



Academic Policies & Procedures

AP&P Agenda

Thursday, April 14, 2022

3:00 pm – 5:30 pm via [Zoom](#)

Type of Meeting: *Regular*

Note Taker: *Robyn Serrano*

Please Review/Bring: The past minutes for accuracy.

Committee Members:

Dr. Scott Lee, Co-chair
Kathryn Mitchell, Co-chair
Dr. Howard Davis, Vice President of Academic Affairs
Dr. Jessica Eaton, Articulation Officer
Tim Atkerson, AKIN Representative
Travis Lee, CTE Representative
Alfred Brubaker, CTE Representative
Maria Angela Kilayko, HSS Representative
Wendy Stout, HSS Representative
James Dorn, MSE Representative
Richard Biritwum, MSE Representative
Heidi Williams, R&L Representative
Dr. Richie Hao, R&L Representative
Dr. Ariel Tumbaga, R&L Representative

Gabby Poorman, SBS Representative
Kent Moser, SBS Representative, DE Liaison
Cynthia Littlefield, A&H Representative
Glenn Knowles, A&H Representative
Van Rider, Library Rep, Librarian
Luis Echeverria, Student Services, Counseling
Tanya McGinnis, Student Services, Counseling
Larry Veres, Adjunct Representative
Greg Bormann, Administrative Position
Riley Dwyer, Administrative Position
LaDonna Trimble, Administrative Position
Cindy Hendrix, Outcomes Representative
Ronda Nogales, Outcomes Representative
Marleen Lopez, Student Representative

Items	Person	Action
I. Opening comments from the Co-chair	<i>Scott Lee</i>	
II. Minutes 03/24/2022	<i>All</i>	
III. Informational Item - Meeting schedule: 4/28/22	<i>Scott Lee</i>	
IV. Discussion - General Education Information Guide - CTE Program Development Guide	<i>Scott Lee</i>	
V. Reports N/A		
VI. Action - Local GE Policy - Outcomes Mapping and the Curriculum Mapping System	<i>Scott Lee</i>	



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<p><i>New Course Developments</i></p> <p>AJ206H Criminology Honors</p> <p>ANTH101H Biological Anthropology Honors</p> <p>ASTR101H Astronomy Honors</p> <p>BIOL104H Environmental Biology Honors</p> <p>BUS201H Business Law Honors</p> <p>COMM101H Intro to Public Speaking Honors</p> <p>ECON101H Principles of Macroeconomics Honors</p> <p>ECON102H Principles of Microeconomics Honors</p> <p>ENG253H African-American Literature Honors</p> <p>ENGL101H Academic Composition Honors</p> <p>ENGL102H Critical Thinking and Literature Honors</p> <p>ENGL103H Critical Thinking and Research Honors</p> <p>ENGL230H World Literature 1 Honors</p> <p>GEOL101H Physical Geology Honors</p> <p>MATH115H Statistics Honors</p> <p>MATH150H Calculus & Analytic Geometry Honors</p> <p>PHIL105H Ethics: Moral Issues in Society Honors</p> <p>SOC101H Introduction to Sociology - Honors</p> <p>THA101H Introduction to Theatre Honors</p> <p>THA239H Intercultural and Women's Theatre Honors</p> <p><i>Course Deactivations</i></p> <p>None</p> <p><i>Non-substantial course revisions</i></p> <p>None</p> <p><i>Substantial course revisions</i></p> <p>ANDI110 Non Destructive Inspection: Visual Inspection, Liquid Penetrant, and Magnetic Particle</p> <p>ANDI115 Non Destructive Inspection: Eddy Current and Ultrasound Inspection</p> <p><i>Program revisions</i></p> <p>None</p> <p><i>Non-substantial Program revisions</i></p> <p><i>*Effective 5/2019 all program revisions will be substantial.</i></p> <p><i>New Program Development</i></p> <p>None</p>	Scott Lee	
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<i>Program Discontinuance</i> None		
VI. Closing Comments	<i>Scott Lee</i>	
NEXT MEETING DATE: April 28, 2022		



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Draft AP&P Minutes	Thursday, March 24, 2022 3:00 pm – 5:30 pm via Zoom
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Type of Meeting: *Regular*
Note Taker: *Debbie Lindsey*
Please Review/Bring: The past minutes for accuracy.

