



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

NOTICE OF MEETING

Thursday, June 4, 2009

10:00 a.m. - 3:00 p.m.

(Continental breakfast and lunch will be provided)

Crowne Plaza Hotel Los Angeles International Airport
5985 West Century Blvd.
Los Angeles, CA 90045
310.642.7500

Table with 3 columns: Action, Item, and Enclosure. It lists meeting items such as Chair's Announcements, Consent Calendar, Reports from Senate Chairs, ICAS Legislative Day Debriefing, ASSIST, Working Lunch, and Transfer Update.

<b>Action</b>	<b>Item</b>	<b>Enclosure</b>
Discussion/Action	<b>VIII. IGETC Standards Review Committee Report</b> ( <i>Richard Mahon</i> ) <ul style="list-style-type: none"> <li>• Appointment of segmental representatives for 2009-10</li> </ul>	Encl. 4
Discussion	<b>IX. Competency Statements</b> ( <i>Julie</i> )	
Discussion	<b>X. Open Education Resources (OER)</b> ( <i>Mark Wade Lieu</i> )	
Discussion	<b>XI. ICAS Handbook</b> ( <i>Julie Adams</i> )	Encl. 5 (sent under separate cover)
Discussion	<b>XII. ICAS Leadership Transition</b>	
Discussion	<b>XIII. ICAS Scheduling/Planning for the 2009-10 Academic Year</b> <i>Members are asked to schedule the first meeting for the 2009-10 academic year, proposed agenda topics will also be discussed.</i>	
Discussion 2:00 – 2:45p.m.	<b>XIV. New Business</b>	
Action 3:00 p.m.	<b>XV. Adjournment</b>	

**Future Meeting Dates:**

- TBD

**Enclosures**

1. February 26, 2009 Meeting Notes
2. Academic Senate CSU resolutions on
  - a. DNP
  - b. Textbook Affordability
  - c. Honoring Japanese Internees (AB 37)
3. C-ID Work Plan
4. IGETC Standards review draft
  - a. Summary of changes to the IGETC Standards

**Directions to the Westin LAX:**

*Directions to the Crowne Plaza Hotel:*

**From Los Angeles International Airport** -- Complimentary 24 hour transportation to and from LAX. Please look for the **new** Ocean Blue buses picking up passengers under the red 'Hotel Transportation' sign outside baggage claim.

**Map -** <http://www.crowneplaza.com/h/d/cp/1/en/hotel/laxap/transportation?start=1>



## INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

### **MEETING MINUTES - Draft** **Thursday, February 26, 2009**

**10:00 a.m. - 3:00 p.m.**

Crowne Plaza Hotel – Los Angeles International Airport

#### **Members Present:**

CSU: Bob Buckley, John Tarjan, Mark Van Selst, Barbara Swerkes, Darlene Yee-Melichar,  
CCC: Dan Crump, Mark Wade Lieu, Richard Mahon, Jane Patton, Michelle Pilati  
UC: Mary Croughan, Stephen McLean, Henry Powell, Deborah Willis (via conference call)

#### **Guests Present:**

Katey Lewis (CCC Program Specialist); Tracy Butler (CSU Interim Program Director); Bill Jacobs (BOARS Vice Chair); Martha Winnacker (UC Executive Director).

#### **I Chair's Announcements**

Chair Tarjan welcomed ICAS members to the meeting, and members introduced themselves. Chair Tarjan then introduced Tracy Butler, the new Interim Program Director. Chair Tarjan introduced the CTE report and made it available for ICAS members to view. Deborah Willis joined by conference call.

Chair Tarjan noted the new Assembly Bill 656 Torrico. California Higher Education Endowment Corporation: oil and gas severance tax.

#### **II. Consent Calendar**

- Approval of the Agenda
- Approval of December 2, 2008 Meeting Notes

Members discussed the consent calendar. Chair Tarjan introduced two changes to the agenda. Item VI discussion should be led by Richard Mahon rather than Chair Tarjan. Item XII will be introduced by Michelle Pilati. Jane Patton requested that discussion of the document "Academic Senate Positions on 'Transfer' Degrees" be added to Item IV. Michelle Pilati requested CTE be added to the agenda after item XVI (Credit by Exam). Members moved and seconded approval of the December 2, 2008 Meeting Notes as amended.

#### **III Reports from Senate Chairs (to include budget impacts)**

##### Mark Wade Lieu, President, Academic Senate CCC

Lieu reported in the recent budget cuts the CCC fared with fewer cuts than expected. There remains no funding for enrollment growth. Categorical programs (i.e. disabled students, matriculation services, educational opportunity, etc.) were protected.

He noted that the biggest challenge to the CCC is cash flow. March/April/May apportionments are now being delayed until July and July's will be delayed until October. He reported that Capitol projects are not being funded as a result of low sales of bonds. The CCC is very

concerned about cuts to K-12, the CSU and the UC systems. What effects these three systems ultimately effects the CCC. CCC is having an advocacy event in Pasadena on February 27. March 3rd, CCC leadership and Board of Governors have scheduled their annual Legislative visits. The March in March will take place on the 16th. Support is being sought for this event from all segments of education and is being organized by the CCC Student Senate.

Lieu touched on Legislation and CCC Government relations noting that Legislators are looking for lower cost ideas such as assessment, concurrent and dual enrollment for students in high school. These would be a good idea for districts with no honor or AT Programs.

Member Patton spoke of AB 78 (Portantino. Pupils: concurrent enrollment in community college and secondary or elementary school). There will be a Higher Education committee hearing on March 3rd. CCC will write a letter of support. She noted that literature supports the idea that students who are exposed to college education early on are more likely to enroll in college.

Lieu reported that the new CCC system chancellor – Jack Scott – has been to Washington DC with other Higher education leaders with a message of what’s needed from the Federal Recovery Plan. Lieu reported on a number of other items including upcoming elections; a handbook for CCC Executive Committee is in the works; the foundation is progressing and the CCC Academic Senate is moving to new offices on the Capitol Mall in May.

