



Welcome to the Meeting

In the Room and on the Zoom:

- Voting members requesting emergency or just cause virtual attendance be added to the agenda should make the request during public comments per committee policy
- All virtual attendees are muted when joining the meeting.
- Please unmute when you wish to speak, and mute again when you have finished.
- Take turns speaking and be patient! You can also use chat to ask questions, or raise your hand (click “reactions” to access this feature).
- In-person attendees, please raise your hand and wait to be called on. Keep cross-talk to a minimum so audio is clear for everyone.
- If discussion moderation becomes necessary, the chair will mute all virtual participants and call on speakers in turn, using raised hands.
- The meeting will be recorded, beginning with the call to order.

Curriculum Committee

November 1, 2023

Visalia: Sequoia Room 1, Tulare: B 223,

Zoom: <https://cosedu>.

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Public Comment

- 15 minutes are allotted for public comments; Non-committee members may address the committee at this time.
- Members of the public attending virtually should use the raise hand feature in zoom and unmute when called on to speak, or post comments in chat.
- Members of the public attending in person should also raise hands and wait to be called on prior to speaking.
- The chair will take (or read) comments in pro/con order, with priority to new speakers.
- Please keep remarks brief, so that as many speakers as possible can be heard during the allotted time.

Action Items

- Minutes: October 4, 2023
- Consent Calendar: Curriculum Committee Slate Report
- Course Update: CHEM 020
- Course Update: PSY 080

 <p>Curriculum Committee – Curriculum Slate Vote November 1, 2023</p>				
PROPOSAL	COURSE/PROGRAM DESCRIPTION	EFF DATE	MODIFICATIONS / JUSTIFICATION	
Course Modification	AGMT 006 : Agriculture Sector Analysis Aggregate analysis of agricultural economics. Topics include domestic and international forces affecting all parts of the agricultural supply chain, fiscal and monetary policy, trade, agricultural credit, price support, food programs, debt accumulation, agribusiness asset values and income levels.	Fall 2024	Equity review Textbook	Five year review
Course Modification	AGMT 201 : Intro. to Food Safety Mgmt. Introduction to management principles of food safety, including the importance of Good Agricultural Practices and Good Manufacturing Practices. Identification of potential food safety hazards, sources of contamination, and the U.S. regulatory agencies that enforce the food safety standards. Introduction to the HACCP approach to food safety.	Fall 2024	Course content Equity review Outcomes Textbook	Five year review
Course Modification	ARCH 121 : Perspective Alternatives A study of the fundamental concepts and principles of architectural perspective using both "tactile" by hand and "digital" by computer techniques. Using hand drawings and computer software students will generate architectural perspective renderings suitable for client presentations. This course is an invaluable career asset for understanding how to enhance, embellish, and best portray building forms for people involved in architecture, illustration, building trades, and interior design.	Fall 2024	Description Removed advisory Course content Outcomes Textbook	Five year review
Course Modification	CT 273 : Electrical Codes Electrical code theory, plan review, math and field inspection for construction management and inspection professions.	Fall 2024	Added distance learning addendum Textbook	Five year review
Course Modification	DRFT 112 : Mechanical Drafting 1 This is an introductory course in the fundamentals of mechanical drawing and modern drafting practice. It is a "tactile" (by hand) drafting course. This course is a basis for all drafting-related majors and is recommended for students who have had no high school drafting, but plan to enter any one of various design professions.	Fall 2024	Textbook	Five year review
Course Modification	DRFT 113 : Mechanical Drafting 2 This is an intermediate course in the fundamentals of technical drafting and practical applications. Emphasis will be placed on lettering, orthographic projection, auxiliary views, dimensioning, and the interrelationship of each manufacturing design. Formerly DRFT 100.	Fall 2024	Textbook	Five year review

