
Oxnard College



General Education Handbook

This Handbook has been prepared based on the
recommendations of the
Oxnard College General Education Committee.

Approved By
General Education Committee - 3/1/2017
Curriculum Committee - 3/22/2017
Academic Senate - 4/10/2017

This handbook is a guide to the operating procedures of the General Education Committee. It shall be reviewed every year and updated to include any changes in district and/or college GE policy and procedure. Policies shall be approved by the appropriate bodies (GE Committee, Curriculum Committee, Academic Senate, and/or DTRW-I as appropriate) prior to being added or edited in this handbook. Therefore, any new policy or procedure already approved by the Curriculum Committee, Academic Senate, and/or District Committees may be added in this handbook without requiring this handbook to be approved again. In addition, any changes made to existing Title 5, state, CSU GE-Breadth, IGETC, District, or college policy cited within this handbook shall be made without requiring this handbook to be approved again.

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Charge of the GE Committee

(Approved by the GE Committee 2/1/2017 and the Curriculum Committee 2/22/2017)

The General Education Committee, a subcommittee of the Curriculum Committee, is charged with review of courses for proper placement in lower division general education curriculum patterns.

GE Committee Membership

(Approved by the GE Committee on 11/6/2013 and the Curriculum Committee on 12/11/2013)

The GE Committee shall be comprised of:

1. At least one faculty member per GE area (A-D):

- A. Natural Sciences
- B. Social and Behavioral Sciences
- C. Arts and Humanities
- D. Language and Rationality

And at least one from the District Graduation Requirements:

- E. Physical Education and Health

And

- F. Gender and Ethnic Studies

And a Counselor

2. Additional Faculty members are also welcome to serve as long as there are:
 - A. No more than 2 faculty members per discipline (such as MATH, ART, ENGL, BIOL)
 - B. No more than 3 faculty members per department
3. CTE faculty must come from a discipline included in General Education
4. No more than one Dean may be a voting member
5. The Articulation Officer shall also be a standing member of the committee
6. The Curriculum Committee Faculty co-chair or designee shall co-chair this committee

Title 5 § 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.

New section filed 7/17/2007

VCCCD Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education

Last revised March 2017 (date of approval pending)

Philosophy and Criteria for General Education

The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

- Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities
- Understand and appreciate the role of culture and the arts in society and in one's personal life
- Think logically and communicate effectively
- Understand and adopt the concepts of personal health and fitness to enhance the quality of life
- Recognize the multitude of diversities in the physical and human environments and how these diversities impact individuals and society
- Understand the connections among the various disciplines
- Use a variety of means to find information, examine it critically, and apply it appropriately
- Work ethically and effectively with others
- Apply the skills necessary for successful living in an ever-changing and global environment
- Become productive workers and life-long learners
- Meet the objectives of general education

General education is designed to introduce students to the variety of means through which people comprehend the modern world.

General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology proficiency, affective and creative capabilities, social aptitude, and an appreciation for cultural diversity.

To meet the objectives of general education, each District college shall place GE courses in the following areas:

(A) Natural Sciences: A minimum of 6 units including one course in Biological Science and one course in Physical Science.

(B) Social and Behavioral Sciences: A minimum of 6 units including one course in American History/Institutions and one course in other Social and Behavioral Science.

(C) Humanities: A minimum of 6 units including one course in Fine Arts/Performing Arts and one course in any other Humanities.

(D) Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking. Additional District requirements may be met by courses in the previous General Education area.

(E) Health/Physical Education and Kinesiology: No unit minimum. One Health Education course and one Physical Education Activity course.

(F) Ethnic/Gender Studies: Students selecting an Associate in Arts degree in General Studies must complete a course in Ethnic/Gender Studies.

The Curriculum Committees of the colleges, as part of the curriculum proposal and review process, will specifically address the placement of courses into the general education areas.

(A) Natural Sciences

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 shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationship between science and other human activities.

(B) Social and Behavioral Sciences

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 Science, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be 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.

(C) Humanities

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 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.

(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.

- (i) English Composition. Courses fulfilling the written composition requirement shall be

designed to include both expository and argumentative writing.

(ii) 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.

(E) Health and Physical Education/Kinesiology

Courses in Health, Physical Education and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing and maintaining a healthy lifestyle.

(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 contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Elements of the review process will include, at a minimum, the following:

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling California State University General Education Breadth (CSU GE-Breadth) or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

Each college will have student learning outcomes (SLO) to assess these GE courses.

Completion of the District College General Education pattern shall be required for all associate degrees except:

1. When prohibited by legislated transfer degrees (Associate in Arts for Transfer and Associate in Science for Transfer) that require completion of CSU GE-Breadth, CSU GE-Breadth for STEM (Science, Technology, Engineering, and Mathematics), IGETC, or IGETC for STEM, and forbid additional District graduation requirements.
2. General Studies Pattern II requires students to complete a transfer institutions own general education pattern while also meeting the 18 units of general education minimum established in Title 5. The additional District graduation requirements of Health and PE/Kinesiology and Ethnic/Gender Studies still apply.
3. General Studies Pattern III requires students to complete either CSU GE-Breadth or IGETC. The additional District graduation requirements of Health and PE/Kinesiology and Ethnic/Gender Studies still apply.