Jane Patton reported the the Academic Senate CCC is celebrating 40 years. The theme of the next plenary session will be “retrospection”. They are conducting an internal review to look at what they are providing to local senates; advocacy efforts; a public face for faculty and the Academic Senate image. This will include updating the logo and branding for publications. They are also reviewing how they present the faculty face to Legislators

#### Mary Croughan, Chair, Academic Senate UC

Croughan announced that an admissions reform process (which includes the elimination of the SAT test and more eligibility in the local context), was approved by the Regents at their last meeting.

Currently, the UC accepts the top 4% of high school graduates. They are expanding that to the top 9%. This accomplishes more access as a broader pool of students will be eligible for review. UC expected an 11% increase in files for review and they have already seen a 12% increase. There is a lot of implementation work to be done (retraining and marketing). The Senate work on this process should be accomplished by April or May.

The regents have also approved a “blue and gold opportunity” plan to benefit 1100 students across the state by making it clearer what financial aid is available to the public. Under this plan, registration and education fees will be covered. This will also need marketing implementation. This program benefits because Cal Grants were spared in the budget.

Budget cuts to the UC are \$115 million this year. They also fared better than other agencies (including K-12). With underfunding and the cuts the actual budget shortfall is closer \$450 million.

This year’s and last year’s cuts are having a significant impact including salary freezes, hiring freezes and, in some cases, layoffs. Enrollment cuts decreased 2300 freshman but increased by 450 transfer students. They are currently overenrolled by approximately 10,000 students and are

not funded for that enrollment. Croughan stated that she is co-chairing a systemwide committee to explore revenue enhancing and expense reduction.

Croughan noted the Legislative briefing on diversity in higher education. All three segments did well on the presentations especially the CSU. The Academic Senate UC will support overturning prop 209.

McLean mentioned the public voting that is to take place on May 19th for the current budget. The UC is encouraging faculty and students to vote and requests that CSU and CCC do the same.

Croughan noted that the UC Davis campus is housing Los Rios College. This is being accomplished with UC dollars and was approved by the Regents.

#### John Tarjan, Chair, Academic Senate CSU

Chair Tarjan reviewed titles of the resolutions that passed at the last Academic Senate CSU Plenary as well as first reading items that will be considered at the next Plenary session.

Chair Tarjan reported that the CSU has a \$600 million cut from compact funding during the next two years. Hiring on campuses has been grim (especially on the smaller campuses). Travel restrictions and Executive Pay caps have been implemented. Campuses were asked to backfill Cal Grants and borrowed from other areas to ensure continual enrollment.

He noted that the CSU has a new Associate Vice Chancellor (Jeri Echeverria) and the Executive Vice Chancellor, Gary Reichard will be retiring to a teaching position on July 1st.

With regard to the Doctorate of Nursing Practice, Chair Tarjan stated the CSU Academic Senate is considering another resolution in support of it. Mary Croughan noted that medical faculty at the UC are opposed to it going forward and feel it's more efficient and effective to produce nursing faculty through current methods but that the UC has not taken an official position on it and will probably abstain from debate.

Chair Tarjan touched on the Proficiency standards conference noting that CCC was well represented. He stated there is a greater push for preparatory work and students being proficient before the first year of college rather than during their freshman year.

He stated that there is an interest on the part of the Board of Trustees to facilitate online degree programs at the system level.

Mary Croughan stated that the UC see distance education as a way to allow lower faculty levels to reach greater numbers of students.

Chair Tarjan asked that student roles in Shared Governance be added to the next ICAS agenda.

## **IV Transfer**

### **• Intersegmental Task Force**

Chair Tarjan stated that Jeri Echeverria is the CSU system delegate. The CSU was asked to name two faculty members for the committee once it's established. At this point, administration is still envisioning what the make-up and charge of the committee will be and they will be meeting next week.

Member Buckley stated that there needs to be more transparency in what happens to students moving through the 3 systems and that this concern should be directed to the new transfer committee group

## **V Impact of Admissions/Redirection Developments**

Member Lieu stated that the subcommittee has raised this as a concern. The use of summer school wouldn't pad enrollment as summer school would possibly be cut across the system. The concern is where the students will go when the 13% enrollment cap is reached.

He asked if there was any strategizing between the 3 systems that could be done to approach putting this forward to Legislators. He suggested that talking to the legislature might be better served if all three systems (CSU, UC & CCC) were to talk with them at the same time. The message would be more comprehensive and indicate a united front.

Member Buckley suggested that maybe there should be a retooling of the gist of the message to the Legislature.

Chair Tarjan stated that this could be touched on during the agenda item for Legislative days (talking points).

He also stated that the CSU had made a commitment of Year Round Operations and wanted to stick with that commitment.

Member Van Selst offered that there was a dramatic reduction in what was offered at San Jose State University under the assumption that those requirements could be taken at CCC.

Member Mahon suggested that if CSU and UC know they're going to turn away a certain number of students per campus it would be useful for CCC to know that number as it might indicate how many would be coming to the CCC for Higher Education

- **Budget Impact on Enrollment**

No further reports

## **VI IGETC Review Committee and Standards Archival Information and Link Updates – John Tarjan**

A subcommittee of ICAS was established – with a representative from ICAS – to address any ongoing issues that may arise with IGETC. Richard Mahon chairs this committee. ICAS (CCC segment) maintains the website and any official updates will be added to the websites by them.

Member Mahon – During an articulation meeting last week Mahon met each participants and has sent out a provisional agenda and called for items. The next meeting to take place is a phone conference at 10 a.m. on Monday March 2nd.

## **VII ICAS Bylaws**

Chair Tarjan thanked Julie Adams for her work on the bylaws. Since Julie Adams was unable to attend the meeting, Mark Wade Lieu addressed discussion and action on the bylaws.

Member Lieu reminded the body that the bylaws can be amended in the future should there prove a need to do so.