Committee Members:

<p><i>Dr. Scott Lee, Co-chair</i> <i>Kathryn Mitchell, Co-chair*</i> <i>Dr. Howard Davis, Vice President of Academic Affairs</i> <i>Dr. Jessica Eaton, Articulation Officer</i> <i>Tim Atkerson, AKIN Representative</i> <i>Travis Lee, CTE Representative*</i> <i>Alfred Brubaker, CTE Representative</i> <i>Maria Angela Kilayko, HSS Representative</i> <i>Wendy Stout, HSS Representative</i> <i>James Dorn, MSE Representative</i> <i>Richard Biritwum, MSE Representative</i> <i>Heidi Williams, R&L Representative</i> <i>Dr. Richie Hao, R&L Representative</i> <i>Dr. Ariel Tumbaga, R&H Representative</i> <i>Guest: Gary Heaton-Smith, Co Chair Outcomes Committee</i></p>	<p><i>Gabby Poorman, SBS Representative</i> <i>Kent Moser, SBS Representative, DE Liaison</i> <i>Cynthia Littlefield, A&H Representative*</i> <i>Glenn Knowles, A&H Representative</i> <i>Van Rider, Library Rep, Librarian</i> <i>Luis Echeverria, Student Services, Counseling</i> <i>Tanya McGinnis, Student Services, Counseling*</i> <i>Larry Veres, Adjunct Representative</i> <i>Greg Bormann, Administrative Position</i> <i>Riley Dwyer, Administrative Position</i> <i>LaDonna Trimble, Administrative Position</i> <i>Cindy Hendrix, Outcomes Representative</i> <i>Ronda Nogales, Outcomes Representative</i> <i>Marleen Lopez, Student Representative</i></p>	<p><i>*Absent</i></p>
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Items	Person	Action
<p>I. Opening comments from the Co-chair</p>	<p><i>Dr. Scott Lee</i></p>	<p>Meeting called to order at: 3:04p.m. Dr. Lee reported that Kathryn Mitchell is out on medical leave and asked to keep her in your thoughts. Focus on honors courses and be sure to check the eLumen workflows so that they are approved at the committee level, to come to the agenda. There are approximately 30 remaining courses in the workflows. Many of them are still in the faculty stage and need to be submitted.</p> <p>Motion to amend agenda: Remove from discussion item IV:</p> <ul style="list-style-type: none"> - Communication System for Programs - Math 102 - Prerequisite Language <p>These were already listed as action items and don't need to be listed as discussion items. Motion seconded Motion approved</p> <p>Motion to amend agenda: Remove under action items:</p>