4. When the degree is designed specifically for transfer and another general education pattern (such as CSU GE-Breadth, IGETC, or a university's native general education pattern) more adequately serves the needs of the students.
5. When the program goal is "Career Technical Education (CTE) and Transfer" as required in the Program and Course Approval Handbook (PCAH) the degree may require CSU GE-Breadth, IGETC, GE pattern for a four-year institution, or a local GE pattern.
6. Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher education. These students only need to complete the coursework required for completion of the registered nursing program, including prerequisites and nursing coursework.

Oxnard College General Education Statement of Philosophy and Rationale

(Approved by the GE Committee 4/2/2013 and the Curriculum Committee 4/24/2013)

General Education is an essential part of the curriculum at Oxnard College. A rich variety of general education courses is arranged under the headings of Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Physical Education and Health, and Ethnic/Gender Studies. Each of these areas of study represents a distinctive process of learning developed by scholars using their discipline's accepted methods of research. Completion of the general education requirements listed under the Approved General Education Course List for A.A. and A.S. Designated Degrees is required for graduation from Oxnard College.

The framework of general education is based upon Title V requirements in the California Education Code and corresponds to the general education patterns of the University of California, California State University, and other four-year colleges and universities throughout the nation. Several general education patterns including the IGETC format are listed in the College Catalog. Students seeking to transfer to any four-year school are advised to complete their general education before they transfer. Counseling assistance in planning general education choices is available.

The rationale for general education requirements is ancient and deeply rooted in an affirmation of human potential. Developing this potential has been linked to the study of the imaginatively-rich and culturally-diverse heritage of humanity. The academies of Greece and Rome and the early universities of Europe (Bologna, Paris, Salamanca, Oxford) and the universities established in the Americas (Mexico, San Marcos, Harvard) required their students to complete a liberal arts curriculum which is remarkably similar to present-day patterns of general education. The expectation then and now was that by completing a curriculum that included language arts, fine and performing arts, natural sciences, social sciences, mathematics, logic, analytical philosophy and physical education, a student would develop an honest, insightful, sensitive and moral capacity to think, communicate and live a fully human life. A well-educated human being would understand the value of participating in the civic life of the community and contributing to the well-being of others.

These goals of general education are promoted and kept relevant by an ongoing revision and expansion of the content of general education courses. In this way new research and vital perspectives on all the cultures evident in world history and human experience are included in the curriculum.

To simply regard general education as a set of burdensome requirements and limit one's own exploration of the general education curriculum is to short-change one's educational opportunities at Oxnard College. Students are advised to choose their general education courses with an imaginative sense of their own authentic interests and well-being. A liberal arts education can help a student develop an inner capacity for both thoughtful contentment and

flexible perseverance in living through the changing cycles of human experience. Through the assimilation of general education subjects and methods of inquiry, students can become wiser, more creative, more tolerant, happier, and more responsible participants in human history.

SPECIFIC AIMS

To promote a rich and effective general education program, the following aims have been defined by the faculty of Oxnard College:

GENERAL

- To introduce students to several areas of academic discourse and the methods of inquiry developed in each area.
- To illustrate the depth, breadth, and diversity of knowledge inherited from centuries of human effort to learn.
- To offer universal access to a broad range of interesting and academically sound college-level courses to all members of the community, including those with specialized education needs.
- To demonstrate the connections between ideas and historical reality and between ethical values and social experience.
- To educate broad-minded and insightful students who are capable of reasoned and responsible decisions in many arenas of life.

TRANSFER EDUCATION

- To enable students to complete, in an accessible, affordable and achievable way, the general education courses needed for transfer to a four-year institution.
- To prepare students for the academic rigors of higher levels of education including professional schools.
- To provide a diverse and well-rounded education for all transfer students as a foundation and supplement to their technical or specialized course work.

INDIVIDUAL GROWTH AND CAREER DEVELOPMENT

- To develop in students an awareness of their potential for learning and intellectual understanding based upon the skills and insights they can develop within themselves.

- To awaken creativity, sensitivity, and communication skills in each student. This includes a capacity for confident access to all modes of information technology.
- To enable students to make an informed judgment about the purpose and requirements for continuing their college education.
- To encourage students to pursue life-long learning beyond the requirements of career educations.
- To develop in students the learning skills and the broad base of knowledge that will promote success in their chosen careers or professions.
- To enable students to participate both competitively and cooperatively in the workplace and global economy of the 21st century.
- To help students see the interdependence between their individual efforts to earn a living and the macro-dynamics of the global economy.
- To provide students with continuous opportunities to develop themselves through involvement in art, music, film and video, dance, drama, debate, and creative writing.

