating CCC submit a sequence of courses – typically including courses from their history and/or political science departments – that together meet the graduation requirement in American Institutions.

Area US-1: American History

Students are expected to learn significant events from U.S. history, as follows:

- covering a minimum time span of approximately one hundred years
- events that occurred in the United States of America
- includes the relationships of regions within that area and with external regions and powers
- the role of major ethnic and social groups
- the “continuity of the American experience” (i.e., not a string of isolated events) and its derivation from others cultures, including study of politics, economics, social movements, and/or geography (at least three of the four)

Area US-2: The U.S. Constitution

Course outlines should reflect content that teaches:

- the political philosophies of the framers of the Constitution
- the operation of United States political process and institutions under the U.S. Constitution
- the rights and obligations of individual citizens in the political system established under the Constitution.

Area US-3: California State and Local Government

Course will address:

- the Constitution of the State of California
- the nature and processes of California state and local government
- the relationships between the U.S government and California’s state and local governments

Notes:

1. Non-California POLS course similar to our POLS M01 or M03 can be used for Area D of CSU and meet the US-2 for US Government requirement but NOT for US-3 CA Government.
2. AP on American Government does not clear US-3. However, may be used for Area 4/D of IGETC/CSUGE and US-2.
3. CSUs and CCCs that offer a 1 unit CA government course to meet US-3 include but not limited to:
 - **CSU** - CSUCI POLS 140, Cal Poly SLO POLS 111, Fresno PLSI 102, Long Beach POSC 199.
 - **CCC** - Allan Hancock POLS 106, College of Sequoias PS 110, Fullerton POSC 105, LBCC POLSC 48M1, Palomar POSC 120, Sierra College POLS 18. **Note:** some are available on line (e.g., College of Sequoias)

CERTIFICATION PROCESS

- CSU GE-B policy imposes no limit on the number of courses or units that can be passed along.
 - MC will certify a student's CSU GE without regard to his/her current enrollment status or number of units accrued at MC.
- When combining quarter and semester unit values **within a CSU GE area**, units shall be converted to either all quarter units or all semester units to best serve the student.
 - Three-quarter unit courses: For admission purposes, the student must fulfill Area B4 by completing at least three semester units or four quarter units in mathematics/quantitative reasoning. Three-quarter-unit courses can contribute to fulfillment of Area A. A total of 12 quarter units is required; these units do not have to be evenly distributed across the three subareas, but the instruction in each subarea must be substantial enough to meet the pertinent objectives in E.O. 1100.
- Students who have completed coursework at more than one CCC should have their coursework certified by the last CCC they attended for a regular term prior to transfer.
 - If a student requests certification from a CCC that is not the last school of attendance, it is at the discretion of that community college to certify.
- Although not part of CSU GE, CCCs may certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. Courses used to meet this requirement may also be used to satisfy CSU GE Subject area requirements. Most if not all CSU campuses allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Area C2/4 and to meet the AI graduation requirement.
- Partial (subject-area) certification is permissible, with no minimum number of areas required.
 - Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.
 - Recommendation for best practice – college should include and identify course(s) completed in the missing GE area (non-certifying subject area).

References:

- IGETC Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum, Version 1.8, 2017 and Version 1.9, 2018
- The California State University Guiding Notes for General Education Course Reviewers. Last updated and published Oct. 2017
- California Articulation Policies and Procedures Handbook, Spring 2013
- CSU Executive Order 1100
- CSU Executive Order 167 Transfer of Credit, Jan 26, 1973

MOORPARK COLLEGE

Pass-Along Practice and Guidelines of Course Evaluation for UC Transfer and IGETC

Pass-Along

Pass-Along is a process whereby Moorpark College (MC) uses coursework taken at another regionally accredited institution when certifying coursework for one of the California accepted general education (GE) patterns: IGETC (Intersegmental General Education Transfer Curriculum), IGETC for STEM (Science, Technology, Engineering, and Mathematics), CSU GE (California State University General Education), CSU GE for STEM, and MC native GE patterns.

Things to Look For

1. Accreditation – Coursework must be from a regionally accredited college or an institution/university recognized by the Ministry of Education in another country that offer university-level academic degree program.

Notes:

- Some international schools have U.S. regional accreditation.
 - This information can be found on the transcript or www.collegesource.org or <http://www.ope.ed.gov/accreditation>.
 - International coursework without U.S. regional accreditation cannot be used on IGETC.
2. Coursework must be **baccalaureate level**. Check institution's course numbering system as it varies from campus to campus. Refer to transcript keys on back of transcripts.
 - **CSU:** usually 1 – 99 are pre-baccalaureate, 100-299 are lower-division and 300 + are upper division. **Exceptions:** CSU Fresno, Sacramento and San Jose – 1-99 are lower-division and 100+ are upper-division.
 - **UC:** 001 – 099 are lower-division and 100 + are upper-division.
 3. Minimum **Unit:** course must be a min of 3 semester or 4 quarter units.
 - **Exception:** English and math series, see additional notes under Standards and Criteria for Subject-Area.
 4. Minimum **Grade:** A grade of “C” or better or “Credit/Pass” if it's equivalent to “C” or better. **Note:** Most schools require major preparation courses to be completed with a letter grade.
 5. **Quarter vs. Semester**
 - Most UCs are on quarter systems. **Exceptions:** UC Berkeley and Merced.
 - Most CSU are on semester now or will be by 2020. Except Cal Poly SLO.

Courses that are transferable to UC must:

- * Be listed in the institution's catalog as offered for the year in which the course was completed.
- * Be offered at the same level of instruction as UC courses.