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		<ul style="list-style-type: none"> - Process for changing prerequisites affected by AB705 <p>This does not need to be addressed at this time Motion seconded Motion approved</p>
a. Minutes 02/24/2022	<i>All</i>	<p>Motion to approve Minutes 02/24/2022 Changes: Add Wendy Stout as HSS Representative Motion second Abstentions: Dr. Davis, Maria Angela Kilayko Motion approved</p>
II. Informational Item <ul style="list-style-type: none"> - Meeting schedule: 4/14/22, 4/28/22 	<i>Dr. Scott Lee</i>	N/A
III. Discussion <ul style="list-style-type: none"> - Local GE - Membership Status (Heidi Williams and Dr. Richie Hao) - Outcomes Mapping 	<p><i>Dr. Scott Lee & Dr. Jessica Eaton</i> <i>Dr. Scott Lee</i></p> <p><i>Dr. Scott Lee & Gary Heaton-Smith</i></p>	<p><u>Issues Discussed:</u> <u>Local GE:</u> Dr. Lee shared the Proposed <i>GE Policy Language</i>. There is a process currently in place for Transfer GE approvals, which Luis Echeverria and Dr. Eaton explained. These are submitted by Dr. Eaton and the approvals are received by the end of summer. The problem is that the Local GE courses have not been updated. This is a disadvantage to our students. If courses are approved for transfer to general education, they should automatically be approved for AVC Local GE. Courses that are denied may still be approved for AVC Local GE through the AP&P Committee. Language in Title 5 allows consideration of Transfer GE to be part of the Local GE. Having a process in place will automatically reduce the workload, as it would be an automatic decision. If courses are denied through the CSU or IGETC transfer, there is still an option within the curriculum committee to approve it as a Local GE option in the fall.</p> <p>Area F for CSU GE or AVC Local GE is the exception, as there are still pending decisions at this stage. This will need to be examined on a case by case basis.</p> <p>Please share this information with faculty.</p> <p>Follow up item: Dr. Lee will send out a copy of the language to everyone by Monday. This will be an action item to vote on at our next meeting.</p> <p><u>Membership Status:</u> (Heidi Williams and Dr. Richie Hao)</p>



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		<p>Dr. Hao would like to remain on the committee through the rest of the semester. This will put Rhetoric & Literacy (now Language and Communication Arts) at three members. It will be limited to two votes per division. Dr. Hao will abstain from voting. Heidi Williams and Dr. Ariel Tumbaga will be the voting delegates.</p> <p><u>Outcomes Mapping:</u> Gary Heaton-Smith provided an overview of Outcomes Mapping and the Curriculum Mapping System in eLumen. In 2020, Department Chairs were instructed to complete the assessment mapping of eLumen. However, because the curriculum side feeds into the assessment side of eLumen, the curriculum mapping data was accidentally erased during this process. There is now a curriculum map prompt.</p> <p>Dr. Lee explained further that this mapping process allows you to identify SLOs that connect to PLOs. All SLOs should connect to an ILO. We are in the process of identifying which ILO the SLO feeds into. This mapping is currently optional.</p> <p>This proposal is to make this mapping process a requirement. It's a simple procedure of checking a box. The Outcomes Committee will provide faculty with some technical support, as well as support on best practices.</p> <p><u>Follow up item:</u> This proposal will be an action item in the next meeting.</p>
<p>IV. Reports N/A</p>		
<p>VI. Action</p> <ul style="list-style-type: none"> - Communication System for Programs - Math 102 Prerequisite Language 	<p>Dr. Scott Lee</p>	<p>Motion to approve: Communication System for Programs</p> <p>When a reviewer of a program sends a program back for creation or revision, they need to send a notification email to the authors of record for that program, specifically informing them that a program has been sent back and to review the notes.</p> <p>Motion seconded</p>