CRITICAL THINKING SKILLS

- To teach students how to recognize clear and defensible modes of reasoning as distinguished from fallacies and rationalizations.
- To encourage students to articulate their own thoughts clearly and reasonably and to analyze fairly the statements and arguments of others.
- To teach the distinction between facts and values, descriptive statements and prescriptive norms, relative values and absolute values in order to help students engage in scientific, social and moral discourse more effectively.
- To develop the critical thinking and problem-solving skills which enhance the influence of students in interpersonal, work, and community activities.

MUTLI-CULTURAL APPRECIATION

- To introduce students to a wide range of cultures as presented in art, literature, religion, mythology, music, drama, film, electronic media, dance, and social practice.
- To encourage understanding and respect for the variety of viewpoints arising from both individual and cultural diversity.

- To invite appreciation of the ideas and values implicit in the multi-cultural heritage of humanity.
- To teach the relevance of multi-cultural sensitivity to a rewarding and effective life in the global community.
- To encourage students to explore their own cultural identity and consider ways of transposing their cultural heritage into contemporary expressions of value.

COMMUNITY LIFE

- To promote students' awareness of the educational and cultural activities in their community and to encourage them to become life-long supporters of public access to the arts.
- To enhance general education at Oxnard College by inviting on campus a variety of speakers and groups to provide cultural and civic vitality to campus life.

CIVIC RESPONSIBILITY

- To develop informed and responsible citizens who understand and value the need for active participation in the public and political life of the community, the nation, and the world.
- To help students understand that there are a great variety of ways to participate in civic life ranging from creative imagination and expression to direct action.
- To teach students the fundamental concepts of authority, law, and justice that support constitutional and representative institutions of government.
- To educate students about universal declarations of human rights and the worldwide aspirations of human freedom and opportunity expressed in such declarations.
- To promote the understanding that cooperation and peaceful resolution of disputes are the most morally defensible and practical ways to work through conflicts at all levels of social experience.
- To generate in students a desire to give something back to the society that has offered them the opportunity to educate themselves, to choose a livelihood and to settle into a life of family, religious and community interests.

Oxnard College General Education Student Learning Outcomes

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. (Title 5 § 55061)

Natural Sciences

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 shall be designed to help the student develop and appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities.

Upon successful completion of the Natural Science General Education Requirement, the student will be able to:

- Utilize critical thinking skills in evaluating reports of scientific information regarding source, bias, and scientific method.
- Demonstrate an understanding and appreciation of the scientific method.
- Express an understanding of the relationships between science and other human activities which may include recognizing components of scientific decision making and apply personal and social values within the process of decision making in scientific endeavors.
- Apply appropriate quantitative and qualitative methods to interpret and analyze pertinent data.

Social and Behavioral Sciences

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 shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to 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.

Upon successful completion of the Social Science general education requirement students will be able to:

- Demonstrate an understanding of human behavior, including social interaction and individual behavior in relation to social, cultural, political, psychological, economic, linguistic, biological, physical and other contexts and variables
- Articulate how societies, cultures and subcultures develop and change over time, and how they influence human behavior within specific contexts, including historic contexts
- Articulate how decisions are made in economic or political systems
- Demonstrate ability to utilize the research information technologies, reading abilities and theoretical frameworks that support lifelong learning about the study of human beings and their psychology, their behavior, their social interactions, their cultural diversity and the richness of their human heritages.
- Apply critical thinking and methods of inquiry, including qualitative and quantitative analysis, appropriate to social science disciplines
- Communicate clearly ideas and facts regarding the human condition and how humans respond, adapt and intentionally change those conditions
- Demonstrate an ability to consider the ethics of human behavior and the human impact on planetary conditions and cycles
- Demonstrate the ability to self-assess their learning regarding social science learning outcomes.
- Articulate the importance of responsible participation in their government, community and society.
- Identify the skills they have learned in college that prepare them for lifelong learning.
- Explain the significance of cooperation and peaceful resolution in addressing societal conflicts.

Humanities

Fine and Performing Arts

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 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 the Fine and Performing Arts general education requirement students will be able to:

- Demonstrate an appreciation of human expression through fine and performing arts.
- Demonstrate knowledge of the language and content of one or more artistic forms: visual arts, music, theatre, dance, film/television, writing, digital arts.

- Identify and discuss (in a way that demonstrates broad-based knowledge within one or more disciplines) at least two different individuals or movements from a list of historical and contemporary artists, musicians, dancers/choreographers, playwrights, and/or directors, media producers and script writers including Western and non-Western examples.
- Demonstrate an understanding of the arts and humanities, including historical context and interrelationships with other disciplines.
- Express understanding and appreciation of varieties of cultural and artistic expression.
- Explain how artistic (and literary) works from past and present civilizations are individual expressions of cultural, historical, and intellectual forces.
- Identify values of their culture and community as expressed through art.
- Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in their own artistic work.