November 1, 2023
1

Information Items

- Currency Report

Courses (75): 15 courses = 20%										
Code	Title	Status	Academic Senate Approval Date	Curriculum Committee Approval Date	District Governing Board Approval Date	Next Review Date	Division	Subject	Notes	24-25 Re
PLSI 106	PLSI 106: Fertilizers & Soil Amendments	BOT				12/31/04	AG	PLSI		Y
ASCI 124	ASCI 124: Livestock Merchandising	Rollback - texts	9/13/17	9/6/17	10/9/17	10/9/22	AG	ASCI		Y
AG 110	AG 110: Ag Leadership	Curriculum Committee	10/25/17	10/16/17	11/13/17	11/13/22	AG	AG		Y
AGMT 001	AGMT 001: Agriculture Economics	Curriculum Committee	10/25/17	9/21/17	11/13/17	11/13/22	AG	AGMT		Y
AGMT 201	AGMT 201: Intro. to Food Safety Mgmt.	Articulation	10/11/17	10/4/17	11/13/17	11/13/22	AG	AGMT		Y
AGTC 220	AGTC 220: Irrigation Wells and Pumps	Curriculum Committee	10/11/17	10/4/17	11/13/17	11/13/22	AG	AGTC		Y
AGMT 005	AGMT 005: Ag Managerial Accounting	CC Subgroup	1/24/18	11/30/17	2/12/18	2/12/23	AG	AGMT		Y
AGMT 006	AGMT 006: Agriculture Sector Analysis	Articulation	1/24/18	11/30/17	2/12/18	2/12/23	AG	AGMT		Y
AGTC 202	AGTC 202: Farm Equipment Construction	Curriculum Committee	3/27/19	3/12/19	4/8/18	4/8/23	AG	AGTC		Y
ASCI 202	ASCI 202: Applied Food Safety Mgmt	AG Dean	5/9/18	5/2/18	6/11/18	6/11/23	AG	ASCI		
ASCI 140	ASCI 140: Beginning Equitation		10/10/18	9/25/18	11/5/18	11/5/23	AG	ASCI		
AGTC 106	AGTC 106: Agriculture Welding		3/13/19	3/1/19	4/8/19	4/8/24	AG	AGTC		
AGTC 210	AGTC 210: Ag Project Construction		3/27/19	3/12/19	4/8/19	4/8/24	AG	AGTC		
ASCI 002	ASCI 002: Livestock Selection/Evaluation		5/8/19	4/30/19	5/13/19	5/13/24	AG	ASCI		
ASCI 124	ASCI 124: Equine Training		8/28/19	8/13/19	9/9/19	9/9/24	AG	ASCI		
ASCI 130	ASCI 130: Equine Evaluation		8/28/19	8/13/19	9/9/19	9/9/24	AG	ASCI		
Code	Title	Status	Academic Senate Approval Date	Curriculum Committee Approval Date	District Governing Board Approval Date	Next Review Date	Division	Department	Notes	24-25 Re
AS-AGTECH	Associate of Science in Agriculture Technology (AS)	AG Dean	11/13/19	10/22/19	12/16/19	12/16/21	AG	AGTC		Y
AS-PLSI-ASCI	ASCI Certificate in Plant Science		10/28/20	10/22/20	11/9/20	11/9/22	AG	PLSI		Y
AS-AGBSMG	Associate of Science in Agricultural Business Management (AS)	BOT	12/9/20	12/4/20	12/14/20	12/14/22	AG	AGMT		Y
CT-FOODSAFE	Skill Certificate in Food Safety Management	Complete	3/10/21	2/25/21	4/12/21	4/12/23	AG	AG		Y
CT-IRRCONIN	Skill Certificate Ag Irrigation Technician	Complete	3/10/21	2/25/21	4/12/21	4/12/23	AG	AGTC		Y
AS-ANSCI	Associate of Science in Animal Science (AS)	Curriculum Coordinator	3/10/21	2/25/21	4/12/21	4/12/23	AG	ASCI		Y
CT-AGBS CERN	Certificate of Achievement in Agricultural Business Management	BOT	4/28/21	4/7/21	5/10/21	5/10/23	AG	AGMT		Y
CT-ANSI CERN	Certificate of Achievement in Animal Science	Curriculum Coordinator	4/14/21	4/7/21	5/10/21	5/10/23	AG	ASCI		Y

Information Items

- Draft DLA Update
- AP/BP 4020
- AP/BP 4090
- AP/BP 4100
- AP 4103
- AP 4222
- AP/BP 4230
- AP/BP 4060
- AP 4102