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	<p>Motion approved</p> <p>Motion to approve: Math 102 Prerequisite Language Dr. Eaton presented two options of language to choose from:</p> <p style="padding-left: 40px;"><i>Completion of Intermediate Algebra or higher or placement by multiple measures or</i> <i>Completion of Intermediate Algebra or higher</i></p> <p>This will be a blanket change to all courses that are impacted.</p> <p>Discussion took place regarding these options.</p> <p>Comment: there were concerns that were discussed on programs that may need some different language than the one chosen. It was agreed that these courses will be addressed through the committee on an individual basis through the course revision process, effective Fall 2023.</p> <p>Comment: Dr. Davis said that ideally, the discipline faculty will come up with the best math course that suits their discipline. Intermediate Algebra needs to be removed as soon as possible, with the understanding that it will take some time to complete this.</p> <p>Comment: Dr. Eaton asked what solution we can come up with that will address all students who need completion of Intermediate Algebra as a UC requirement, noting that a prerequisite change is a substantial change to the classes. Dr. Lee researched PCAH and Title 5. He didn't find anything to indicate that we could not do a blanket change because it is not technically changing the prerequisite. It is changing the language, but the prerequisite is the same, while adding a new aspect that is dictated by law.</p> <p>Dr. Eaton said that if we can do this blanket change across the board, we will no longer need Math 102 in the catalog. If something more specific is needed, faculty will need to do a revision to meet that specific need.</p> <p>Debbie Lindsey will make the blanket change to all prerequisites and advisories of Math 102, with the new language in the 2022-2023 catalog, to be compliant with AB 705.</p> <p>Comment: Dean Trimble asked who would be responsible for reviewing and confirming that nothing has been missed, due to the potential risk of losing eligibility of transferable classes?</p>
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	<p>Dr. Eaton confirmed that she will review the Math 102 impact list and review each of the classes that will be impacted by this change. Once Debbie confirms that the prerequisite language has been changed in the catalog, Dr. Eaton will submit each of the classes for transferability, adding a note that due to the AB 705 mandate, no content has been changed, only prerequisites have been changed. Comment: Debbie Lindsey confirmed that the blanket change would be done in the catalog first to meet the publishing deadline. The changes that need to be done in eLumen will follow, as it will take time to go into each course to make the update.</p> <p>Comment: Luis Echiverra noted that GEOG 101 needs to be reviewed because it has a prerequisite in eLumen, COCI, and the catalog, but not in the schedule or Banner.</p> <p>Dr. Lee motioned to move to a vote on the language 0 opposed, 0 abstentions. The committee agreed to go with the language; <i>Completion of Intermediate Algebra or higher or placement by multiple measures</i> as a blanket change. Motion seconded Motion approved</p> <p><u>Follow up items:</u> Check eLumen to see if a placeholder needs to be created to provide Intermediate Algebra as a prerequisite.</p> <p>Debbie Lindey will update 2022-23 Catalog with the blanket language replacing the Math 102 prerequisites and advisories. She will inform Dr Eaton when it is completed.</p> <p>Dr. Eaton will review the courses that are impacted and submit the prerequisite changes for transferability.</p> <p>GEOG 101 will need to be reviewed in the schedule and Banner to be sure that it is in line with eLumen, COCI, and the catalog.</p>
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<p><i>New Course Developments</i> None</p> <p><i>Course Deactivations</i> None</p> <p><i>Non-substantial course revisions</i> None</p> <p><i>Substantial course revisions</i> None</p> <p><i>Program revisions</i> None</p> <p><i>Non-substantial Program revisions</i> *Effective 5/2019 all program revisions will be substantial.</p> <p><i>New Program Development</i> None</p> <p><i>Program Discontinuance</i> None</p>	Dr. Scott Lee	N/A
<p>V. Closing Comments</p>	Dr. Scott Lee	<p>Dr. Lee reminded everyone to talk with faculty that are working on honors courses for our next meeting. He is concerned that they have not made it to the agenda level yet. Be sure to check your inboxes and complete approvals.</p> <p>Dr. Davis reminded everyone that AB1111 - Common Course Numbering has passed. Take back to your disciplines that courses coming up for review should be using the new C-ID numbers now, as it is state law, effective 7/1/24. We will need to work with eLumen to do the conversion. The Vice Chancellor is currently working on duplicate numbers, which need to be addressed.</p> <p>Motion to adjourn at 4:46p.m. Motion second Motion approved</p>
<p>NEXT MEETING DATE: April 14, 2022</p>		

General Education Information Guide

Developed for AP&P: Spring, 2022

Statement of Purpose of GE

The purpose of General Education is to provide students with broad exposure to multiple disciplines and fields of knowledge. It introduces them to the variety of means through which people comprehend the changing world (Title 5), forms the basis for forming important intellectual and civic capacities (ASCCC), provides the knowledge and perspectives that enable students to confront personal, cultural, moral and social issues (CSU) and helps students gain a broad background in all key academic disciplines, including natural sciences, physical sciences, social sciences, humanities, and the arts (UC). Most importantly, GE should lead to better self understanding (AVC Catalog).