Courses that are NOT Transferable to UC

- How to/practical application vocational courses
- Remedial work in English, including basic structures, paragraphs, short essays, general review of grammar, spelling, punctuation, etc.
- Courses that primarily focus on career development
- Resume writing, interviewing skills or courses that cover applied skills
- Very applied writing courses, such as Business Report Writing, Technical Writing
- Recruit/Basic Training, Firefighting, Automotive Repair, Crane Maintenance, Cryptologic Technician, Military Police
- Personal Development: managing finances, master chief training, increasing your emotional intelligence, communication etiquette, driving for life, etc.
- Exam Credit: CLEP and DANTES (DSST)
- English as a Second Language (ESL) - Courses that focus exclusively on listening, reading, or speaking (conversational) skills
 - Unless courses are listed on assist.org. Counselors cannot determine transferability of ESL courses.
 - *Max of 8 semester units of transfer credit for English as a Second Language (ESL) courses that emphasize writing.*

Courses Not Appropriate For IGETC

- Courses NOT transferable to the CSU and UC
- Courses with fewer than 3 semester or 4 quarter units
- Course outlines written in a language other than English
- Pre-baccalaureate courses (including remedial English composition)
- Trigonometry, unless combined with college algebra or pre-calculus
- Military coursework
- International coursework that do NOT have regional accreditation.
 - **Exception:** Language Other Than English (LOTE). Refer to the **Standards for Subject Area** section for more information
- Courses that lack the breadth in general education, are not presented from a theoretical point of view, and does not focus on the core concepts of the discipline.

These include but not limited to:

 - **Personal, Practical, Skill/Performance, or Applied Aspects** - such as Everyday Legal Problems, Beginning Drawing, News Writing, Creative Writing, Logic, Computer Science (unless has transferable math as pre-req and approved for Area 2A), Physical Education, College Success, Library Science or Child Development: Child Develop courses that focus on the personal, practical, or applied aspects are not IGETC appropriate.
 - **Introductory courses to Professional Programs** - such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets and other introductory professional.
 - **Independent Study, Directed Study, Special Topics or Variable Courses** - Because the content of these courses varies from term to term, their applicability cannot be determined and therefore cannot be used on IGETC.

Pass-Along for Non-MC Coursework

I. California Community College Courses

Coursework completed at a California Community College (CCC) should be placed on the IGETC in the same certification area for which the courses were approved at the college when and where the courses were taken. Refer to www.assist.org for course placement.

Notes:

- Courses with an approval date of fall 1991 may be applied if completed prior to fall 1991. Courses approved after fall 1991 may only be applied if completed on or after the approval date.

Example:

- ❖ Student 1 took Psychology 101 in 1975 (IGETC approval date was Fall 1991 on ASSIST). The course may be applied to IGETC.
- ❖ Student 2 took Chemistry 10 in 1975 (IGETC approval date was Fall 1992). The course may not be applied to IGETC. Only if Chemistry 10 is taken fall 1992 or later can it be applied to IGETC.
- Although CCC courses may be listed in more than one area, it can only be used to meet one subject area. **Exception:** Language Other Than English (LOTE).

II. Non-California Community College Lower-Division Courses

Non-CCC lower-division courses that are completed at a United States regionally accredited institution (including CSU, UC, CA and Non-CA Private/Independent) may be used on IGETC if they meet the criteria below:

- a) The course must be **deemed by a MC counselor and/or discipline faculty to be comparable to a MC approved IGETC course**; or
- b) If the course is not comparable to a MC approved IGETC course, but it is **comparable to an IGETC course at another CCC** (which can be found on their IGETC pattern via ASSIST or www.ccctransfer.org). The review of the course outlines are examined and compared to be equivalent in content, prerequisites, units, and conform to the criteria for the subject area as set in the latest version of the IGETC Standards. Refer to ***Standards for Subject area*** section in the following pages for more information.
- c) If the course is not comparable to a course at either MC or another CCC, but **meets the criteria for the specific area set forth in the IGETC Standards** then it can be used. Again, the review of the course outlines should be compared and scrutinized to be equivalent in content, prerequisites, units, and conform to the standards as set by the IGETC Standards for the subject area. Refer to ***Standards for Subject area*** section in the following pages for more information.

Note: If the non-CCC course was completed prior to the CCC course's IGETC effective date and meets the standards and criteria, the non-CCC course may be applied to IGETC.

Upper-Division Courses

In general, non-CCC courses applied to IGETC should be classified as lower-division. However, there are occasions when a course that is listed as upper-division may be applied to the IGETC if there's sufficient breadth to meet the intent of IGETC. They include the following:

- When a UC or CSU campus has classified a course or series as upper-division but has requested that the systems (CSU and/or UC) allow the lower-division transfer credit because an equivalent course is taught at a community college or because the preparation

of the subject is desired prior to transfer from the 2-year institution to the 4-year institution. **Current examples** include economics, organic chemistry and abnormal psychology.

- When a non-CCC course is determined comparable to one taught and approved for IGETC at a CCC, it may be applied to IGETC regardless of its upper-division status.

International Coursework

International coursework may be applied to IGETC if the international institution has United States regional accreditation. All other international coursework **CANNOT** be applied to IGETC.

Exception: Area 6: Language Other Than English (LOTE). International coursework completed at a non-United States institution may be applied. (See Section 10.6.1 for details on Language Other than English)

Students with a substantial amount of international coursework at a non-United States regionally accredited institution should be encouraged to follow the CSU or UC campus specific general education pattern.

Online/Distance Education/Television Courses

May be used on IGETC however, the same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses.

Credit by External Examinations

Certain **Advanced Placement (AP) International Baccalaureate (IB)** with an acceptable score can be used for IGETC certification as specified in the latest version of IGETC Standards, Policies and Procedures for IGETC. Refer to MC current catalog for specific course credit granted. **Note:** External exams may be used regardless of when the exam was taken.

Military Coursework:

UC **may** award elective transfer credit for some military courses if the content was equivalent to a course taught at the University. Contact the intended UC for more information.

Examples of types of courses for which UC may grant elective transfer credit:

- Courses must be completed at a UC-recognized college/university:
 - Collegiate institutions such as: Defense Language Institute, Community College of the Air Force, University of Maryland, etc.
- Courses offered by U.S. military branches
 - Physical Education
 - Some courses related to occupational training if equivalent to courses offered at UC (e.g. leadership)

Note: courses are only reviewed for transferability **AFTER** admission so it's best that students plan to earn at least the minimum 60 semester UC-transferable units without including military credit.

Standards and Criteria for Subject Area for IGETC

- Each course must be at least 3 semester or 4 quarter units. It's not sufficient for three 1-unit courses to meet a 3-unit course.

