NOTE: ALL COURSES/PROGRAMS UP FOR APPROVAL FROM THIS DATE FORWARD WILL BE EFFECTIVE FALL 2015 UNLESS OTHERWISE NOTED.

P. Sezzi called the meeting to order at 3:02 p.m.


GUESTS: Karen Harrison, Marian Carrasco Nungaray

APPROVAL OF MINUTES: April 29, 2014
P. Sezzi called for a motion to approve the minutes.
Motion by D. Newcomb, second by M. Bowen
Final Resolution: Motion was approved.
Abstentions: A. Gonzales (arrived after the vote)

POLICY AND PROCESS DISCUSSION:
1. Curriculum Committee Survey
   P. Sezzi tabled until the next meeting. A discussion ensued wherein P. Sezzi noted he will be on sabbatical Spring 2015 and the committee will need to select a co-chair to serve in his absence.

2. Technical Review Process
   P. Jefferson discussed the current process and intention to revise the process to increase efficiency and sustainability. He requested input from the committee in the form of email to himself and P. Sezzi no later than September 23rd to be placed on the September 30th Curriculum Committee Agenda.

3. Expectations and Responsibilities of Curriculum Committee members
   P. Sezzi touched on the results from last year. He stated that he will send the final version for the next meeting. A discussion ensued that included the topics of training for committee members, information flow from committee to divisions/departments, a
signature sheet (electronic or physical) for new courses and/or proposals from respective departments documenting support for said course and/or proposal, and tracking the last time a course was offered (through fall 2011.)


P. Sezzi instructed members to write down three goals for the committee to achieve this academic year and he collected the results.

SECTION ONE:
REQUIREING COMMITTEE ACTION

I. Curricular Proposals for Approval

A. Credit Courses: Second Reading

1. New

2. Revise
   T=Title (substantial); U=Units, H=Hours (increased); P=Prereq, C=Coreq (substantial);
   D=Description (substantial); F=Fees (required); FT=Field Trip; R=Repeat (added or increased)

3. Prerequisite(s)/Corequisite(s)/Recommended Preparation

4. 88s and 89s

5. Distance Education (new)

6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions):
   Second Reading

7. Noncredit Courses

8. Study Abroad/International Education

B. Credit Courses: First Reading

1. New

2. Revise
   T=Title (substantial); U=Units, H=Hours (increased); EL=Enrollment Limitation, P=Prereq, C=Coreq (substantial);
   D=Description (substantial); F=Fees (required); FT=Field Trips; R=Repeat (added or increased)
   • MATH V44, (D)
     Alex presented the revision and noted the impetus was to align with C-ID descriptor MATH 110.
     Motion by N. Fredrickson, second by T. Dalton
     Final Resolution: Motion was approved.
3. Prerequisite(s)/Corequisite(s)/Recommended Preparation/Enrollment Limitation(s)

- **MATH V44**
  - P- Review ‘MATH V03’ & ‘MATH V35’
  - P- Remove ‘MATH V03A-V03E’ & ‘1 year of high school intermediate algebra (Algebra II) with grade of C or better’
  - P- Add ‘MATH V12’ & ‘MATH V13B’

Alex presented the revisions to the committee.

Motion by M. Bowen, second by G. Arevalo

A discussion ensued regarding the assessment process and how the alternatives are communicated to students. G. Arevalo agreed to follow-up on the latter.

Final Resolution: Motion was approved, with the stipulation that G. Arevalo would follow-up at DTRW-I regarding alternative assessment measurements and communication to students.


4. 88s and 89s

5. Distance Education (new)

- **MATH V44** (Review: 1-99% Hybrid)

  M. Bowen stated the percentages should be listed twice (1-50% and 51-99%), P. Sezzi concurred.

  Motion by M. Bowen, second by D. Newcomb

  A discussion ensued regarding how this information is communicated to students and the CRN notes in the searchable schedule.

  Final Resolution: Motion was approved.


6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): First Reading

7. Noncredit Courses

8. Study Abroad/International Education
SECTION TWO:  
COURSE AND PROGRAM INFORMATION ONLY—CONSENT AGENDA  

II. Curricular Activity: Technical Action  

A. Delete (Remove from catalog)  

- MATH V01A/V01B/V01C/V01D/V01E/V03A/V03B/V03C/V03D/V03E/V09A/V09B/V09C/V10A/V10B/V10C/V24  

B. Technical Revisions (Nonsubstantial Changes in Catalog)  

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<tr>
<th>ID</th>
<th>T</th>
<th>U</th>
<th>H</th>
<th>P</th>
<th>C</th>
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C. Technical Revision (Articulation Purposes)  

Does not require DTRW-I or Board approval  

- AUTO V27 (CO)  
- CJ V03 (CO, CC)  
- ICA V02 (CO, CC, LC)  
- JAPN V51A (CO)  
- JAPN V51B (CO)  
- MATH V44 (CO, CC)  

D. Course Review/Update (No catalog changes)  

- AUTO V27  
- ICA V02  
- JAPN V51A  
- JAPN V51B  

E. Prerequisite(s)/Corequisite(s)/Recommended Preparation Review  

- AUTO V27 (C-Review)  
- JAPN V51A (P-Review)  
- JAPN V51B (P-Review)  

F. Distance Education (Revision/Update – No catalog changes)  

G. Degrees, Certificates and Awards (Nonsubstantial)  

G. Arevalo requested to pull the Math courses listed for deletion for discussion.  

Motion by M. Bowen, second by N. Fredrickson  

Final Resolution: Motion (with the exception of math course deletions) was approved.  

A discussion ensued regarding the math courses listed for deletion. The discussion moved to Math V09 and the fact that it is not offered. It was noted that the Math department is in support of offering the course. It was also noted that the issue of offering courses below competency requires further inquiry.

Motion by M. Bowen, second by G. Arevalo
Final Resolution: Motion, to delete math courses as noted, was approved.

SECTION THREE:
DISCUSSION (CONSENT and/or ACTION)

III. Action/Information/Discussion

A. 2014-2015 Curriculum Committee Meeting Schedule (Discussion/Action) – G. Arevalo
   ▪ Change meeting date of October 7, 2014 to September 30, 2014

   Motion by M. Bowen, second by A. Gonzales
   Final Resolution: Motion was approved.

B. Articulation Officer Updates (Information/Action) – G. Arevalo
   G. Arevalo presented information on the topics noted below.
   ▪ Philosophy and General Education subcommittee Draft approval guide
     Motion by A. Kolesnik, second by A. Gonzales
     Final Resolution: Motion was approved.
   ▪ IGETC 1.5
   ▪ UC TCA Report
   ▪ Summary of 2013-2014 Curricular Changes
   ▪ Chancellor’s Office Update (from Curriculum Institute July 10, 2014)

C. Curriculum Committee Subcommittee: Distance Education Curriculum Review (Discussion) – P. Sezzi (table)
   P. Jefferson tabled until the next meeting.

D. Other

MEETING ADJOURNED at 5:06 p.m.

NEXT MEETING
September 16, 2014 – 3:00 p.m.
Multidisciplinary Center West Conference Room (MCW-312)
Chancellor’s Office Update

Cris McCullough - Academic Affairs, CCCCO
Interim Dean, Curriculum & Instruction

Curriculum Institute
Hayes Mansion, San Jose
July 10, 2014
Overview

• Welcome and Appreciation
• Status Update
• Big Issues for 2014-2015
• Messages for the Field
• The Elephant in the Room
• Introductions
Welcome and Appreciation

»The Mystery Guest?
Status Update

• 100% Goal for ADTs
• Stand Alone Course Approvals
• The “P” in PCAH
• Extension of C-ID Approval Date
  • June 30, 2015
Total Number of Active ADTs

![Graph showing the total number of active ADTs from June 2011 to Fall 2014.](Image)

- June 2011: 108
- Dec 2011: 280
- June 2012: 420
- Dec 2012: 514
- June 2013: 760
- Dec 2013: 1034
- June 2014: 1367
- Fall 2014 GOAL: 1624
Big Issues for 2014-2015

- C-ID Approval for ADTs
- SB 440 (Padilla)
- PCAH Revision
- Traditional Associate Degrees and Local General Education
C-ID Approval for ADTs

Prior to June 30, 2015, colleges need to verify that courses entered on CCCCO approved TMC Templates, where C-ID descriptors are available, have been awarded C-ID “approved” status. No other C-ID course status will be accepted. The requirement of C-ID verification applies to courses entered on approved TMC Templates for both new and previously approved ADTs.
C-ID Approval for ADTs continued

Effective July 1, 2015, ADTs that do not meet the C-ID verification requirement will be deactivated by the CCCCO, and will need to be resubmitted once courses within the ADT receive an “approved” C-ID status.*

*CCCCO memo May 20, 2014
Senate Bill 440 (Padilla)

Requires that prior to the 2014-15 academic year, every California Community College create an associate degree for transfer in every major that has a transfer model curriculum.*

*This bill was signed by the Governor and Chaptered (Chapter 720, 10/10/13).
PCAH and Associate Degrees

Program Awards (MIS Data Element)

- AS-T/AA-T Degree (ADTs)
- AS/AA Degree

Program Goals (PCAH)

- CTE
- CTE and Transfer
- Transfer
PCAΗ and Associate Degrees

Program Awards (MIS Data Element)

- AS-T/AA-T Degree (ADTs)
- AS/AA Degree

Program Goals (PCAΗ revised?)

- Transfer (ADT or AA/AS)
  - with CSU or IGETC GE Pattern)
- Traditional (AA/AS)
  - with local GE Pattern
Messages for the Field

- Certificates do not Transfer
- Carnegie Hours and Units
- Repeatability and Repetition
- COR “Justification”

What was Changed and Why?
Messages for the Field

For lab classes with homework: Colleges can only claim apportionment for attendance while students are “under the immediate supervision and control of an academic employee” (Title 5 section 58051(a)(1). Homework does not meet this standard.
Coming Attractions

• Adult Education
• Bachelor’s Degree
• CDCP Full Funding
The Elephant in the Room
The Curriculum Queue

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<td><strong>2,475</strong></td>
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<td>1,960</td>
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The Curriculum Queue
## CCCC CO Introductions

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<td>ADTs</td>
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Thank you!
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### Ventura College 13-14

**SUMMARY OF CURRICULAR CHANGES - ALL**

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**Legend**

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### Ventura College 13-14
### SUMMARY OF CURRICULAR CHANGES - ALL

