

CHANCELLOR'S CABINET MEETING

Agenda

Monday, October 28, 2024

3:00 – 4:00pm

Board Room

1. Call to Order	Jamey Nye
2. Finalize Agenda & Minutes of Meetings* a. September 23, 2024	Jamey Nye
3. Proposed Revisions to P-7241 Graduation Requirements*	Jamey Nye
4. Follow-up Discussion on Definition of Consensus	Jamey Nye
5. Adjournment	Jamey Nye

CHANCELLOR'S CABINET MEETING

Minutes

Monday, September 23, 2024

Board Room

3:00pm

1. CALL TO ORDER

Chancellor King called the meeting to order at 3:00pm and each member of Cabinet introduced themselves, sharing what they hope to gain from participating in Chancellor's Cabinet this year.

2. FINALIZE AGENDA & MINUTES OF MEETINGS

The April 22, 2024 meeting minutes and September 23 agenda were approved.

3. ROLE AND PURPOSE OF CHANCELLOR'S CABINET

Interim Chief Counsel Khang provided an overview of the role and purpose of Chancellor's Cabinet, which serves as a participatory governance group to make recommendations by consensus to the Chancellor on proposed changes to Board Policies and Administrative Regulations. The Chancellor's Cabinet also serves as the steering committee for the District's strategic planning processes. Meetings are informal opportunities to discuss important issues impacting the constituent groups across the District. A copy of R-3411 outlining the purpose, composition, and meeting structure was included in the agenda materials.

4. INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE REVIEW OF IBA/PEER RESOURCE TEAM VISIT: OCTOBER 18

As was shared in a previous communication from Chancellor King, an IEPI Peer Resource Team (PRT) is scheduled to visit Los Rios on Friday, October 18 and Friday, December 6 to meet with various stakeholders about the District's Interest Based Approach (IBA) approach to conflict resolution. Chancellor King invited SCC Professor and Professional Development Coordinator Norman Lorenz to the Chancellor's Cabinet meeting to share his insights as a long-serving Interest Based Approach (IBA) training facilitator and leader. Norman and other members of Cabinet shared some history of the training and noted it was once viewed as a part of the culture of Los Rios that codified the District's values in how we work through disagreements in a respectful, productive manner. There was also feedback that the training could be refreshed and updated. District Academic Senate President Cardwell provided some background on the Senate's timeline of considering this opportunity and the interest in possibly looking into more robust alternatives to IBA. All constituents will be invited to participate in the process, which is voluntary.

5. DISCUSSION OF DEFINITION OF CONSENSUS

Members of Chancellor's Cabinet discussed the meaning of Consensus in the context of this participatory governance group, noting that it is not always unanimity. An interest in more specifically defining this, in anticipation that a situation could arise in the future where a significant number of members don't agree with the majority, was expressed and a taskforce was created to explore this further. The taskforce members are Jacob Velasquez, Paula Cardwell, Jason Newman and Liz Geisser. This topic will be revisited at the next Chancellor's Cabinet meeting.

6. ADJOURNMENT

Chancellor King adjourned the meeting at 4:15pm.

Graduation Requirements

ASSOCIATE DEGREE REQUIREMENTS

1.0 Degree Earned

- 1.1 The degree of Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer can be earned through any College in the Los Rios Community College District.
- 1.2 The Associate in Arts degree and the Associate in Science degree may be conferred upon students qualified to transfer to a four-year college or university as well as upon those completing their formal education in a two-year vocational program as outlined in the catalog of any of the Colleges of the District. The Associate in Arts for Transfer degree and the Associate in Science for Transfer degree were created by SB 1440 (2010) to allow students to transfer to the California State University with junior status upon the completion of prescribed requirements.
- 1.3 In accordance with law and with the rules and regulations of the California Community College Board of Governors and the Los Rios Community College District Board of Trustees, the requirements for the degree Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer are defined below.

2.0 Associate in Arts or the Associate in Science Graduation Requirements

- 2.1 Number of Units
 - 2.1.1 Satisfactory completion of a minimum of sixty (60) units of ~~collegiate work degree-applicable lower-division credit courses with a "C" (2.0) grade point average in a curriculum which the District accepts toward the degree, provided that twelve (12) units must be earned in residence at the College recommending the degree District.~~
 - 1.3.1.1 2.1.1.1 All reference to "units" in this policy is to "semester units."
 - 2.1.2 Units of credit are assigned to courses based on the "Carnegie unit," which assigns one unit of credit for three (3) hours of work by the student per week. Usually this means one (1) hour of lecture or discussion led by the instructor and two (2) hours of outside preparation by the student. In laboratory courses, three (3) hours of work in the laboratory are normally assigned one (1) unit of credit which may include some additional preparation outside of class time.
- 2.2 Major Field of Study
 - 2.2.1 Satisfactory completion of a minimum of eighteen (18) units of focused study in a major ~~field of study~~ or an interdisciplinary area of emphasis from those specified in the catalog of each College with a minimum grade of "C" or the equivalent for any class in a major ~~field of study~~.