Exceptions:

- ✓ Science labs intended to accompany lecture courses.
- ✓ 3-quarter English and Math courses that are part of a 3-quarter unit sequence and at least two of the 3-quarter unit sequence courses have been completed with "C" grade or better.

Example - English 101, 102, 103 or Calculus A and Calculus B (3-quarter units each) may apply any combination of that have been completed with a "C" grade or better, for a total of six quarter units to clear Area 1A or 2A. The combination courses must meet the rigor of the IGETC Standards.

- Course content should reflect a balance between breadth and depth appropriate for lower-division work.
- Courses may be approved in more than one GE area. However, it can only be counted or used in one area.
- Course must include at least one textbook (within seven years)
- Traditional introductory general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States regionally accredited institutions should be routinely included in IGETC, without hesitation. These include but not limit Psychology, Sociology, Economics, Political Science, Biology, or Chemistry.

Area 1A-1C: Communication in the English Language & Critical Thinking

Area 1A - English Composition

- Must be taught in English.
- Prerequisite – must carry an appropriate prerequisite course, or an SAT score or placement score, distinguishing it from a basic skills class.
- First semester of English composition course which should be comparable to a "freshman composition" found at most universities or
- Comparable to an Entry Level Writing Requirement (ELWR) course that meets the graduation writing requirements at the home institution.
- Successful completion is a prerequisite to the second semester of English composition and critical thinking course
- Scope and Content
 - ✓ Must include substantial instruction and practice in expository essay writing at the college-level with a minimum of 6,000 words of final drafts (24 pages). ENGL M01A/H requires 8,000 words
 - ✓ Requires substantial amount of reading of significant literature.
 - ✓ Course outline should specify writing assignments required in class and outside of class.
 - ✓ Look for evidence of assigned and graded student writing, both in class and as assigned homework.

Courses NOT Appropriate for Area 1A

- English as a Second Language courses (ESL).
- English composition courses which are intended for non-native or international students.

Example: English 101, English Composition for Non-Native Speakers.

- Writing courses designed to meet the needs of a particular major, (e.g., Writing for Accountants, Journalism, and Business Writing/Communication).
- Courses designed exclusively for the satisfaction of remedial composition.
- Courses which focus on the development of creative writing skills and techniques.

IGETC Area 1B - Critical Thinking/Composition

- The second semester of English composition **WITH** critical thinking
- Must have prereq of English/Freshman Composition course (i.e., course that satisfies English 1A Freshman/English Composition)
- Scope and Content
 - ❖ Must include both composition **AND** critical thinking, with more focus on critical thinking.
 - ❖ Emphasize instruction in the composition of substantial essays and require students to write a sequence of such essays.
 - ❖ Requires *substantial essays* to include a minimum of 6000 words (24 pages - font size 12, double spaced).
 - ❖ Texts should reflect an awareness of cultural diversity.

Critical Thinking Aspect

- ❖ Course is designed to achieve an understanding of the relationship of language to logic; which should lead to the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to identify the assumptions upon which particular conclusions depend.
- ❖ Be able to distinguish fact from judgment, and belief from knowledge; be able to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

Notes: Critical Thinking and Composition Background

From fall 1991 through the summer of 1993 there was a phase-in period for courses meeting the critical thinking and composition requirement. CCC students could satisfy this requirement by completing a second-semester English composition course **and** a critical thinking course, regardless of the actual date of transfer. Students, who completed one of the two courses for this requirement prior to fall 1993, may still satisfy the requirement by completing the remaining course. After the summer 1993 term, completion of a single course is required to fulfill the Critical Thinking/English Composition requirement.

Non-CCC Courses – coursework taken from a non-CCC, with US regionally accreditation, must be deemed comparable (by MC counselor or discipline faculty) to courses approved for IGETC at one of the 114 CCCs. However, it is rare that a non-CCC will have a combined course in English Composition and Critical Thinking. It's advisable that a copy of the course outline and/or syllabus be used for the review and kept on file. The outline/syllabus must indicate the required number of pages (24 pages or 6000-word) of expository essay writing along with critical thinking.

AREA 1C - Oral Communication (CSU Requirement Only).

Must include active participation and practice in written communication and oral communication.

- Must include faculty-supervised, faculty-evaluated practice in oral communication presented in front of other listeners.

- Must cover rhetorical principles (e.g., study of effective communication in formal speeches or social interaction)
- Students must speak their own words, not recite words written by others.
- Interpersonal communication and debate courses – in general do not meet this requirement unless the course is significantly faculty-supervised, faculty-evaluated practice in speaking with others; along with component of traditional rhetoric; and have been approved to meet this requirement by the CSU system.

Area 2A: Mathematical Concepts and Quantitative Reasoning

- Must have stated prerequisite of equivalent to intermediate algebra or higher
- Course must focus on quantitative analysis and the ability to use and criticize quantitative arguments.
- Course outside the discipline of math using the application of statistics may be used as long as the course has intermediate algebra as prerequisite.
NOTE: until fall 2019, approved statistics pathways courses are acceptable.
- Statistics course must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Courses NOT appropriate for this area

- Remedial courses in topics from arithmetic, beginning and intermediate algebra, plane geometry, and trigonometry
- Symbolic Logic
- Survey or history of mathematics, such as Math in Society
- Mathematics for Elementary Teachers

Area 3A-3B: Arts, Literature, Philosophy, and Foreign Languages

- Course should emphasize the integration of history, theory, aesthetics, criticism, and encourages students to analyze and appreciate the works of philosophical, historical, literary, aesthetic and cultural importance.
- Should help recognize the contributions to knowledge, civilization, and society that have been made by men and women, and members of various ethnic or cultural groups.
- Often should not have pre-requisite or advisories suggesting the student should have prior experience in the same art.

IGETC Area 3A - Arts

- Course should emphasize the integration of history, theory, aesthetics, and criticism.
- Could include: visual arts, architecture, design, music dance, film and theater courses.
- Skill development course is permissible but only when it integrates the history, theory, criticism and help students make connections between the arts and cultural and social issues, and serves as an introduction to the arts as an aesthetic and creative endeavor.
- Film studies and photography courses that focus on the subject as a medium of artistic expression.