**Legend**

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| PREFIX | #  | TITLE/TITLE CHANGE                                      | UNITS/UNIT CHANGES | NEW COURSE ID   | DA  | TRANSFER | UC  | CURRICULAR CHANGE | SAME AS | COMMENTS/DISCIPLINE CODE/PRE-REQUISITE CHANGE | EFFECTIVE DATE |
|--------|----|--------------------------------------------------------|--------------------|------------------|-----|----------|-----|--------------------|---------|---------------------------------------------|----------------|-----------------|
| ENGL   | V07| Intermediate Reading Comprehension and Language Acquisition | 3.5                | ENGL V07         | N   | N        | N   | REV                | ESL V54  | Added Distance Education 33%               | F2014          |
| ENGL   | V08A| Low-Beginning Reading Comprehension                    | 3.5                | ENGL V08A        | N   | N        | N   | REV                | ESL V53A | Added Distance Education 33%               | F2014          |
| ENGL   | V08B| High-Beginning Reading Comprehension                   | 3.5                | ENGL V08B        | N   | N        | N   | REV                | ESL V53B | Added Distance Education 33%               | F2014          |
| ENGL   | V21A| Survey of English Literature I                         | 3                  | ENGL V08A        | Y   | Y        | Y   | REV                | Title change to ‘Survey of British Literature I’; Description Change; Course Content and Objective Change; Course 5 year Review; Textbook Update | F2014          |
| ENGR   | V02| Engineering Graphics and Design                        | 3                  | ENGM V21         | Y   | Y        | Y   | REV                | Description Change; Prerequisite Change; Removed Rec Prep | F2014          |
| ESL    | V10D| English Interactive Computer Assisted Language Learning IV | 1                  | ENGM 10D         | N   | N        | N   | REV                | Create "Same as" EngM 10D | F2014          |
| ESL    | V53A| Low-Beginning Reading Comprehension                    | 3.5                | ENGL V08A        | N   | N        | N   | REV                | ENGL V08A | Added Distance Education 33%               | F2014          |
| ESL    | V53B| High-Beginning Reading Comprehension                   | 3.5                | ENGL V08B        | N   | N        | N   | REV                | ENGL V08B | Added Distance Education 33%               | F2014          |
| ESL    | V54| Intermediate Reading Comprehension and Language Acquisition | 3.5                | ENGL V07         | N   | N        | N   | REV                | ENGL V07  | Added Distance Education 33%               | F2014          |
| ESL    | V21| Intermediate Oral Communication                        | 4                  | ENGM V21         | Y   | Y        | Y   | REV                | ID change to EngM 21                  | F2014          |
| ESL    | V22| Advanced Oral Communication                            | 4                  | ENGM V22         | N   | N        | N   | REV                | ID change to EngM 22                  | F2014          |
| ESL    | V32| Advanced Reading and Vocabulary                        | 4                  | ENGM V32         | N   | N        | N   | REV                | ID change to EngM 32                  | F2014          |
| ESL    | V41| Intermediate Writing and Grammar                       | 4                  | ENGM V41         | N   | N        | N   | REV                | ID change to EngM 41                  | F2014          |
| GEOG   | V01| Elements of Physical Geography                         | 3                  | Y                | Y   | Y        | Y   | UPDATE             | Course 5 year Review; Textbook Update | F2014          |
| GEOG   | V01L| Elements of Physical Geography Laboratory               | 1                  | Y                | Y   | Y        | Y   | UPDATE             | Course 5 year Review; Textbook Update | F2014          |
| GEOG   | V02| Introduction to Human Geography                         | 3                  | Y                | Y   | Y        | Y   | UPDATE             | Course 5 year Review; Textbook Update | F2014          |
| GEOG   | V05| Introduction to Weather and Climate                     | 3                  | Y                | Y   | Y        | Y   | UPDATE             | Course 5 year Review; Textbook Update | F2014          |
| GEOG   | V06| Geography of California                                 | 3                  | Y                | Y   | Y        | Y   | UPDATE             | Course 5 year Review; Textbook Update | F2014          |
| GEOG   | V26| Introduction to Geographic Information Systems Software | 2                  | Y                | Y   | Y        | Y   | REV                | GIS V26  | Description Change; Course Content and Objective Change; Course 5 year Review; Textbook Update | F2014          |
## Ventura College 13-14
### SUMMARY OF CURRICULAR CHANGES - ALL

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## Ventura College 13-14
### SUMMARY OF CURRICULAR CHANGES - ALL

**Legend**
- **PREFIX #** = Course Number;
- **TITLE** = Course title or title change;
- **NEW** = New Course;
- **REV** = Revised Courses that have undergone substantial changes;
- **UPDT** = Update, Review Cycle;
- **DEL** = Deletion;
- **UNITS/UNIT CHANGES** = Unit value or change in units;
- **UC** = UC transferable---Indicate UC transfer status by placing an **A** for Approved Courses and a **P** for courses pending;
- **DA** = Degree Applicable (**Y/N**);
- **TRANSFER** = (**Y/N**);
- **COMMENTS/PREFIX/PREREQUISITE CHANGE** = Include brief comments or note discipline code changes;
- **EFFECTIVE DATE** = Date course first offered on campus or placed in catalog, whichever is earlier.

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VENTURA COLLEGE
Curricular Changes in 13-14
Effective Fall 2014

SUMMARY
PROGRAMS AND COURSES

DEGREES

NEW (16):

**Associate Degrees for Transfer (ADT)**
1. Kinesiology for Transfer (AA-T)
2. English for Transfer (AA-T)
3. *Philosophy for Transfer (AA-T)
4. *Geography for Transfer (AA-T)

**Associate Degrees (AA/AS)**
1. *Dance (AA)
2. *Dance Pedagogy (AA) - HOLD F16
3. *Architectural Science (AA) - HOLD F16
4. *Administrative Assistant (AA) - HOLD F16

**Certificate of Achievement (COA)**
1. *Administrative Assistant (COA)
2. *Biomedical Devise Technology (COA) – Joint program with Moorpark
3. *Architectural Science (COA) - HOLD F16
4. *Architectural Design (COA) - HOLD F16
5. *Architectural Technology (COA) - HOLD F16
6. *Drafting Technology (COA) - HOLD F16
7. *Dance (COA) - HOLD F16
8. *Dance Pedagogy (COA) - HOLD F16

REVISED (2):

**Proficiency Award (PA)**
1. Acting (PA)
2. GIS Basic Competency (PA)

DELETED (0):

NEW (16)
REVISED (2)
DELETED (0)
TOTAL: 18
COURSES

NEW (22) – ADT/C-ID required or new degree program
REVISED (75) - Title 5 Changes (repeatability, hours/units), 5 year review, C-ID required
UPDATED (11) - 5 year review
DELETED (1) – Board and department
TOTAL: 109

Proposed ADT Development 14-15 effective Fall 15
1. Biology- SB 440 (Marta De Jesus)
2. Child and Adolescent Development (Jennifer Parker)
3. Geology (Steve Palladino and Chloe Branciforte)
4. Music – SB 440 (Robert Lawson)
5. Nutrition and Dietetics (Raeann Koerner)
6. Public Health Sciences (Raeann Koerner)

Proposed ADT Revisions effective Fall 15
1. Theatre - SB 440 (Jay Varela and Nathan Cole)
2. Anthropology (Cari Lange)
Subject: FW: Ventura College 14-15 TCA

From: Jennifer Forsberg [mailto:Jennifer.Forsberg@ucop.edu]
Sent: Wednesday, August 27, 2014 5:06 PM
To: Gloria Arevalo
Cc: Aurelia Long; Barbara Love; Cindy Bevc; Dale Leaman; Dawn Hovey; Jane King; Kim Alexander; Myrna Aguilar; Susan Fauroat; Yoly Woo-Hoogenstyn; Deborah Jean Roscoe; Nancy Purcille; jolene.sedita@ucr.edu; Lori Quillen; Deborah McCaskey; Hannah Frankel

Subject: Ventura College 14-15 TCA

Dear Colleague,

We have completed analysis of the courses submitted for Ventura College TCA for 14-15. This information is currently being entered into the ASSIST database. Subscribers to the ASSIST-L listserv will be notified via email when this new TCA has been published at www.assist.org. For information on subscribing to the ASSIST-L email listserv, visit http://info.assist.org/assist_l_about.html.

The following is a summary of our actions on your newly submitted courses:

New courses approved as UC Transferable:

- DANC V2  Dance History  3
- DANC V4  Dance Improvisation  2
- ENGL V1C  Introduction to Literature: Critical Thinking and Argumentative Writing  4
- PHIL V10  World Mythology  3

Courses re-reviewed and approved as UC Transferable:

- CS V17  Discrete Structures  3
  Same as: MATH V52
- DANC V10A  Modern I  2
- DANC V10B  Modern II  2
- DANC V10C  Modern III  2
- DANC V10D  Modern IV  2
- DANC V13A  Tap I  2
- DANC V13B  Tap II  2
- DANC V13C  Tap III  2
- DANC V13D  Tap IV  2
- DANC V14  Movement for the Theatre  2
  Same as: THA V14
- DANC V15A  Ballet I  2
- DANC V15B  Ballet II  2
- DANC V15C  Ballet III  2
- DANC V15D  Ballet IV  2
- DANC V23  Ballroom Dance  2
- DANC V27  Street Dance  2
- DANC V29A  Jazz I  2
- DANC V29B  Jazz II  2
- DANC V29C  Jazz III  2
- DANC V29D  Jazz IV  2
EAC V1  Strategies for Success in College and Life  3
ENGL V10  Creative Writing  3
ENGL V21A  Survey of British Literature I  3
ENGL V21B  Survey of British Literature II  3
ENGL V22A  Survey of American Literature: Colonial Period to 1865  3
ENGL V22B  Survey of American Literature: 1865 to Present  3
ENGL V31  Survey of World Literature II  3
GEOG V8  World Regional Geography  3
HED V82  Health and Fitness  3
* JAPN V1  Elementary Japanese I  5
  * Corresponds to two years of high school study
JAPN V2  Elementary Japanese II  5
* KIN V20  Walking to Restore Fitness  1
  * Any or all of these PE Activity courses combined: maximum credit, 4 units
* KIN V74A  Core Balance and Fitness  1
  * Any or all of these PE Activity courses combined: maximum credit, 4 units
* KIN V74B  Advanced Core Balance and Fitness  1
  * Any or all of these PE Activity courses combined: maximum credit, 4 units
* MATH V4  College Algebra  4
  * V4 and V20 combined: maximum credit one course
MATH V23  Introduction to Differential Equations  3
MUS V31A  Private Lessons: Woodwinds  3
MUS V31B  Private Lessons: Brass  3
MUS V31C  Private Lessons: Strings  3
MUS V31D  Private Lessons: Keyboards  3
MUS V31E  Private Lessons: Classical Guitar  3
MUS V31F  Private Lessons: Orchestra Percussion Instruments  3
MUS V31G  Private Lessons: Music Composition  3
MUS V31H  Private Lessons: Voice  3
PHIL V1  Introduction to Philosophy  3
PHIL V2  Introduction to Ethics  3
PHIL V3A  Survey of World Religions: East  3
PHIL V3B  Survey of World Religions: West  3
PHIL V4  Introduction to Logic  3
PHIL V5  Critical Thinking and Analytic Writing  3
PHIL V6A  History of Western Philosophy I: Ancient through Medieval  3
PHIL V6B  History of Western Philosophy II: Modern through Contemporary  3
* PHYS V5L  Electricity and Magnetism Laboratory  1
  combined: maximum credit, one series
Deduct credit for duplication of topics
  o PSY V4  Introductory Statistics for the Social and Behavioral Sciences  4
  o V4 and MATH V44 combined: maximum credit, one course
** SPAN V3  Intermediate Spanish I  5
  ** V3 and V3S combined: maximum credit, one course
+ SPAN V4  Intermediate Spanish II  5
  + V4 and V4S combined: maximum credit, one course

Courses approved as UC Transferable, but will not appear on the TCA
because they are Variable Topics:

GEOG V16  Regional Field Studies  1

Courses not approved as UC Transferable:

BUS V46  Marketing  3
No Comparable course
BUS V47  Sales Techniques  3
No Comparable course
DANC V3  Anatomy for Dancers  3
No Comparable course
DANC V6A  Dance Pedagogy I  3
Practical and applied
No comparable course in lower division at UC
DANC V6B  Dance Pedagogy II  3
Practical and applied
No comparable course in lower division at UC
DANC V6C  Dance Pedagogy III  3
No comparable course in lower division at UC
Practical and applied

Courses which require additional review or campus action:

NONE

Courses removed by the college:

NONE

Jennifer Forsberg
University of California Office of the President
Student Affairs/Transfer Articulation Analyst
1111 Franklin Street, 9th Floor
Oakland, CA 94607
(510) 987-0907
The 2014 IGETC Standards, Policies and Procedures Version 1.5 provides an accessible way to review information related to the IGETC. This information includes current practices and policies and new policies and procedures as approved by the California Community Colleges, the California State University and the University of California. The IGETC Standards, Policies and Procedures contained in this document supersede any and all previous versions of IGETC Standards, Policies and Procedures including, but not limited to, IGETC Notes 1, 2, and 3.
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1.0 History

Purpose
The Intersegmental General Education Transfer Curriculum (IGETC) began in 1991 to provide an option for California Community College students to fulfill lower-division general education requirements before transferring to either a California State University or University of California campus. The curriculum and its policies are overseen by the Intersegmental Council of Academic Senates (ICAS), representing faculty from California's three segments of public higher education.

