



OFFICE OF THE VICE PRESIDENT – STUDENT AFFAIRS

OFFICE OF THE PRESIDENT  
1111 Franklin Street, 9th Floor  
Oakland, California 94607-5200

## COMMUNITY COLLEGE ARTICULATION OFFICERS

Dear Colleagues:

It's time once again to update your college's *University of California Transferable Course Agreement* (TCA) for the academic year 2011-12. Attached is important information on how to update your TCA. **It is very important that you and your staff refer to this information before proceeding with your work.** Attached are:

- Document outlining policy on course transferability, directions for revising the UC Transferable Course Agreements and special regulations for courses in specific subject areas
- A triple-spaced **draft copy** of your college's TCA
- Examples of good and bad history course outlines

You will notice bolded text in some areas of the attached draft copy of your college's TCA. This identifies changes you have submitted to ASSIST since the 2010-11 TCA update. We hope that this will save you some time when making revisions.

As per last year, submissions will be accepted electronically only. If you have questions regarding electronic submission, please feel free to contact me.

Please submit your electronic 2011-12 college catalog link and revised pdf triple spaced TCA to:

[jennifer.forsberg@ucop.edu](mailto:jennifer.forsberg@ucop.edu)

All outline submissions must be made through OSCAR, as per usual. Effective May 20, OSCAR should contain the updated-course information for fall 2011 that can be accessed for your course outline entries. You will be able to enter outlines for your TCA in OSCAR until the 25<sup>th</sup> of your selected month to update.

For those of you who need assistance with OSCAR, please contact Dale Leaman from ASSIST at (949) 824-4385 to sign up for a scheduled training. Once you submit your TCA update materials you may not make further submissions until October 2011.

On June 1, Ken O'Donnell of the CSU Chancellor's office sent a message to the CIAC listserv explaining that a new area, 5C, will be created for the IGETC agreements in the upcoming cycle. In order to prepare the list of courses which will populate this area, we need your help in identifying these courses during the TCA process. Please take the time to review your triple-spaced agreement and indicate "lab" to the right of each science lab course and "lecture with lab" to the right of each science lecture course that includes a lab. If courses are not marked on the triple-spaced copy, they may not be included in area 5C.

This year, UCOP will be conducting a subject area review for history and a course credit limitation review for pre-calculus. Submission of history courses is voluntary for the 2011-2012 cycle, but unsubmitted courses will be marked for fall 2012 removal. For further details on the history review, please see the attachments.

Since 2005, we have allowed all units to transfer for split pre-calculus courses. This year, we are asking community college Articulation Officers to review their pre-calculus courses in ASSIST to ensure that they are credited properly. A separate email regarding this will be sent to the CIAC listserv on July 1.

Please remember:

- OSCAR outlines must be marked as “complete” and a selection must be made from the UC TCA Review Action drop-down menu or the outlines will not be evaluated by UCOP staff. *Courses marked “no review” will not be included in the UC TCA update.*
- Courses submitted for IGETC must first be approved for your TCA. Courses denied approval for the TCA cannot be considered for IGETC.
- For questions regarding early submission, please contact Cathy Robin from ASSIST at: [cathy@assist.org](mailto:cathy@assist.org).
- Once you have completed submission of courses in OSCAR, email us confirming that you are done and including a list of the courses you’ve submitted for review.
- If you do not plan to update your TCA this year, notify us by email and copy Cathy Robin at ASSIST.

If you have any questions or concerns about TCA procedures or the transferability of your college’s courses, please contact me at [jennifer.forsberg@ucop.edu](mailto:jennifer.forsberg@ucop.edu). Thank you for your assistance with this important project.

Sincerely,

Jennifer Forsberg



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## **Policy on Course Transferability, Directions for Revising the UC Transferable Course Agreements and Special Regulations for Courses in Specific Subject Areas**

### **Policy and Process on Course Transferability**

For many years, the University of California and the California Community Colleges have worked together to establish articulation agreements that enable students planning to transfer to maintain continuity in their programs. There are basically two categories of articulation agreements. One type of agreement determines the general transferability of community college courses at the university-wide level; and the other, done at the campus level, determines the acceptability of transfer courses in satisfaction of specific degree requirements in various academic programs.

### **General Transferability of Courses**

The Office of Student Affairs, Undergraduate Admissions at the UC Office of the President, develops and updates articulation agreements with community colleges. This responsibility has been delegated to Student Affairs by the Board of Admissions and Relations with Schools (BOARS), a standing committee of the UC Academic Senate. The Office maintains current and historical lists for 110 community colleges.

In developing the articulation agreements, the office of Student Affairs follows policies established by BOARS regarding the acceptability of courses for advanced standing elective credit toward a university degree. The basic principles used in determining the transferability of community college courses are:

- (1) Courses should be comparable to those offered at the lower division level at any of the UC campuses; and
- (2) Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.