Suggested changes to the bylaws from the body:

- Article II, Section D
  - Develop and promulgate common positions on intersegmental issues (*strike “,”*) including (*strike “by”*) preparing position papers, to inform policy discussions.
- Article III, Section 1: Officers
  - A. The Chair/Presidents of the three academic senates shall normally (*added “normally”*) serve as the officers of ICAS.
  - B. If so designated by the Segment Chair/President, the ICAS officer from a segment may be identified as the Vice Chair or Vice President. The Chair of ICAS shall be rotated annually among three officers of ICAS from the segments’ Academic Senates. (*completely re-worded*)
- Article III, Section 3: ICAS Actions
  - When (*added “When”*) ICAS makes recommendations for action to the Academic Senates of the three segments, (*added “,”*) ICAS actions become final when they have been approved by all three senates. Once ICAS actions become final, ICAS communicates them to relevant constituencies.
- Article IV, Section 2B
  - Each officer shall identify and bring to ICAS (*strike “ ’ ”*) for consideration issues that fall within ICAS’ charge.
- Article IV, Section 4C1
  - Serve as a non-senate, non-voting member (*strike “officer”, change to “member*) of ICAS.
- Article V, Section 2: Types
  - ICAS shall convene at least five regular meetings during the academic year and one legislative day meeting (*strike “April”*). Emergency meetings may be called by the officers as necessary. Meetings, unless otherwise stated in these Bylaws, may take place either in person or electronically. Electronic/telephone participation shall be deemed as present and voting.
- Article V, Section 5: Legislative Meetings.
  - Each year (*strike “April”*) ICAS will hold a Legislative Day in Sacramento with the purpose of giving state legislators an opportunity to meet ICAS members and discuss issues of mutual concern for higher education.
- Article V, Section 6 (*corrected – was a duplicate section 5*)A: Conduct of Business.
  - Quorum. Two-thirds plus one of the voting (*added “voting”*) members of the ICAS shall constitute a quorum.
- Article VI, Section 8: Authority of Special Committees
  - Special Committees are responsible to, (*add “,”*) and shall report (*strike “in writing”*) to, (*add “,”*) ICAS at least (*substitute “at least” for “not less than”*) annually. Each Special Committee is responsible to ICAS and does not speak for themselves but only through ICAS.
- Article VIII, Section 2: Archives
  - The California Community college segment will be responsible for storing all the ICAS archives. Scanned documents will be available to the segments (*made “segment” singular*).

Committee unanimously adopted bylaws as amended

## VIII Planning for ICAS Legislative Day April 13 - Katey Lewis

- **Schedule**

- The Dinner will take place on April 12<sup>th</sup> at 6:00 p.m. at a downtown Sacramento restaurant “Café Bernardo”
- Legislative Day will begin April 13<sup>th</sup> from 9:00 a.m. to 4:00 p.m. in room 115 at the Capitol
- Lunch will be downstairs in the basement at 12:30

- **Brochure**

The Brochure draft was created from the list of talking points used last year. New data and information has been added to this year’s brochure. As each ICAS member gives their input/feedback it will be incorporated into a final draft; sent to members once more and then delivered to the CCC Senate’s creative director for final publishing. Segment leaders are to send input and suggestions to Tracy Butler by March 15<sup>th</sup>.

- **Suggested List of Invitees**

With the Committee’s approval (and possible additions), the invitation letters will be sent out. Individuals from State Governmental Relations, Assemblymembers Biel, Ruskin and Senators Leland Yee and Dave Cogdill were suggested. It was noted that Senator Cogdill’s status in the Republican leadership had changed. Steven Boilard from the Legislative Analyst’s Office was also suggested. The consensus of the group is to have 1<sup>st</sup> tier and 2<sup>nd</sup> tier lists of speakers with an emphasis on policy makers rather than bill authors.

- **Talking Points**

The approach to the Legislature was discussed including the articulation of what budget cuts will mean for the future of California. The committee agreed that all three segments should approach the Legislature together as a unified whole.

## IX Four years of mathematics for a-g (BOARS-AAC) – John Tarjan

Bill Jacobs joined by phone conference.

Chair Tarjan pointed out that one of the aims of the Early Assessment Program (EAP) is to have students who were not proficient in math take a 4th year of mathematics prior to entering college (Senior year). Would it be possible to change area c so that students were required to take either a more complex 4th year of mathematics or a review of mathematics already taken?

Bill Jacobs responded that the requirements for area c dictate that each class progress in depth and complexity. Requiring a 4th year of mathematics for review or remediation wouldn’t meet the requirements for an area c class.

The difficulty seems to be students who fulfill their math requirements by the 8th grade and don’t take another math course before they graduate (essentially leaving a 2-3 year gap where there has been no math instruction). By the time they graduate and wish to move on to college, their math skills may not meet admission requirements.

A task force for re-writing area c language discussed the topic at length and decided it would be better to require that 3 years of area c be completed in High School eliminating that 2-3 year gap.

BOARS would like to consider this but has not implemented it yet. They have to check with the regents to make certain this doesn't invalidate 8<sup>th</sup> grade algebra.

**X Transfer updates, including an update on the C-ID Project – LDTP update**

Michelle Pilati - At the CID meeting there were many disciplines represented. There should be numerous descriptors available soon. Member Pilati emphasized that it's important for the CSU and the UC to give input to those descriptors. Assigning CID numbers to courses is still being talked through with articulation officers and disciplined faculty. There's been input from faculty who were previously associated with IMPAC.

Member Swerkes gave an update on the status of LDTP which included the number of courses that have been approved; the status of articulation; the difficulties with ASSIST's technology; the input of Community College and objectives going forward.

Member Croughan gave an update on the technology of the UC application process. To date, UC has used an outside vendor but is now considering doing it "in-house". A portion of the money saved would then be channeled to ASSIST. They are hoping to get a formal proposal soon from their newly hired Chief Information Officer.

**XI ICAS Transfer White Paper Writing Group – Michelle Pilati**

The White Paper Writing Group produced a brief document discussing transfer with the goal of explaining the complexities of transfer and what is needed to make transfer work well. Former ICAS member, Michael Brown assisted in its drafting. It was determined the size of the document would be 3 pages. The committee is open to suggestions but if any further information is included in the document, something else will have to be deleted. It was determined by ICAS members that the document should be included in the information to go to Legislators. Member Wade Lieu suggested that it would be advantageous to give it to all the Legislators that the body meets. Member Patton suggested it might be a good idea to send it with the invitation letters. Member Pilati put out a call for members to submit changes to her, she would create a final draft to put before the White paper Writing Group and then back to ICAS members for inclusion in Leg Days documentation.