Background
Since the development of the 1960 Master Plan for Higher Education, ease of transfer has been the cornerstone of California’s three-tiered system of higher education. Transfer issues were therefore central to the concerns of legislators and members of the Commission to Review the Master Plan (“the Commission”), who examined and renewed the Master Plan for Higher Education in California in the 1980s.

In response to the concerns raised by the Commission and the Legislature, embodied in Assembly Bill 1725 (Chapter 973, Statutes of 1988), faculty from the California Community Colleges, the California State University, and the University of California developed IGETC to provide a statewide, lower-division general education transfer curriculum applicable to all California Community College (CCC) students transferring to a California State University (CSU) or University of California (UC) campus. The Academic Senates of the California Community College, the California State University, and the University of California endorsed the creation of IGETC to facilitate the ease of transfer for California Community College students, regardless of the CSU or UC campus to which they transfer.

Other General Education Programs
Both the California State University (CSU) and the University of California (UC) established curricular programs to assist California Community College students in meeting lower-division general education requirements prior to transfer.

Beginning in Fall 1981, CCC students were able to use the statewide CSU General Education-Breadth pattern to meet lower-division general education, a lower-division GE pattern that is still predominantly used by CCC students who transfer to a CSU campus. Both CSU GE-Breadth and IGETC are authorized and described in CSU Executive Order 595.

Realizing the need for transfer facilitation, the University of California adopted the Transfer Core Curriculum (TCC) in 1988. The TCC option for meeting general education requirements was phased out by Fall 1993 following IGETC’s 1991 adoption by the CCC Board of Trustees, the CSU Board of Trustees, and the UC Board of Regents.
1.1 Areas of Distribution For IGETC

The Intersegmental General Education Transfer Curriculum is comprised of courses taught at California Community Colleges that satisfy specific areas of general education:

AREA 1 - ENGLISH COMMUNICATION
   1A: English Composition (one course - 3 semester or 4-5 quarter units)
   1B: Critical Thinking - English Composition (one course - 3 semester or 4-5 quarter units)
   1C: Oral Communication (CSU requirement only) (one course - 3 semester or 4-5 quarter units)

AREA 2A - MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course - 3 semester or 4-5 quarter units)

AREA 3 - ARTS AND HUMANITIES (3 courses, with one from the Arts and one from the Humanities. 9 semester or 12-15 quarter units)
   3A: ARTS
   3B: HUMANITIES

AREA 4 - SOCIAL and BEHAVIORAL SCIENCES (3 courses from at least two academic disciplines. 9 semester or 12-15 quarter units)

AREA 5 - PHYSICAL and BIOLOGICAL SCIENCES (2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)
   5A: PHYSICAL SCIENCE
   5B: BIOLOGICAL SCIENCE

AREA 6 - LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (Proficiency equivalent to two years of high school study in the same language.)

1.2 Areas of Distribution For IGETC For STEM

The Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, Math is comprised of courses taught at California Community Colleges that satisfy specific areas of general education. This option will apply only for majors in which the TMC explicitly indicates the availability of the option.

AREA 1 - ENGLISH COMMUNICATION
   1A: English Composition (one course - 3 semester or 4-5 quarter units)
   1B: Critical Thinking - English Composition (one course - 3 semester or 4-5 quarter units)
   1C: Oral Communication (CSU requirement only) (one course - 3 semester or 4-5 quarter units)

AREA 2A - MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course - 3 semester or 4-5 quarter units)

AREA 3 - ARTS AND HUMANITIES (At least 2 courses. One from the Arts and one from the Humanities 6 semester or 8 quarter units)
   3A: ARTS
   3B: HUMANITIES

AREA 4 - SOCIAL and BEHAVIORAL SCIENCES (At least 2 courses from at least two academic disciplines. 6 semester or 8 quarter units)

AREA 5 - PHYSICAL and BIOLOGICAL SCIENCES (2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)
   5A: PHYSICAL SCIENCE
   5B: BIOLOGICAL SCIENCE

Full descriptions of these areas and their subareas begin in Section 10.0. Details about IGETC For STEM can be found in section 11.0
2.0 Students Who May Use IGETC

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a California Community College to a California State University (CSU) or University of California (UC) campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower-division general education requirements. However, individual colleges or majors within a CSU or UC campus may not accept IGETC for meeting general education. A list of those UC colleges and majors is found on the following website: [http://admission.universityofcalifornia.edu/counselors/files/transfer-admission-matrix.pdf](http://admission.universityofcalifornia.edu/counselors/files/transfer-admission-matrix.pdf).

IGETC For STEM may only be used by students who are applying for majors in which the Transfer Model Curriculum explicitly indicates the availability of the option (see Section 11.0).

**Note:** Students transferring to a CSU with a completed IGETC will still need to complete 9 semester units of upper-division general education (GE) after transfer and may be held to other campus specific graduation requirements outside of general education and major coursework. CSU students who transfer with the IGETC For STEM will need to complete 6 semester units of lower-division GE and 9 units of upper-division GE after transfer. UC students who transfer with the IGETC For Stem will need to complete 6 semester units of lower-division GE and Area 6A (LOTE) after transfer.

2.1 IGETC and Other Lower-division General Education Options

Completion of the IGETC is not an admission requirement or admission guarantee for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements for CSU or UC prior to transfer. Engineering students and students completing majors that have high lower-division unit requirements are advised to focus on completing the pre-major requirements while meeting minimum admission requirements.

Students may also choose to complete coursework to meet the campus general education requirements of the university that they plan to attend. Depending on a student's major, the student may find it advantageous to take courses fulfilling CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

Students transferring to a CSU campus may choose to use the CSU GE-Breadth pattern in lieu of IGETC. Students may elect the GE pattern (GE-Breadth or IGETC) for certification at the time of transfer because nearly all IGETC coursework is embedded in the CSU GE-Breadth pattern.
2.2 Students who are eligible to use the IGETC
The IGETC was developed by the Academic Senates of the CCC, UC and CSU for use by California Community College transfer students. A student may be IGETC certified if they have completed coursework at a California Community College(s) without regard to current enrollment status or number of units accrued at a CCC. Students who enroll at a UC or CSU campus, then leave and attend a community college, and subsequently return to a different UC or CSU campus may use the IGETC.

2.3 Students who are not eligible to use the IGETC
Students who initially enroll at a UC campus, then leave and attend a community college, and subsequently return to the same campus are considered “readmits” by the UC. Such students cannot use the IGETC. CSU does not have a system-wide policy that addresses this issue. Questions regarding the use of IGETC for a student who has recently been enrolled at a CSU should be directed to the specific campus the student wishes to attend.

3.0 IGETC Course Database
The IGETC course list for all California Community Colleges is available on the ASSIST Coordination site at http://www.assist.org. Development of the IGETC database allows counselors and students easy electronic access to all California Community College lists and provides expeditious access to accurate information that facilitates certification of coursework completed at other California Community Colleges.

4.0 IGETC Course Submission and Review Process
The UC and the CSU conduct an annual, joint review of CCC courses submitted for IGETC. Submission details are announced in the fall at articulation meetings and are also forwarded on the CIAC list serv.

Approved courses become effective the fall of the same academic year the course was submitted and approved if the course was active in the college’s curriculum at that time.

Example: A course submitted in December of 2014 and approved in March 2015, becomes effective on IGETC beginning fall 2014.

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

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

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

Courses must be CSU and UC transferable.

There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

5.1 California Community College (CCC) Courses on IGETC

In recognition that students often attend multiple California Community Colleges, policy specifies that IGETC coursework completed in specific subject areas will be used in the area designated by the CCC at which the course was completed. In other words, if College A is certifying IGETC completion using work completed at College B, College A should use the coursework according to the approved list for College B.

5.1.1 California Community College Course Application Rights

Certification of coursework completed for IGETC will be honored provided that a course was on a college’s approved IGETC list when it was completed. Courses with an approval date of fall 1991 may be applied to the IGETC if completed prior to fall 1991. Courses approved after fall 1991 may only be applied if completed on or after the approval date.

Example: Student 1 took Psychology 101 in 1975 (IGETC approval date Fall 1991). The course may be applied to IGETC. Student 2 took Chemistry 10 in 1975 (IGETC approval date Fall 1992). The course may not be applied to IGETC. Only if Chemistry 10 is taken fall 1992 or later can it be applied to IGETC.

Although California Community College courses may be listed in more than one area, they can only be applied to one area for certification purposes. The only exception is Language Other Than English (LOTE). (See Section 10.6.3 for details)

5.2 Non-California Community College Courses on IGETC

Appropriate non-CCC general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States regionally accredited institutions should be routinely included in IGETC. For example, California Community Colleges should not hesitate to include such traditional introductory general education courses as Psychology, Sociology, Economics, Political Science, Biology, or Chemistry that have been completed at non-CCC colleges. Care should be taken to carefully scrutinize course outlines for content, prerequisites, texts, units, and IGETC Area Standards (See Section 10.0 for Standards). Particular care should be taken when evaluating non-CCC courses to fulfill IGETC Area 1B, Critical Thinking and Composition. Few non-CCC second semester English Composition courses offer a course in Critical Thinking/English Composition. Guidelines to determine if a course is appropriate can be found in Section 10.1.2b.
5.2.1 Lower-division Courses

A California Community College may include non-CCC lower-division courses that are completed at a United States regionally accredited institution and meet IGETC specifications if the following criteria are met:

1. The coursework completed at these institutions is deemed by the CCC faculty in the discipline or their designee to be comparable to coursework on that community college’s approved IGETC course list; or
2. If the certifying CCC does not have an IGETC comparable course for a non-CCC course, but there is a comparable course at another CCC which is found on their IGETC pattern, the course may be used on IGETC as long as the course outlines are compared and scrutinized as to equivalency in content, prerequisites, texts, units, and conformity to IGETC Area Standards. (See Section 10.0 for Standards).
3. If there is no comparable course at either the certifying CCC or another CCC’s, then the certifying CCC may use the non-CCC course on the IGETC provided that the non-CCC course conforms to the IGETC Area Standards. (See Section 10.0 for Standards)

If the non-CCC course was completed prior to the CCC course’s IGETC effective date and meets the criteria as outlined in number 2 above, the non-CCC course may be applied to IGETC.