Courses listed as transferable are accepted at the point of admission for unit credit toward the total units required for the UC baccalaureate degree.

UC articulation staff updates articulation agreements annually. During the course review process, UC staff utilizes UC and community college catalogs, expanded course outlines, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas, and recommendations developed by UC faculty and deans in special areas, such as Architecture.

Community college articulation officers are encouraged to review their agreements carefully and to bring any concern to the attention of the UC articulation staff. **Appeals of course denials and courses newly approved in fall 2011 are accepted in the month of October.** In some cases, UC staff may require the articulation officer to send expanded course outlines providing information on items such as: prerequisites, purpose of the course, and detailed descriptions of the course content, method of evaluation, and reading lists. The UC articulation staff is able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion on the transferability of a denied course.

Note:

UC has not established any specific policies that preclude the articulation of Distance Education courses, therefore, community colleges are expected to follow Title V Regulations and contact Bob Quinn from the California Community Colleges Chancellor's Office at (916) 327-7252 or at: [bquinn@cccco.edu](mailto:bquinn@cccco.edu).

**Directions for Revising UC Transferable Course Agreements**

**I- General Information**

Courses are reviewed for the current academic year, 2011-12, during your scheduled update month. UC compares course numbers, titles, and unit values listed in the community college catalog with the current TCA. Please compare the course number, title, and unit information in your catalog with that of the TCA for accuracy. Course outlines should be submitted only for those courses that are new, or have undergone significant content or prerequisite changes, and that you and your faculty think are appropriate for UC transfer credit. Outlines should clearly state the prerequisite of a course, its purpose and content, the method of evaluation, required texts including publication date, and laboratory manual/description where appropriate.

**Please refer to the following guidelines:**

Outlines should be current (not more than seven years old).

Outlines for courses that are "cross-referenced" among different subject areas (e.g. Psych. 10 is the same as Soc. 10) need to show all departments in which the course is offered. This is especially important in cases where a transferable course is cross-referenced in a normally NON-transferable area (e.g. Human Dev. 20 is the same as Early Childhood Ed. 20).

Only **one** of the cross-listed courses needs to be submitted for review. Decision recorded for the submitted course will carry over to the cross-listed courses in the ASSIST maintenance database.

OSCAR provides a text box titled, **Articulation Officer Comments to Reviewers** for each course submission. Any information associated with a course that will aid in its review should be included in this box.

- All lab courses must have a prerequisite/corequisite of a corresponding lecture course.
- Advisory prerequisite/corequisite courses cannot be considered.
- Field courses must have a prerequisite/corequisite of an introductory course in the related discipline.
- All new and revised course submissions must be formally approved by the CCC Curriculum Committee. "Draft" outlines cannot be accepted.
- If a course has both a "regular" and an "honors" version, information must be forwarded covering both versions of the course.
- If a course has undergone several successive changes, only the most recent outline needs to be submitted.
- You may indicate that a course is repeatable by adding "ea" after the unit value. An "ea" after the unit value of a course on this agreement is meant to indicate that the course may be repeated for credit under CCC campus policies. Since campus policies on repeatability vary, the "ea" indicator does

not guarantee that UC will grant credit for every course that appears multiple times on a student's transcript.

Main text for the proposed course must be dated within seven years for most course submissions except those taught in disciplines where text content currency is relevant such as Computer Science. If there is a specific reason why it is not dated within seven years there should be a note of explanation included in the "Articulation Officer Comments to Reviewers" section of OSCAR.

In some courses such as current history or courses where there has been significant change in recent history there must be up to date materials presented.

- All textbooks should be beyond the 12<sup>th</sup> grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to the content of the course outline.
- Science courses that include a lab component must include a lab manual.
- Composition courses need to include a stylebook.
- Literature courses must include a representative reading list.

### **Credit Limitations**

PE Activity courses combined are granted up to 4 units of credit and Theory courses in the area of PE are granted up to 8 units.

Students are allowed up to a maximum of 12 quarter/8 semester units of ESL/ELD courses.

Students may take one series in Physics; duplication of topics will result in deduction of credit.

Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of C or better.

One course is allowed for credit in the areas of Health, First Aid, Business Law, College Success and Library Studies.

### **II- Specific Instructions**

A copy of your college's most recent UC Transferable Course Agreement (TCA) is attached as a pdf file. You will need Adobe Acrobat Professional version 8.0 or higher to open/edit the attachment. **Notice the list includes only those courses that are transferable to the University of California.**

Please edit the triple-spaced pdf indicating the following:

1. Courses that have been removed from your curriculum should be deleted from the TCA by lining out the course.
2. Courses that have been added to your course offerings since your last review. For articulation purposes, this includes existing courses that have recently undergone substantial prerequisite or content changes.