Courses NOT appropriate for Area 3A

- Studio, performance or technical based courses (*e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation*).
- Audition-based courses.
- Courses that have more lab than lecture component.
- Music Theory - in general, they are skills-development (notation and ear training). However a few

CCCs have their course approved.

- Art of Teachers - emphasize pre-professional training for educators rather than great works of the human imagination.

IGETC Area 3B - Humanities

- With the exception of foreign language courses, course often should not have pre-req or advisories suggesting the student should have prior experience in the same art.
- Course must encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance.
- Foreign Language courses should be equivalent to at least the third year of High School and must include literature and cultural aspects.
- Theater and film courses must have an emphasis on historical, literary, or cultural aspects.
- Logic courses must include the role of logic in humanities discipline.
- Geography, history and art courses must have a strong cultural content and an exploration of subjective human experience.

Courses NOT appropriate for Area 3B

- English Composition
- Logic - designed primarily to develop students' reasoning skills, not their appreciation of "great works of the human imagination"
- Speech
- Creative Writing
- Oral Interpretation
- Readers Theatre
- Mass communication/mass media
- All first semester or elementary-level language other than English courses (e.g., ITAL M01, JAPN M01, SPAN M01)
- Courses for native (heritage) speakers must emphasize culture and cultural readings in the language rather than a focus on grammar and written language skills exclusively.
- Course that focus on skills and techniques.

Area 4: Social and Behavior Sciences

- Content should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.
- Designed to help students gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies.
- Ensure opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences.

Courses NOT appropriate for Area 4

- Courses with a practical, personal, or applied focus.
- Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences

IGETC Area 5A-5C: Physical and Biological Sciences

IGETC Area 5A-5B

- Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts.
- Must focus on the basic concepts of physical or biological sciences.
- Emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific disciplines.

Courses NOT Appropriate for Area 5A-5B

- Courses that are too narrow or applied focus include: Human Nutrition, Horticulture, Forestry, Health and Human Environment.
- Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live.
- Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject.

IGETC Area 5C

- Course must be associated with a lecture component (in 5A or 5B), either built into the laboratory section itself or connected as a co-requisite or prerequisite to a course.

Unit Requirement for Laboratory Science Courses

- Three semester or four quarter unit laboratory science courses may be used as long as the minimum unit value is met for this area (*Areas 5A, 5B, and 5C = min 7 semester or 9 quarter units*).
- Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 sem/qtr unit.

Language Other Than English

Students transferring to the University of California are required to demonstrate competence (proficiency) in a language other than English equal to two years of high school study.

- Course must be deemed “proficiency,” *i.e.*, equivalent to two years’ high school foreign language.
- 1st semester college course must be minimum of 4 sem/6 qtr units.
- Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied.
- Languages other than English for Native Speakers are appropriate.
- Courses primarily conversational must have as a prerequisite a course equivalent to the third year of high school study or one year of college level in the language. Also, the content of conversation courses should not be primarily business or travel-oriented.
- Some UC campuses and departments may require more than two years of language proficiency; students should check with the receiving campus to determine whether a course satisfying IGETC Area 6A will clear the entire requirement in a Language Other Than English.
- High School grade: C- is permissible.

CSU “American Institutions” (CSU only)

The CSU’s graduation requirements in American Institutions are established in Executive Order 1061, separately from the areas of CSU GE Breadth. EO 1061 implements Title 5 Section 40404 of California’s Code of Regulations, which calls for study in three areas:

1. The historical development of American institutions and ideals (Area US-1),
2. The Constitution of the United States and the operation of representative democratic government under that Constitution (Area US-2), and
3. The process of California state and local government (Area US-3).

While EO 1036 does not set a unit or course minimum for these areas, it's unusual for a single course to adequately address all three. Instead, participating CCC submit a sequence of courses – typically including courses from their history and/or political science departments – that together meet the graduation requirement in American Institutions.

Area US-1: American History

Students are expected to learn significant events from U.S. history, as follows:

- covering a minimum time span of approximately one hundred years
- events that occurred in the United States of America
- includes the relationships of regions within that area and with external regions and powers
- the role of major ethnic and social groups
- the “continuity of the American experience” (i.e., not a string of isolated events) and its derivation from others cultures, including study of politics, economics, social movements, and/or geography (at least three of the four)

Area US-2: The U.S. Constitution

Course outlines should reflect content that teaches:

- the political philosophies of the framers of the Constitution
- the operation of United States political process and institutions under the U.S. Constitution
- the rights and obligations of individual citizens in the political system established under the Constitution.

Area US-3: California State and Local Government

Course will address:

- the Constitution of the State of California
- the nature and processes of California state and local government
- the relationships between the U.S government and California's state and local governments

Notes:

1. Non-California POLS course similar to our POLS M01 or M03 can be used for Area D of CSU and meet the US-2 for US Government requirement but NOT for US-3 CA Government
2. AP for American Government does not clear US-3. However, may be used for Area 4/D of IGETC/CSUGE and US-2.
3. CSUs and CCCs that offer a 1 unit CA government class to meet US-3 requirement include but not limited to:
 - **CSU** - CSUCI POLS 140, Cal Poly SLO POLS 111, Fresno PLSI 102, Long Beach POSC 199
 - **CCC** - College of Sequoias PS 110, Allan Hancock POLSS 106, Fullerton POSC 105, LBCC POLSC 48M1, Palomar POSC 120, Sierra College POLS 18. **Note:** some are available on line (e.g., College of Sequoias)

CERTIFICATION PROCESS

- There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.
 - MC will certify a student's CSU GE without regard to his/her current enrollment status or number of units accrued at MC.
- When combining quarter and semester unit values within an IGETC area, units shall be converted to either all quarter units or all semester units to best serve the student.
- Students who have completed coursework at more than one CCC should have their coursework certified by the last CCC they attended for a regular term prior to transfer.
 - If a student requests certification from a CCC that is not the last school of attendance, it is at the discretion of that community college to certify.
- IGETC certification form shall be included on or sent with the student's transcript directly to the UC or CSU campus Admission's Office.
- Although not part of IGETC, CCCs may certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. Courses used to meet this requirement may also be used to satisfy IGETC Subject area requirements. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Area 3B/4 and to meet the AI graduation requirement.
- Open or unofficial transcripts for LOTE are acceptable.
- Partial certification is permissible if no more than two requirements are missing from the IGETC.
 - Students with partial certification should complete the missing requirements at either UC or a CCC as designated by their department.
 - Students who have been granted partial IGETC certification should NOT return to the community college for a full certification.
 - Recommendation for best practice – college should include and identify course(s) completed in the missing GE area (non-certifying subject area)