**XII Master Plan activities update**

Member Buckley stated that a group representing group met with faculty, staff and students at CSU Sacramento but there has been no update since that meeting. He will research the status and report back to the body.

**XIII Rescinding a 2004 federal rule for academic travel to Cuba**

The article:

<http://chronicle.com/news/article/5464/federal-appeals-court-upholds-ban-on-academic-travel-to-cuba>  
[Resolution from ICAS? Along the lines of the resolution with the csu?](#)

And the Academic Senate CSU First Reading item AS-2882-09/FA "Opposing Restrictions on Academic Exchanges with Cuba were introduced as information items.

**XIV Achieve/American Diploma Project Update**

Members discussed current activities regarding the ACHIEVE/American Diploma Project, and reported on recent meetings

## **XV Textbook Affordability – Henry Powell**

Member Powell – a concern about recently enacted legislation concerning textbook affordability was brought to their attention by their student Regent who wished to know more.

These bills encourage Faculty to educate themselves and their students on the changes to textbooks and if the changes are substantive and justify the increase in cost. Faculty are also urged to monitor campus bookstores.

It encourages publishing companies to clearly mark what changes have been made to the book. Students are concerned that legislation also address the bundling of textbooks with CDs and other multimedia material and the cost that adds to textbooks. Most students don't use the extra material and don't benefit from it when trying to re-sell the text. In this instance companies might need to be required to state what the benefit of bundling would be to justify the added cost.

To facilitate the Student Regent's interest, meetings were arranged between him and Senate committees. This led to broader questions about the benefits of choosing published paper content over digital.

A report on textbook affordability was released from the California State Auditor which addresses the portability of textbooks and the fact that textbook prices have risen substantially higher than the rate of inflation.

Member Powell felt that having all three segments together was an opportunity to be taken advantage of and asked the other segments about how best to disseminate information on these legal requirements.

The suggestion was made that all three segments consolidate their information (reports, documentation, reference to bills, etc.) on the ICAS website using a page which would contain links to the information across all three segments.

Staff from the Academic Senate CSU and UC will provide links to documentation on textbook affordability to the staff of Academic Senate CCC for updating the website with this new information.

The body recommended carrying this item forward to the next ICAS agenda.

## **XVI Credit by Exam – Michelle Pilati**

Issues have been expressed by articulation officers with regard to whether UC and CSU are confident of the integrity of the education resources used by CCC.

Member Swerkes asked that an outline of the issues be given to UC and CSU so that it can be brought back to the two segments' Academic Senates to be addressed.

## **XVII Sustainability – campus and curricular efforts**

Member Wade-Lieu reported that the CCC will be crafting a resolution on sustainability in a break out session during their plenary. He asked that the CSU and UC had anyone that the CCC should be talking to, please let them know.

## **XVIII Future ICAS meetings**

Meeting Dates:

April 13, 2009 – ICAS Legislative Day in Sacramento

June 2, 2009 – LAX mary will check with her people to see if June 4 will work

Be sure to update and check with katey about whether this has been or needs to be changed to June 4 – June 5 isn't a possibility.

## **XIX Adjournment**

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2885-09/AA/FGA  
March 19-20, 2009

**Reaffirmation of Support for CSU Authority to Offer the  
Doctorate in Nursing Practice**

- RESOLVED: That the Academic Senate of the California State University (CSU) reaffirm Academic Senate Resolution AS-2829-08/AA (Support of the Doctor of Nursing Practice [DNP] Degree in the CSU) unanimously approved by the Academic Senate of the CSU in March 2008 supporting the Doctorate in Nursing Practice (DNP); and be it further
- RESOLVED: That the Academic Senate of the CSU reaffirm its support for the current proposal [AB 867 (*Nava/Arambula et al.*)] to authorize the CSU to offer the DNP degree for implementation at a time when sufficient funds become available to offer quality programs; and be it further
- RESOLVED: That the Academic Senate of the CSU once again commend CSU's leadership in recognizing the need to address the serious shortage of nursing faculty in California through the development of independent DNP Programs; and be it further
- RESOLVED: That the Academic Senate of the CSU send copies of this resolution to the CSU Board of Trustees, Chancellor Reed, CSU Campus Presidents, Assembly Members Nava, Arambula, Galgiani and Portantino, and the California Post-Secondary Education Commission (CPEC).

*RATIONALE: The shortage of nurses in California has been well documented. According to published reports, a shortage of nursing faculty exists and will continue to be a significant problem in the education of future nurses for the foreseeable future. Preparation of nursing faculty with a clinical practice doctoral degree will increase the number of faculty available to teach in existing California nursing practice programs at the community college and university levels. Additionally, the clinical practice doctorate will also serve as the terminal degree for the increased numbers of advanced practice nurses needed to provide services to California citizens.*

*Existing nursing doctoral programs in California are not able to meet the need for expansion of a nursing education workforce. A recent study conducted by a CSU consultant revealed that there is both documented need and interest among many CSU nursing programs for the development of independent doctoral programs, in particular the DNP. While the DNP is a clinical doctoral degree, the proposed CSU degree would include both research and educational preparation to enable graduates to be competitive in academic tenure and promotion processes.*

*At this time the request is for CSU authority to offer the Doctorate in Nursing Practice. CSU authorization to offer the Doctorate in Nursing Practice degree would then allow for the development and implementation of DNP programs when funding for such programs is available.*

**Approved Unanimously – March 19-20, 2009**

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2829-08/AA (Rev)  
January 17-18, 2008

**Support of the Doctor of Nursing Practice (DNP) Degree in the CSU**

- RESOLVED: That the Academic Senate of the California State University (CSU) acknowledge the Chancellor and the Board of Trustees for jointly developing a legislative proposal that would seek authorization for the CSU to offer an independent Doctorate of Nursing Practice (DNP); and be it further
- RESOLVED: That the Academic Senate CSU affirm that DNP Programs offered by the CSU must be developed and approved by faculty through regular academic program review and approval processes (including individual campus academic senates) at all individual campuses offering the DNP degree; and be it further
- RESOLVED: That all proposed DNP Programs be developed in accordance with all appropriate national standards for such applied doctoral programs; and be it further
- RESOLVED: That the Academic Senate CSU urge the CSU to secure funding sufficient to sustain and implement DNP Programs; and be it further
- RESOLVED: That the Academic Senate CSU commend the CSU's leadership in recognizing the need to address the serious shortage of nursing faculty in California through the development of independent DNP Programs.