3. Any course title, number, and/or unit value changes. Since these changes are technical in nature, course outlines do not need to be submitted for review. The attached pdf file shows all course prefixes, numbers, titles, and units as they have been submitted to ASSIST for the 10-11 year. If you find any discrepancies you should mark them on the printout and submit corresponding error corrections to ASSIST or contact ASSIST to discuss the discrepancy.

4. Lab courses or courses with lab component. Note “lab” or “lecture with lab” in the right margin next to these courses.

### **PLEASE NOTE:**

The revisions you make to the enclosed TCA will serve as our working copy to update your TCA for the new academic year. **For this reason we ask that you please be as thorough as possible in revising your TCA as it will expedite our review.** Your assistance with this process is greatly appreciated.

In order to update your TCA within the timeframe you requested, we need to adhere to a strict update schedule. We must receive your revised agreement, catalog, course outlines for all new courses, and any supplementary materials by the 25<sup>th</sup> of your scheduled update month. If we do not receive all needed information by this time, priority will be given to those who adhered to their schedule and submitted their materials in a timely manner.

**Although we may approve a course for transfer credit, the course will not appear on your TCA or Web ASSIST unless you have submitted course updates to ASSIST prior to forwarding your revised TCA for our review.**

### **Special Regulations for Courses in Specific Subject Areas**

The following guidelines pertain to courses particularly at lower division, in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit keeping in mind that transferable courses should be comparable in terms of their purpose, scope and depth appropriate to lower-division courses in the UC system.

#### **Administration of Criminal Justice**

Only one introductory course to the profession is allowed for transfer credit. The content of these courses should not specifically deal with the applied, functional aspects of law enforcement. See Criminology/Law and Society.

#### **Agriculture**

The primary focus of these courses must be theoretical, although the course may contain some elements of an applied nature. Courses should be compared to those at UC Colleges of Agricultural and Environmental Sciences or Natural and Agricultural Sciences or UC Departments such as Botany, Environmental Science or Plant Science.

#### **American Sign Language**

Appropriate courses must be in American Sign Language, not signed English, and cover the deaf culture as well as the phonology, vocabulary, and grammar of American Sign Language. Courses which cover signed exact English or finger spelling are not acceptable. ASL courses can be used to satisfy the LOTE requirement as identified on the UC TCAs posted at [www.assist.org](http://www.assist.org).

#### **Architecture**

Courses in this subject should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. These types of courses may be found in UC

departments such as Architecture and Civil Engineering. Credit for variable topics is not usually allowed due to credit limitations in this area.

### **Art**

Transferable courses in this area should stress aesthetic intent and content over technique. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. Courses on the history of photography, color photography, mixed media and digital and computer art are acceptable. Commercial or professional art courses (Advertising, Commercial Photography, Interior Design, etc.) are not appropriate, nor are craft courses (Calligraphy, Jewelry Making, Weaving, etc.).

### **Biological (Life) Sciences**

Courses in this area should teach fundamental concepts and principles of the Biological Sciences discipline, how these were derived and how they are applied. Although specific prerequisites are not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical.

While courses generally are expected to have a laboratory or field component where appropriate, lab or fieldwork are not required for elective credit. Courses proposed for lower-division preparation for Biological Sciences majors must have Intermediate Algebra as a prerequisite. Credit will not be given for introductory courses taken after more advanced level courses in this area.

### **Business**

Transfer credit will be allowed for an introductory business course, provided it focuses on the role of business as it relates to the greater society and includes topics on ethics, labor, finance marketing, etc. Credit is granted for up to one year in Principles of Accounting and one course in Business Law. Calculus and some computer systems courses offered through a business department are transferable, if the majority of the content is math or computer-oriented and not business-oriented

### **Chemistry**

Courses in this subject should cover the basic principles of chemistry. UC allows only one introductory or survey course prior to the general course series for the major or non-major. Courses designated as applied, remedial/review or for certification are not considered appropriate. Courses proposed for lower-division preparation for Chemistry majors must have intermediate Algebra as a prerequisite. Credit will not be given for introductory courses taken after more advanced level courses in this area.

### **College Success**

Courses (up to 4.5 quarter/3 semester units maximum) should cover topics such as critical thinking, perceptions of the value of a college degree, university history/policies, student culture, communication, health and wellness, sex, diversity, life planning, campus resources and student responsibility for education. Primary focus should not be career development and course should focus on the theories of succeeding in college. Community college catalog is a required text for this course. A combined maximum of 3 semester units will be accepted for college success.

### **Computer Science**

Courses in this area should cover topics such as introductory theory of the computer; its organization and logic; or development of a high-level programming language. Credit for one course in computer literacy may be granted. Courses that provide technical training or are primarily business-oriented are not considered appropriate for transfer. Courses such as data processing and desktop publishing are not appropriate for transfer.