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2.2.1.1 A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline.

2.2.1.2 An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing students with an academic pathway broader than a specific major but more focused than general education.

2.3 General Education Requirements

2.3.1 Each College of the District will publish in its catalog a specific philosophy of general education. The following will serve as a pattern for the Colleges in the development of their individual philosophy statements.

~~2.3.1.1 The primary function of education is to transmit from each generation to the next the knowledge and skills requisite to enlarge the comprehension of our place in the universe. Los Rios Colleges are committed to the principle of providing general education which includes: Natural Science, Social and Behavioral Science, Arts and Humanities and the Arts, Language English Composition, Oral Communication and Critical Thinking; English Composition, Oral Communication and Critical Thinking; Mathematical Concepts and Quantitative Reasoning; Arts and Humanities; Social and Behavioral Sciences; Natural Sciences; Ethnic Studies~~ and other courses that provide for life-long learning and understanding, and that explore the significance of work, production, consumption and leisure in the lives of individuals. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds.

2.3.1.2 A comprehensive education serves to develop the creativity, critical thinking, ethical behavior, and self-understanding which are essential to the attainment of personal goals and to participate in a society characterized by increasing global interdependence and by rapid and significant change.

2.3.1.3 Therefore, the purpose of general education is to give breadth to the college experience, enhance the ability to learn, and insure an appropriate level of competency. The general education program thus provides coherence to undergraduate education and affords students the opportunity to develop an integrated overview of the diverse fields of human knowledge.

2.3.2 The courses allowed by the Colleges of the District for the fulfillment of the general education requirements shall be introductory in nature and usually without course prerequisites. The content of the courses should encompass broad fields of knowledge, covering major principles and their applications to a wide field or fields. The intent should be to provide the

Commented [1]: rewrite in the proper order, this is missing math and qr

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students with an understanding and appreciation of a significant body of knowledge and give to the students a basis for evaluating the physical environment, the culture, and the society in which they live.

- 2.3.3 Students receiving an Associate degree must satisfactorily complete ~~twenty-one (21)~~ twenty-four (24) units in general education selected from the following areas as indicated:

~~2.3.3.1~~ 2.3.3.5 Natural Sciences (three [3] units minimum)

Courses in the natural sciences are ~~those which~~ examine the physical universe, its life forms and its natural phenomena. ~~To satisfy the general education requirement in natural sciences, a course should help the~~ helping students develop an appreciation and understanding of appreciate and understand the scientific method, and encourage an understanding of and the relationships between science and other human activities. This category includes introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

~~2.3.3.2~~ 2.3.3.4 Social and Behavioral Sciences (three [3] units minimum)

Courses in the social and behavioral sciences are ~~those which~~ focus on people as members of society. ~~To satisfy the general education requirement in social and behavioral sciences, a course should help the student and~~ develop an awareness of the methods of inquiry used by the social and behavioral sciences. ~~It should~~ They stimulate critical thinking about the ways people act and have acted in response to their societies and ~~should promote~~ appreciation of how societies and social subgroups operate. This category includes introductory or integrative baccalaureate-level ~~survey~~ courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines, ~~exclusive of those which fulfill the American Institutions requirement.~~

~~2.3.3.3~~ American Institutions Requirement (three [3] units minimum)

Courses in American Institutions are ~~those which~~ focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State. ~~To satisfy the general education requirement in American Institutions, a course should help the student develop an appreciation and understanding of the basic institutions, ideals, knowledge, and skills necessary for intelligent and loyal citizenship. It should stimulate critical thinking, problem solving, and literacy skills in regard to American historical, political,~~

Commented [2]: 2.3.3.1 thru 2.3.3.8 need to be renumbered. There will be one less section as American Institutions is no longer required. The new section numbers will be in a comment on each section.

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governmental, economic, social, and intellectual issues as they relate to both domestic and foreign affairs. This category includes introductory or integrative survey courses in history and political science which qualify under the guidelines of either “a” or “b” below.