Humanities

Upon successful completion of the Humanities general education requirement students will be able to:

- Demonstrate factual knowledge of the emergence and development of a set of ideas, an artistic form or medium, or a religious, philosophical, or artistic tradition.
- Apply a methodological approach to scholarly analysis and critical assessment of the artistic and intellectual creations of Western and non-western cultures, for academic disciplines in the humanities.
- Assess the effectiveness and value of a given cultural artifact using standards appropriate to the medium and cultural origin of the work.
- Make clear, well organized, and substantive written and oral presentations.
- Read, comprehend and communicate at the beginning or intermediate level of a target language.
- Participate in informed discourse on topics involving art, architecture, language, literature, politics and current events, history, ethnography, geography, religion, philosophy, music, or theater.

Language & 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.

English Composition:

Upon successful completion of the English Composition general education requirement students will be able to:

- Demonstrate effective expository and persuasive writing skills using the rules of standard written English in a written assignment of at least 1,000 words.
- Employ an academically recognized format (e.g., MLA, APA) in a research paper.
- Revise, proofread, and edit written work.

Communication and Analytical Thinking:

Upon successful completion of the Communication and Analytical Thinking general education requirement students will be able to:

- Demonstrate an understanding of the principles of clear and coherent communication.
- Use verbal and non-verbal languages in a clear and precise manner.
- Develop logical and rational thinking skills.
- Properly use relevant quantitative and qualitative symbolic expressions to evaluate and understand argumentation and/or problem solving.
- Distinguish the form of an argument from its content.

Health Education

Courses in health and physical activity help students develop the understanding and skills necessary to maintain a healthful life.

Upon successful completion of the Health Education requirement, students will be able to:

- Demonstrate an understanding of the basic principles and techniques for the restoration, maintenance and development of optimal health and fitness
- Utilize goal setting, time management, and personal planning to maximize success in the classroom.

Physical Education

At the successful completion of the Physical Education requirement, students will be able to:

- Demonstrate an appreciation and understanding of how to develop personal health and longevity through appropriate physical activity and theory courses.

- Understand the role physical fitness plays in achieving and maintaining a personal sense of well-being

And those who participated in Intercollegiate Athletics to meet this requirement will be able to:

- Demonstrate leadership roles both on campus and in the community
- Demonstrate an understanding and high level of competence in fitness, physical activity, and intercollegiate athletics.

Ethnic/Gender Studies

Courses in Ethnic/Gender studies help students develop an awareness of the historical roots and an appreciation of the cultural contributions of diverse ethnic populations and women; lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity; and explore ways for eliminating such inequalities.

Upon the successful completion of the Ethnic/Gender Studies requirement students will be able to:

- Demonstrate an understanding of multicultural diversity and/or gender difference as they relate to social, cultural, political, economic and demographic changes occurring locally and globally
- Articulate how the concepts of class, age, nationality, ethnicity, and/or sexual identity influence interactions between cultures and societies, both historically and presently
- Demonstrate knowledge of the contributions of ethnic, racial and gendered groups to U.S. society and culture such that an appreciation is developed for diverse people and cultures
- Communicate clearly ideas and facts regarding various cultures/ethnicities and gender as expressed through the authentic voices and perspectives of those same cultures and the individuals who populate them
- Demonstrate ability to utilize research information technologies, reading abilities and theoretical frameworks to support lifelong learning that connects knowledge of self and society to larger cultural contexts
- Apply critical thinking, methodologies, theories and paradigms appropriate to gender, ethnic, and multicultural studies
- Develop clear, well-organized, and substantive written or oral presentations which demonstrate an awareness of examining one's own culture from a removed perspective

California State University General Education-Breadth pattern and Intersegmental General Education Transfer Curriculum standards

Both the California State University (CSU) and the University of California (UC) established curricular programs to assist California Community College students in meeting lower-division general education requirements prior to transfer. Beginning in fall 1981, CCC students were able to use the statewide CSU General Education-Breadth pattern to meet lower-division general education, a lower-division GE pattern that is still predominantly used by CCC students who transfer to a CSU campus. In 1991 IGETC was adopted by CCC Board of Trustees, the CSU Board of Trustees, and the UC Board of Regents. Both CSU GE-Breadth and IGETC are authorized and described in CSU Executive Order 595.

The IGETC Standards, Policies, and Procedures is a document that includes current practices and policies as approved by the California Community Colleges, the California State University and the University of California through their elected representatives on the Intersegmental Council of Academic Senates (ICAS). It is reviewed and updated annually and the latest version always supersedes any previous version of the IGETC Standards or the IGETC notes.

The Guiding Notes for General Education Course Reviewers is a document developed by the faculty and staff who review course outlines proposed for lower-division general education credit for the University of California and the California State University. Based on the official policy documents for general education transfer curriculum such as Title 5, the IGETC Standards, and CSU Executive Orders, the Guiding Notes elaborate on state policy, adding suggestions and insights from past reviewers, in order to make CCC course submissions more successful.