### **Criminology/Law and Society**

The content of these courses should focus on criminal theory and not specifically with the functional

aspects of law enforcement or administration of justice. UC grants credit for one course in each of the following areas; an introduction, Law and Society and Criminal Justice System. These courses are found in UC departments of Criminology, Law and Society, Legal Studies and Sociology. See Administration of Justice.

### **Dance**

Theory, history, choreography, notation or performance courses offered in any department are acceptable. Non-traditional courses such as pilates and aerobics are considered p.e. and are limited to the the p.e. maximum credit of 4 units.

### **Education**

Courses should focus on education within the context of its history, politics, culture, and effect on the individual and society. One introductory education course is allowed for transfer. Courses which combine the introductory teaching information, CSTP, and K12 Content Standards, as well as field experience in a "diverse public school setting", could be acceptable as an additional course.

### **Engineering**

Courses in this area must have a strong theory component, but may include some application. Surveying courses must have a prerequisite of at least Trigonometry. Most other engineering courses must have a prerequisite of at least introduction to calculus. These include Circuits, Statics and Properties of Materials. One course in Introduction to the Engineering Profession and one course in Introduction to Engineering CAD are also acceptable. Courses primarily skills-oriented, such as manufacturing technology or practical mappings are not considered appropriate for transfer.

### **English As A Second Language**

UC Academic Senate regulations allow a maximum of 12 quarter/8 semester units of transfer credit for courses that emphasize writing. Only the highest levels of ESL, which prepare students for transferable English composition, may be approved for UC transferability. In order to approve ESL course work, paragraph development and progression to essay writing is needed. Courses that focus exclusively on listening, reading, or speaking skills are not appropriate for UC credit.

### **English Composition and Literature**

Courses in English composition must have a prerequisite of a course or examination comparable to the UC Entry Level Writing Requirement. Although such a prerequisite is not currently required for literature courses, the expectation is that they too will be of a college level. Courses should require extensive practice in writing and require a substantial amount of reading of significant literature. Children's Literature courses are acceptable as a genre but not as a teaching/selection guide for teachers/parents. Remedial work in English is defined as work primarily focused on topics in spelling, punctuation, and usage, and in the basic structures of sentences, paragraphs, and short essays.

### **English/ Writing**

These courses are also called: "Writing", "Creative Writing", "Script Writing", "News writing" etc. All courses in which writing is the primary focus must have a minimum prerequisite or eligibility for a transferable English composition course. One course in Journalism is allowed for transfer credit. Courses may include topics such as fundamentals, history or media studies. Commercially oriented writing courses are not appropriate. Courses in this area may not be used to meet the English composition requirement for eligibility.

### **Health Education/First Aid/Life Saving**

Credit may be granted for one course in Health Education, one course in First Aid and one course in Life Saving. Courses may include topics in community, general, personal or public health. Comparable courses may be found in UC departments such as Physical Education, School of Public Health, Social and Administrative Health Science, Sociology, etc.



## **History**

In 2010, UCOP received a request from UC history faculty about the need for expanded details in the outlines of history courses in the following areas: World History, Western Civilization, American History, Latin American History, History of Africa, and History of Asia. This request for expanded COR is only for series courses in these subjects rather than courses with specialized foci (e.g., The Latina/o Experience in the United States). Courses should emphasize the development of critical and historical thinking through various class assignments, e.g., out-of-class assignments, papers, independent or collaborative research, and include at least one reading beyond the assigned textbook. A recommended format for the COR would group course content into sections rather than a list of dates and locations covered in the course.

## **Independent Study**

Independent study courses will usually be undertaken after completion of basic courses in the subject area. It is a means of meeting special curricular needs and not a replacement for standard courses. Courses should be in areas for which transfer credit is granted to the University and which have appropriate and sufficient readings, papers and/or tests. Granting of credit is determined based on course content upon petition to the enrolling UC campus usually after transfer. A course syllabus must be submitted by the student for campus consideration. This area includes courses in Directed Study, Experiential Learning, Field Studies, Independent Study, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc.

## **Languages other than English**

Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are appropriate for transfer. Courses primarily conversational must have as prerequisite a course equivalent to the third year of high school study or one year of college level coursework in the language. Also, the content of conversation courses should not be primarily business or travel-oriented. Conversation courses are not appropriate for IGETC.

Split level courses:

In May 2005, UC faculty confirmed that foreign language is an area of sequential knowledge and validation in this area is acceptable. During the 2005-06 TCA update, agreements were adjusted to reflect this understanding. Courses that are equivalent to 2 years of high school study are identified by a footnote and with the IGETC area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the IGETC area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half. In order for a split level course to meet area 3B for IGETC, the course must be a minimum of three units.