5.2.2 Upper-division Courses

In general, non-CCC courses applied to IGETC should be classified as lower-division. However, there are occasions when a course that is listed as upper-division may be applied to the IGETC. They include the following:

1. When a UC or CSU campus has classified a course or series as upper-division but has requested that the system wide offices allow lower-division transfer credit because an equivalent course is taught at a community college or because the preparation of the subject is desired prior to transfer from the 2-year institution to the 4-year institution. Current examples include economics, organic chemistry and abnormal psychology.
2. When a non-CCC course is determined comparable to one taught and approved for IGETC at a CCC, it may be applied to IGETC regardless of its upper-division status.
3. When a CSU uses an upper-division course in its “lower-division” General Education Breadth Pattern.

Note: In all cases, these courses should have sufficient breadth to meet the intent of IGETC.

CSU students are required to complete 39 semester units of lower-division general education requirements to graduate. If students apply upper-division units to the lower-division requirements for IGETC certification, they may need to
complete additional lower-division units to reach the required 39 lower-division units needed to graduate. Students should be advised of the potential ramifications of using this option.

5.3 **International Coursework on IGETC**
International coursework may be applied to IGETC if the international institution has United States regional accreditation. All other international coursework cannot be applied to IGETC.

**Exception:** Area 6: Language Other Than English (*LOTE*). International coursework completed at a non-United States institution may be applied. *(See Section 10.6.1 for details on Language Other than English)*

Students with a substantial amount of international coursework at a non-United States regionally accredited institution should be encouraged to follow the CSU or UC campus-specific general education pattern.

5.4 **Coursework Taught in a Language Other Than English**
United States regionally accredited coursework taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

**Exception:** Courses in the area of written communication/critical thinking and oral communication must be delivered in English. (IGETC Area 1)

5.5 **Online/Distance Education/Telecourses**

5.5.1 **CCC Courses**
California Community Colleges may use online/distance education/telecourses for IGETC provided that the courses have been approved by the CSU and UC during the IGETC course review process. The relevant CCC Code of Regulations for distance education courses can be found in Title 5, Sections 55205 through 55215.

5.5.2 **Non-CCC Courses**
Non-CCC Institutions online/distance education/telecourses may be used on IGETC. The same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses. *(See Section 5.2 for guidelines)*

5.5.3 **Area 1C: Oral Communication (CSU Only) (Same as Section 6.5)**
Strictly online Oral Communication courses may not be used on IGETC Area 1C, without express permission from the CSU *(CSU Only)*. *(See Section 10.1.3a)*
Hybrid-delivery courses may meet the area criteria.

6.0 **Courses Not Appropriate For IGETC**

6.1 **Courses That Focus on Personal, Practical, or Applied Aspects**
Content taught in courses applicable to IGETC shall be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as
Everyday Legal Problems, Beginning Drawing, News Writing, Physical Education, College Success, Library Science or Child Development: Implications for Child Guidance are examples of courses that focus on personal, practical, or applied aspects and therefore do not meet the IGETC criteria.

6.2 Introductory Courses to Professional Programs
Courses such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets and other introductory professional courses are not considered to have breadth sufficient to meet general education requirements and are therefore excluded from IGETC.

6.3 Independent Study or Topics Courses
Independent study and special topics courses are not acceptable for IGETC. Content varies from term to term; therefore the applicability of these courses to IGETC cannot be determined.

6.4 International Coursework
International coursework may be applied to IGETC if the institution has United States regional accreditation. All other international coursework cannot be applied to IGETC.

**Exception:** Area 6: Language Other Than English (LOTE). International coursework completed at a non-United States institution may be applied. (See Section 10.6.1 for details on Language Other than English).

6.5 Area 1C: Oral Communication (CSU Only) (same as 5.4.3)
Strictly online Oral Communication courses may not be used on IGETC Area 1C, without express permission from the CSU (CSU Only). (See Section 10.1.3a) Hybrid-delivery courses may meet the area criteria.

6.6 Summary of Non-Applicable Courses, including but not limited to the following:
Courses not transferable to the CSU and UC
Pre-baccalaureate courses *(including remedial English composition)*
Variable Topics
Directed Study
Independent Study
International coursework from non-United States regionally accredited institutions *(Except LOTE, see Section 10.6)*
Personal, Practical, Skills Courses
Introductory courses to professional programs
Performance Courses
Creative Writing
Logic
Computer Science
Trigonometry, unless combined with college algebra or pre-calculus
Strictly online Oral Communication courses, Area 1C
Courses with fewer than 3 semester or 4 quarter units
Course outlines written in a language other than English
7.0 Credit by External Exams

There is no limit on the number of external exams that can be applied to IGETC. External exams may be used regardless of when the exam was taken.

7.1 Advanced Placement (AP)
A score of 3, 4, or 5 is required to grant credit for IGETC certification. An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes. Each AP exam may be applied to one IGETC area as satisfying one course requirement, with the exception of Language other Than English (LOTE). (See Section 10.6.3) Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both. There is no equivalent AP exam for Area 1B- Critical Thinking/Composition requirement.

Students earning scores of 3, 4, or 5 in the physical and biological science AP examinations earn credit toward IGETC Area 5 and meet the IGETC laboratory activity requirement.

AP exams in Biology, Chemistry or Physics B allow CCC campuses to apply 4 semester or 5 quarter units to IGETC certification. For Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism, 3 semester or 4 quarter units are applied for IGETC certification; therefore, students who complete these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5.

<table>
<thead>
<tr>
<th>AP EXAMINATION</th>
<th>IGETC AREA</th>
<th>AP EXAMINATION</th>
<th>IGETC AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History*</td>
<td>3A or 3B*</td>
<td>Comparative Government &amp;</td>
<td>4H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Politics</td>
<td></td>
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<tr>
<td>Biology</td>
<td>5B and 5C</td>
<td>U.S. Government &amp; Politics</td>
<td>4H and US 2</td>
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<tr>
<td>Calculus AB</td>
<td>2A</td>
<td>Human Geography</td>
<td>4E</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>2A</td>
<td>Italian Language &amp; Culture</td>
<td>3B and 6A</td>
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<tr>
<td>Calculus BC/ AB subscore</td>
<td>2A</td>
<td>Japanese Language &amp; Culture</td>
<td>3B and 6A</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5A and 5C</td>
<td>Latin Literature or Latin:</td>
<td>3B and 6A</td>
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<td></td>
<td></td>
<td>Vergil</td>
<td></td>
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<tr>
<td>Chinese Language &amp; Culture</td>
<td>3B and 6A</td>
<td>Latin</td>
<td>3B and 6A</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4B</td>
<td>Physics B</td>
<td>5A and 5C</td>
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<tr>
<td>Microeconomics</td>
<td>4B</td>
<td>Physics C mechanics</td>
<td>5A and 5C</td>
</tr>
<tr>
<td>English Language/Composition</td>
<td>1A</td>
<td>Physics C electricity/magnetism</td>
<td>5A and 5C</td>
</tr>
<tr>
<td>English Literature/Composition*</td>
<td>1A or 3B*</td>
<td>Psychology</td>
<td>4I</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5A and 5C</td>
<td>Spanish Language &amp; Culture</td>
<td>3B and 6A</td>
</tr>
<tr>
<td>European History*</td>
<td>3B or 4F*</td>
<td>Spanish Literature &amp; Culture</td>
<td>3B and 6A</td>
</tr>
<tr>
<td>French Language &amp; Culture</td>
<td>3B and 6A</td>
<td>Statistics</td>
<td>2A</td>
</tr>
<tr>
<td>French Literature</td>
<td>3B and 6A</td>
<td>U.S. History*</td>
<td>(3B or 4F*) and</td>
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<td></td>
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<td>US 1</td>
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<tr>
<td>German Language &amp; Culture</td>
<td>3B and 6A</td>
<td>World History*</td>
<td>3B or 4F*</td>
</tr>
</tbody>
</table>
*AP exams may be used in either area regardless of where the certifying CCC’s discipline is located.

**Example:** U.S. History at a CCC is approved for Area 3B. The U.S. History AP may be used in Areas 3B or Area 4.

Actual AP transfer credit awarded for these and other AP exams for admission is determined by the CSU and UC. The UC Policy for AP credit can be found at: [http://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf](http://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf).

The CSU also has a system-wide policy for these and other AP exams for awarding transfer credit for admission. The CSU policy for AP can be found at [http://www.calstate.edu/app/general-ed-transfer.shtml](http://www.calstate.edu/app/general-ed-transfer.shtml).

**7.2 International Baccalaureate (IB)**

A score of 5, 6 or 7 on Higher Level exams is required to grant credit for IGETC certification. An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

<table>
<thead>
<tr>
<th>International Baccalaureate (IB)</th>
<th>IGETC AREA</th>
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</thead>
<tbody>
<tr>
<td>IB Biology HL</td>
<td>5B</td>
</tr>
<tr>
<td>IB Chemistry HL</td>
<td>5A</td>
</tr>
<tr>
<td>IB Economics HL</td>
<td>4B</td>
</tr>
<tr>
<td>IB Geography HL</td>
<td>4E</td>
</tr>
<tr>
<td>IB History (any region) HL</td>
<td>3B or 4F*</td>
</tr>
<tr>
<td>IB Language A1 (any language, except English) HL</td>
<td>3B and 6A</td>
</tr>
<tr>
<td>IB Language A2 (any language, except English) HL</td>
<td>3B and 6A</td>
</tr>
<tr>
<td>IB Language A1 (any language) HL</td>
<td>3B</td>
</tr>
<tr>
<td>IB Language A2 (any language) HL</td>
<td>3B</td>
</tr>
<tr>
<td>IB Language B (any language) HL</td>
<td>6A</td>
</tr>
<tr>
<td>IB Mathematics HL</td>
<td>2A</td>
</tr>
<tr>
<td>IB Physics HL</td>
<td>5A</td>
</tr>
<tr>
<td>IB Psychology HL</td>
<td>4I</td>
</tr>
<tr>
<td>IB Theatre HL</td>
<td>3A</td>
</tr>
</tbody>
</table>

*IB exam may be used in either area regardless of where the certifying CCC’s discipline is located.

**Example:** History at a CCC is approved for Area 3B. The History IB may be used in Areas 3B or Area 4.

Actual IB transfer credit awarded for these and other IB exams for admission is determined by the CSU and UC. The UC Policy for IB credit can be found at: [http://admission.universityofcalifornia.edu/counselors/exam-credit/ib-credits/index.html](http://admission.universityofcalifornia.edu/counselors/exam-credit/ib-credits/index.html).
The CSU also has a system-wide policy for these and other IB exams for awarding transfer credit for admission. The CSU policy for IB can be found at [http://www.calstate.edu/app/general-ed-transfer.shtml](http://www.calstate.edu/app/general-ed-transfer.shtml)

### 7.3 College Level Examination Program (CLEP)

CLEP cannot be used on IGETC.

### 7.4 Other Exams

College Board and ACT exams cannot be used to satisfy IGETC requirements (*e.g.* SAT I, SAT II, Subject Tests, Achievement Tests).

**Exceptions:** AP exams as listed in Section 7.1 and SAT II for Language Other Than English (*LOTE*) as listed in Section 10.6.1 may be used.

Credit by exam is acceptable provided that a United States regionally accredited college or university transcript specifies the course title, unit value and grade. A “Credit/Pass” designation is acceptable provided that the institution’s policy states that a “Credit/Pass” designation is equivalent to a “C” grade (2.0 grade points on a 4.0 scale) or better. The course must be deemed comparable by the CCC faculty in the discipline or its designee as defined in Section 5.2.