College of Sequoias Distance Learning Addendum – Annotated Version

Scheduling/ Emergency Designation

Sections of this course may be scheduled as (select all that apply):

- ☐ Online with orientation
- ☐ Online/Hybrid
- ☐ Online

OR

Sections of this course may be offered in the event of a Declared Emergency as (select all that apply):

- ☐ Online with orientation
- ☐ Online/Hybrid
- ☐ Online

Planning Process

ACCJC: Description of the analysis undertaken to determine need for the new instructional delivery mode. Evidence that delivery systems and modes of instruction are designed to, and do in fact, meet student needs and align with the college mission. Description of how delivery mode is considered in curriculum development process; how student learning outcomes (SLOs) data is collected, assessed, and used for improvement. What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode? What is the rationale?

What is the purpose for offering the course online and how does online delivery of the course support division? Include one to two paragraphs of support for why this course should be offered on line. Cite district, division, or department goals and/or objectives wherever applicable.

How does the course help the college fulfill the college mission? Include one to two paragraphs.

In the event of an emergency, how will students be notified of a change in course delivery?

Effectiveness

ACCJC: Description of how effectiveness, including SLOs and assessment of the delivery mode, will be evaluated; how the delivery mode will be reviewed compared with other modes of instruction. Evidence of

New Business

Draft COS GE Pattern:

- BOG approved new Title 5 requirements for Associate Degree September 26.
- Regs have been chaptered – awaiting CO Guidance.
- Typical implementation requirement is within 180 days.

DRAFT COS General Education Requirements: Effective Fall 2024

	Minimum Units	Courses "grandfathered"
1A English Composition	3 units	ENGL 001
1B Oral Communication & Critical Thinking	3 units	AJ 025, BUS/COMM 112, COMM 001, COMM 004, COMM 005, COMM 007, COMM 008, COMP 005, COMP 006, ENGL 002, JOUR 007, PHIL 020, PHIL 025
2 Mathematical Concepts & Quantitative Reasoning	3 units	BUS 020, BUS 119, MATH 010, MATH 005, MATH 021, MATH 035, MATH 044, MATH 054, MATH 070, MATH 065, MATH 066, SSCI 025, SSCI 008
3 Arts & Humanities	3 units	All courses currently in Area C, excluding Ethnic Studies
4 Social & Behavioral Sciences	3 units	All courses currently in Area D, excluding Ethnic Studies
5 Natural Sciences	3 units	All courses currently in Area B
6 Ethnic Studies	3 units	ETHN 001, ETHN 002, ETHN 003, ETHN 004, ETHN 010
7 Lifelong Learning & Holistic Development	3 units	All DANC, IA, PEAC courses, HW 001, HW 007, PSY 001, SOC 001, NURS 106
8 Information Literacy	0 – 1 units <i>Students who meet this area via testing may use 1 added unit in areas above to meet 25 unit minimum</i>	LIBR 101, LIBR 102, LIBR 103, LIBR 050 or by exam*
GE Area Total	25 units	

*Courses listed in more than one area may be counted in one GE area only.

GE Committee: Approved 10-27-23
Curriculum Committee: TBA
Academic Senate: TBA
BOT: TBA

Title 5 Updates: Associate Degree Requirements

- Updates local GE to align with Cal-GETC
- Permits “P” grade for P/NP courses
- GPA may be calculated using only courses that count toward the associate degree (when students have additional units)
- Students may petition to use a noncredit course for satisfaction of GE requirement

Proposed Revisions to Title 5 Regulations relating to Associate Degree Requirements (1st Reading)

This document contains underlined and stricken text, which may require adjustments to screen reader settings. Underlined text denoted additions to existing regulations; ~~stricken~~ text denotes deletions from existing regulations.

SECTION 55060 OF ARTICLE 6 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS REPEALED AND ADOPTED TO READ:

§ 55060. District Policy:

The governing board of each community college district shall adopt policy consistent with the provisions of this article. The policy shall be published in the college catalog under appropriate headings, and filed with the Chancellor's Office as required by section 51004.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.

§ 55060. Philosophy and Criteria for the Associate Degree and General Education.