## **Mathematics**

Mathematics courses including statistics must have a prerequisite course equivalent to intermediate algebra or higher. These courses will employ topics of advanced algebra as found in courses such as college algebra, pre-calculus, calculus, linear algebra, discrete mathematics, analytic geometry or elementary functions. One year in Elementary Math for Teacher Education may be considered for credit. Math for Teacher Education is not appropriate for Quantitative Reasoning.

Remedial work in mathematics is defined as work in topics from arithmetic, beginning and intermediate algebra, plane geometry, and trigonometry. A pre-calculus course, with intermediate algebra as a prerequisite, containing topics from advanced algebra, elementary functions (logarithmic, exponential, and trigonometric), and analytic geometry, is not considered remedial. Credit for trigonometry is not allowed if taught as a separate course. In the past, UC deducted one unit for courses which contained trigonometry content. Beginning fall 2006, based on UC faculty clarification credit will be granted for College Algebra and Precalculus courses as offered. A student may only receive credit for either college algebra or pre-

calculus.

## **Military Credit**

### **General Military Credit**

As of 2010, the University of California will allow course consideration based on military credit. For the first year, we are collecting samples of recommended courses, which we will analyze and publish in a comprehensive list.

### **Military Language**

Specialized and Military Language Schools should be held to the same standards as indicated above in the Language Other Than English section.

### **Military Science**

Courses are acceptable in the following areas of academic disciplines: literature, history, sociology, psychology, ethics, or engineering in the military services. Some courses of a practical nature may also be acceptable. Comparable courses may be found in the Military Science department or ROTC at UCB, UCSB and UCLA. Courses such as Land Navigation and Orienteering, Basic Mountaineering, Basic Leadership, Basic and Advanced Military Physical Conditioning are acceptable.

### **Military Service**

General military credit is not granted upon admission however credit may be granted using the ACE Armed Services Guides based on departmental or UC school or college recommendation after enrollment. If the student requests a review of this course work, advise the student to submit supplemental information upon which to make a decision similar to Independent Study. CLEP is not accepted.

## **Music**

UC does not limit credit for the number of appropriate music courses a student may transfer. Theory and performance courses are appropriate for transfer credit. Electronic music courses should have prerequisites or include music theory and history. Courses that focus primarily on the commercial aspect of music are not considered appropriate for transfer.

## **Physical Education**

Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly. Credit for Activity courses is acceptable when physical movement is indicated in the course outline and is limited to 4 semester/6 quarter units. Theory courses are limited to 8 semester units/12 quarter units. Courses primarily vocational such as Aerobic Instructor Training or Fire Academy Protection Preparation are not considered appropriate for transfer credit.

## **Physical Science**

Courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Although a specific prerequisite is not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical in nature. Credit will not be given for introductory courses taken after more advanced level courses in this area.

## **Physics**

UC allows only one introductory or survey course prior to the general course series for the major or non-major. Major courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Physics for Physicists and Engineers must have a prerequisite of calculus; Physics for Biologists must have a prerequisite of trigonometry; and Physics for Liberal Arts Students must have a prerequisite of intermediate algebra. No credit for an introductory course following any course for the major or a more advanced level course.

## **Psychology**

All courses must be academic in content focusing on research, theory and analysis. Courses should include the theory and application of information. Courses in which the student is a recipient of therapy or instruction aimed at personal improvement or information about the health aspects of psychology are not appropriate for transfer.

## **Religion**

Courses in this area should focus on religion in an objective and scholarly manner. Courses should approach religion from a historical and literary point of view that is comparative and cultural. Courses that approach religion from a dogmatic, sectarian point of view meant to indoctrinate or convert are not appropriate for transfer.

## **Social Sciences**

Courses should provide students with an understanding of the development and basic features of societies and cultures. Courses may include an examination of the historic and contemporary ideas that have shaped our world, an examination of the nature and principles of individual and group behaviors, or a study of social science methodologies. Courses that are primarily for personal enrichment are not appropriate for transfer.

## **Statistics/Probability**

These courses may be found in the social sciences, mathematics, economics and science departments. At minimum, statistics courses must have a prerequisite of intermediate algebra or its equivalent. A second course in statistics may be acceptable if content is sequential and not duplicative.

## **Theater Arts**

Theory courses, as well as performance and production courses, are appropriate for transfer. Courses may include directing, film making, history, performance, production/stagecraft, costume design and makeup, theory and scriptwriting. Practical courses in Broadcasting such as radio/TV or other commercially oriented courses are not appropriate for transfer.