*RATIONALE: The shortage of nurses in California has been well documented. According to published reports, a shortage of nursing faculty exists and will continue to be significant problem. Preparation of nursing faculty with a clinical practice doctoral degree will increase the number of faculty available to teach in existing California nursing practice program. Additionally, the clinical practice doctorate will also serve as the terminal degree for the increased numbers of advanced practice nurses needed to provide services to California citizens. Existing nursing doctoral programs in California are not able to meet the need for expansion of a nursing education workforce. A recent study conducted by a CSU consultant revealed that there is both documented need and interest among many CSU nursing programs for the development of independent doctoral programs, in particular the DNP. An advisory board will be created to guide the development of standards and policies for the DNP. The advisory board will be composed of nursing faculty, administrators, senators, and directors.*

**Approved Unanimously – March 6-7, 2008**

**ASSEMBLY BILL**

**No. 867**

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**Introduced by Assembly Members Nava and Arambula**

**(Principal coauthor: Assembly Member Galgiani)**

**(Coauthors: Assembly Members Beall, Block, Carter, Coto, Davis, De Leon, DeVore, Hagman, Huber, Bonnie Lowenthal, Mendoza, Monning, John A. Perez, Price, Ruskin, Salas, Saldana, and Villines)**

**(Coauthors: Senators Alquist, Ashburn, Benoit, Correa, Cox, DeSaulnier, Ducheny, Florez, Lowenthal, Maldonado, Romero, and Runner)**

February 26, 2009

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An act to add Article 9 (commencing with Section 89280) to Chapter 2 of Part 55 of Division 8 of Title 3 of the Education Code, relating to nursing degrees.

LEGISLATIVE COUNSEL'S DIGEST

AB 867, as introduced, Nava. California State University: Doctor of Nursing Practice degree.

Existing law establishes the California State University and its various campuses under the administration of the Trustees of the California State University. Existing law requires the California State University to offer undergraduate and graduate instruction through the master's degree in the liberal arts and sciences and professional education, including teacher education.

This bill would authorize the California State University to award the Doctor of Nursing Practice degree. The bill would distinguish the Doctor of Nursing Practice degree from research-based doctoral degrees offered at the University of California. The bill would require the programs to be designed to enable professionals to earn the degree while working

full time, train nurses for advanced practice, and prepare faculty to teach in postsecondary nursing programs.

The bill would require initial funding to come from existing budgets, without diminishing the quality of undergraduate programs or reducing enrollment therein.

Vote: majority. Appropriation: no. Fiscal committee: yes.

State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. The Legislature finds and declares all of the  
2 following:

3 (a) The State of California faces an ever-increasing nursing  
4 shortage that jeopardizes the health and well-being of the state’s  
5 citizens.

6 (b) Colleges and universities need to expand nursing education  
7 programs to prepare more nurses to meet the state’s growing  
8 demand for nurses. An estimated state shortage of 47,600 registered  
9 nurses is expected by 2010, and by 2020 the shortage is projected  
10 to reach 116,600 according to the Governor’s California Nurse  
11 Education Initiative Annual Report, September 2006.

12 (c) Well-trained nursing faculty are critical to the ability to  
13 expand nursing programs.

14 SEC. 2. Article 9 (commencing with Section 89280) is added  
15 to Chapter 2 of Part 55 of Division 8 of Title 3 of the Education  
16 Code, to read:

17  
18 Article 9. Doctor of Nursing Practice Degree  
19

20 89280. (a) Notwithstanding Section 66010.4, in order to meet  
21 specific nursing education needs in California, the California State  
22 University may award the Doctor of Nursing Practice degree, as  
23 described in this section.

24 (b) The authority to award the Doctor of Nursing Practice degree  
25 is limited to the discipline of nursing practice. The Doctor of  
26 Nursing Practice degree offered by the California State University  
27 shall be distinguished from research-based doctoral degrees offered  
28 at the University of California.

29 (c) The Doctor of Nursing Practice degree program offered by  
30 the California State University shall train nurses for advanced

1 nursing practice and prepare faculty to teach in postsecondary  
2 nursing education programs. The degree programs shall be  
3 designed to enable professionals to earn the degree while working  
4 full time.

5 (d) The California State University shall follow all of the  
6 following requirements:

7 (1) Funding on a per full-time equivalent student (FTES) basis  
8 for each new student in these degree programs shall be within the  
9 California State University's enrollment growth levels as agreed  
10 to in the annual Budget Act. Enrollments in these programs shall  
11 not alter the California State University's ratio of graduate  
12 instruction to total enrollment, and shall not diminish enrollment  
13 growth in university undergraduate programs. Funding provided  
14 from the state for each FTES shall be at the agreed-upon marginal  
15 costs calculation that the California State University receives for  
16 graduate enrollment.

17 (2) Each student in the programs authorized by this article shall  
18 be charged fees in an amount that is no higher than the rate charged  
19 for students in state-supported doctoral degree programs at the  
20 University of California, including joint programs of the California  
21 State University and the University of California.

22 (3) The California State University shall provide any initial  
23 funding needed for the programs authorized by this article from  
24 within existing budgets for academic programs support, without  
25 diminishing the quality of program support offered to California  
26 State University undergraduate programs. Funding of these  
27 programs shall not reduce undergraduate enrollments at the  
28 California State University.