(a) District governing boards shall adopt and maintain a policy that states their goals for offering associate degrees and their specific philosophy on general education. In developing this policy, governing boards shall consider the following policy of the Board of Governors:

The Associate Degree provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that are germane to all aspects of higher education and comprise a “general education” curriculum, such as the ability to think critically and to communicate clearly and effectively both orally and in writing, to use quantitative reasoning, understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Furthermore, general education introduces students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. A general education program should create coherence and integration among the separate requirements and involve students actively in examining values inherent in proposed solutions to major social problems.

(b) District governing boards shall establish criteria to determine which courses may be used to implement their goals for the associate degree and their philosophy of general education.

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

GE Updates

Area	Cal-GETC	Local
1	English Communication (9 total) 1A – English Composition (3) 1B – Critical Thinking and Composition (3) 1C – Oral Communication (3)	English Composition, Oral Communication, and Critical Thinking (6 total) 1A – English Composition (3) 1B – Oral Communication and Critical Thinking (3)
2	Mathematical Concepts and Quantitative Reasoning (3)	Mathematical Concepts and Quantitative Reasoning (3)
3	Arts and Humanities (6 total) 3A – Arts (3) 3B – Humanities (3)	Arts and Humanities (3)
4	Social and Behavioral Sciences (6) -Courses from 2 academic disciplines	Social and Behavioral Sciences (3)
5	Physical and Biological Sciences (7 total) 5A – Physical Science (3) 5B – Biological Science (3) 5C – Lab (1)	Natural Sciences (3)
6	Ethnic Studies (3)	Ethnic Studies (3)
Total	34 units	21 units

Local GE Updates

- Removed Subject/Competency requirements from regulation – all included in GE areas
 - Subject requirements in PE and HW are combined in a 3-unit GE area
 - Info Comp becomes Info Literacy GE area
 - American Institutions requirement removed (these courses are in other GE areas)
- Includes Math and Ethnic Studies as GE areas
- Aligns titles and area numbers to Cal-GETC/Regs
- Courses cannot double-count across GE areas
- Regulation sets minimum (increase from 18 to 21) – colleges may add locally

2024 Draft COS GE Pattern

Current Areas	Current Min Units	Proposed Areas	Proposed Min Units
A1 – Written Communication	3	1A – English Composition	3
A2 – Oral Communication/Analytical Thinking	3	1B – Oral Communication & Critical Thinking	3
		2 – Mathematical Concepts & Quantitative Reasoning	3
C – Humanities	3	3 – Arts & Humanities	3
D – Social & Behavioral Science	3	4 – Social & Behavioral Sciences	3
B – Natural Science	3	5 – Natural Sciences	3
		6 – Ethnic Studies	3
Additional Local Subject Requirements			
- Physical Education	2	7 – Lifelong Learning & Holistic Development	3
- Health & Wellness	3		
- American Institutions	3		
Competency Requirements			
- Writing & Reading	ENGL 001 +		
- Mathematics	MATH 230 +		
- Information Competency	1	8 – Information Literacy	0 – 1*
TOTAL	25	TOTAL	25
		*Students who meet this area via testing may use 1 added unit in areas above to meet the 25 unit minimum	

AP/BP Updates

- AP 4232
 - Request to allow student petitions to take any course P/NP
 - Would allow P grades for CPL
 - Any student can petition for P/NP up to last day of instruction
 - Current policy is to only allow specific courses listed in catalog as P/NP (or ABC/NP)

ADMINISTRATIVE PROCEDURE **4232**
SEQUOIAS CCD Academic Services

PASS/NO PASS

Title 5, Section 55022 permits courses to be offered on a pass-no pass basis in the following categories:

The District shall specify electronically or in print in the District catalog the courses that can be graded pass-no pass, R

1. Courses in which all students are graded on a pass-no pass basis. These courses are listed in the college catalog.
2. Courses in which each student may elect, until the last day of instruction, whether the basis of evaluation is to be "pass-no pass" or a letter grade. Students may petition Student Services to elect this option.

A student evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student who fails to perform satisfactorily will be assigned a "no pass" grade. The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

Units earned on a "pass-no pass" basis will not be used to calculate grade point averages. However, units attempted for which the "no pass" is recorded shall be considered in probation and dismissal procedures.