(a) Any course which addresses the historical development of American Institutions and ideals, inclusive of the following:

1. Significant events occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

(b) Any course which addresses the U.S. Constitution, representative democratic government operation, and the process of California State and local government, inclusive of the following:

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

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2.3.3.4 2.3.3.3 Arts and Humanities (three [3] units minimum)

Courses in the humanities ~~are those which~~ study the cultural activities and artistic expressions of human beings. ~~To satisfy the general education requirement in the humanities, a course should help the student develop an~~ Such courses develop students' awareness of the ways in which how 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 an~~ students' aesthetic understandings and an ~~abilities~~ to make value judgments. This category includes introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

2.3.3.5 Languages and Rationality 2.3.3.1 English Composition, Oral Communication and Critical Thinking (six [6] units: three [3] units each from (a) and (b))

~~Courses in language and rationality~~ English composition, oral communication and critical thinking are those which use and examine principles and guidelines of clear and logical thinking and communication. Courses in this category should build upon rather than remediate verbal and quantitative skills.

- (a) English Composition. Courses fulfilling ~~the written composition~~ this requirement must be baccalaureate-level and ~~should include both~~ expository and argumentative writing.
- (b) Oral Communication and Analytical-Critical Thinking. Courses fulfilling ~~the communication and analytical thinking~~ this requirement must be baccalaureate level and include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines and critical thinking courses. Critical thinking courses develop an awareness of the relationship of language to logic, resulting in the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend.

2.3.3.6 2.3.3.7 Living Skills (three [3] units minimum)

One physical education activity course (with ADAPT, DANCE, FITNS, PACT, SPORT, or TMACT designators) must be taken in this area and a minimum of two (2) units from the other courses included in this category. Adapted physical education courses are available for students with documented physical disabilities. These Adapted courses will fulfill the graduation requirement.

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Courses in this area may be selected from a number of different disciplines that help students to acquire skills and knowledge to understand themselves as whole persons (integral to their environment). This category includes the study of courses that develop and maintain personal, social, physical and emotional well-being. It is the intent that this area include such courses as health education, human sexuality, marriage and family, nutrition, and personal adjustment.

~~2.3.3.6.1~~ 2.3.3.7.1 Students with medical excuses may petition to be exempted from the physical activity course requirement when appropriate adapted physical education classes are not offered at the location where the student takes the majority of their course work. Students not completing a physical activity course on the basis of this exemption shall be required to complete a minimum of three (3) units in other courses in the Living Skills area.

~~2.3.3.6.2~~ 2.3.3.7.2 Students in majors with 45 units or more of required coursework are exempted from the Living Skills requirement. Each college shall set up a process to apply this exemption.

~~2.3.3.7~~ 2.3.3.2 Mathematical Concepts and Quantitative Reasoning (three [3] units minimum)

Courses in mathematical concepts and quantitative reasoning develop students' abilities to draw conclusions from numerical information, use formal reasoning processes, practice computational skills, and apply mathematical concepts or formal reasoning to solve real-world problems. Courses fulfilling this requirement must be at least college-level and include mathematics and quantitative reasoning courses, including logic, statistics, computer programming languages, and related disciplines.

~~2.3.3.8~~ 2.3.3.6 Ethnic Studies (three [3] units minimum)

Courses in ethnic studies must be baccalaureate level and include courses in the four autonomous disciplines within Ethnic Studies or introductory courses which survey the four areas: (1) Black Studies, African American Studies, Africana Studies, (2) Native American Studies, (3) Chicano/a/x, Latino/a/x Studies/La Raza Studies, and (4) Asian American Studies.

2.3.4 While a course might satisfy more than one (1) general education requirement, it may not be counted more than once for these purposes. Courses which are a part of the major requirement and meet the intent of

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these general education guidelines may be used to satisfy both requirements.

~~2.3.5 Ethnic studies will be offered in at least one (1) of the required general education areas (2.3.3.1-2.3.3.5).~~

2.3.6 Each College shall set up a process that will involve the review of courses submitted to meet the objectives and criteria of general education.

~~2.3.7 Students who show proof of a baccalaureate or higher degree completed at a college or university accredited through a CHEA (Council for Higher Education Accreditation) recognized Regional Accrediting Agency will have satisfied general education, Ethnic/Multicultural studies, and competency requirements for the Associate in Arts or the Associate in Science degree. Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the Associate in Arts or the Associate in Science degree. Degrees from accredited institutions outside of the United States will be evaluated on a case-by-case basis. All Associate degrees from institutions accredited from CHEA Regional Accrediting Agencies will be evaluated on a case-by-case basis. Degrees or courses from non-accredited institutions will not be considered.~~

~~2.3.8 Students who have completed the requirements for the Cal-GETC lower-division general education pattern will have satisfied the general education requirements for the Associate in Arts or the Associate in Science degree.~~