General Education Requirements

California Code of Regulations, Title 5, Section 55063

(5 CCR § 55063)

Minimum Requirements for the Associate Degree

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062.

General Education Patterns

There are three General Education patterns that students can follow:

- Local (AVC's GE)
- CSU General Education Breadth (CSU)
- UC Intersegmental General Education Transfer Curriculum (IGETC)

Local GE Pattern

From 21-22 AVC Catalog

A minimum of 3 semester units in Areas A, B, C, D1, D2, E and F to total a minimum of 21 units.

Area A - Natural Sciences

ANTH 101, 101L
ASTR 101, 101L
BIOL 100, 101, 101L, 102, 103, 104, 110, 120, 201, 202, 204, 205
CHEM 101, 102, 110
ELTE 101
ERSC 101
GEOG 101, 101L, 102, 102L
GEOL 101, 101L, 102, 102L
PHYS 101, 102, 110, 120, 211
PSCI 101

Area B - Social & Behavioral Sciences

AJ 201, 204, 206
ANTH 102, 103, 112, 140
BUS 101
CFE 102
COMM 217
DFST 105
ECON 100, 101, 102, 110
GEOG 105, 106, 110
HIST 101, 102, 104, 105, 107, 108, 110, 111, 113, 114, 116, 118, 119
POLS 101, 103, 200, 201, 202, 203
PSY 101, 201, 212, 230, 232, 233, 234, 235, 236
SOC 101, 105, 110, 111, 112, 115, 116, 120

Area C - Humanities

ART 100, 101, 102, 103, 104, 106, 110, 113, 120, 132, 135, 136, 137, 140, 145,
150, 163, 170, 210, 213
CHIN 101, 102, 201, 202
COMM 103, 112, 114, 214
DA 101
DFST 101, 102, 105, 106, 201, 202
ENGL 102, 111, 112, 221, 222, 225, 227, 230, 231, 235, 242, 253, 256, 257,
259, 265, 279
FREN 101, 102, 201, 202, 203
FTV 101, 103, 107, 108, 201, 203, 241, 251, 261
GER 101, 102, 201, 202

HIST 115
ID 150, 201
LATN 101, 102, 201
MUS 101, 105, 111, 131, 132, 151, 153, 185, 231, 232, 251A, 251B, 253A,
253B
MUSC 102, 103, 107, 108
PHIL 105, 106, 108, 109
PHOT 107
PHTC 101, 150, 201
SPAN 101, 110SS, 102, 201, 202, 210SS, 220SS
THA 101, 102, 103, 110, 115A, 115B, 116A, 116B, 117A, 117B, 118A, 118B,
121A, 121B, 130, 133, 225, 239

Area D - Language & Rationality

D1: Academic Composition

ENGL 101

D2: Communication and Analytical Thinking

BUS 113

CA 103

CIS 101, 111, 141, 157, 161

COMM 101, 103, 107, 109, 112, 114, 115, 217, 219

ENGL 102, 103

GEOG 201, 205

MATH 102, 110, 115, 116, 120, 124, 128, 135, 140, 148, 150, 160, 220,
230, 250

PHIL 101, 106, 110, 201

Area E - Additional Breadth

CFE 102

COMM 103, 107, 219

DFST 105

HD 100, 101, 102, 103, 105

HE 101, 120, 201

ID 100, 120

KINT 100

LIB 107, 110

MUSC 108

NF 100, 102, 103, 110, 150

PSY 212

SOC 111, 116

Or courses from : Areas A, B, C, or D2

Or DA course(s) from DA 102-205, except DA 107A-C, 108, 109 and 111

Or KINF or IATH course

Or up to 4 units of military experience

Area F - Diversity Studies

ANTH 102, 112

BUS 212

CFE 116

COMM 114, 217, 219

DFST 105, 106

ECON 110

ENGL 250, 253, 256, 257, 259

FTV 201, 203

HE 201

HIST 110, 111, 113

MUSC 107, 108

POLS 202

SOC 105, 110, 116

THA 239

CSU Breadth

Area A: English Language Communication and Critical Thinking

(9 semester units or 12 quarter units)

One course in each Subarea

A1 Oral Communication (3 semester units or 4 quarter units)

A2 Written Communication (3 semester units or 4 quarter units)

A3 Critical Thinking (3 semester units or 4 quarter units)

Area B: Scientific Inquiry and Quantitative Reasoning

One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses.