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2888-09/AA/FGA (Rev)  
April 10, 2009

**Support for Honoring Alumni Interned by Federal Executive Order 9066**

- RESOLVED: The Academic Senate of the California State University (ASCSU) strongly urge campuses to seek out and honor those alumni who as a result of their relocation and internment under Federal Executive Order 9066 were unable to complete their degrees; and be it further
- RESOLVED: That the ASCSU strongly urge the faculty of those CSU campuses with alumni whose academic lives were disrupted by Federal Executive Order 9066 to consider honoring such alumni with honorary degrees, ceremonies of acknowledgment, and/or other appropriate recognition for the unique forms of patriotism demonstrated by these citizens; and be it further
- RESOLVED: That the ASCSU send copies of this resolution to the CSU Board of Trustees, the Board of Governors, Academic Senate of the University of California, and Academic Senate for the California Community College System, Assemblyman Furutani, Assembly Higher Education Committee and Legislative leadership.

*RATIONALE: It is now recognized that Federal Executive Order 9066, signed by President Franklin D. Roosevelt on February 19, 1942, was an outrageous violation of the civil rights of American citizens and legal residents. Americans of Japanese descent who were living near the west coast were the dominant group affected by the relocation and internment that resulted from the order. A significant number (~247) of these citizens were students at campuses that are now part of the California State University (Fresno, San Diego, San Francisco, and San José.) The disruption of the academic efforts of these students was just one of many interruptions suffered by these individuals and their families during the war and the years that followed. It is very appropriate that the CSU campuses seek out these alumni and to find ways to honor the sacrifices and contributions of these former students. And it is appropriate that the faculty of these campuses work to honor these individuals and their families with appropriate honorary degrees, such as honorary doctorates. Legislation with similar purposes has passed in such states as Oregon and Washington.*

**Approved Unanimously– May 7-8, 2009**

AMENDED IN ASSEMBLY APRIL 15, 2009

AMENDED IN ASSEMBLY MARCH 25, 2009

AMENDED IN ASSEMBLY MARCH 10, 2009

CALIFORNIA LEGISLATURE—2009—10 REGULAR SESSION

**ASSEMBLY BILL**

**No. 37**

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**Introduced by Assembly Member Furutani**  
**(Coauthors: Assembly Members Blumenfield, Brownley, Chesbro,**  
**De Leon, Eng, Hayashi, Jones, Lieu, Ma, Monning, John A. Perez,**  
**Portantino, Salas, and ~~Torrico~~ Torrico, and Yamada)**  
(Coauthors: Senators DeSaulnier, Liu, and Lowenthal)

December 1, 2008

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An act to add Section 66020 to the Education Code, relating to public postsecondary education.

LEGISLATIVE COUNSEL'S DIGEST

AB 37, as amended, Furutani. Public postsecondary education: honorary degrees.

Under existing law, the segments of the public postsecondary education system in the state include the University of California, which is administered by the Regents of the University of California, the California State University, which is administered by the Trustees of the California State University, and the California Community Colleges, which are administered by the Board of Governors of the California Community Colleges. Existing law authorizes these educational institutions to award various types of degrees.

This bill would require the Trustees of the California State University and the Board of Governors of the California Community Colleges, and would request the Regents of the University of California, to *work*

*with their respective colleges and universities to confer an honorary degree upon each person, living or deceased, who was forced to leave his or her postsecondary studies as a result of federal Executive Order 9066 which caused the incarceration of individuals of Japanese ancestry during World War II.*

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

- 1 SECTION 1. (a) The Legislature finds and declares all of the  
2 following:
- 3 (1) On February 19, 1942, President Franklin D. Roosevelt  
4 issued Executive Order 9066, which caused the incarceration of  
5 approximately 120,000 Americans and resident aliens of Japanese  
6 ancestry in camps scattered throughout the United States during  
7 World War II.
- 8 (2) Executive Order 9066 put the lives of these individuals, who  
9 were forcibly relocated from their homes and communities and  
10 unjustly detained by the United States government, on hold.
- 11 (3) On August 10, 1988, President Ronald Wilson Reagan signed  
12 into law the Civil Liberties Act of 1988, declaring that Executive  
13 Order 9066 was not justified by military necessity and hence was  
14 caused by racial prejudice, war hysteria, and a failure of political  
15 leadership.
- 16 (4) The Civil Liberties Act of 1988 apologized on behalf of the  
17 people of the United States for the evacuation, relocation, and  
18 incarceration of Americans and permanent resident aliens of  
19 Japanese ancestry during World War II and provided for the  
20 restitution to those individuals of Japanese ancestry who were  
21 incarcerated.
- 22 (5) The disruption of over 2,500 students' educational pursuits  
23 was among the consequences of the country's wartime policy,  
24 which removed students enrolled in California's colleges and  
25 universities from their studies.
- 26 (b) It is the intent of the Legislature that postsecondary  
27 educational institutions confer an honorary degree upon each  
28 individual whose studies at a postsecondary educational institution  
29 were disrupted by Executive Order 9066, and to allow a

1 representative to accept an honorary degree on behalf of individuals  
2 who are deceased.

3 SEC. 2. Section 66020 is added to the Education Code, to read:

4 66020. (a) The Trustees of the California State University and  
5 the Board of Governors of the California Community Colleges  
6 shall, and the Regents of the University of California are requested  
7 to, *work with their respective colleges and universities to confer*  
8 an honorary degree upon each person, living or deceased, who was  
9 forced to leave his or her studies at the public postsecondary  
10 educational institution in which that person was enrolled as a result  
11 of the issuance of federal Executive Order 9066 on February 19,  
12 1942, which caused the evacuation, relocation, and incarceration  
13 of individuals of Japanese ancestry during World War II.

14 (b) In cases where an honorary degree is conferred upon a person  
15 who is deceased, the person's surviving next of kin, or another  
16 representative chosen by the person's surviving next of kin, may  
17 accept the honorary degree on the deceased person's behalf.

18 (c) Independent colleges and universities, as defined in  
19 subdivision (b) of Section 66010, are urged to comply with the  
20 terms of this section.