According to the Guiding Notes for General Education Course Reviewers, “general education represents the universal curriculum of the degree, the learning expected of all baccalaureates regardless of background or major. It develops the intellectual capacities and versatility that employers say they most value:

- Effective oral and written communication
- Critical thinking
- Familiarity with styles of inquiry from a range of disciplines
- Ability to work in groups
- Skills to solve complex problems
- Tolerance for ambiguity
- An understanding of a variety of cultures, including one’s own”

CSU GE Breadth vs. IGETC

Both the CSU GE Breadth and IGETC patterns are designed to educate students to think, write, and speak clearly and logically; to reason quantitatively; to know about the human body and mind, the development and functioning of human society, the physical and biological world,

and human cultures and civilizations; and to develop an understanding of the principles, methods, and values of human inquiry.

They do so by grouping disciplines and modes of inquiry into areas such as science and social science, and each area is further divided into subareas such as “Biological Sciences” or “Ethnic Studies.” Most areas and subareas in GE-Breadth match those in IGETC, and so course outlines are routinely submitted for both.

CSU GE-Breadth		Discipline		IGETC
Area A	A1	Oral Communication	1C	Area 1
	A2	Written Communication	1A	
	A3	Critical Thinking	1B	
Area B	B1	Physical Sciences	5A	Areas 5 and 2
	B2	Biological Sciences	5B	
	B3	Laboratory Activity	5C	
	B4	Mathematics	2A	
Area C	C1	Arts	3A	Area 3
	C2	Humanities	3B	
Area D	D	Anthropology & Archaeology Economics Ethnic Studies Gender Studies Geography History Interdisciplinary Social Science Political Science Psychology Sociology & Criminology	4	Area 4
Area E	E	Lifelong Learning		No Area
No Area		Language Other Than English	6A	Area 6A

In practice the IGETC pattern is more restrictive. Courses that are approved for IGETC are automatically approved for the corresponding area(s) or subarea(s) in GE Breadth.

However, not all courses approved for GE Breadth are approved for IGETC.

CSU Executive Order 1061: American Institutions

CSU Executive Order 1061 establishes for all CSU students a separate graduation requirement in United States History, Constitution, and American Ideals (informally abbreviated “American Institutions” or “AI”). As with lower-division general education, transfer students may fulfill American Institutions requirements before or after matriculating to the CSU. Typically students take courses that count for both AI and GE. Courses submitted for American Institutions are typically submitted for CSU GE Area D. While the Executive Order doesn’t set a unit or course minimum for these areas, it’s unusual for a single course to adequately address all three. Instead participating community colleges 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. These criteria are extremely detailed. Good courses are often turned down, as reviewers have to consider not only their quality but also how closely they meet these exact criteria, as set by administrative law and CSU policy.

Review Process

The UC and the CSU conduct an annual, joint review of CCC courses submitted for CSU GE-Breadth and IGETC. The submission time period is typically the first two weeks of December and details are announced in the fall at articulation meetings and are also forwarded on the California Intersegmental Articulation Council (CIAC) list serv.

Results of submissions are typically available the first week of April. Approved courses become effective the fall of the same academic year the course was submitted and approved if the course was active in the college's curriculum at that time. If it is not yet an active course, it will be approved for the following year.

Example: A course submitted in December of 2016 and approved in March 2017, becomes effective on IGETC beginning fall 2016.

If a course is not approved for CSU GE-Breadth and/or IGETC inclusion, detailed reasons for denial will be provided to the CCC. The CCC may then modify their outline of record and resubmit in the following submission cycle, a year later.

Occasionally, during the CSU GE-Breadth/IGETC review cycle certain existing IGETC course(s) are reviewed to verify the course(s) continue to meet the IGETC standards. Course(s) resubmitted for content review and no longer found to meet the IGETC standards will be allowed to remain on the CCC IGETC list for at least one year. This allows the CCC time to submit a revised course outline for review, if appropriate.

Example: A CCC is notified in spring 2014 that English 101 no longer meets the IGETC Standards. The course outline will remain effective on IGETC through summer 2015.

Summary of Community College Courses Appropriate for IGETC Submission

- Courses must be baccalaureate level. Generally, indications that a course is baccalaureate level include (1) a clear emphasis on cultural, historic, aesthetic, or other intellectual facets of the subject taught – particularly in classes that otherwise would amount to skills development; (2) stated requirements in reading and writing; (3) high demands of students, substantial student-faculty interaction, and clearly distinguished entry- and exit-level expectations; and (4) the existence of comparable courses at four-year institutions.
- Courses should carry an appropriate number of units.