Reference: Title 5, Section 55022

Approved: May 12, 2009
Revised: November 19, 2014
Revised: TBA

AP/BP Updates

- AP 4260 – Pre and Co-Requisites
 - Minor revisions to align with AB705 and current practice
 - Requestion recommendations for program requisite review
 - do we need guidelines?

ADMINISTRATIVE PROCEDURE SEQUOIAS CCD

4260
Academic Services

PREREQUISITES AND COREQUISITES

The faculty in the division/department are responsible for approving courses and establishing their associated requisites (prerequisites/ corequisites/advisories/limitations on enrollment) as separate actions.

The District shall identify prerequisites, corequisites, limitations on enrollment, and advisories on recommended preparation in the College catalog, each semester's schedule of courses, and the course outline of any course for which they are established. (~~per Title 5 §55003(h)~~).

1. Prerequisites/Corequisites

The approval of a prerequisite or corequisite must be based on the determination that it is an appropriate and rational measure of a student's readiness to enter a degree-applicable credit course or program. Determinations about prerequisites and corequisites shall be made only on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements. (~~per Title 5 §55003(a) and (j), respectively~~).

By August 1 of each year, the District will report to the Chancellor's Office the prerequisites and corequisites that were established during the prior academic year. The report will specify the level of scrutiny used to determine whether the prerequisite and/or corequisite was necessary and appropriate for achieving the purpose for which it was established. (~~per Title 5 §55003(i)~~).

Courses for which prerequisites or corequisites are established will be taught by a qualified instructor and in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite. (~~per Title 5 §55003(b)(2) and (3)~~).

A. Establishing Prerequisites and Corequisites

In order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. (~~per Title 5 §55003(b)(1)~~). Necessary and appropriate shall be understood to mean reasonably needed to achieve the purpose that it purports to serve; absolute necessity is not required. (~~per Title 5 §55000(h)~~).

Prerequisites and corequisites may be established only for any of the following purposes: (~~per Title 5 §55003(d)~~).

AP/BP Updates

- AP 4021 – Program Discontinuance
 - Requesting feedback from divisions on this policy
 - How can it be more usable?
 - Can we better incorporate elements of program review/revitalization?

ADMINISTRATIVE PROCEDURE 4021 COLLEGE OF THE SEQUOIAS CCD Academic Services

PROGRAM DISCONTINUANCE

BACKGROUND AND UNDERLYING CONCEPTS

In accordance with Title 5, Section 51022, "College districts are required by current regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs."

This procedure is based on the guiding principle that:

- 1) considerations of program discontinuance are distinct from program improvement;
- 2) if there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, program inactivation may proceed through the curriculum process and the additional processes of this procedure (i.e., two semesters of program review and convening of the Program Discontinuance Review Committee) do not need to go into effect. The curriculum inactivation process must include both documented mutual agreement and explanation of student impact;
- 3) program discontinuance is both academic and professional for local academic senates, and insofar as the procedure impacts employment, it is a matter of collective bargaining in all cases.

This process should not be construed as an inducement to look for programs to discontinue, or as a threat to honest participation in academic processes such as program review. As a result, this procedure will be kept separate from the development of Department/Discipline portfolios. In addition, if this procedure needs to be invoked, or if a program is to be discontinued on the basis of mutual faculty/administration agreement, the College of the Sequoias Teachers Association will be notified and given the necessary time to resolve the issues of collective bargaining where applicable.

Vital academic considerations include the following:

- effects on students, including analysis of disproportionate impact,
- balancing the college curriculum,
- education and budget planning, and
- issues of regional coordination for occupational programs--

The initial determination that a program is in jeopardy should consider the above using qualitative as well as quantitative data, need to be used as a result. Qualitative data are less statistical and more value-laden and include: [The quality, breadth, and depth of the curriculum and the teaching and learning process, should be taken into consideration. Student satisfaction and how the program is perceived by articulating universities or employing business and industry are factors as well. Quantitative data include the following: weak enrollment trends (e.g., lack of demand); insufficient frequency of course section offerings to assure reasonable availability for students; poor retention; poor term-to-term persistence for those in courses in the major; poor rate for student achievement of program goals; workforce demand and labor market data; lack of demand in the workforce; and/or unavailability of the transfer major.