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2900-09/FGA  
May 7-8, 2009

**Opposition to SB 386 (Runner): *Faculty Justification for New Textbook Editions***

RESOLVED: That the Academic Senate of the California State University (CSU) oppose SB 386 (Runner), which would require a faculty member from the California Community Colleges (CCC) and the California State University (CSU) - who adopts a new edition of a textbook within three (3) years after the adoption of a previous edition of the textbook - to prepare a justification for the adoption of the new edition, and submit copies of the justification to the institution's academic senate, administration and student government. The justification would have to include:

- A justification for adopting a new edition of the textbook within a three (3) year period;
- A comparison of the new and previous editions of the textbook;
- A disclosure of any financial interest of the faculty member related to requiring students to purchase the new edition of the textbook.

RESOLVED: That copies of this resolution be sent to the Chancellor, Board of Trustees, campus presidents, campus senates, Senator Runner, Senator Liu, Chairs of the Senate Education committee, the Assembly Higher Education Committee, and Legislative leadership.

*RATIONALE: Existing law includes mechanisms for faculty to work with publishers, administration and students in reducing the cost of required course materials, including textbooks. For example, publishers are encouraged to take action to reduce the cost of textbooks. In addition, the Trustees of the CSU and the Board of Governors of the California Community Colleges are required, and the Regents of the University of California are requested, to work with their academic senates to encourage faculty to give consideration to the least costly practices in assigning textbooks, to encourage faculty to disclose to students how new editions of textbooks are differ from previous editions and the cost of required textbooks. System administrations are also encouraged to work with academic senates to review procedures for faculty to inform college and university bookstores of textbook selections, and to encourage faculty to work with publishers and college bookstores to create materials that deliver savings to students.*

*All of these mechanisms are collaborative, and recognize and respect the expertise of faculty, and their professional obligation to select the most appropriate materials for their courses. SB 386, however, undermines the ability of faculty to carry this charge, by emphasizing textbook cost to the exclusion of other factors contributing to the curricular appropriateness of textbook selection. In addition, by requiring the submission of a justification for a new edition of a textbook within a three year period, this legislation adds significantly to the workload involved in course preparation.*

***References***

*AS-2747-06(FA): May 5, 2006: Faculty Role in Mitigating the Costs of Textbooks*  
[www.calstate.edu/AcadSen/Records/Resolutions/2747.shtml](http://www.calstate.edu/AcadSen/Records/Resolutions/2747.shtml) 2005-2006

*AS-2813-07(AA/FA/FGA: November 8, 2009): Textbook Affordability*  
[www.calstate.edu/acadsen/Records/Resolutions/2007-2008/2813.shtml](http://www.calstate.edu/acadsen/Records/Resolutions/2007-2008/2813.shtml)

*Report of the CSU Textbook Affordability Taskforce: Improving Access and Reducing Costs of Textbook Content. Long Beach, CSU Chancellor's Office, August 2007. 50 pgs.*  
[www.calstate.edu/AcadSen/Records/Textbook\\_Affordability\\_Taskforce\\_report.pdf](http://www.calstate.edu/AcadSen/Records/Textbook_Affordability_Taskforce_report.pdf)

**Approved Unanimously – May 7-8, 2009**

AMENDED IN SENATE MAY 6, 2009  
AMENDED IN SENATE APRIL 21, 2009

**SENATE BILL**

**No. 386**

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**Introduced by Senator Runner  
(Coauthor: Senator Liu)**

February 26, 2009

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An act to add and repeal Section 66406.8 of the Education Code, relating to college textbooks.

LEGISLATIVE COUNSEL'S DIGEST

SB 386, as amended, Runner. Postsecondary education: textbooks.

The Donahoe Higher Education Act authorizes the activities of the 4 segments of the higher education system in the state, including the 3 public segments, which are: the University of California, which is administered by the Regents of the University of California; the California State University, which is administered by the Trustees of the California State University; and the California Community Colleges, which is administered by the Board of Governors of the California Community Colleges. Provisions of the Donahoe Higher Education Act apply to the University of California only to the extent that the regents act, by resolution, to make them applicable.

Existing law urges textbook publishers to take specified actions aimed at reducing the amounts that postsecondary education students currently pay for textbooks. Existing law requires the Trustees of the California State University and the Board of Governors of the California Community Colleges, and requests the Regents of the University of California, to work with the academic senates of each respective segment to encourage faculty to give consideration to the least costly practices in assigning textbooks, to encourage faculty to disclose to students how

new editions of textbooks are different from previous editions and the cost to students for textbooks selected, to review procedures for faculty to inform college and university bookstores of textbook selections, and to encourage faculty to work closely with publishers and college and university bookstores in creating bundles and packages that are economically sound and deliver cost savings to students.

Existing law expresses the intent of the Legislature to encourage private colleges and universities to work with their respective academic senates and to encourage faculty to consider practices in selecting textbooks that will result in the lowest costs to students.

This bill would require a faculty member at the California Community Colleges or the California State University who adopts a new edition of a textbook within 3 years after the adoption of a previous edition of the textbook, to ~~justify prepare a justification for~~ the adoption of the new edition of the textbook ~~by performing a specified cost-benefit analysis~~. The bill would require a faculty member to submit the ~~cost-benefit analysis~~ *justification* to specified entities within the institution of higher education. The bill would request the University of California to adopt regulations for the implementation of these requirements. The bill would repeal these provisions on January 1, 2016.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. Section 66406.8 is added to the Education Code,  
2 to read:  
3 66406.8. (a) The Legislature finds and declares all of the  
4 following:  
5 (1) As the costs of tuition and fees at institutions of higher  
6 education are expected to rise, students need relief from the costs  
7 of higher education.  
8 (2) Making it easier for students to use older editions of  
9 textbooks will allow students to offset increased costs of tuition  
10 and fees at institutions of higher education.  
11 (b) (1) A faculty member at the California Community Colleges  
12 or the California State University who adopts a new edition of a  
13 textbook, as defined in subdivision (b) of Section 66406.7, within  
14 three years after the adoption of a previous edition of that textbook,

1 shall ~~justify~~ *prepare a justification for* the adoption of the new  
2 edition of the textbook ~~by performing a cost-benefit analysis~~ that  
3 includes all of the following:

4 (A) A justification for adopting the new edition of the textbook  
5 within the three-year period.