### 8.0 Unit Value

#### 8.1 Minimum Unit Value

A course must have a minimum unit value of 3 semester or 4 quarter units to meet the requirements for IGETC. (*Laboratory courses intended to accompany lecture courses are an exception to this guideline, see Section 10.5.3*). It is not acceptable to take three 1 unit courses to fulfill a 3 unit requirement, because as a rule three 1 unit courses will not together provide the depth or rigor of a single 3-unit course.

**Exception:** 3-quarter unit Math and English courses that satisfy IGETC Area/s 1A or 2 may be applied if they are a part of a sequence, and at least two of the 3-quarter unit sequence courses have each been completed with “C” grade (2.0 on a 4.0 scale) or higher. The course sequence must meet the rigor of IGETC Standards. (*See Section/s 10.1.1 and/or 10.2*)

**Example A:** Student takes English 101, 102, and 103 (3-quarter units each). The CCC certifying college may apply any combination of 101, 102 or 103 that have been completed with a “C” grade (2.0 on a 4.0 scale) or higher, for a total of six quarter units, to clear Area 1A. The combination of courses must meet the rigor of the IGETC Standards. (*See Section 10.1.1.*)

**Example B:** Student takes Math 121, Calculus A (3 quarter units) and Math 122, Calculus B (3 quarter units) and completes each course with a “C” grade (2.0 on a 4.0 scale) or higher. [Calculus 121 and 122 are the same as Calculus 120, Calculus (6 quarter units)]. The certifying CCC campus may apply Math 121 and 122, for a total of 6 quarter units, to IGETC Area 2 as long as the courses meet the rigor of the IGETC Standards. (*See section 10.2*)
8.2 Combining Quarter and Semester Units
When combining quarter and semester unit values within an IGETC area, units shall be converted to either all quarter units or all semester units to best serve the student. For example, in Social/Behavioral Sciences (Area 4), a student needs either a minimum of 9 semester units or 12 quarter units. If a student takes one 4 quarter unit course and two 3 semester unit courses, convert the semester units to quarter units \((6 \text{ units} \times 1.5 \text{ quarter units} = 9 \text{ quarter units})\). The student will be credited with 13 quarter units in Area 4 and has satisfied the requirement.

The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester or 72 quarter units of general education which includes 9 units of upper-division general education coursework, as determined by the receiving CSU campus.

9.0 Grades

9.1 Minimum Grade Requirements
A minimum “C” grade is required in each college course for IGETC. A “C” is defined as a minimum of 2.0 grade points on a 4.0 scale. A “C-” grade valued at less than 2.0 grade points on a 4.0 scale can not be used for IGETC certification.

9.2 Credit/No Credit-Pass/No Pass
Courses in which a student receives a “Credit/Pass” grade may be certified for IGETC if the community college’s policy states that a “Credit/Pass” designation is equivalent to a “C” grade \((2.0 \text{ grade points on a 4.0 scale})\) or better. It is important to keep in mind that some CSU and UC campuses may have limitations on the number of “Credit/No Credit” (“Pass/No Pass”) courses that may be used to meet degree requirements. The UC system allows a maximum of 14 semester units graded “Pass/No Pass” (Credit/No Credit) basis of the 60 transferable semester units required for admission.

There is no system-wide policy for CSU campuses. Therefore, each campus has established its own policy on limitations of courses transferred with grades of “Credit/Pass”. The information is updated annually and is available as part of the materials made available for the CSU fall counselor conferences. See the CSU Student Academic Support website: http://www.calstate.edu/ar/counselors.shtml, under Counselors and Educators, for counselor conference materials.

9.3 Language Other Than English High School Grade Exception
For the UC Language Other Than English requirement, Area 6A, the University of California does not count “minus” or “plus” grades for high school coursework, only the whole grade is used. In other words, a “C-” grade is counted as a “C”.

Example: A student receiving “C-” grades in high school Spanish 1 and 2 meets the language proficiency requirement.
10.0 Subject Areas and Course Guidelines

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of California public postsecondary education. Courses listed in more than one area can only be applied in one area.

Courses in the IGETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

IGETC courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

Coursework taken at a United States regionally accredited institution of higher education taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

Exception: Courses in the area of written communication/critical thinking and oral communication must be delivered in English. (IGETC Area 1)

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

10.1 Subject Area 1: English Communication
(3 courses; 9 semester, 12-15 quarter units)

Area 1A: One course, English composition, 3 semester/4-5 quarter units;
Area 1B: One course, Critical Thinking/English Composition, 3 semester/4-5 quarter units;
Area 1C: One course, oral communication, 3 semester/4-5 quarter units.

Exception: Area 1C, Oral Communication, is required only for students transferring to the CSU.

10.1.1 Subject Area 1A: English Composition
A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.
10.1.1a Courses That Do Not Fulfill the English Composition Requirement, including but not limited to:

1. English as a Second Language courses (*ESL*).
2. English composition courses which are intended for non-native or international students.
   Example: English 101, English Composition for Non-Native Speakers (same as English 100, Freshman English Composition)
3. Writing courses designed to meet the needs of a particular major, (*e.g.*, Writing for Accountants, Journalism, Business Writing/Communication).
4. Courses designed exclusively for the satisfaction of remedial composition (*ELD*).

10.1.2 Subject Area 1B: Critical Thinking and Composition
Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6,000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

10.1.2a Critical Thinking and Composition Background
From fall 1991 through the summer of 1993 there was a phase-in period for courses meeting the critical thinking and composition requirement. Community college students could satisfy this requirement by completing a second-semester English composition course and a critical thinking course, with no regard to the actual date of transfer. Students, who completed one of the two courses for this requirement prior to fall 1993, may still satisfy the requirement by completing the remaining course. After the summer 1993 term, completion of a single course is required to fulfill the Critical Thinking/English Composition requirement.
Please refer to IGETC Areas 8A and 8B available on the ASSIST Coordination site at http://www.assist.org.

10.1.2b Critical Thinking/Composition Courses from Institutions Other Than the California Community College (CCC) System

In most cases, courses are found lacking in instruction in critical thinking if the course description and objectives did not specifically include critical thinking skills. Introduction to principles of inductive and deductive processes, the relationship of language to logic, and the abilities to analyze, criticize, and advocate ideas often are not evident. The critical thinking component should go beyond critical reasoning or literary criticism.

When certifying completion of coursework taken at non-CCC United States regionally accredited institutions, the rule is that community college faculty in the discipline or their designee determines that the coursework is comparable to courses approved for IGETC at a California Community College. Since it is unlikely that institutions other than California Community Colleges will have a combined course in Critical Thinking/English Composition, certification of coursework from other institutions to satisfy this requirement is not common.

However, there are some courses outside the CCC system that have been found to meet this requirement. Care should be taken when evaluating the course to ensure that it meets the course requirements as outlined in the above paragraphs. It is strongly suggested that valid documentation (i.e. course outline of record or syllabus) be kept on file by the CCC and by the student.

10.1.3 Subject Area 1C: Oral Communication (CSU Requirement Only)  
(One course: 3 semester, 4 quarter units)

Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Interpersonal communication courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.
10.1.3a Oral Communication Online/Distance Education/Telecourse Limitations

Oral communication courses must include faculty-supervised, faculty-evaluated practice in communicating orally in the presence of other listeners. Rhetorical principles must be covered; for example, study of effective communication in formal speeches or social interaction is appropriate.

The CSU Communication departments have asked that for courses submitted for IGETC Area 1C, the “methods of instruction” and “methods of evaluation” section of the outline be very specific about how instruction and evaluation are conducted so that it may be determined that student presentations will be made in front of faculty and other listeners and not online or recorded. This request is met by language in the CSU’s executive order governing General Education Breadth:

http://www.calstate.edu/EO/EO-1033.html

Acceptable courses must include faculty-supervised, faculty-evaluated practice in communicating orally (live) in the physical presence of other (live) listeners. Rhetorical principles must be included and specified in the course outline (for example, the study of effective communication in formal speeches or social interaction would be appropriate). Acceptable outlines will specify the “methods of instruction” and “methods of evaluation” to assist reviewers in determining whether performance and evaluation take place live in the presence of faculty and other listeners.

Strictly online oral communication courses may not be used on IGETC Area 1C, without express permission from the CSU (CSU Only). Hybrid-delivery courses may meet the area criteria.

10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in
mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.

10.3 Subject Area 3 A/B: Arts and Humanities
(3 courses; 9 semester, 12-15 quarter units)
At least one course in the Arts and at least one course in the Humanities are required.

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and should recognize the contributions to knowledge, civilization, and society that have been made by men and women, and members of various ethnic or cultural groups.

At least one course shall be completed in the Arts (Area 3A) and one in the Humanities (Area 3B). Within the Arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of men and women, and members of various ethnic or cultural groups shall be included.

10.3.1 Courses That Do Not Fulfill the Arts Requirement
The Arts courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing primarily on performance).
10.3.2 Courses That Do Not Fulfill the Humanities Requirement
Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they include literature or cultural aspects. Theater and film courses were approved if they were taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses if the focus is not solely on technique but includes the role of logic in humanities disciplines.

10.4 Subject Area 4: Social and Behavioral Sciences
(3 courses: 9 semester, 12-15 quarter units); from at least two academic disciplines.

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with behavior in human social, political, and economic institutions; the three courses must be in a minimum of two academic disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men and women, and members of various ethnic or cultural groups as part of such study will provide a more complete and accurate view of the world.

Introduction to American Government courses are not required to contain a California Government component in order to be applied in Area 4. However, a California Government component is required for the CSU AI requirement.
10.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement
Only courses taught from the perspective of a social or behavioral science are approved. Consequently, courses such as Physical Geography and Statistics do not meet the IGETC specifications for this area and are not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus are not approved (See Section 6.0). Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences.

10.5 Subject Area 5 A/B/C: Physical and Biological Sciences
(At least 2 courses: 7-9 semester, 9-12 quarter units); A minimum of one course in each area is required, and at least one must include a laboratory.

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science (Area 5A) and one in Biological Science (Area 5B), at least one of which incorporates a laboratory (area 5C). Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

10.5.1 Courses That Do Not Fulfill the Physical and Biological Sciences Requirement
Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC.
10.5.2 IGETC Laboratory Science Requirement (Area 5C)
The IGETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory. The intent of the IGETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this IGETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject. It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers.

10.5.3 Unit Requirement for Laboratory Science Courses
Three semester or four quarter unit laboratory science courses may be used on IGETC to clear the laboratory science requirement as long as the minimum unit value is met for this area (7 semester or 9 quarter units). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/qtr. unit.

Example A: 1 biological science w/lab, 3 semester units  
1 physical science, lecture, 4 semester units  
Conclusion: Area 5 satisfied

Example B: 1 biological science w/lab, 3 semester units  
1 physical science, lecture, 3 semester units  
1 physical or 1 biological science, lecture, 3 semester units  
Conclusion: Area 5 satisfied

10.6 Language Other Than English (LOTE)

Exception: Only students transferring to the UC are required to meet this area.

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

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 a prerequisite a course equivalent to the third year of high school study or one year of college level in the language. Also, the content of conversation courses should not be primarily business or travel-oriented.
10.6.1 Certification of Competence in a Language Other Than English

Students transferring to the University of California are required to demonstrate competence (proficiency) in a language other than English equal to two years of high school study. Competence may be demonstrated through one of the following mechanisms:

1. Satisfactory completion of two years of high school coursework (United States high school or high school in country where the language of instruction is English) in a language other than English, with a grade of “C-” or better in each course. The two years must be in the same language.