References:

- Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum Version 1.8. 2017 and Version 1.9 2018
- The California State University Guiding Notes for General Education Course Reviewers. Last updated and published Oct. 2017
- California Articulation Policies and Procedures Handbook, Spring 2013
- CSU Executive Order 1100
- CSU Executive Order 167 Transfer of Credit, Jan 26, 1973

MOORPARK DEGREE CERTIFICATION FORM
(AA/AS, COA, ADT Major)

Purpose:
 AA/AS
 COA
 ADT Major

Name: _____ Student ID#: _____

Other Colleges: _____

	Catalog Year:	Units Completed
AREA A – NATURAL SCIENCES - minimum of 6 units		
1	Biological Science: One course in biological science College: _____ Course/AP/IB/CLEP: _____	
2	Physical Science: One course in physical science College: _____ Course/AP/IB/CLEP: _____	
AREA B – SOCIAL and BEHAVIORAL SCIENCES – minimum of 6 units		
1	American History and Institutions: One course in American history and institutions College: _____ Course/AP/IB/CLEP: _____	
2	Social and Behavioral Sciences: One course in social and behavioral sciences College: _____ Course/AP/IB/CLEP: _____	
AREA C – HUMANITIES - minimum of 6 units		
1	Fine or Performing Arts: One course in fine or performing arts College: _____ Course/AP/IB/CLEP: _____	
2	Humanities: One course in humanities College: _____ Course/AP/IB/CLEP: _____	
AREA D – LANGUAGE and RATIONALITY - minimum of 6 units		
1	English Composition: One course in English composition College: _____ Course/AP/IB/CLEP: _____	
2	Communication and Analytical Thinking: One course in communication and analytical thinking College: _____ Course/AP/IB/CLEP: _____	
AREA E – HEALTH/PHYSICAL EDUCATION - minimum of two courses		
1	Health Education: One course in health education College: _____ Course/AP/IB/CLEP: _____	
2	Physical Activity: One course in physical education activity College: _____ Course/AP/IB/CLEP: _____	
AREA F – ETHNIC/WOMEN'S STUDIES – minimum of 3 units (General Studies Pattern I only)		
	College: _____ Course/AP/IB/CLEP: _____	

Has Associate or Bachelor or higher degree (min. Title 5 GE – 18 units)

Name of Institution: _____ Name of Degree/Year: _____

Major/COA/AOE: _____ Catalog Year: _____

External Course	Units	Grade	University/College	MC Equivalent / C-ID	Petition for Substitution
					<input type="checkbox"/> Pending <input type="checkbox"/> Approved
					<input type="checkbox"/> Pending <input type="checkbox"/> Approved
					<input type="checkbox"/> Pending <input type="checkbox"/> Approved
					<input type="checkbox"/> Pending <input type="checkbox"/> Approved
					<input type="checkbox"/> Pending <input type="checkbox"/> Approved

Notes: _____

Evaluated By (print name): _____ Counselor's Signature: _____ Date: _____

Admissions and Records: _____ Date: _____

<input type="checkbox"/> Evaluation Only	CSU General Education-Breadth (CSU GE-Breadth) and CSU GE-Breadth for STEM Form Moorpark College	<input type="checkbox"/> Hold for Final Grades
--	---	--

Name: _____ Student ID#: _____ Date of Birth: _____

Academic Year: _____ Email/Phone #: _____

Other College(s): _____

	Description	Units Compld	Units In-Prg
AREA A – ENGLISH LANGUAGE COMMUNICATION and CRITICAL THINKING: A minimum of 9 semester/12-15 quarter units, with at least one course selected from each from group (A1, A2 and A3)			
A1	<u>Oral Communication:</u> No AP/IB/CLEP Course: _____ College: _____		
A2	<u>Written Communication:</u> No IB/CLEP Course/AP: _____ College/Score: _____		
A3	<u>Critical Thinking:</u> No AP/IB/CLEP Course: _____ College: _____		
AREA B – SCIENTIFIC INQUIRY and QUANTITATIVE REASONING: A minimum of 9 semester/12-15 quarter units, with at least one course selected from each from group (B1, B2, B3 and B4) to include one laboratory activity course correcting to the selected lecture course.			
B1	<u>Physical Sciences</u> Course/AP/IB/CLEP: _____ College/Score: _____		
B2	<u>Life Sciences</u> Course/AP/IB/CLEP: _____ College/Score: _____		
B3	<u>Laboratory</u> Course/AP: _____ College/Score: _____		
B4	<u>Mathematics/Quantitative Reasoning</u> (requires a grade of C or better) Course/AP/IB/CLEP: _____ College/Score: _____		
AREA C – ARTS and HUMANITIES - A minimum of 9 semester/12-15 quarter units, one course from the Arts (C1) and one from the Humanities (C2), plus an additional from either Arts or Humanities (C1/C2). CSU GE for STEM , one course in C1 and one course in C2			
C1	<u>Arts</u> Course/AP/IB: _____ College/Score: _____		
C2	<u>Humanities</u> Course/AP/IB/CLEP: _____ College/Score: _____		
C1/C2	Course/AP/IB/CLEP: _____ College/Score: _____		
AREA D – SOCIAL SCIENCES - A minimum of 9 semester/12-15 quarter units, with courses taken from at least 2 different disciplines (disciplinary perspectives). CSU GE for STEM – two courses in Area D from two different disciplines			
D	Course/AP/IB/CLEP: _____ College/Score: _____		
D	Course/AP/IB/CLEP: _____ College/Score: _____		
D	Course/AP/IB/CLEP: _____ College/Score: _____		
AREA E – LIFELONG LEARNING & SELF DEVELOPMENT – 3 semester units/4-5 quarter units, no more than 1.5 units of PE/KIN/ICA/DANC activity course)			
E	Course/CLEP/DD214 _____ College/Score: _____		
E	Course/CLEP/DD214 _____ College/Score: _____		
AREA F - CSU GRADUATION REQUIREMENT: U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (AIR) (US-1) Course: _____ College/Score: _____ CONSTITUTION (US-2), STATE & LOCAL GOVT (US-3): Course/AP: _____ College/Score: _____			