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Discipline Assignment

- Courseleaf has now been updated to include a Discipline Assignment field
- Previously approved spreadsheet disciplines are being added as courses are reviewed
- Additional updates will be made over winter break
- For new courses, add appropriate discipline in this field. Discipline assignment changes continue to require COSTA review.

General:

Credit Status:

Subject: Course Number:

Discipline:

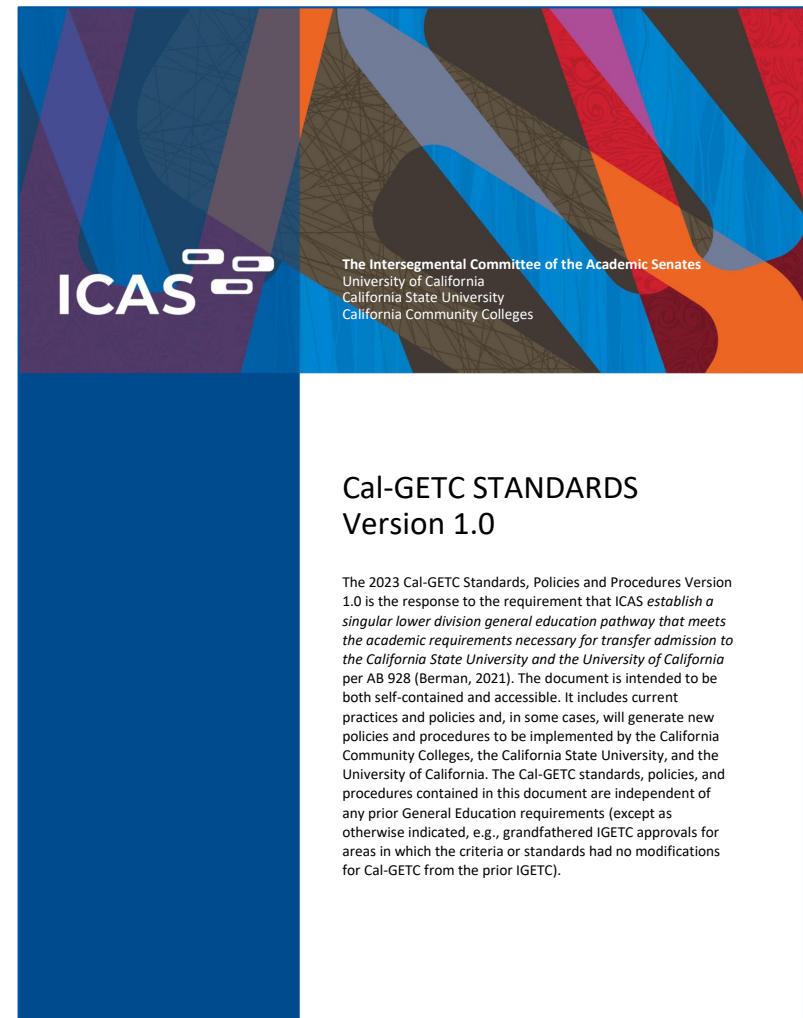
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Cross-Listed [Add...](#)

Course:

Cal-GETC Standards

- Courses approved for an IGETC Area that “directly aligns” with Cal-GETC will be “grandfathered” in as an approved course for Cal-GETC
- Courses must be both CSU and UC transferable
- Section 5.3.4 summarizes courses that will not be applicable to Cal-GETC



Programs Impacted

- No Cal-GETC for STEM – impacts ADT in Biology and Chemistry
 - Currently we are advised not to update these degrees
- Elementary Teacher Education
- AD-T's solely updating the GE Pattern/Double-Counting may be batch processed with a CO certification