2. Satisfactory completion of a course (or courses) at a college or university with a grade of “C” (2.0) or better in each course. Usually, one semester of college work in a language other than English is equivalent to two years of high school work. The equivalency is usually stated in the college catalog. For the purpose of the Intersegmental General Education Transfer Curriculum, the appropriate course (or courses) that can be used to satisfy the Language Other Than English (LOTE) requirement is indicated on the approved IGETC list of each community college.

3. Satisfactory completion, with “C” (2.0) grades or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate that the required coursework was completed. If an official sealed transcript cannot be obtained from an international institution an unofficial or opened transcript may be used to verify proficiency. Students who cannot provide documentation should either pass one of the examinations or tests listed below in 4 through 10, or satisfactorily complete an appropriate language course at their college, as outlined in 2 above.

4. Satisfactory score on the SAT II: Subject Test in languages other than English.

Before May 1995 use 1st score; if taken after May 1995 use 2nd score:

- Chinese with listening: 500/520
- Hebrew (Modern): 500/470
- Korean/Korean with listening: 500/500
- French/French with listening: 500/540
- Italian: 500/520
- Latin: 500/530
- German/German with listening: 500/510
- Japanese with listening: 500/510
- Spanish/Spanish with listening: 500/520

5. Satisfactory score, 3 or higher, on the College Board Advanced Placement examinations in languages other than English.

6. Satisfactory score, 5 or higher, on the International Baccalaureate Higher Level Examinations in language other than English.
7. Satisfactory completion of an achievement test administered by a community college, university, or other college in a language other than English. The test will have to assess the student’s proficiency at the level equivalent to two years of high school language. This conclusion must be posted on a transcript indicating unit, course title and grade or on a document with letter head of the institution granting proficiency stating that the student has mastered proficiency in the language equivalent to two years of high school language.

8. If an achievement test is not available, a faculty member associated with a United States regionally accredited institution of higher education can verify a student’s competency. The institution must provide a document on letterhead asserting that the student has mastered proficiency in the language equivalent to two years of high school study. (See Section 11.6 for a sample. This sample must be printed on college/university letterhead.)

9. Cambridge International Examinations, Language other than English GCE “O” level exam with grade of “A”, “B”, or “C”.

10. Cambridge International Examinations, Language other than English International GCE “A” Level exam with a grade of “A”, “B” or “C” or a score of 5, 6, or 7.

11. A Defense Language Institute language other than English course which is indicated as passed with a “C” or higher on the official transcript.

10.6.1a Language Other Than English-Sequential Knowledge

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 two 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. Credit should be granted for each individual course as indicated on the community college transcript. For practical purposes this policy began in the 2005-06 year but UC campuses may use discretion when considering students from past years. Flexibility is encouraged whenever possible.

10.6.2 Using High School Courses to Meet the Language Proficiency Requirement

The following are regulations used by the University of California in evaluating high school work in Languages Other Than English:
10.6.2a Acceptable Courses
Two years of high school coursework in a language other than English. The two years must be in the same language.

Example: If a student takes two languages, but completes only one year in each, he/she has not met the requirement. If a student has not completed two years of foreign language in high school, he/she can meet the proficiency requirement by completing a community college course that is equivalent in level to two years of high school, with a “C” (2.0) grade or better.

10.6.2b Seventh and Eighth Grade Courses
Courses in languages other than English completed in the 7th and 8th grades with grades of at least “C-” may be used (see Section 9.3/10.6.2d). However, the principal of the high school from which a student graduates must certify that the 7th and 8th grade courses are comparable in content to those offered at the high school. This may be done by including the names of and grades for these courses on the student’s transcript, or by stating their equivalency on the transcript. The 7th and 8th grade courses may also be validated if the student completes one semester or more of a foreign language in the high school at level three or higher.

10.6.2c Validation of Less Advanced Coursework
A more advanced course may be used to “validate” a less advanced course even if the less advanced course does not appear on the high school transcript.

Example: Spanish level 2 in high school completed with at least “C-” grades “validates” Spanish level 1.

10.6.2d Evaluation of Letter Grades
The University of California does not count “minus” or “plus” grades in computing the grade point average; only the whole grade is used from high school coursework. In other words, a “C-” grade is counted as a whole “C”.

Example: A student receiving “C-” grades in Spanish level 1 and level 2 meets the language proficiency requirement.
10.6.2e “D” and “F” Grades in Less Advanced Work
Students may clear “D” and “F” grades in less advanced work by completing more advanced work with grades of “C-” or higher.

Examples:
1. A student taking two years of the same language with grades “DD” and “CC” meets the requirement because the “CC” in the more advanced course validates the “DD” in the first level course.
2. Two years of the same language with grades “DD” and “DC” meets the requirement because the “D’s” are validated by the grade in the most advanced class.
3. Two years of the same language with grades “CC” and “DD” does NOT meet the requirement because the “D” grade is in the most advanced course.

10.6.2f Repeating Courses with “D” or “F” Grades
A student may clear “D” and “F” grades by repeating the course(s) in which the “D” or “F” grades were received.

Example: If a student repeats Spanish level 1 because of “D” grades and then gets a “C-” or better, it counts as one year completed. However, the student will still need to take an additional year (Spanish level 2) to meet the requirement.

10.6.3 Placement of Courses Meeting the Language Other Than English Requirement
The completion of an advanced course, such as French level 3, “validates” the student's proficiency in the language and can be used to satisfy proficiency and clear IGETC Area 6A, Language Other Than English. Appropriate exams can be used to certify the Language Other Than English (LOTE) requirement. The more advanced language courses that focus on culture and otherwise satisfy the specifications of the humanities can be used to satisfy the Area 3B (Humanities) and clear IGETC Area 6A, Language Other Than English (LOTE).

10.7 CSU U.S. History, Constitution, and American Ideals Requirement
The CSU U.S. History, Constitution, and American Ideals (AI) graduation requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed and applied to IGETC Subject Areas 3B and/or 4. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.
11.0 IGETC For STEM

Students who are eligible to use the IGETC for STEM Majors

- Students preparing for a major in science, technology, engineering or mathematics are eligible. (IGETC for STEM will allow them to concentrate on the lower division math and science courses required for a STEM major.); and
- If it is impossible for students to complete major preparation coursework and IGETC or CSU GE Breadth within 60 units prior to transfer.

**IGETC for STEM Majors is applicable only to majors in which the TMC explicitly indicates the availability of the option.** As of March 2014 only Chemistry allows for IGETC for STEM. A current list of ADT’s that allow for use of IGETC for STEM can be found at www.c-id.net.

For IGETC for STEM certification
Complete the following courses before transfer:
- All courses in Areas 1 (except 1C for UC-bound students), 2, and 5 of the traditional IGETC; and
- One course in Area 3A; one course in Area 3B; and two courses in Area 4 from two different disciplines.

Complete the following courses after transfer:
- One remaining lower-division general education course in Area 3;*
- One remaining lower-division general education course in Area 4;* and
- One course in Area 6 for UC-bound students who have not satisfied it through proficiency.*

*These deferred lower division courses must be replaced with calculus and/or science courses required by the major before transfer.

For CSU
If any specific AS-T degree allows IGETC for STEM Majors as its general education pattern, the specific courses that should replace the deferred lower division general education courses may be indicated on the Transfer Model Curriculum (TMC) for that discipline.

For UC
UC will accept IGETC for STEM if the UC school/college/major program to which the student transfers accepts partial IGETC certification. For information on the IGETC acceptance practices for each UC school/college/major program, see: http://admission.universityofcalifornia.edu/counselors/files/transfer-admission-matrix.pdf

For CSU and UC
Alternatively, STEM students may complete the traditional IGETC. However, IGETC and IGETC for STEM Majors may not be appropriate for those colleges or majors which prefer that transfer students follow a more prescribed lower-division curriculum.
12.0 Certification Processes

It is the student’s responsibility to request IGETC Certification. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion.

There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

12.1 Who Certifies the IGETC?
Students who have completed coursework at more than one California Community College should have their coursework certified by the last California Community College they attended for a regular term (fall or spring for semester schools; fall, winter or spring for quarter schools) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.

IGETC certifications will be processed by each CCC campus without regard to current enrollment status or number of units accrued at a particular CCC. IGETC certification form shall be included on or sent with the student's transcript directly to the UC or CSU campus Admission’s Office.

12.2 Reviewing Coursework from Other Institutions:

11.2.1 Coursework from another California Community College
The coursework should be applied to the subject area in which it is listed by the institution where the work was completed. In other words, if college A is certifying completion of the IGETC using work completed at college B, college A should place that work according to the approved list for college B.

11.2.2 Coursework from all Other United States Regionally Accredited Institutions
The coursework from these institutions should be placed in the same subject areas as those for the community college completing the certification. (See Section 5.2 for details)

12.3 Instructions for Completing Intersegmental General Education Transfer Curriculum Certification Form

1. The IGETC certification form shall be completed by authorized CCC staff or faculty as determined by each community college.
2. For each area, list course(s) taken, name of college or the Advanced Placement exam (minimum score of 3 is required). Advanced Placement cannot be used for Area 1B (Critical Thinking/English Composition) or 1C (Oral Communication). List units in “Units Completed” column on right side, indicating quarter or semester units.
3. Full IGETC Certification may be forwarded to the CSU or UC in one of two ways:
   i. Utilizing a separate form, with all areas completed (see section 11.5 for a sample IGETC Certification form).
ii. Noting full IGETC certification on the official transcript. Notation must include whether the full certification is for UC or CSU and must indicate which courses are being used for full certification.

Example: Full IGETC Certification: UC or Full IGETC Certification: CSU with a note next to each class used for certification.

Partial IGETC Certifications must be sent as a separate form (see section 11.4)

4. Courses used for IGETC certification must be passed with a minimum grade of “C” (“C-” is not acceptable, except for high school courses used to satisfy LOTE. See Section 9.3/10.6.2d). A “C” is defined a 2.0 on a 4.0 scale. A “Credit” or “Pass” is acceptable providing either is equivalent to a grade of “C” (a 2.0 on a 4.0 scale) or higher. A college transcript or catalog must reflect this policy.

5. On the bottom section of the form, check if IGETC certification is directed to the California State University or University of California.

6. Sign and date the form. A campus seal is not required.

7. The form must come directly from the community college to the UC or CSU campus(es) to be considered official. A copy of the form will be considered official by CSU and UC campuses providing it has an official signature or stamp.

8. Students who have completed coursework at more than one California Community College should have their coursework certified by authorized staff from the last California Community College attended for a regular term (fall or spring for semester schools; fall, winter or spring for quarter schools) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.

9. Although not part of IGETC, community colleges may certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. Courses used to meet this requirement may also be used to satisfy IGETC Subject area requirements. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Area 3B/4 and to meet the AI graduation requirement.

10. Open or unofficial transcripts for LOTE are acceptable.

11. When combining quarter and semester unit values within an IGETC area, units shall be converted to either all quarter units or all semester units to best serve the student. For example, in Social/Behavioral Sciences (Area 4), a student needs either a minimum of 9 semester units or 12 quarter units. If a student takes one 4 quarter unit course and two 3 semester unit courses, convert the semester units to quarter units (6 units x 1.5 quarter units = 9 quarter units). The student will be credited with 13 quarter units in Area 4 and has satisfied the requirement.