Certification for: AIR (CSU Grad Req):
 Full Certification Partial Cert Areas: A B C D E

NOTES: _____

Certified by (counselor name): _____ Date: _____

Student Signature: _____ Date: _____

Intersegmental General Education Transfer Curriculum (IGETC) and IGETC for STEM Form

 Evaluation Only

Moorpark College

 Hold for Final Grade(s)

Name: _____ Student ID #: _____ Date of Birth: _____

Email/Phone #: _____ Academic Year: _____

Other College(s): _____

A minimum "C" grade is required in each college course for IGETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale.		Units Compld	Units In Prg
AREA 1A – ENGLISH COMMUNICATION CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B.			
1A	<u>English Composition</u> (one course, 3 semester or 4-5 quarter units). No IB Course/AP/IB: _____ College/Score: _____		
1B	<u>Critical Thinking – English Composition</u> (one course, 3 semester or 4-5 quarter units). No AP/IB Course: _____ College: _____		
1C	<u>Oral Communication (CSU requirement only)</u> (one course, 3 semester or 4-5 quarter units). No AP/IB Course: _____ College: _____		
AREA 2 – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course, 3 semester or 4-5 quarter units)			
2	Course/AP/IB: _____ College/Score: _____		
AREA 3 – ARTS and HUMANITIES (Three courses, with at least one from the Arts and one from the Humanities 9 semester or 12-15 quarter units). IGETC for STEM – two courses, one from Group 3A and one from Group 3B.			
3A	<u>Arts</u> Course/AP/IB: _____ College/Score: _____		
3A	<u>Humanities</u> Course/AP/IB: _____ College/Score: _____		
3A/B	Course/AP/IB: _____ College/Score: _____		
AREA 4 – SOCIAL and BEHAVIORAL SCIENCES (At least 3 courses from at least two academic disciplines. 9 semester or 12-15 quarter units). IGETC for STEM – two courses from two academic disciplines, 6 semester or 8 quarter units.			
4	Course/AP/IB: _____ College/Score: _____		
4	Course/AP/IB: _____ College/Score: _____		
4	Course/AP/IB: _____ College/Score: _____		
AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES (At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)			
5A	<u>Physical Science</u> Course/AP/IB: _____ College/Score: _____		
5B	<u>Biological Science</u> Course/AP/IB: _____ College/Score: _____		
5C	<u>Laboratory</u> Course/AP/IB: _____ College/Score: _____		
AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (Proficiency equivalent to two years of high school study in the same language.) (NOT required for IGETC for STEM certification).			
6	1. Course/AP/IB: _____ College/Score: _____ 2. Completed in High School: _____ 3. Other: _____		
CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (AIR) - not part of IGETC; may be completed prior to transfer, 6 units)			
US-1	Course/AP/IB: _____ College/Score: _____		
US-2	Course/AP/IB: _____ College/Score: _____		

Intersegmental General Education Transfer Curriculum (IGETC) and IGETC for STEM Form

Evaluation Only

Moorpark College

Hold for Final Grade

Certification for:

AIR (CSU Grad requirement):