B1 Physical Science (3 semester units or 4 quarter units)

B2 Life Science (3 semester units or 4 quarter units)

- B3 Laboratory Science A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required.
- B4 Mathematics/Quantitative Reasoning (3 semester units or 4 quarter units)

Area C: Arts and Humanities

One lower-division course completed in each of these 2 Subareas, plus one lower-division course completed in either subarea based on student choice.

- C1 Arts: (e.g., Arts, Cinema, Dance, Music Theater)
- C2 Humanities: (e.g., Literature, Philosophy, Languages Other than English)

Area D: Social Sciences

Six semester lower-division units (8 quarter units)

Area E: Lifelong Learning and Self-Development

Area E requires 3 semester units (4 quarter units) of study at the lower-division

Area F: Ethnic Studies

3 semester units (4 quarter units)

This lower-division, 3 semester (4 quarter) unit requirement fulfills [Education Code Section 89032](#).

The requirement to take a 3 semester (4 quarter) unit course in Area F shall not be waived or substituted.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical

events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

IGETC

Area 1 - English Communication

1A: English Composition (One course: 3 semester or 4 quarter units)

1B: Critical Thinking - English Composition (One course: 3 semester or 4 quarter units)

1C: Oral Communication (CSU requirement only) (One course: 3 semester or 4 quarter units)

Area 2A - Mathematical Concepts & Quantitative Reasoning

(One course: 3 semester or 4 quarter units)

Area 3 - Arts and Humanities

(Three courses: At least one from the Arts and one from the Humanities. 9 semester or 12 quarter units)

3A: Arts

3B: Humanities

Area 4 - Social and Behavioral Sciences

(Three courses: At least two academic disciplines. 9 semester or 12 quarter units)

Area 5 - Physical and Biological Sciences

(Two courses: One from the Physical Science and one from the Biological Science. One of the two courses must include a laboratory. 7 semester units or 9 quarter units)

- 5A: Physical Science
- 5B: Biological Science
- 5C: Lab Area

Area 6 - Language Other Than English (UC Only Requirement)

(Proficiency equivalent to two years of high school study in the same language.)

CSU and IGETC Patterns Chart

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA A	A1	Oral Communication	1C	[IC not UC required]
	A2	Written Communication	1A	AREA 1
	A3	Critical Thinking	1B	
AREA B	B1	Physical Sciences	5A	
	B2	Biological Sciences	5B	AREA 5
	B3	Laboratory Activity	5C	
	B4	Mathematics	2A	AREA 2
AREA C	C1	Arts	3A	AREA 3
	C2	Humanities	3B	
AREA D	D	Social Sciences	4	AREA 4
AREA E	E	Lifelong Learning	no area	[not UC required]
AREA F	F	Ethnic Studies	no area	[not UC required]
[not CSU required]	no area	Language Other than English	6A	[not CSU required]

Legal Authority of GE

5 CCR § 55063

(b) General Education Requirements

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(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 method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

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

(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. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(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. Such courses include:

i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University or University of California, if such course is accepted by that system to satisfy a general education requirement.

ACCJC Accreditation Standards (II.A.12)

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

AVCCD Board Policy (BP 4025)

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

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 important, general education should lead to better 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 society problems.

The Superintendent/President, while continuing to rely primarily on the recommendations of the Academic Senate as outlined in BP 2510 Participation in Local Decision-Making, shall establish procedures to ensure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

AVCCD Academic Procedures (AP 4025)

General Education (GE) is designed to introduce students to the variety of means through which people comprehend the changing world. It reflects the conviction of the Antelope Valley Community College District (AVCCD) 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 should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, GE should lead to better self-understanding.