The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester/72 quarter units of general education per Executive Order 1033.
12.4 Partial IGETC Certification

Partial certification is defined as completing all but two (2) courses on the IGETC pattern. The student petitions for certification and either the complete or partial certification is sent by the CCC to the UC or CSU. Partial Certifications must be accompanied by a separate IGETC Certification Form, which clearly indicates that the certification is "Partial", and identifies which requirement(s) remain to be completed. (See section 11.5 for a sample IGETC Certification form). Each UC or CSU campus will inform a student that has submitted a partial certified IGETC of the specific timelines and courses needed to complete the IGETC. The UC or CSU is responsible for verifying that the missing IGETC course(s) has been completed.

The student may complete the missing course(s) in one or more of the following ways or in some other manner acceptable to the receiving institution:

1. Take an approved IGETC course, in the area(s) to be completed, at any California Community College at a time that does not require concurrent enrollment, such as during the summer.
2. Take a course approved by the UC or CSU campus of attendance in the area(s) to be completed at a United States regionally accredited institution at a time that does not require concurrent enrollment, such as during summer.
3. Take an approved IGETC course, in the area(s) to be completed, at any California Community College while concurrently enrolled at a UC or CSU campus. The student will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available.
4. Take a course approved by the UC or CSU campus of attendance at a United States regionally accredited institution in the area(s) to be completed while concurrently enrolled at a UC or CSU campus. The student will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available.
5. Take a comparable course at a UC or CSU campus in the area(s) to be completed. This option is at the discretion of each UC or CSU campus, so it may not be a choice available to the student.

**Warning:** Students need to meet minimum UC/CSU transfer admission requirements. Therefore, partial certification that acknowledges a deficiency in IGETC Areas 1 and/or 2 may also indicate a student does not meet minimum transfer requirements. Community colleges should make every effort to notify students of this potential problem.
### 12.5 IGETC Certification Form

#### Intersegmental General Education Transfer Curriculum

**IGETC Certification**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID#:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Transferring to:</th>
<th>___ UC</th>
<th>___ CSU</th>
<th>School:</th>
<th>Date of Birth:</th>
</tr>
</thead>
</table>

A minimum “C” grade is required in each college course for IGETC. A “C” is defined as a minimum 2.0 grade points on a 4.0 scale.”

#### AREA 1 – ENGLISH COMMUNICATION

| CSU: | 3 courses required, one each from Group A, B and C. |
| UC: | 2 courses required, one each from Group A and B. |

1A **English Composition** (one course – 3 semester or 4-5 quarter units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement (No IB score accepted for this area):

1B **Critical Thinking – English Composition** (one course – 3 semester or 4-5 quarter units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

(No AP or IB scores accepted for this area)

1C **Oral Communication** (CSU requirement only) (one course – 3 semester or 4-5 quarter units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

(No AP or IB scores accepted for this area)

#### AREA 2A – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING

(At least 3 courses, at least one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)

<table>
<thead>
<tr>
<th>UC Requirement Only</th>
</tr>
</thead>
</table>

#### AREA 3 – ARTS AND HUMANITIES

(At least 3 courses, with at least one from the Arts and one from the Humanities. 9 semester or 12-15 quarter units)

3A **ARTS**

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement/International Baccalaureate:

3B **HUMANITIES**

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement/International Baccalaureate:

#### AREA 4 – SOCIAL and BEHAVIORAL SCIENCES

(At least 3 courses from at least two academic disciplines. 9 semester or 12-15 quarter units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
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</table>

Advanced Placement/International Baccalaureate:

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement/International Baccalaureate:

#### AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES

(At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)

5A **PHYSICAL SCIENCE**

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement/International Baccalaureate:

5B **BIOLOGICAL SCIENCE**

<table>
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<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement/International Baccalaureate:

5C **LABORATORY**

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement/International Baccalaureate:

#### AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only)

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

1. Course: | College: |
|---------|---------|

Advanced Placement/International Baccalaureate:

2. Completed in High School:

3. Other:

#### CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS

(not part of IGETC; may be completed prior to transfer, 6 units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
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</thead>
</table>

Advanced Placement/International Baccalaureate:

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
</tr>
</thead>
</table>

Advanced Placement/International Baccalaureate:

IGETC certified for: ___ UC ___ CSU Circle one:  

Full / Partial Certification

Signature: 
Certified by (print name): 
Phone #: ( )  
Title:  
Date:  

29
12.6 IGETC For STEM Certification Form

Intersegmental General Education Transfer Curriculum
IGETC Certification

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID#:</th>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferring to: ___ UC ___ CSU</th>
<th>School:</th>
<th>Date of Birth: / /</th>
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</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

A minimum “C” grade is required in each college course for IGETC. A “C” is defined as a minimum 2.0 grade points on a 4.0 scale.

**AREA 1 – ENGLISH COMMUNICATION**

CSU: 3 courses required, one each from Group A, B and C.

UC: 2 courses required, one each from Group A and B.

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Description</th>
<th>College</th>
<th>Advanced Placement/International Baccalaureate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>English Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(one course – 3 semester or 4-5 quarter units)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Course: __________ College: __________</td>
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<td></td>
</tr>
<tr>
<td>1B</td>
<td>Critical Thinking – English Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(one course – 3 semester or 4-5 quarter units)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Course: __________ College: __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C</td>
<td>Oral Communication (CSU requirement only)</td>
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<tr>
<td></td>
<td>(one course – 3 semester or 4-5 quarter units)</td>
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</tr>
<tr>
<td></td>
<td>Course: __________ College: __________</td>
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<td></td>
</tr>
</tbody>
</table>

**AREA 2A – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING**

(one course – 3 semester or 4-5 quarter units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
<th>Advanced Placement/International Baccalaureate:</th>
</tr>
</thead>
</table>

**AREA 3 – ARTS AND HUMANITIES**

(At least 2 courses, with at least one from the Arts and one from the Humanities. 6 semester or 8 quarter units)

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Description</th>
<th>College</th>
<th>Advanced Placement/International Baccalaureate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>ARTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course: __________ College: __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>HUMANITIES</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Course: __________ College: __________</td>
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</tbody>
</table>

**AREA 4 – SOCIAL and BEHAVIORAL SCIENCES**

(At least 2 courses from at least two academic disciplines. 6 semester or 8 quarter units)

<table>
<thead>
<tr>
<th>Course:</th>
<th>College:</th>
<th>Advanced Placement/International Baccalaureate:</th>
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**AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES**

(At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Description</th>
<th>College</th>
<th>Advanced Placement/International Baccalaureate:</th>
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<tr>
<td>5A</td>
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<td>5B</td>
<td>BIOLOGICAL SCIENCE</td>
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<td></td>
<td>Course: __________ College: __________</td>
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<tr>
<td>5C</td>
<td>LABORATORY</td>
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<td></td>
<td>Course: __________ College: __________</td>
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**AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only)**

(Not required for IGETC for STEM certification)

1. Course: __________ College: __________ Advanced Placement/International Baccalaureate: |
2. Completed in High School: |
3. Other: |

**CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS**

(Not part of IGETC; may be completed prior to transfer, 6 units)

<table>
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<tr>
<th>Course:</th>
<th>College:</th>
<th>Advanced Placement/International Baccalaureate:</th>
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</thead>
</table>

IGETC certified for: ___ UC ___ CSU Date: ___________________________

Signature: __________________________ Phone #: ( ) ____________________

Certified by (print name): __________________________ Title: ________________

**The following IGETC courses must be completed after transfer:** one Area 3 and one Area 4 course and Area 6A (UC only)
12.7 IGETC Certification in a Language Other than English

IGETC
Certification in a Language Other than English
Proficiency Test Certification

Purpose:
The purpose of this IGETC certification of “Language Other Than English” (LOTE) is to assist students who have acquired the knowledge of a language other than English and demonstrate proficiency as outlined in the IGETC Standards Area 10.6.

Instructors:
As a college instructor who is fluent in the student’s native language you are asked to voluntarily assess the basic language ability of this student who falls into the category listed above.

Criteria:
Equivalent to two (2) years of foreign language as taught in United States high schools. Specifically the student should have;
1. Basic vocabulary of approximately 1,000 words;
2. Basic ability to read, write and speak using the present, past (preterit) and future tenses.

Method of Evaluation:
It is suggested that the instructor give the student written material for the language being evaluated. The material could be a magazine article, or newspaper or other written material. The instructor should ask the student to answer questions in writing that pertain to the written material. The instructor should also ask the student to answer questions verbally. The student needs to demonstrate basic use of present, past (preterit) and future tenses.

I certify that this student possesses basic language proficiency in the following language other than English:

I assessed this student’s ability by:
1. Requiring the student to answer questions in writing and verbally after reading material written in the language listed above.
2. Determining that the student has basic knowledge of reading, writing, and speaking in the present tense, basic past tense, (preterit) and simple future tense with a basic vocabulary of approximately 1,000 words.

This assessment indicates the student’s ability is equivalent to at least two years of high school foreign language as taught in the United States.

Instructor’s Name (please print)  Instructor’s Signature (please print)

Instructor’s College/University Affiliation (please print)
**IGETC Standards Founding Committee**

Users of the IGETC Standards are indebted to the faculty, staff, and administrators who from 2006 to 2008 volunteered their time and effort to compile the first edition of this document:

Elizabeth Atondo  
Counseling Faculty, Articulation Officer, Transfer Center Director  
Los Angeles Pierce College

Estela Narrie  
Articulation Officer/Counseling Faculty  
Santa Monica College

James C. Blackburn  
Associate Director Enrollment Management Services  
CSU Office of the Chancellor

Dan Nannini  
Transfer Center Faculty Leader  
Santa Monica College

Dave DeGroot  
Articulation Officer/University Programs Coordinator  
Allan Hancock College

Judy Osman  
Special Consultant  
CSU Office of the Chancellor

Christine Hanson  
State University Dean, Academic Program Planning  
CSU Office of the Chancellor

Dawn Sheibani  
Principal Analyst, Admissions & Community College Articulation  
UC Office of the President

Kurt Hessinger  
Associate Director Transfer Programs  
CSU Office of the Chancellor

Joanne Vorhies  
Academic Affairs Division  
California Community Colleges Chancellor’s Office

Christine Jamshidnejad  
Articulation Officer  
Diablo Valley College

Jane Woo  
Articulation Officer  
Sacramento City College.
**IGETC Standards Approval History**

**November 15, 2006:** As a result of CIAC suggestion to update and revise IGETC Standards/Notes, an intersegmental committee was formed.

**June 12, 2007:** Document created

**September 12, 2007:** Document reviewed by ICAS and referred to each segment for review and approval.

**September 28, 2007:** CSU Chancellor’s Office, Academic Program Planning Division reviewed and forwarded to CSU GEAC.

**October 11, 2007:** CSU General Education Advisory Committee (GEAC) reviewed and endorsed the document and forwarded to CSU Senate Executive Committee.

**November 3, 2007:** Document endorsed by the California Community College Academic Senate at their statewide plenary session.

**November 1, 2007:** Document forwarded to the UC A & E BOARS subcommittee for review.

**November 16, 2007:** The A & E subcommittee carried forward the document with a recommendation of approval to the full BOARS committee; the document was approved by BOARS.