- Course content should reflect a balance between breadth and depth appropriate for lower-division work.
- Proposed courses should include at least one textbook and those texts should be current. Outlines with texts more than seven years old may be rejected if more recently published texts are appropriate and readily available. Texts don't need to be published in hard copy. The UC and CSU welcome the use of online texts and other Open Educational Resources, so long as the resource is a stable, bona fide textbook, and not just a collection of links to lecture notes or other web pages.
- Course outlines should be in English (even when the course isn't)
- Courses must have been already approved for UC Transfer through the UC TCA process. All CCCs have a designated month each summer when they may submit courses through the UC TCA process with results following by early fall semester. Appeals for denied courses may be made during the appeal process period in the fall semester.
- Courses must be acceptable for transfer among all segments of California postsecondary education
- Courses must be culturally broad in their conception.
- Lower-division major preparation courses, as long as they aren't too narrow in scope.
- Laboratory courses may only be submitted if associated with a lecture course as either a pre or co-requisite.
- In the IGETC pattern, any course must carry at least three semester-units or four quarter-units of credit.
- Courses must meet the requirements of each designated area as described in the current IGETC standards.
- Courses must carry appropriate prerequisites
- Any course outline should contain enough detail to make a decision possible.

Summary of Courses Not Appropriate for IGETC

- Courses not transferable to the CSU and UC
- Pre-baccalaureate courses (*including remedial English composition*)
- Variable Topics
- Directed Study
- Independent Study
- Personal, Practical, Skills Courses
- Introductory courses to professional programs
- Performance Courses
- Creative Writing
- Logic
- Computer Science

- Trigonometry, unless combined with college algebra or pre-calculus
- Strictly online Oral Communication courses, Area 1C
- Courses with fewer than 3 semester or 4 quarter units
- Course outlines written in a language other than English

Summary of Community College Courses Appropriate for CSU GE-Breadth Submission

- All courses appropriate for IGETC submission
Plus
- Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E, and are approved without review.
- Any unit level is acceptable as a matter of policy, but in practice courses below two units seldom meet the criteria for breadth, depth, and rigor expected of general education courses, with the exception of laboratory courses when offered separately from an associated lecture.
- Math courses developed specifically for students preparing to teach elementary school are excluded from IGETC but acceptable in GE-Breadth. CSU math faculty have asked reviewers to check for inclusion of specific elements of math instruction before granting approval.

General Education Committee Operating Procedures

General Education Committee Meetings

The Oxnard College General Education Committee shall meet monthly during the academic year, provided there are items on the agenda. If there are no action items, the committee may choose to meet less frequently, on an as-needed basis, but no less than once per semester. Meetings shall be scheduled based on the availability of the current GE Committee members. Agendas shall be emailed to members prior to any scheduled meetings and minutes shall be taken at each meeting and approved at the next meeting. All approved agendas and minutes shall be accessible online to the college community. Action items approved by the General Education Committee shall be added to Curriculum Committee agendas for approval as appropriate.

Activities and Responsibilities of the General Education Committee

The General Education Committee shall

1. Set annual goals in the fall of each academic year, provide those goals to the Curriculum Committee, and evaluate the progress made towards achieving the goals at the end of each academic year.
2. Review all courses proposed for GE inclusion and send approved courses to the Curriculum Committee for a final vote in a timely manner to meet catalog deadlines.
3. Review courses approved for GE at the other colleges of the VCCCD and compare with OC courses in an effort to maintain alignment as deemed appropriate.
4. Review the VCCCD Administrative Procedure on General Education (AP 4025)
5. Create, review, revise, and assess Oxnard College's GESLOs
6. Stay informed on changes to accreditation standards in reference to General Education and GESLOs.
7. Review the General Education Statement of Philosophy
8. Review and update the General Education handbook
9. Review the membership guidelines
10. Stay current on CSU GE-Breadth and IGETC practices
11. Keep informed on statewide and nationwide GE initiatives, trends, mandates, and issues
12. Complete assignments originating from the Curriculum Committee
13. Create, review, and revise GE policies and operating procedures
14. Provide college-wide leadership and training on General Education

Proposing a Course for Oxnard College's General Education Pattern

When a new course is created by a faculty member, the college's articulation officer will advise the faculty member on the applicability of the course to general education within Oxnard College's local GE pattern and also within the two main transfer GE patterns: CSU GE-Breadth and IGETC. This advisement may be sought out prior to or during the creation of the course or occur during review of the course proposal within curriculum committee processes. Courses may be proposed for GE inclusion by discipline faculty or by the articulation officer in consultation with discipline faculty. Faculty members may request that a course be considered for multiple areas of general education. It is to the benefit of the student that a course be included within Oxnard College's GE pattern if it is typically approved in a GE area at other colleges, especially other colleges within the VCCCD. The GE Committee should also seek to align courses within Oxnard College's GE pattern with how those same courses are approved for CSU GE-Breadth and/or IGETC.

In order to review the course for inclusion in the Oxnard College General Education pattern, the course outline must contain student learning outcomes (SLOs).