## **Variable Topics Courses**

These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Internships", etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas. Each UC campus will determine credit for these courses based on information provided by the student, usually after they have been admitted at UC. Credit is granted only if it is determined that the content of the course is appropriate for transfer at the individual UC campus. Variable Topic courses are not posted on the TCA. In their place, a note is included on the TCA describing the UC credit granting policy for these types of courses. The note appears under the appropriate department on ASSIST and on the first page of the TCA paper copy. The note reads:

### *Variable Topics Courses*

*These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Internships", etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas.*

## **NOTE:**

## **California Community College Policy regarding Distance Education/Telecourses**

Title 5, Section 55376 requires that:

(a) Each distance education/telecourse shall include the use of appropriate texts, supplemental assigned readings, and/or enrichment materials and activities including examples of reading and writing assignments as required by section 55002(a) and (b).

(b) Each distance education/telecourse shall include regular personal contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone, correspondence or other in-person activities. Personal contact may be supplemented by telephone contact and correspondence.

Additional information about the revised Title V regulations for distance education courses can be found online at [http://www.academicssenate.cc.ca.us/Publications/Papers/Distance\\_learning.html](http://www.academicssenate.cc.ca.us/Publications/Papers/Distance_learning.html).

UC does not consider method of delivery at the transfer level.

**Course Name:** HIST 1

**Title:** World Civilization To 1650

**Units:** 3

**Course Description:**

Survey of the history of the world from the Neolithic period to the middle of the seventeenth century. The course will use a cross-cultural comparative approach as it analyzes the origins, political, economic, social and artistic achievements and decline of civilizations in Asia, Africa and the Americas, as well as the Middle East and Western Europe. Emphasis on the application of major theories of history to various stages of world development.

**Course Objectives:**

Upon satisfactory completion of the course, students will be able to:

Each good student should be able to recognize and describe the influential leaders and events of the period studied.

1. Describe, compare, and contrast acknowledged world leaders during the period studied.
2. Describe historical events, and analyze and assess how these historical events continue to influence international affairs in today's world.

Each student should be able to identify historical events in terms of multiple causation.

1. Describe, analyze, compare, contrast, evaluate, and critique different interpretations as to why certain events in world history occurred.

Each student should be able to identify and understand the various cultures that have contributed to the growth of world civilizations.

1. Describe the unique cultural characteristics of the various civilizations set forth in the course content portion of the outline, and describe how those characteristics are reflected in today's world.
2. Compare and contrast the diverse world civilizations set forth in the course content portion of the outline.

Each student should be able to study and report upon, with increasing objectivity, the view of others.

1. Participate in classroom activities.
2. Compare, contrast, analyze and critique viewpoints of various authors, fellow classmates, oneself, and the course professor.

Each student should be able to research, analyze, critique, and write about historical leaders and events, and their relevance to today's world.

1. Demonstrate proficiency in the use of a college research library by writing an original college level research paper. The paper should demonstrate competency in making a written argument by having an introduction, a body, and a conclusion, by stating a thesis, supporting it with evidence, and presenting it in a logical, organized, persuasive, and grammatically correct manner.

The goal of this course is to help transform students into lifelong learners who independently read and research, think objectively, critically, and analytically, are globally aware, and communicate well both orally and in writing. By the end of the course students should be able to describe the broad sweep of historical trends from human beginnings to 1650, and understand how the intertwining of socio-cultural, economic, and geopolitical events in ancient world civilizations affect the modern world.

**Course Content:**

This course will cover paleolithic as well as neolithic civilizations. It will cover ancient, medieval, and renaissance periods. It will cover the

origins of various religious and philosophical thought, the origins of language, numerical, and calendaring systems, and the origins of various cultural holidays and traditions. It will cover Middle Eastern, Indian, Chinese, African, Latin American, and European civilizations. It will cover animism, Judaism, Christianity, Islam, Hindu, Buddhist, Sikh, Jain, Taoist, Confucian, Shinto, and Greco-Roman religion and philosophy. It will cover world leaders such as Cyrus the Great, Muhammad, Suleiman the Magnificent, Siddhartha Gautama, Lao Tzu, Confucius, Genghis Khan, Mansa Musa, Montezuma, Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Attila the Hun, Charlemagne, and Columbus. It will cover events such as the Neolithic Revolution, the development of Mesopotamian, Hebrew, Egyptian, Byzantine, and Islamic civilizations. It will cover the origins of the Palestinian-Israeli conflict, the Pakistani-Indian conflict, the Jihads, the Crusades, and the roots of modern Islamic terrorism. It will examine the roots of the African civil wars that plague the world today, the ancient roots of Indian and Latin American poverty, and the ancient roots of the current uneasy relationship between China and the West.

**Out-of-Class Assignments:**

Students will write to integrate the required course readings. Students will compare, contrast and analyze differing interpretations regarding the conflict between two different cultures that had intense cross cultural contact, including the consequences on each of these societies as a result of their contact with each other.

**Methods of Evaluation:**

These evaluation methods may include, but are not limited to, the following:

Exams/Tests

Some writing

Some reading outside the text

Oral Presentation

Class Participation

Class Work

Home Work

Competency-based written and practical tests which demonstrate the student's ability to learn and apply skills and concepts in accordance with minimum standards established by the instructor

**Examples of Appropriate Texts or Other Required Reading:**

Title: World History, Volume I

Author: Upshur, J.H.