**December 5, 2007:** Approved provisionally by ICAS through June 2008.

**April 19, 2008:** Document re-endorsed by the California Community College Academic Senate at their statewide plenary session, due to the addition of the Advanced Placement Chart.

**April 30, 2008:** Final Approval by ICAS

**May 8, 2008:** CSU approves updated EO 1033. No conflicts with new IGETC Standards. Final signature process begins.

**June 4, 2009:** Version 1.1 approved by ICAS.

**June 9, 2010:** Version 1.2 approved by ICAS

**June 9, 2011:** Version 1.3 approved by ICAS

**June 25, 2012:** Version 1.4 approved by ICAS

**June 5, 2014:** Version 1.5 approved by ICAS

**IGETC Standards Ongoing Governance**

The IGETC Standards are maintained by the faculties of the University of California, the California State University, and the California Community Colleges, all through their elected representatives on the Intersegmental Council of Academic Senates (ICAS).

The current roster and contact information for both ICAS and the subcommittee that advises it on the IGETC Standards are available at icas-ca.org.
Philosophy and Criteria for Associate Degree
The philosophy and criteria for the associate degree and general education of the Ventura County Community College District address the considerations contained in the references listed above. These include, but are not limited to:

The programs of District colleges are consistent with the District mission, objectives, demographics and economics of its community.

The philosophy and criteria regarding the associate degree reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including but not limited to:

- To think, communicate, speak, and write clearly and effectively
- To understand and apply mathematical concepts
- To understand the modes of inquiry of the major disciplines
- To be aware of other cultures and time periods
- To achieve insights gained through experience in thinking about ethical problems
- To develop the capacity for self-understanding

The Curriculum Committee of each District college establishes a curriculum proposal and review process that methodically and consistently validate the above principles within the college’s course and program inventory.

At a secondary level, the District Technical Review Workgroup-Instructional (DTRW-I) provides technical oversight to ensure that the colleges’ course and program curriculum are in regulatory compliance.

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

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

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

General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology proficiency, affective and creative capabilities, social aptitude, and an appreciation for cultural diversity.
To meet the objectives of general education, each District college shall place GE courses in the following areas:

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

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

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

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

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

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

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

**VC Reviewer Criteria by GE Area**

**(A) Natural Sciences**
Courses in the natural sciences are those that examine the physical universe, its life forms and its natural phenomena, presenting scientific theories, concepts, and data about both living and non-living systems. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This category would include introductory or integrative survey courses in geography, geology, biology, physics, chemistry, and related disciplines drawing on basic natural science theories and principles.

**(B) Social and Behavioral Sciences**
Courses in the social and behavioral sciences are those that focus on people as members of society. To satisfy the general education requirement in the 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. The courses shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines drawing on basic social science theories and principles. This would exclude narrowly focused courses designed for specific professions that do not include both methodology of the discipline, and basic theories and principles.

**(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 and appreciated different stimuli from themselves and the world around them in the artistic and humanistic traditions. In addition, the course shall help the student develop aesthetic understanding and an ability to make
value judgments about artistic and cultural creations. This category would include introductory or integrative survey courses in philosophy, foreign languages, art, music, theatre arts, history, English literature, communication, dance, photography and related disciplines drawing on basic theories and principles of arts and humanities.

(D) Language and Rationality
Courses in Language and Rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

(i) English Language Composition: Courses fulfilling the English language composition requirement shall be designed to include expository essay writing at the collegiate level with a minimum of 4,000 words.

(ii) Rational Thinking: Courses fulfilling the rational thinking requirement shall be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas and concepts, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. This category would include introductory or integrative survey courses in oral communication, mathematics, philosophy, statistics, computer science, business, and related disciplines drawing on basic theories and principles of rational thought.

(E) Health/Physical Education and Kinesiology
Courses in Health, Physical Education and Kinesiology are those that instruct students in developing an understanding of integrated wellness strategies expanding over multiple stages of the human lifespan. One health education course and one physical activity course. This category would include introductory or integrative survey courses in health, child development, EMT, health science, kinesiology, criminal justice, dance, ICA, theatre arts, and related disciplines drawing on basic theories and principles of (fill in).

(F) Gender Studies
Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity and exploring ways of eliminating such inequities.

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

Ethnic/ Gender Studies: These courses must focus one or more ethnic groups and include social and behavioral science method of inquiry.

Courses with focus outside the U.S. and that integrate anthropological perspectives, theories and methods also qualify for (Area B: Social and Behavioral Sciences) in the VC general education requirements. Course shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies in social subgroups operate.

Courses that focus on an artistic or humanistic perspective rather than social scientific analysis also qualify for (Area C: Humanities) in the VC general education requirements. Courses 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.

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

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

2. Completion of the District General Education pattern shall be required for all Associate degrees except:
   a. When prohibited by legislated transfer degrees (Associate in Art for Transfer and Associate in Science for transfer) that require completion of CSU GE-Breadth and/or Intersegmental General Education Transfer Curriculum (IGETC) and forbid additional District graduation requirements.
   b. General Studies Pattern II requires students to complete a transfer institution's own GE pattern while also meeting the 18 units of general education minimum established in Title 5. The additional District graduation requirements of Health and PE/Kinesiology, and Ethnic/Gender Studies still apply.
   c. General Studies Pattern III requires students to complete either CSU GE-Breadth or IGETC. The additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still apply.
   d. When the degree is designed specifically for transfer and another general education pattern (such as CSU GE-Breadth, IGETC, or a university's native GE pattern) more adequately serves the needs of the students.
VENTURA COLLEGE
2014-2015
Curriculum Committee Meetings
1st and 3rd Tuesday of Every Month*
MCW-312 (3rd Floor) Conference Room
3:00 p.m.-5:00 p.m.

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<td>Tuesday, April 7, 2015</td>
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<td>Tuesday, April 21, 2015</td>
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<td>Tuesday, May 5, 2015 (if needed)</td>
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*Subject to change.
Expectations and Responsibilities of Curriculum Committee Members:

1. Take good notes
2. Listen well
3. Provide info in a timely manner
4. To review/approve courses with integrity
5. Educate campus faculty and deans as to curriculum needing revisions or work and what is expected along with clear and doable deadlines
6. Stay abreast and communicate the campus faculty and deans any new changes or upcoming proposed changes in curriculum by state or ….
7. Provide friendly customer service in assisting the faculty and deans in achieving curriculum goals in a timely manner
8. Oversee the application of courses for associate degree, certificate of achievement and transfer processes
9. Maintain academic standards as required by state and accreditation
10. Oversee course descriptions as it pertains to different disciplines
11. Help the campus to see the big picture on what to offer students of our diverse community
12. Help the committee offer courses that will transfer
13. Be familiar with the process
14. Be prepared
15. Speak up
16. Critically evaluate course outlines and not rubber stamp courses
17. Look into overall effect of unit changes or structural changes
18. Give counselors a strong voice in that regard
19. Assure … adherence to rules/regulations of college curriculum design, update, etc.
20. Assure that curriculum provides quality education for community
21. Assist with tech review process as needed/communicate with division, etc.
22. For all curriculum committee members to review courses/programs prior to Curriculum Committee meeting
23. For us to always have a quorum at all meetings
24. For Curriculum Committee members to come prepared
25. For the Curriculum Committee to ask deep questions about content, rigor and appropriateness of curricular submissions whenever appropriate
26. Critically review proposed curriculum to make sure standards/regulations are met
27. Provide curriculum development support/resource to other faculty members
28. Focus on thoughtful review and provide helpful feedback to faculty
29. To ensure the curriculum is “sound” and “transportable”
30. Active participants in the development of courses and programs – currency and regulatory
31. To communicate meeting information and goals to their depts./divisions
32. Review courses and programs
33. Understand mandated curricular changes
34. Report back to dept./divisions about curricular updates
35. Review of course outlines
36. Submitting courses for tech review
37. Preparing and oversight of outlines
38. Alignment of courses with state regulations
39. Careful review of courses
40. Communicate department’s decisions
41. Consider other departments decisions and communicate to dept.
42. A member of this committee must attend regularly
43. A member of this committee read courses up for curriculum review
44. A member of this committee help guide the courses through the process
45. A member of this committee remain objective to the process (not simply represent their constituency)
46. To disseminate information regarding curriculum changes, course review/updates and deadlines to faculty within our division in a timely manner
47. Review curriculum for all departments and assure that they meet appropriate guidelines
48. Discuss the bigger picture and overall direction that the college wants its community to go. i.e., new program of course, policy changes, etc.
49. Prepare for the curriculum issues outside of meeting so that each member can contribute both for their own area of expertise, but other areas as well
50. To contribute to the tech review process
51. To help others write and create course descriptions that are accurate
52. To approve proposed courses that meet established criteria
53. Full participation
54. Attend each meeting
55. Dedicated to committee and to any work one might accept to do for the committee
56. Reflect student’s opinions when needed
57. Be prepared (on time, preview agenda …)
58. Attend every meeting
59. Be familiar with state laws and regulations regarding curriculum in order to be able to exercise good judgment when discussing or approving courses
60. Understand that participation means more than attending biweekly meetings – every member should at least skim the outlines and program proposals. This is not a rubber-stamp committee.
61. Ask questions freely to learn about curriculum
Goals for the Curriculum Committee:

1. “Norming” of how we review
2. Develop rubric for how we shall proceed for courses/programs that deviate from our accepted “norms”
3. Review all outstanding proposals in a timely manner (by the end of the year)
4. Find a permanent solution to the tech review issue
5. To review in a timely manner
6. To educate committee and give them the necessary knowledge they need
7. To finish any priorities
8. To refine the tech review process
9. To learn more about CurricuNet
10. Assure that the VC curriculum stays current and up-to-date
11. Continue developing new programs, i.e., voc areas and ADTs to meet student and community needs
12. Get Michael Bowen more release time for tech review starting in Spring 2014
13. Have a process in place to make the committee function more smoothly
14. Get through the backlog of courses
15. Maintain good communication with all programs concerning courses and degrees
16. Help with review process to ensure compliance
17. Improve coherence between department and programs in our instructional mission
18. Streamline process
19. Set realistic timelines – so we are not always in crisis mode
20. Get help for Michael or more release time
21. Better training for new members
22. Improve the tech review process
23. Prepare training materials to guide new members and faculty reviewers
24. More training
25. More participation
26. More effective communication across the institution
27. Complete review of submitted curriculum items to help meet deadlines
28. Follow/develop course/change prioritization procedures
29. To review in a timely manner all curricular submission, both courses and programs
30. To have 100% compliance with ADTs (i.e., 100% of our local degrees should have a similar ADT by the end of the academic year)
31. To have 80% of possible ADTs on the books by the end of the academic year
32. More professional development / training for the committee members (i.e., PACAH, CurricuNet, etc.)
33. Improve tech review process
34. Get Mike more release time so we can work on bigger questions
35. Get degrees done
36. Clarify how this committee with function (as discussed)
37. Make broader campus more aware of what happens in this committee and the significance to their day-to-day work here
38. Train faculty on the approval process of curriculum
39. Create two year program/discipline matrix for student educational planning
40. Communicate all curriculum needs early. With clear step-by-step details with timely deadlines to complete curriculum work
41. Provide excellent and friendly customer service to assist our busy faculty in being able to complete curriculum needs
42. Approve courses that are benefitting students
43. Share info and ideas to group that are valuable to students and college
44. Learn more about course writing
45. Learn everyone’s name and discipline
46. Learn nuances of agenda
47. Learn process
48. Survive first year cycle