General Education Requirements for the AVCCD associate in arts and associate in science degrees consist of courses or a combination of courses which meet GE philosophy and criteria that will:

1. Provide an introduction to basic concepts, principles, and methodology of study common to a given discipline;
2. Lead to better self-understanding in relationship to the physical environment, culture, economy and society;
3. Provide an opportunity to examine values while proposing solutions for major social problems; and
4. Provide a breadth of knowledge and experiences that contribute to a well-rounded education.

To assure that the Associate Degree provides students with the breadth of coursework needed to meet the philosophy and criteria of general education, coursework in each of the

following areas is required in order to obtain an Associate Degree.

- A. Natural science courses present critical thinking and problem-solving methods. These courses also explore the relationship that exists between people and science.
- B. Courses in the social sciences present the principles and knowledge of our personal, social, cultural, economic and political world to help students understand and manage the realities and complexities of modern life.
- C. Courses in the humanities present the cultural activities and artistic expressions of human beings. These courses help students in developing aesthetic understanding and the ability to make value judgments;
- D. Courses in languages and rationality present principles of written, oral and computer languages and mathematics that lead toward logical thought, clear and precise expression, and critical evaluation of communications; and analytical thinking;
- E. Courses or a combination of courses in the performing and visual arts and physical education provide both theory and practice which leads to a greater understanding and appreciation of the aesthetic world;
- F. Courses in ethnic studies and multicultural courses across disciplines provide opportunities to raise awareness to diversity in the world community and appreciate human differences.

Note: Courses that emphasize occupational competency do not meet GE objectives; and, no course may be counted as meeting both a GE requirement and a major requirement in any District degree.

(See Associate Degree Requirements in the college catalog)

In addition, the District will ensure that its educational programs are consistent with its institutional mission and in alignment with the needs of the community. Procedures to determine which courses implement this philosophy are developed by the college and are documented in AVC's curriculum handbook.

CSU/IGETC General Education Approval Process

For inclusion as part of the CSU Breadth GE, courses - after being approved by AP&P and the Board of Trustees - must be submitted to the CSU by December (usually the first Friday). The CSU will announce its decision (to approve or not) to the Articulation Officer some time between April and June of the following year.

For inclusion as part of IGETC, courses must first be UC-transferable - approved for a UC Transferable Course Agreement (TCA). If a course is denied a TCA, it cannot be submitted for IGETC consideration. After being approved by AP&P and the Board of Trustees, the deadline to submit a course for a TCA is August 25th. The UC will announce their decision (to approve or not approve a TCA) between mid-October to mid-November. After approval for a TCA, the course must then be submitted for IGETC approval with the same timelines as the CSU.

Once approved, it can be identified as GE Transferable in the following year's AVC catalog.

Process for CTE Program Development

Developed for AP&P: Spring, 2022

Introduction

The California Community College Chancellor's Office (CCCCO) requires that all requests to add new credit Career and Technical Education (CTE) programs must include a recommendation from the appropriate CTE Regional Consortium as per Title 5 §55130(b)(8)E.

California Community Colleges (CCC's) are organized into ten economic regions, served by seven regional consortia of CTE faculty and administrators from colleges in that region. This regional recommendation process ensures program offerings meet local and/or regional labor needs and do not unnecessarily duplicate programs in the region.

For additional information, see the **Chancellor's Office Program and Course Approval Handbook (PCAH), 7th Edition, October 2019**

Regional Program Recommendation Process

AVC is part of the South Central Coast Regional Consortium (SCCRC). If you are you a CTE faculty member who has been tasked with developing a new CTE certificate or degree (program) for your college, you will need to secure a regional consortium recommendation from the SCCRC before you submit your program approval documents to the State Chancellor's Office for formal approval (chaptering).