Review of the course

1. Courses being reviewed for GE inclusion must appear on a GE Committee meeting agenda.
2. The Articulation Officer will submit a completed Course Proposal Form for General Education Inclusion. This form includes the course's SLOs, the GESLOs for the area it is being proposed for, and information about how the course aligns/doesn't align with the Title 5 GE area description and with GE Transfer articulation (CSU GE-Breadth/IGETC).
3. Committee members will be provided with a copy of the COR and will review the content, objectives, and SLOs to see that they are all in alignment with the GESLOs and Title 5 definitions of GE and the particular GE area.
4. Committee members will consider the placement of comparable courses within the district, throughout the CCC system, and within CSU GE-Breadth and IGETC to align placement as appropriate.
5. The committee can choose to approve a course for the proposed area, recommend the course for an alternate or additional area, or deny a course for GE inclusion. If the vote results in a tie, the course will be forwarded to the Curriculum Committee for two readings.
6. Courses approved by the GE Committee will be forwarded by the GE Committee Chair to the Curriculum Technician to add to a Curriculum Committee agenda for a vote. Courses will appear on the agenda with their discipline and number and the area for which they have been approved.

7. The GE Chair will inform the faculty member of the results of the review of their course(s). When a course has been denied, the faculty member will also be informed about the reasoning behind the decision, and if this decision might be reversed should portions of the outline or SLOs be revised to address committee recommendations.
8. Courses are approved for the following academic catalog year.
9. Approved courses will be added by the Articulation Officer to Oxnard College's General Education pattern in the following year's catalog and on GE checklists provided to counselors.
10. GE approvals are recorded in CurricUNET by the Articulation Officer and in Banner and DegreeWorks by the Academic Data Specialists.

Appeals process for courses denied for GE inclusion:

1. If a course has been denied for GE inclusion, the proposing faculty member may appeal the decision by providing additional information supporting the inclusion of the course in a particular GE area.
2. The appeal should include the appeal form and supporting documentation including but not limited to new or revised CSLOs, a revised COR, a course syllabus, or other pertinent information not considered during the first review of the course by the GE Committee.
3. If the appeal results in a tie, the course is forwarded to the Curriculum Committee. After two readings, the Curriculum Committee's decision will be considered final.
4. If the appeal results in the course being denied again, the decision of the GE Committee will be considered final. The GE Committee will only reconsider its decision if there is a significant change in either the definition or scope of the GE area, the GESLOs, CSU GE-Breadth and/or IGETC areas or courses included in those areas, or if there is a significant change in the course content that would qualify it for the area originally proposed.

Reasons a course might be denied:

1. The course is not an introductory or survey level course and does not explore the breadth of a discipline.
2. The course typically applies to the lower division portion of a major, but is too specific in its content to apply to GE.
3. The course is primarily a skills-based or technical course.
4. The SLOs do not align with the GESLOs for the area proposed.
5. The SLOs are insufficient to make a decision about alignment.
6. The course is occupationally-oriented, or emphasizes professional applications, rather than focused on the principles, theories, and methods of a particular discipline.

7. The course is a performance or art course that does not include the integration of history, theory, and criticism, and focuses primarily on the acquisition of particular performance or artistic skills.
8. The course is not a course that is typically accepted for GE at other CCCs or on the CSU GE-Breadth or IGETC.

Removing a Course from General Education Inclusion

(Approved by the GE Committee 2/1/2017 and the Curriculum Committee 2/22/2017)

Courses may be removed periodically from Oxnard College's GE pattern if for any of the following reasons, the placement of the course in its current GE area means it is now misaligned:

1. Changes to Title 5 that make placement of a course within a particular GE area no longer compliant
2. Changes to District policy
3. Changes in placement of comparable courses at the other district colleges
4. Changes to placement of this course or comparable courses on the CSU GE-Breadth and/or IGETC patterns
5. Changes to the course SLOs, content, or objectives
6. Changes to the GESLOs
7. The course was grandfathered in a particular GE area that is no longer appropriate due to current definitions

This process requires that a course be brought to the General Education Committee as an agenda item and that concerned faculty members and their department Chair are informed that the course is being considered for removal from the particular GE area and the reasons why. Faculty members with courses under such review will be able to make a case for their course remaining within the current GE area by appealing to the General Education Committee in writing prior to the vote of the Curriculum Committee. After a thorough review of the course outline including SLOs, and review of the circumstances and policy or documents as appropriate, the course shall only be removed by vote of the GE Committee and subsequent vote of approval by the Curriculum Committee. If an appeal has been made and the GE Committee still votes in favor of the removal of the course from the GE area, the Curriculum Committee will still hear the faculty member's argument in favor of retaining placement within the GE area prior to its vote. After two readings, the Curriculum Committee's decision will be considered final.

Additional Local General Education Policies

1. Policy on Automatic Approval of Honors Versions of Courses Already Approved for General Education

Honors versions of courses already approved for the Oxnard College General Education Plan will be automatically approved, without further review, by the General Education Committee in the same area(s) where the non-honors version of the course is approved. To document the addition of these new automatic approvals, which must be added to the General Education list in the catalog and on General Education checklists for counselors, these honors courses will appear on a GE agenda as automatic approvals and be forwarded to the Curriculum Committee where they will appear on an agenda as an information item.