CSU GE	IGETC	Courses Impacted with Cal-GETC	Impacted ADT	Free Electives
A1: Oral Communication COMM 1, 4, 7, 8 COMM/BUS 112	IC: Oral Communication COMM 1, 7, 8	COMM 004 COMM/BUS 112	Associate of Arts in Communication Studies for Transfer (AA-CT) Course(s) not in an ADT	11-12
A2: English Composition ENGL 1	IA: English Composition ENGL 1			
A3: Critical Thinking AI 207 ENGL 2 PHIL 20, 25 COMM 5	IB: Critical Thinking ENGL 2 PHIL 25	AI 025 PHI 020 COMM 005 Note: Courses cannot just have English 3 pre-req they will need to have validation	Associate of Science in Administration of Justice for Transfer (AS-JT) Associate of Arts in Journalism for Transfer (AA-JT) Associate of Arts in Journalism for Transfer (AA-JT)	7-13 4-5-10-5
A4: Physical Sciences ASTR 10 ASTR 10 CHEM 1, 2, 30, 31, 32, 33, 34, 35 GEOG 1 GEOG 1, 12, 3 MET 1 PHYS 20, 21, 55, 56, 57 PSYC 20	Area 5A: Physical Sciences ASTR 10 CHEM 1, 2, 30, 31, 32, 33, 34, 35 GEOG 1 GEOG 1, 12, 3 MET 1 PHYS 20, 21, 55, 56, 57 PSYC 20	AS 004	Associate of Science in Agriculture Plant Science for Transfer (AS-PT)	13
A5: Biological Sciences AG 2 ANTH 11 BIOL 1, 2, 20, 21, 22, 23, 24, 25, 30, 31, 32, 33, 34, 35 PSYC 20	Area 5B: Biological Sciences AG 2 ANTH 11 BIOL 1, 2, 20, 21, 22, 23, 24, 25, 30, 31, 32, 33, 34, 35 PSYC 20	PLS 001	Associate of Science in Agriculture Business for Transfer (AS-BT)	6-12
A6: Mathematics BUS 20, 110 MATH 5, 10, 11, 21, 35, 44, 45, 46, 47, 70, 80, 81 STAT 25	Area 7: Mathematical BUS 20 MATH 21, 35, 45, 46, 47, 70, 80, 81 STAT 25	BUS 119 MATH 005, 010, 011, 044, 054 (being submitted for Fall 2024 IGETC placement)	Associate of Science in Business Administration for Transfer 2.0 (AS-BT) Associate of Arts in Elementary Teacher Education for Transfer (AA-TE)	2-5 4-7
A7: Arts ARCH 70, 71 ART 1, 2, 3, 4, 5	Area 8: Arts ARCH 70, 71 ART 1, 2, 3, 4, 5	ARCH 001, 016 DRAM 002, 003	Course(s) not in an ADT. MAUS 016 deleted. Associate of Arts in Theater Arts for Transfer (AA-TA)	8-9

Courses Impacted

- Courses with UC-transfer approval may be updated and submitted to IGETC if appropriate this year.
- Courses with CSU-only approval will first need to be updated for UC, then may be submitted to Cal-GETC if appropriate. This will take two years or more.