Notes: _____

Certified by (counselor name): _____ Date: _____

Student Signature: _____ Date: _____

Name of College/University	Course ID	Course Title	Units Sem/Qtr	Term Completed	MC Comparable Course or GE Area(s)	CSU GE Area(s)	IGETC Area(s)	Course to be Used as MC program	Evaluation Method Used	Comments	Evaluation Completed by	Data Entered by
Cal Poly SLO	ANT 250	Biological Anthropology	4 qtr	F'2016	ANTH M01	B2-Life Science	5B-Biological Science	GE	ASSIST, College GE Pattern		L. Mai	
Cal Poly SLO	BUS 207	Legal Responsibilities of Business	4 qtr	S'2017	BUS M33			Major	ASSIST		L. Mai	
Cal Poly SLO	CM 102	Intro to Construction Mgmt	2 qtr	S'2017	No Comparable Course			Electives	Course Description		L. Mai	
Cal Poly SLO	COMS 101	Public Speaking	4 qtr	F'2016	COMM M01	A1-Oral Communication	1C-Oral Communication	GE	College GE Pattern		L. Mai	
Cal Poly SLO	ECON 201	Survey of Economics	4 qtr	F'2016	BUS M30	D-Social Sciences	4-Social Sciences	GE	ASSIST		L. Mai	
Cal Poly SLO	ENGL 134	Writing and Rhetoric	4 qtr	W'2017	ENGL M01A	A2-Written Communication	1A-English Composition	GE	ASSIST, College GE Pattern		L. Mai	
Cal Poly SLO	ENGL 145	Reasoning, Argumentation, and Writing	4 qtr	S'2017	ENGL M01B or M01C	A3-Critical Thinking	1B-Critical Thinking	GE	College GE Pattern, ASSIST		L. Mai	
Cal Poly SLO	MATH 118	Precalculus Algebra	4 qtr	W'2017	MATH M07	B4-Math/Quant Reasoning	2-Mathematical Concepts	GE	College GE Pattern, ASSIST		L. Mai	
Cal Poly SLO	MATH 141	Calculus I	4 qtr	S'2017	MATH M25A	B4-Math/Quant Reasoning	2-Mathematical Concepts	Major, Electives	ASSIST		L. Mai	
Cal Poly SLO	SPAN 101	Elementary Spanish I	4 qtr	F'2016	SPAN M01	C2-Humanities	6-Language other than English	GE	ASSIST		L. Mai	
Cal Poly SLO	SPAN 102	Elementary Spanish II	4 qtr	W'2017	SPAN M02	C2-Humanities	3B-Humanities	GE	ASSIST		L. Mai	
Cal Poly SLO	BUS 214	Financial Accounting	4 qtr		ACCT M110			Major	ASSIST		L. Mai	
Cal Poly SLO	BUS 215	Managerial Accounting	4 qtr		ACCT M120			Major	ASSIST		L. Mai	
Clemson University	MATH 1010	Essential Mathematics for the Informed Society	3 sem		MATH M13 (no longer active)	B4-Math/Quant Reasoning		Electives	Course Description	Not appropriate for IGET, lacks stated prereq	L. Mai	
Concordia University, Irvine	CBIO 101	Integrated Biology & Lab	4 sem	F'2016	B2 & B3	B2-Life Science		GE	Evaluated Previously	Eval by SDSU	N/A	
Concordia University, Irvine	PSY 101	Intro to Psychology	3 sem	F'2016	PSY M01	D-Social Sciences		GE	Course Description		N/A	
Concordia University, Irvine	SCI 115	Physical Science	4 sem	S'2017	(& CSU B3- Lab)	B1-Physical Science		GE	Evaluated Previously		N/A	
Folsom Lake College	PSYCH 300	General Principles	3 sem	SUM'2015	PSY M01	D-Social Sciences	4-Social Sciences	GE	ASSIST		K. Porto-Garcia	
LA Pierce College	ADM JUS 1	Intro to Adm Justice	3 sem	S'2011	CJ M01	D-Social Sciences	4-Social Sciences	GE	ASSIST		K. Porto-Garcia	
LA Pierce College	ANTHR 102	Human Ways of Life	3 sem	F'1989	ANTH M02	D-Social Sciences	4-Social Sciences	GE, Major	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	ANTHRO 1	Physical Anthropology	3 sem	S'1968	GE A1			GE	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	BRDCSTG 1	Intro Rad/TV Broadcasting	3 sem	S'2008		D-Social Sciences		GE	ASSIST		K. Porto-Garcia	
LA Pierce College	CH DEV 1	Child Growth & Development	3 sem	S'2012		D-Social Sciences	4-Social Sciences	GE	ASSIST		K. Porto-Garcia	
LA Pierce College	ECON 2	Principles of Economics 2	3 sem	F'1989	ECON M201	D-Social Sciences	4-Social Sciences	GE, Major	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	ENGL 101	College Rdg & Comp I	3 sem	F'2010	GE D1: ENGL M01A	A2-Written Communication	1A-English Composition	GE	ASSIST		K. Porto-Garcia	
LA Pierce College	ENGL 101	College Rdg & Comp I	3 sem	F'1989	GE D1: ENGL M01A			GE	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	HEALTH 11	Prin Healthful Living	3 sem	S'2011		E-Life Long Learning & Self Dev		GE	ASSIST		K. Porto-Garcia	
LA Pierce College	HEALTH 9	Mature Individual	3 sem	F'1990	GE E1			GE	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	HIST 1	Intro to Western Civilization I	3 sem	S'2010		C2-Humanities	3B-Humanities	GE	ASSIST		K. Porto-Garcia	
LA Pierce College	HIST 12	Political & Social Hist US 2	3 sem	F'1989	GE B1	D-Social Sciences, US Hist & Am Ideals: US-2	4-Social Sciences	GE, Major	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	HIST 2	Intro to Western Civilization II	3 sem	F'2010		C2-Humanities	3B-Humanities	GE	ASSIST		K. Porto-Garcia	
LA Pierce College	HUMAN 6	GRT People, GRT Ages	3 sem	S'1990	GE C2	C2-Humanities	3B-Humanities	GE	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	MATH 230	Math/Lib Arts Stud	3 sem	S'1990	GE D2	B4-Math/Quant Reasoning		GE	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	PERSDEV 40	College Success Seminar	3 sem	S'2009				Electives	ASSIST		K. Porto-Garcia	
LA Pierce College	PHILOS 6	Login in Practice	3 sem	S'1990	PHIL M07	A3-Critical Thinking		Electives	Course Description		K. Porto-Garcia	
LA Pierce College	PHYS SCI 1	Physical Science I	3 sem	S'1990	GE A2			GE	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	PHYS SCI 14	Physical Science Lab	1 sem	S'1990				Electives	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	PSYCH 1	General Psychology	3 sem	S'1968	PSY M01			GE, Major	Evaluated Previously		K. Porto-Garcia	
LA Pierce College	SERVLRN 1	Intro to Service Learning	1 sem	S'2011				Electives	Course Description		K. Porto-Garcia	
LA Pierce College	SPEECH 101	Oral Communications	3 sem	S'2008		A1-Oral Communication		GE	ASSIST	Eval for AS in EATM	K. Porto-Garcia	
Mt. San Antonio College	ENGL 1A		4 sem	F'2011	ENGL M01A			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	PE 3		3 sem	S'2012	HED M05			GE	Course Description	Eval for AS in EATM	C. Brinkman	L. Mai