Date: 01/01/2005

**Other Appropriate Reading:** None

**Course Name:** HIST 4

**Title:** History of Western Civilization

**Units:** 3

**Course Description:**

This course is a survey of western civilization from the Renaissance to the present, emphasizing the interplay of social, political, economic, cultural, and intellectual forces in creating and shaping the modern world. The focus is on the process of modernization, stressing the secularization of western society and examining how war and revolution have served to create our world.

**Course Objectives:**

Upon completion of this course, the student will be able to: identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence compare and evaluate various interpretations used by historians to explain the development of western civilization since the Renaissance evaluate multiple causes and analyze why a historical event happened identify the major eras and relevant geography of western civilization since the Renaissance evaluate major economic, social, political, and cultural developments in western civilization since the Renaissance evaluate the experiences, conflicts, and connections of diverse groups of people in western civilization since the Renaissance draw historical generalizations about western civilization since the Renaissance based on understanding of the historical evidence describe and evaluate the major movements and historical forces that have contributed to the development of western civilization.

**Course Content:**

4 hours: Introduction to the Study of Western Civilization, Historiography; Age of Transition: The Early Modern Period.

3 hours: The Nature and Structure of Medieval Society; those who work, those who pray, those who fight, the Great Chain of Being, manorialism; Decline of the Medieval Synthesis; The Renaissance and the Question of Modernity: humanism, individualism, secular spirit, Petrarch, Bruni, Pico, Castiglione, Machiavelli, etc., literature, art, and politics.

3 hours: Spread of the Renaissance northward: Elizabethan England, Erasmus and Christian humanism, art and literature; The Protestant Reformation and its impact: background, Martin Luther, Address to the German Nobility, principles of Protestantism, economic and political appeals, Zwingli, Calvin, Institutes of the Christian Religion, Puritan work ethic, bourgeoisie, shift of focus northward from Mediterranean; Reformation in England, Henry VIII.

3 hours: The Counter Reformation: Trent, the Inquisition, Ignatius Loyola; Wars of Religion: the Thirty Years' War, Westphalia, impact, secular, shift; European overseas expansion: background, causes and impact, commerce, growth of the bourgeoisie.

3 hours: Making of Modern States: background, role of monarchs, tools: vernacular, divine right theory, standing armies, bureaucracies; nationalization of the Church, the military revolution and the declining role of the nobility; Limited Monarchy vs. Absolutism, background in England and France.

3 hours: Revolution in England: the Tudor background, rise of the gentry, Parliament and Puritanism, James I, divine right theory, Charles I, Civil War, Oliver Cromwell, New Model Army, Levellers, Diggers, Interregnum, restoration, Charles II and James II, Glorious Revolution, William and Mary, Bill of Rights, oligarchy; Triumph of Absolutism in France: background, Louis XIII and Cardinal Richelieu, intendants, Huguenots, Mazarin, The Fronde, Louis XIV, Corbet, mercantilism, Versailles symbol and means of absolutism, wars of Louis XIV.

3 hours: Hobbes' Leviathan and Locke's Treatises of Civil Government. Absolutism in eastern Europe and Russia: Lord and Peasant in eastern Europe, serfdom, power of nobility, Austria and Hungary; Prussia's rise from the Great Elector through Frederick William I, Junkers; Russia's background, emergence of czarism, church and state, boyars, expansion and westernization under Peter the Great, St. Petersburg.

3 hours: Transition to a New World View: The Scientific Revolution: background, astronomy and physics: the Medieval World View, Aristotle and the Church, from Copernicus to Newton, mechanical conception of nature, scientific method, Bacon and Descartes, other areas of science, science and the state, culture, the economy.

3 hours: The Enlightenment: Newton and Locke, tabula rasa, philosophies, natural law, education, Deism, Montesquieu, Spirit of the Laws, Voltaire, Candide, Rousseau, The Social Contract, Diderot and the Encyclopedia, salons and secular culture, appeal to the bourgeoisie; Enlightened Absolutism, Catherine II, Joseph II and Frederick II; new trends in the arts; literature, painting and music.

3 hours: The Age of Transformation: The French Revolution and Napoleon: background, the Ancien Regime, the Three Estates, financial crisis, economic problems, Assembly of Notables, calling of the Estates General, Abbe Sieyes, Mirabeau, the National Assembly, storming of the Bastille, the Great Fear, August 4th, Declaration of the Rights of Man and of the Citizen, October Days, reforms of the National Assembly, Civil Constitution of the Clergy, Constitution of 1791, from subject to citizen; Radicalization of the Revolution, war, internal threats, Girondins, Jacobin, Robespierre, National convention, committee of Public Safety, the Reign of Terror, sans culottes, Thermidorean Reaction, The Directory, challenges, the rise of Napoleon, coup, Consulate, Emperor, Concordat of 1801, Code Napoleon, Napoleon and Europe, nationalism, Napoleon's defeat, Napoleon's legacy: savior or betrayer of the revolution.