Cal-GETC GE Course Transition

CSU GE	IGETC	Courses Impacted with Cal-GETC
A1: Oral Communication COMM 1, 4, 7, 8 COMM BUS 112	1C: Oral Communication COMM 1, 7, 8	- COMM 004 - COMM/BUS 112
A2: English Composition ENGL 1	1A: English Composition ENGL 1	
A3: Critical Thinking AJ 25* ENGL 2 PHIL 20, 25 COMM 5	1B: Critical Thinking ENGL 2 PHIL 25	- AJ 025 - PHIL 020 [explicitly not allowed for IGETC, p. 11] - COMM 005 - Note: Courses cannot just have English 1 pre-req they will need to have validation
B1: Physical Sciences AG 4 ASTR 10 CHEM 1, 2, 10, 12, 13, 20, 21 GEOG 1 GEO 1, 12, 5 MET 1 PHYS 20, 21, 55, 56, 57 PSCI 20	Area 5A: Physical Sciences ASTR 10 CHEM 1, 2, 10, 12, 13, 20, 21 GEOG 1 GEO 1, 12, 5 MET 1 PHYS 20, 21, 55, 56, 57 PSCI 20	- AG 004
B2: Biological Sciences AG 2 ANTH 11 BIOL 1, 2, 20, 21, 22, 25, 30, 31, 40 PLSI 1	Area 5B: Biological Sciences AG 2 ANTH 11 BIOL 1, 2, 20, 21, 22, 25, 30, 31, 40 PLSI 1	- PLSI 001
B3: Laboratory GEOG 1L or any course listed in B1 or B2 underlined	5C: Lab: GEOG 1L or any course listed above 5A or 5B underlined	
B4: Mathematics BUS 20, 110 MATH 5, 10, 11, 21, 35, 44, 54, 65, 66, 67, 70, 80, 81 SSCI 25	Area 2: Mathematical BUS 20 MATH 21, 35, 65, 66, 67, 70, 80, 81 SSCI 25	- BUS 119 - MATH 005, 044, - MATH 010, 011 [explicitly not allowed for IGETC, p. 19] - -MATH 054 (being submitted for Fall 2024 IGETC placement)
C1: Arts ARCH 70, 71 ART 1, 2, 3, 4, 5 CINA 31, 32 MUS 1, 4, 5, 6, 7, 10, 11, 13, 14, 16 DRAM 1, 2, 3, 6*	Area 3: Arts ARCH 70, 71 ART 1, 2, 3, 4, 5 CINA 31, 32 DRAM 1, 6* MUS 4, 5, 6, 7, 10, 11, 13, 14	- MUS 001, 016 - DRAM 002, 003
C2: Humanities ASL 1, 2, 3, 4, 5, 6 AJ 123 BUS 185 DRAM 6* ENGL 4, 10, 14, 15, 16, 18, 19, 30, 31, 44, 45, 46 ETHN 1*, 2*, 3*, 4*, 10* HIST 4*, 5*, 17**, 18**, 23*, 25* LING 110 PHIL 1, 5, 12 PORT 1, 2 SPAN 1, 2, 3, 4, 12, 22, 23	Area 3B: Humanities ASL 3, 4, 5 DRAM 6* ENGL 4, 10, 15, 16, 18, 19, 30, 31, 44, 45, 46 ETHN 1*, 2*, 3*, 4*, 10* HIST 4*, 5*, 17**, 18**, 23*, 25* PHIL 1, 5, 12 SPAN 3, 4, 12, 23	- ASL 001, 002, 006 - AJ 123 - BUS 185 - ENGL 014 - LING 111 - PORT 001, 002 - SPAN 001, 002, 022
D: Social Sciences AG 1 AGMT 1 AJ 11, 25*, 45, 114 ANTH 10, 12, 13 CHLD 39*, 42 COMM 2, 9 ECON 25, 40, 50 ETHN 1*, 2*, 3*, 4*, 10*	Area 4: Social Sciences AG 1 AGMT 1 AJ 45 ANTH 10, 12, 13 CHLD 39*, 42 COMM 2, 9 ECON 25, 40, 50	- AJ 011, 025, 114 - KINE 093 (being submitted for Fall 2024 IGETC placement)

2024 ACCJC Standards

- Previous Standard IIA3: [...] The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Accreditation Standards

With Review Criteria and Suggestions for Evidence

June 2023

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Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.**

Review Criteria:

- The institution's mission appropriately reflects the community and students it serves.
- The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).
- The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
- The institution's mission demonstrates alignment with ACCJC's Policy on Social Justice.

Possible Sources of Evidence Could Include:

- Documents or webpages that articulate the overall mission and purpose of the institution (mission statement, vision statement, values statements, goals statements, strategic plans, factbooks, key performance indicators, etc.)
- Minutes from meetings, retreats, or other events at which the mission is discussed
- Evidence that shows engagement with internal and external stakeholders around the institution's overall mission and purpose (annual reports, presentations, surveys, etc.)

2024 ACCJC Standards

- COS should identify a clear source of truth for outcomes and develop an updated process that meets standards and works for students and faculty
- Update to new Nuventive Improve system this year is an opportunity to evaluate processes
- Report out: Any feedback from Divisions on recommended process?

Legislative Updates

- AB 811 - Repeatability
 - This bill would have required colleges to establish policies for course repetition and allowed up to two repetitions of credit courses in arts, humanities, kinesiology, foreign languages, and English as a second language.
 - **Update: This bill was vetoed by the governor**