Name of College/University	Course ID	Course Title	Units Sem/Qtr	Term Completed	MC Comparable Course or GE Area(s)	CSU GE Area(s)	IGETC Area(s)	Course to be Used as MC program	Evaluation Method Used	Comments	Evaluation Completed by	Data Entered by
Mt. San Antonio College	BIOL 1		4 sem	F'2012	BIOL M01			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	SPCH 2		4 sem	F'2012	COMM M01			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	SIGN 101		4 sem	W'2013	AA GE Area C2			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	KINF 3B		1 sem	S'2013	AA GE Area E2			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	MATH 71		5 sem	S'2013	AA GE Area D2			GE	Course Description	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	NF 10		3 sem	S'2013	AA GE Area E1			GE	Course Description	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	SOC 1		3 sem	S'2013	SOC M01			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	HIST 1		3 sem	F'2013	HIST M25			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	SIGN 102		4 sem	F'2013	AA GE Area C2			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	SIGN 103		4 sem	S'2014	AA GE Area C2			GE	ASSIST	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	KIN 5		3 sem	S'2014	AA GE Area E1			GE	Course Description	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Antonio College	KINA 8B		1 sem	S'2014	AA GE Area E2			GE	Course Description	Eval for AS in EATM	C. Brinkman	L. Mai
Mt. San Jacinto College	CDE 101	Principles of Early Childhood Education	3 sem	F'2005	CD M11			Major	ASSIST		A. Rodriguez	J. Lawler
Mt. San Jacinto College	CDE 103	Appropriate Curricula for Young Children	3 sem	F'2006	CD M14			Major	ASSIST		A. Rodriguez	J. Lawler
Mt. San Jacinto College	CDE 110	Child Development	3 sem	S'2006	CD M02			Major	ASSIST		A. Rodriguez	J. Lawler
Mt. San Jacinto College	CDE 111	Child Health, Safety, Nutrition	3 sem	S'2007	CD M23			Major	ASSIST		A. Rodriguez	J. Lawler
Mt. San Jacinto College	CDE 125	Child, Family, & Community	3 sem	F'2007	CD M03			Major	ASSIST		A. Rodriguez	J. Lawler
Palomar College	ASL 100	American Sign Language I	3 sem	F'2012	No Comparable Course	C2-Humanities	6-Language other than English	GE	ASSIST		L. Basmajian	
Palomar College	BIOL 100	General Biology	4 sem	S'2013	BIOL M01	B2-Life Science, B3-Lab	5B-Biological Science, 5C-Laboratory	GE, Major	ASSIST		L. Basmajian	
Palomar College	ENG 100	English Composition	4 sem	s'2013	ENGL M01A	A2-Written Communication	1A-English Composition	GE, Major	ASSIST		L. Basmajian	
Palomar College	MATH 60	Intermediate Algebra	4 sem	S'2015	MATH M03			GE, Major	ASSIST		L. Basmajian	
Palomar College	MICR 200	Fundamentals of Microbiology	4 sem	S'2016	MICR M01	B2-Life Science, B3-Lab	5B-Biological Science, 5C-Laboratory	Major	ASSIST		L. Basmajian	
Palomar College	PSY 100	Intro to Psychology	3 sem	F'2012	PSY M01	D-Social Sciences	4-Social Sciences	GE, Major	ASSIST		L. Basmajian	
Palomar College	SPCH 100	Oral Communications	3 sem	F'2012	COMM M01	A1-Oral Communication	1C-Oral Communication	GE, Major	ASSIST		L. Basmajian	
Palomar College	ZOO 200	Anatomy	4 sem	S'2015	ANAT M01	B2-Life Science, B3-Lab	5B-Biological Science, 5C-Laboratory	GE, Major	ASSIST		L. Basmajian	
Palomar College	ZOO 203	Physiology	4 sem	F'2015	PHSO M01	B2-Life Science, B3-Lab	5B-Biological Science, 5C-Laboratory	GE, Major	ASSIST		L. Basmajian	
Pepperdine University	HUM 111		3 sem	S'2016	HUM M10A	C2-Humanities		GE	Course Description		I. Hernandez	
Pepperdine University	THEA 210		4 sem	F'2013	THA M02A	C1-Arts		GE	Course Description		J. Dickey	
Pepperdine University	COMM 180		4 sem	S'2014	COMM M01	A1-Oral Communication		GE	Course Description		J. Dickey	
Pepperdine University	ENG 101		3 sem	S'2014	ENGL M01A	A2-Written Communication		GE	Course Description		J. Dickey	
Pepperdine University	CRWR 203		4 sem	F'2014	ENGL M13A	C2-Humanities		GE	Course Description		J. Dickey	
Santa Barbara City College	MUS 110		3 sem	S'2017	MUS M08			GE	C-ID	Associate in Exercise Science	J. Lawler	
Santa Barbara City College	PE 144B		1.5 sem	S'2017	GE PATTERN I KIN ACTIVITY COURSE			GE	College GE Pattern	Associate in Exercise Science	J. Lawler	
Santa Barbara City College	PE 200		3 sem	S'2017	KIN M01			Electives	C-ID	Associate in Exercise Science	J. Lawler	
Santa Barbara City College	PHIL 100		3 sem	S'2017	PHIL M01			GE	C-ID	Associate in Exercise Science	J. Lawler	
Santa Barbara City College	PSY 100		3 sem	S'2017	PSY M01			GE	C-ID		J. Lawler	

Name of College/University	Course ID	Course Title	Units Sem/Qtr	Term Completed	MC Comparable Course or GE Area(s)	CSU GE Area(s)	IGETC Area(s)	Course to be Used as MC program	Evaluation Method Used	Comments	Evaluation Completed by	Data Entered by
Shasta College	ART 12		3 sem	F'2016	ART M20			Major	ASSIST		E. Farley	
Shasta College	ART 35A		3 sem	F'2016	ART M70			Electives	ASSIST		E. Farley	
Shasta College	ENGL 1A		4 sem	F'2016	ENGL M01A			GE	ASSIST		E. Farley	
Shasta College	ART 35B		3 sem	S'2017	ART M71			Electives	ASSIST		E. Farley	
Sonoma State University	GEOL 105		3 sem	F'2015		B1-Physical Science		GE	College GE Pattern		E. Farley	
Sonoma State University	MATH 131		3 sem	F'2015		B4-Math/Quant Reasoning		GE	College GE Pattern		E. Farley	
Sonoma State University	ECON 205		4 sem	S'2016	ECON M201		4-Social Sciences	GE	ASSIST		E. Farley	
Sonoma State University	ENGL 101		4 sem	S'2016	ENGL M01A		1A-English Composition	GE	ASSIST		E. Farley	
Univ. of Texas @ El Paso	POLS 2310	Intro to Politics	3 sem	F'2002	POLS M01			GE	Evaluated Previously	Eval for AS in Rad Tech	J. Lawler	L. Mai
Univ. of Texas @ El Paso	SOCI 1301	Intro to Sociology	3 sem	F'2002	SOC M01				Evaluated Previously	Eval for AS in Rad Tech	J. Lawler	L. Mai
Univ. of Texas @ El Paso	ENGL 0311	Basic Eng Comp	3 sem	F'2002	ENGL M02				Evaluated Previously	Eval for AS in Rad Tech	J. Lawler	L. Mai
Univ. of Texas @ El Paso	UNIV 1301	Seminar Critical Inquiry	3 sem	F'2002				Electives	Evaluated Previously	Eval for AS in Rad Tech	J. Lawler	L. Mai
El Paso Comm Coll	ENGL 1301	Expository Engl Comp	3 sem	Su'2003	ENGL M01A			GE	Evaluated Previously	Eval for AS in Rad Tech	J. Lawler	L. Mai