

C. Double Counting Procedures for General Education

The TMC template also requires the IGETC and CSU GE-Breadth status of each course and how the units may be double counted, i.e., how the units can be used to fulfill both major preparation and transfer GE requirements. The general guidelines for double counting are:

The maximum number of “double counted” units is limited to the number of units assigned to each GE Area (see Submission and Approval Guide for a listing of CSU GE-Breadth and IGETC areas and assigned units).

Example: A college’s Calculus course is 5 units. The maximum number of units allowed for CSU GE-B Area B4 and IGETC Area 2 is 3 units. Thus, only 3 of the 5 units of the calculus course can be double counted for the CSU GE Area B4 or IGETC Area 2.

Courses can only be double counted in one GE Area.

Example: The Early Childhood Education Transfer Model Curriculum (TMC) identifies C-ID CDEV100 as applicable to CSU GE Area D and Area E. However, the “double counted” units can only apply to either CSU GE Area D or E, but not both. (The course maximum for either CSU-GE Area D or E is 3.)

III. Career Technical Education Degrees: AA and AS

The standards for all associate degrees are set forth in title 5, section 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE, and elective courses as needed to meet the minimum unit requirement. Associate degrees are classified as Career Technical Education (CTE) when they are in a TOP Code designated as vocational in the TOP Manual. CTE degrees may include transfer preparation as a component or as the primary intent of the program.

A. Degree Standards

Associate degrees classified as CTE must meet the following standards applicable to the development and approval of all AA and AS degrees submitted in this category:

- Minimum of 60 semester units or 90 quarter units;
- Minimum 18 semester units or 27 quarter units in major or area of emphasis as described in title 5, section 55063(a);
- Any GE pattern allowed by regulations, as determined by the college;
- Must include local graduation requirements;

- Must be offered in a vocational TOP Code;
- Must be approved by appropriate Regional Consortium; and
- May be designed for both CTE and transfer preparation.

1. Minimum Units

Title 5, section 55063 requires that students earning the associate degree complete at least 60 semester units or 90 quarter units of degree-applicable credit course work. These units must include at least 18 semester units or 27 quarter units in GE and at least 18 semester units or 27 quarter units in a major or area of emphasis. Of the total required units, at least 12 semester units or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

2. Major or Area of Emphasis

Title 5, section 55063(a) was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or “area of emphasis.” A major may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or related fields selected by the community college. The requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An area of emphasis is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a particular major or related majors at a baccalaureate institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a baccalaureate institution in order to prepare for a major, area of emphasis, or field of study. The requirements for an area of emphasis must specify the number of units that students will select from a list of courses that prepare students for a specific academic or professional goal. Each area of emphasis will be awarded as a separate degree and assigned a separate program control number.

If the CTE degree is designed to provide specific transfer preparation in addition to career preparation, the proposal must demonstrate through the narrative and required documentation that required courses in the program substantially satisfy the lower division coursework requirements for the corresponding baccalaureate major or concentration. The submission must show a good-faith effort on the part of the college to assure that, to the extent possible:

- Courses will count not only for transfer, but specifically toward completion of a major after transfer;
- Courses required in the lower division will not have to be repeated in the upper division; and
- All major requirements usually fulfilled in the lower division can be fulfilled at the community college.

3. General Education

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, section 55061 describes the completion of GE, one component of the degree, as a learning experience that demonstrates:

...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.

Title 5, section 55063(b) requires that students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of GE coursework that includes a minimum of 3 semester or 4 quarter units in each of the following areas:

- Natural Sciences
- Social and Behavioral Sciences
- Humanities
- Language and Rationality
 - English Composition
 - Communication and Analytical Thinking

Ethnic Studies must be offered in at least one of the four areas listed above. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a GE requirement and a major or area of emphasis requirement.

All students awarded a degree must demonstrate competence in writing by obtaining a satisfactory grade in an English course at the level Freshman Composition or by achieving a score on an assessment comparable to satisfactory completion of the specified English course.

Satisfactory completion of an English course at the level of Freshman Composition or higher satisfies both this competency requirement and the English Composition GE coursework requirement.

Competence in mathematics must be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by achieving a score on an assessment comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra or higher satisfies both this competency requirement and the Communication and Analytical Thinking GE coursework requirement.

GE transfer patterns do not satisfy the requirement for a major or an area of emphasis. In other words, an associate degree cannot consist solely of CSU–GE–Breadth, IGETC, or the local GE pattern with the remaining units (to reach 60 semester or 90 quarter) in other GE courses or electives, selected at the student's discretion.

When an associate degree is developed for students who do not intend to transfer, a local GE pattern of a minimum of 18 semester or 27 quarter units may be required. When colleges offer degrees that include transfer preparation with a choice of local or transfer GE, colleges should strongly recommend or require that a student select the appropriate GE pattern for the student's intended goal with advice from a counselor. This may include CSU GE–Breadth, IGETC pattern, GE pattern for a four-year institution in an adjacent state, or the local GE pattern. There may also be additional graduation requirements at individual colleges, such as physical education. Some students who intend to transfer will complete more than 60 semester or 90 quarter units in order to meet all requirements for the associate degree.

4. Electives and Local Graduation Requirements

Associate degrees may include additional graduation requirements or electives, if necessary, to bring the total degree-applicable units to a minimum of 60 semester units or 90 quarter units.

B. Criteria for Approval

The Submission and Approval Guidelines provide greater detail on the process of obtaining Chancellor's Office approval of the CTE programs. In summary, CTE associate degrees must meet the following criteria for approval:

- Submission must include all required documentation, including:
 - Narrative
 - CORs for all courses included in major or area of emphasis
 - Labor Market Information (LMI)
 - Advisory Committee Recommendation
 - Regional Consortium Recommendation
 - Appropriate transfer preparation documentation from the list of allowable documents if the program is designed for both CTE and transfer preparation
- Degree is submitted with program goal of "Career Technical Education"

1. Program Narrative

All new and substantially changed CTE associate degree proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid workforce preparation purpose and may address transfer preparation
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.
- Master Planning – how it fits in the mission, curriculum, and master planning of the college and higher education in California
- Enrollment and Completer Projections – projection of number of students to earn degree annually
- Place of Program in Curriculum/Similar Programs – how it fits in college's existing program inventory
- Similar Programs at Other Colleges in Service Area – justification of need for program in the region
- Transfer preparation information – if transfer preparation is a component of the program

2. Required Documentation

In addition to a narrative, all new and substantially changed CTE programs must include:

- Labor Market Information and Analysis – see Section VII for a discussion on LMI analysis and considerations

- Advisory Committee Recommendation – includes advisory committee membership, minutes and summary of recommendations
- Regional Consortia Approval Meeting Minutes – showing program recommendation

Apprenticeship programs do not require advisory committee and regional consortia minutes, but do require labor market information and analysis, and an approval letter from the [California Division of Apprenticeship Standards](#) (DAS).

If a CTE program is designed to provide transfer preparation, as a component of or as the primary intent of the degree, then it must include at least one of the following documents to substantiate the alignment of the degree with transfer preparation standards. Appropriate documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program’s students are likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

IV. Local Degrees: Associate Degree of Art and Associate Degree of Science

The standards for all associate degrees are set forth in title 5, section 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE and elective courses, if needed to meet the minimum unit requirement. All associate degrees with the exception of ADTs and CTE degrees are considered “local” for the purposes of submission to the Chancellor’s Office. However, this designation may include degrees intended to prepare students for transfer to a particular baccalaureate program or major. The “local” designation is limited to the submission and approval process and has no bearing on how these degrees are tracked for other purposes.