The CTE Dean can advise you on the regional recommendation process. You can contact your dean and/or the co-Chairs of AP&P for help and advice on the curriculum approval process. You should also consult any or all early in the development process.

South Central Coast Regional Consortium Program Recommendation Workflow (May 2020)

Part 1: Notice of Intent

- Reach out to the CTE Dean responsible for Regional Consortium Submissions and let them know what new program you are wanting to develop.
- The Dean submits a Notice of Intent via a Google Form on SCCRC website (sccrcolleges.org).

Part 2: LMI Data Request

- The Dean will provide you with the contact information to request LMI (Labor Market Information) from the Centers of Excellence.

Part 3: Program Information Required for Submission

Program Title

- Program title must match exactly what is submitted to the Chancellor's Office Curriculum Inventory (COCI) system.

Submission Type

- Is your submission a New Program or a Program Modification (formally substantial changes) to an existing program? Program modifications **do not** require regional approval. See [CCCCO October 18, 2018 Memo](#).

TOPs Code

Projected Start Date

Catalog Description

- Catalog Description includes program requirements, prerequisite skills or enrollment limitations, learning outcomes, and information relevant to program goals.

Enrollment Completer Projections

- Enrollment Completer Projections are projections of the number of students likely to earn certificates or degrees annually.

Program Award Type(s)

- Certificates of Achievement:
 - 8 to fewer than 16 Units
 - 16 or Greater Units
- A.S. Degree
- A.A. Degree
- A.A.-T Degree
 - Does not require regional recommendation.
- A.S.-T Degree
 - Does not require regional recommendation.
- Noncredit Program
 - Does not require regional recommendation.

Program Goals

- Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose.
- Regional recommendation is only needed for programs with an occupational goal.

Course Units

- Total Certificate Units (Minimum and Maximum)
- Units for Degree Major or Area of Emphasis (Minimum and Maximum)
- Total Units for Degree (Minimum and Maximum)

Course Report

- Program Requirements Narrative
- Program Requirements
 - Program Requirements include course requirements and sequencing that reflect program goals.

Supporting Documents

- Labor Market Information (LMI)
 - File uploads are limited to text, word, excel, PowerPoint, and pdf.
 - Attached documents must be smaller than 2MB.

SCCRC-Region Specific Requirements

- Upload any additional information/justifications for your program such as Advisory Committee Meeting Notes, Employer Surveys, Environmental Scans, etc.
 - Attached documents must be smaller than 2MB.

**PROPOSED LANGUAGE FOR ADDITION INTO THE AP&P HANDBOOK RELATED TO GE
AND TRANSFER**

AVC courses approved by the California State University and/or the University of California for inclusion in their General Education patterns (CSU GE and/or IGETC), will automatically be approved for inclusion into the AVC Local General Education pattern.

Courses that are not approved for inclusion into CSU GE and/or IGETC, or that may not be eligible for transfer GE, may still be approved for inclusion into AVC's Local GE, upon the request of faculty in the discipline. These requests must be made in time for the first AP&P meeting of the fall semester and those courses may be approved for Local GE inclusion as a group at that meeting.

Due to contrasting GE area guidelines, the above will not apply to CSU GE Area F (Ethnic Studies) or AVC Local GE Area F (Diversity Studies). Courses to be approved for these GE Areas must be considered on a case by case basis.



Curriculum Map

Mapping Destination

ILO

ILO Classes

Core ILO

CSLOs	Core ILO			
	Career and Specialized Knowledge: •Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	Communication: •Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. •Demonstrates listening and speaking skills that result in focused and coherent communications.	Creative, Critical, and Analytical Thinking: •Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. •Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts. •Demonstrates information literacy by locating, evaluating, and ethically using information from diverse sources, and employing proper citation formats.	Community/Global Consciousness: •Understands and applies pe concepts of integrity, ethics, self-esteem, lifelong learning, wh contributing to the well being society and the environment. •Demonstrates an awareness respect of the values of diverse complexity, aesthetics and va cultural expressions.
Analyze case studies in relation to				