2.4 — Basic Skills Competencies

~~2.4.1 All students granted an Associate in Arts or Associate in Science degree shall have demonstrated college-level competence in reading, written expression, and mathematics.~~

~~2.4.1.1 Examinations used to assess competency in any one of these areas will be uniform throughout the District and will be recommended by committees composed of members as provided in District Regulation (R-3412).~~

~~2.4.1.2 The Chancellor shall adopt Administrative Regulations establishing specific competency standards.~~

2.5 — Ethnic/Multicultural Studies

~~2.5.1 One (1) three (3) unit Ethnic/Multicultural studies course must be completed within the sixty (60) unit graduation requirement. The course may be completed as part of the twenty-one (21) unit general education pattern, as a course required by the major, or an elective course.~~

~~2.5.1.1 Courses in Ethnic/Multicultural studies examine significant aspects of the culture, contributions and social experiences of~~

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~~underrepresented ethnic/racial groups in the U.S., or the history and cultural traditions of non-western societies. Non-western courses should focus on non-Eurocentric cultures.~~

~~2.5.1.2 All courses should be comparative among multiple social groups and should include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience.~~

3.0 Credit by Examination

3.1 Any specific course requirement may be satisfied by the procedures established for credit by examination.

4.0 Transfer Graduation Requirements (SB 1440):

4.1 For curricula approved pursuant to SB 1440 (2010) by the Board of Trustees (approved curriculum), the graduation requirements for the Associate in Arts for Transfer and Associate in Science for Transfer degrees shall consist entirely of the following requirements which also satisfy all basic skills competency requirements:

4.1.1 Successful completion of sixty (60) semester units eligible for transfer to the California State University, which shall include satisfaction of the following two (2) requirements:

4.1.1.1 Completion of one (1) or the following General Education Patterns:

4.1.1.1.1 The Intersegmental General Education Transfer Curriculum (IGETC), effective for students enrolled prior to Fall 2025; or

4.1.1.1.2 The California State University General Education-Breadth Requirements, effective for students enrolled prior to Fall 2025; or

4.1.1.1.3 The California General Education Transfer Curriculum (Cal-GETC), effective for students enrolled on or after Fall 2025.

4.1.1.2 Completion of at least eighteen (18) semester units in a major or area of emphasis identified in the approved curriculum

4.1.2 A minimum grade point average of 2.0.

5.0 Courses Specified

5.1 Each College within the District shall specify in its College catalog the courses that may be taken by a student in each of the required areas listed above. Requirements satisfied at one College will be accepted by any other College within the District.

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LRCCD

Policy Revised: 12/6/72; 4/17/74; 1/28/81; 4/21/82; 1/19/83; 2/1/84; 7/27/88; 3/18/92;
3/1/00; 11/5/03; 6/18/08; 3/14/12; 9/9/15; 5/10/17; 10/1/24

Policy Reviewed: 5/10/17

Adm. Regulation: R-7241

Final Revisions to Title 5, California Code of Regulations Relating to Associate Degree Requirements

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 and 70902, Education Code.~~

SECTION 55061 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:

~~§ 55061. Philosophy and Criteria for Associate Degree and General Education.~~

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to 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. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce 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 possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subdivisions (a) and (b) of this section.

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

§ 55061. Associate Degree Course Requirements.

District governing boards may only approve associate degrees that meet the following course requirements:

(a) A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

(b) A minimum of 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

(1) A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

(2) An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

(c) A minimum of 21 semester units (28 – 31.5 quarter units) of general education in the areas described below.

(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

(A) English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

(B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

(3) Arts and Humanities (minimum of 3 semester / 4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students’ awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students’ aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(5) Natural Sciences (minimum of 3 semester / 4 quarter units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry,

general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(6) Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

(d) “Integrative baccalaureate-level courses” draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

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

SECTION 55062 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:

~~§ 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) or section 55270, 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 district governing board, require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.~~

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

§ 55062. Conditions for Awarding the Associate Degree.

(a) District governing boards shall confer the associate degree upon students who have fulfilled the course requirements of section 55061, and who have met the following conditions:

(1) Satisfactory completion of at least 12 semester units (18 quarter units) in residence within the college district. Governing boards shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate injustice and undue hardship.

(2) Satisfactory completion of each course counted toward the major or area of emphasis requirement with a grade of “C” or better, or of “P” if the course is taken on a “pass-no pass” basis;

(3) Completion of a minimum 21 semester units (or 28 – 31.5 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University; and

(4) Completion of the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

(b) Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements.

(c) Courses may meet multiple requirements, including general education, a major or area of emphasis, and additional requirements stated in section 55061 when courses are locally approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

(d) Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning.