3 hours: The Industrial Revolution: industrialization and modernity, Why England? Background, Agricultural Revolution, urbanization, cottage industry, transformation of industry, textiles, innovations; the spread of industrialization to the continent; The Social Question: Sadler Commission, Factory rules, conditions in factories, industrial boom towns, initial forms of protest.

3 hours: Reaction, Revolution and Reform: Ideological responses to transformation of Dual Revolution; the forces of order (conservatism and reaction) vs. forces of change (liberalism and nationalism), conservatism, Congress of Vienna, Burke, Metternich, The Concert of Europe, revolts of 1820's, Revolution of 1830 in France, July Monarchy, limitations, other revolutions of 1830's; liberalism and reform in England: parliamentary



reforms, classical liberal economics, Smith, Malthus, and Ricardo, the evolution of liberalism, John Stuart Mill; the revolutions of 1848.

3 hours: The 19th century ideas and culture: the romantic retreat from the Enlightenment, literature, music and art, religion and philosophy; economic change: retreat from laissez faire; socialism, the variety of socialists, Karl Marx's Communist Manifesto; New revolution in science: Darwin, evolution, natural selection, science, medicine, social Darwinism; August comet and Positivism; Russian realism, novel, drama, music and poetry; the Enlightenment tradition under attack, Dostoevsky, Nietzsche.

3 hours: Nationalism and Unification in the 19th century: roots of modern nationalism, early nationalist thinkers, the revolutions of 1848, the Crimean War; the unification of Germany, Bismarck and Realpolitik, Zollverein, leadership of Prussia, wars of German unification, Napoleon III, Franco Prussian War, Alsace Lorraine; The unification of Italy: Mazzini, Garibaldi, Cavour, Piedmont; autocracy and reform in Russia: Alexander I, the Decembrist Revolt, the Polish Revolution, the reforms Alexander II, limitations of reforms.

3 hours: War and Revolution: imperialism causes, reasons and justifications, the glory of England, other states of Europe, impact on colonies; World War I: alliances and crises, militarism, the incident, the causes debated, the conflagration, the aftermath and results; post war settlements: the Peace Treaty of Versailles, the punishment of Germany; Revolution in Russia: background, revolutionary movement, narodniki and Marxists, Lenin's What is to be Done; 1905 Revolution, Trotsky, impact of WWI, fall of czarist autocracy, Dual Power: Provisional Government and Petrograd Soviet, the Bolshevik seizure of power, immediate aftermath. Between the wars: post war climate, the rise of Fascism: background, Mussolini, March on Rome, Italian fascism; the rise of Nazism, Adolf Hitler, Beer Hall Putsch, Mein Kampf, Hitler in power, collectivization and Five Year Plans, totalitarianism, the U.S. from 1919 to 1939: the 1920's, the Depression, the political climate.

3 hours: World War II: events leading to war, the mood of the U.S., League of Nations, Manchuria, Ethiopia, Spanish Civil War, Hitler and his power, Anschluss, Munich Agreements, Chamberlain, appeasement, Nazi Soviet Non-Aggression Pact, invasion of Poland; the war in Europe, the Japanese and the war in the Pacific, great events of the war, the settlements, immediate aftermath.

3 hours: The world since World War II: the rise of Soviet power, emerging nations and world politics, the Cold War, science and culture in the 20th Century; literature and the arts: painting, music and dance, pop culture; upheavals in the late 1960's, gender, race, and class since 1945; the Soviet bloc, from reform to dissolution, fall of the Soviet Union, eastern European transformation; Globalism and the New World Order.

#### **Out-of-Class Assignments:**

Required readings from primary and secondary sources, exercises and written responses as required by instructor.

Be prepared to discuss the following questions:

Example #1:

How does Machiavelli's The Prince represent a break from medieval political theory? How relevant is his advice?

Example #2:

Did Napoleon save or betray the French Revolution?

**Methods of Evaluation:**

Application/written exercises, bluebook essays, quizzes, analysis of primary sources and interpretations of history, oral and written presentations, team projects.

**Examples of Appropriate Texts or Other Required Reading:**

Title: Western Civilization: Ideas, Politics, and Society: Since 1400

Author: Perry, M., et al.

Date: 01/01/2009

**Other Appropriate Reading:**

Title: The Greatest Minds and Ideas of the Enlightenment

Author: Will Durant

Date: 10/29/2008

Title: Economic and Social History of Medieval Europe

Author: Henri Pirenne

Date: 1/1/2005