Approved by the GE Committee 4/6/2016 and the Curriculum Committee 4/27/2016

2. Advanced Placement General Education chart for Oxnard College

The Curriculum Committee voted on 11/10/2010 to approve the Advanced Placement General Education chart passed by the ASCCC (Academic Senate of the California Community Colleges) in Resolution 04.04 in spring 2009 that aligns awarding of community college credit toward a college's native GE pattern with the credit awarded toward the CSU GE-Breadth and IGETC.

3. International Baccalaureate (IB) General Education chart for Oxnard College

The Curriculum Committee voted on 3/9/2011 to approve and adopt the California Community College General Education International Baccalaureate (IB) test equivalency list approved by the Academic Senate for the California Community Colleges at their fall 2010 plenary in Resolution 09.05. This chart is aligned with the CSU's policy on the acceptance and application of IB credits toward CSU GE-Breadth.

4. College Level Examination Program (CLEP) chart for Oxnard College

The Curriculum Committee voted on 1/28/2015 to approve aligning Oxnard College's awarding of credit towards the Oxnard College General Education pattern with the College Level Examination Program (CLEP) chart approved by the Academic Senate for the California Community College (ASCCC) in Resolution 09.01 Spring 2011. This chart aligns the awarding of CCC credit towards GE with the CSU's policy of applying CLEP to the CSU GE-Breadth pattern.

5. Processes for Addition and Removal of Courses from General Studies Degree Emphases

Process for Addition of Courses to Areas of Emphasis for General Studies Degree Pattern I

- Courses approved for inclusion in Oxnard College's General Education plan are automatically added to the areas of emphasis by the Articulation Officer.

Process for Removal of Courses from Areas of Emphasis for General Studies Degrees Pattern I:

- Courses that are suspended or deleted through the Curriculum process will be automatically removed from areas of emphasis by the Articulation Officer.
- Courses that are removed from Oxnard College's General Education plan are automatically removed from the areas of emphasis by the Articulation Officer.

Process for Addition of Courses to Areas of Emphasis for General Studies Degree Patterns II and III:

- Courses can be proposed by faculty members or the Articulation Officer to the General Education Committee. The faculty member proposing the course needs to demonstrate that the proposed course meets major prep/lower division major **requirements** at top transfer institutions or multiple transfer institutions substantiated by ASSIST documentation.
- Courses created for or revised specifically for course-to-course Articulation in major prep/lower division major requirements to top transfer institutions or multiple institutions should be automatically added to a GE Committee agenda as an information item and added to the emphases by the Articulation Officer.

Process for Removal of Courses from Areas of Emphasis for General Studies Degree Patterns II and III:

- Courses that are suspended or deleted through the Curriculum process will be automatically removed from the emphasis by the Articulation Officer.
- Courses can be proposed for removal by faculty members, the Curriculum Committee, or Articulation Officer if they are no longer articulated as major prep/lower division major requirements at universities as substantiated by ASSIST documentation.

Appendices

Oxnard College Course Proposal Form for General Education Inclusion

Course ID:

Course Title:

Faculty Author:

Proposed for Oxnard College General Education area(s):

A1[] A2[] B1[] B2[] C1[] C2[] D1[] D2[] E1[] E2[] F []

Transfer General Education Articulation

	Month/Year Submitted	Areas Submitted For	Areas Approved	Areas Denied	Response Pending	Will submit next cycle (month/year)	Will not submit (inappropriate)
CSU GE-Breadth							
UC TCA							
IGETC							

1.) Course aligns with GE Transfer articulation: Yes [] No [] Not Applicable []

Comments: _____

2.) Course aligns with Title 5 GE area description: Yes [] No [] Not Applicable []

Natural Sciences []

Social and Behavioral Sciences []

Humanities []

Language and Rationality []

Title 5 GE area description:

(add appropriate description here).

Comments: _____

3.) Course aligns with VCCCD local GE areas: Yes [] No [] Not Applicable []

Health []

Physical Education []

Ethnic/Gender Studies []

Comments: _____

4.) Course Objectives and SLOs align with Oxnard College GE SLOs for area proposed: Yes []
No []

Upon successful completion of the _____ General Education Requirement, the student will be able to (add applicable GE area SLOs here):

- 1.
- 2.
- 3.
- 4.

SLOs for (add specific course SLOs here):

- 1.
- 2.
- 3.
- 4.

Comments: _____

Decision(s)

Approved areas: A1[] A2[] B1[] B2[] C1[] C2[] D1[] D2[] E1[] E2[] Not Applicable []

Denied areas: A1[] A2[] B1[] B2[] C1[] C2[] D1[] D2[] E1[] E2[] Not Applicable []

Chair of GE Committee Signature: _____ Date: _____

Date of Curriculum Committee approval vote: _____

Date faculty author notified of decision: _____