(e) Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

(f) The governing board of each community college district shall establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree.

(g) Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

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

SECTIONS 55063 AND 55064 OF ARTICLE 6 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS ARE REPEALED.

~~§ 55063. Minimum Requirements for the Associate Degree.~~

~~(a) The governing board of a community college district shall confer the associate degree upon a student who has met all requirements of this section.~~

~~(b) General unit requirements.~~

~~(1) The associate degree requires satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work accepted by the degree-granting college. Courses completed at other institutions that meet or exceed the standards of the California Community Colleges may be counted toward associate degree unit requirements. At least 12 semester or 18 quarter units must be completed in residence at the degree-granting college, unless the governing board excuses this requirement to alleviate injustice or undue hardship.~~

~~(2) "Satisfactory completion" means either credit earned on a "pass-no pass" basis, or with a grade point average of 2.0 or better in the associate degree community college credit courses.~~

~~(c) Major or area of emphasis requirement.~~

~~(1) A minimum of 18 semester units or 27 quarter units must be taken in a single discipline, or related disciplines, as listed in the community college's "Taxonomy of Programs," or in an area of emphasis involving lower division coursework to prepare students for a field of study or major at the University of California, or the California State University.~~

~~(2) For all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.~~

~~(d) General Education Requirements. A minimum of 18 semester units or 27 quarter units of general education coursework must be completed in the areas described in this subdivision (d), or as otherwise determined by the degree-granting college.~~

~~(1) Natural Sciences. Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. Such courses help students appreciate and understand the scientific method, and understand the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific~~

disciplines. A minimum of three semester or four quarter units must be completed in this area.

(2) Social and Behavioral Sciences. Courses in the social and behavioral sciences focus on people as members of society. Such courses develop awareness of the method of inquiry used by the social and behavioral sciences. They stimulate critical thinking about the ways people act and have acted in response to their societies, and promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines. A minimum of three semester or four quarter units must be completed in this area.

(3) Humanities. Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop awareness of the ways in which people throughout the ages, and in different cultures, respond to themselves and the world around them in artistic and cultural creation, and develop aesthetic understanding and an ability to make value judgments. Such courses include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion. A minimum of three semester or four quarter units must be completed in this area.

(4) Language and Rationality. Courses in language and rationality develop 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. This includes courses in both English Composition, and Communication and Analytical Thinking as follows:

(A) English Composition. Courses fulfilling the written composition requirement include both expository and argumentative writing, and may be taught in disciplines including, but not limited to, English and English as a Second Language. A minimum of three semester or four quarter units must be completed in this area.

(B) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include, but are not limited to, oral communication, mathematics, and quantitative reasoning courses such as logic, statistics, computer languages, programming, and related disciplines. A minimum of three semester or four quarter units must be completed in this area.

(c) Additional Requirements. The associate degree also requires demonstrated competence in reading, written expression, and mathematics, and satisfactory completion of a course in ethnic studies, as follows:

(1) Satisfactory completion of a course in English at the level of the course typically known as Freshman Composition. This requirement may also be met by satisfactory completion of an English course taught in another department or discipline that requires entrance skills at a level equivalent to those for Freshman Composition, or by demonstrating competency that is comparable to satisfactory completion of a specified English course. The equivalence of English coursework, and the methods of demonstrating comparable competency in written expression and reading is determined by the college/district.

(2) Satisfactory completion of a course in mathematics at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor, and with Elementary Algebra as a prerequisite, approved locally). This requirement may also be met by satisfactory completion of a mathematics course taught in another department or discipline that requires entrance skills at a level equivalent to Intermediate Algebra, or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra. The equivalence of mathematics coursework, and the method of demonstrating comparable competency in mathematics is determined by the college/district.

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

(f) A course may satisfy more than one general education requirement, but course completion may be counted only once toward satisfying the 18 semester unit or 27 quarter unit general education requirement. A course may also satisfy both a general education requirement and a major or area of emphasis requirement, and course completion may be counted toward both requirements, depending upon college/district policy. Students may use the same course to meet a general education requirement for the associate degree, and to satisfy a general education requirement at the California State University or the University of California, if such course is accepted by that system to satisfy a general education requirement.

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

§ 55064. Acceptance of Noncredit Courses.

The governing board of each community college district shall establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree. The petition shall be granted if the instructor of the noncredit course certifies that the student has achieved competence in the subject matter at a level and with academic rigor equivalent to that required for a degree-applicable credit course.

This section shall become inoperative on July 1, 2009. After that date, a student may nevertheless seek to receive credit for knowledge or skills acquired through completion of a noncredit course in accord with section 55050.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 78405, Education Code.