6 (B) A comparison of the differences between the new edition  
7 of the textbook and previous editions of the textbook.

8 (C) A disclosure of any financial interest of the faculty member  
9 related to requiring students to purchase the new edition of the  
10 textbook.

11 (2) The faculty member shall submit, in writing, copies of the  
12 ~~analysis~~ *justification* described in paragraph (1) to the institution's  
13 academic senate, administration, and student government. The  
14 faculty member shall make copies of the ~~analysis~~ *justification*  
15 available to students.

16 (c) The Regents of the University of California are requested  
17 to adopt regulations for the implementation of subdivision (b) by  
18 the University of California.

19 (d) This section shall remain in effect only until January 1, 2016,  
20 and as of that date is repealed, unless a later enacted statute, that  
21 is enacted before January 1, 2016, deletes or extends that date.

Edited C-ID Workplan  
Information item for ICAS  
May, 2009

**OBJECTIVE No. 1. Respond to legislative mandates as related to common course identification**

Activities	Performance Outcomes
<p>1.1 Implement C-ID in line with legislative mandates such as SB 450 (1995), SB 851 (1993), SB 1415 (2004), SB 1785 (2004), and SB 652 (2006), as well as addressing concerns of the Legislative Analyst's Office and goals of the CCC Board of Governors.</p>	<p>1.1 C-ID will meet the goals of current and previous legislation to facilitate transfer among segments of the California system of higher education by providing a system that identifies comparable courses and qualifies these courses against descriptors developed with intersegmental input. The tangible indicator of implementation will be the tools and infrastructure to qualify courses. In addition, the number of courses qualified and descriptors created will be indicators of success of the project.</p>

**OBJECTIVE No. 2. Offer course descriptors in line with commonly taught courses necessary for transfer to four-year, degree-granting institutions.**

Activities	Performance Outcomes
<p>2.1 Identify, as needed, commonly taught courses necessary for transfer to four-year, degree-granting institutions.</p> <p>2.2 Use the process created under the pilot project to develop and train faculty discipline review groups (FDRGs) to develop new and revise existing course descriptors as well as to qualify courses.</p>	<p>2.1 Research and developed list of courses planned for 2009-10.</p> <p>2.2 Hold at least three FDRG events, where FDRGs are trained and descriptors are developed and/or courses are qualified.</p>

**OBJECTIVE No. 3.** Provide a numbering mechanism that is both practical and intuitive.

<b>Activities</b>	<b>Performance Outcomes</b>
3.1 Develop a numbering system for intersegmental use. (without something more there, the 1 <sup>st</sup> outcome does not make sense)	3.1 Determine the best practice to establish intersegmental commitment. 3.2 Process for submitting courses to receive a C-ID number established. 3.3 Process for FDRGs to review and assign numbers developed and employed. 3.4 Process for posting C-ID numbers to the C-ID website established. 3.5 Review cycle for courses and descriptors established and advertised. 3.6 Infrastructure for all aspects of the numbering process incorporated in the C-ID website. 3.7 Timeline for C-ID publication in ASSIST and community college catalogs established. 3.8 Solicit a commitment from community college faculty and administrators to use C-ID numbers and participate actively in C-ID.

**OBJECTIVE No. 4.** Provide both a public and internal use web-based system to support the creation, review, maintenance, and query of course descriptors by faculty/counselors/articulation officers/transfer center directors/and other segmental partners.

<b>Activities</b>	<b>Performance Outcomes</b>
4.1 Create an intranet site for C-ID participants to communicate, exchange information, and post documents for consideration during the review and qualification phases.	4.1 An internal mechanism to assist in the consideration of course outlines for qualifying identifiers. 4.2 An in-house mechanism for electronic submission of course outlines to qualify for a common number. 4.3 An effective mechanism for communication among faculty participants, broad dissemination of descriptor and identifier information, and the tracking of courses being considered for a C-ID designation. 4.4 Courses qualified and posted on website. 4.5 A searchable catalog of courses and matrices.

**OBJECTIVE No. 5. Maintain the commitment of faculty representing the CCC, CSU, UC and AICCU member institutions to participate in the organizational infrastructure that supports C-ID's goals and long term sustainability.**

<b>Activities</b>	<b>Performance Outcomes</b>
5.1 Form an Advisory Committee comprising all relevant intersegmental partners, including the CSU and UC Academic Senates and the California Intersegmental Articulation Council (CIAC).	5.1 An Advisory Committee created that includes representatives from CCC, CSU, and UC Academic Senates and CIAC. The committee will have regularly scheduled meetings, create a project evaluation tool, and evaluate the project.
5.2 Seek on-going faculty and segmental commitments as the system evolves.	5.2 Intersegmental representation of faculty on FDRGs and intersegmental review of posted descriptors.
5.3 Negotiate with ASSIST to secure permission to post C-ID numbers on ASSIST.	5.3 Written agreements with ASSIST and public dissemination of their instructions to CIAC and art-all listserv.
5.4 Create and maintain formal links with other intersegmental groups.	5.4 Invitations to CSU/UC, AICCU, and CIAC to appoint their representatives to the Advisory Committee.
	5.5 Broad dissemination of the work and processes of this proposal to ICC, LDTP Advisory Committee, ASSIST, TCDA, ICAS, CSU Academic Council, student associations, TCDA, local senate chairs/presidents, discipline groups and other constituent groups.
	5.6 Presentations to groups or organizations.
	5.7 System or legislative contacts, BCP or other concrete funding requests

**OBJECTIVE No. 6.** Design, develop, prepare for, and implement C-ID.

<b>Activities</b>	<b>Performance Outcomes</b>
<p>6.1 Work with the Advisory Committee to further the development and implementation of the course identification numbering system.</p> <p>6.2 Create a governance document that establishes the organizational structure of the C-ID program.</p> <p>6.3 Create and document a workflow process.</p>	<p>6.1 A strategy for C-ID implementation, including guiding principles, descriptor templates, and prioritization of disciplines to be considered.</p> <p>6.2 A document that articulates the organization of the C-ID and its committees; the descriptor review, revision and validation process; and the numbering nomenclature; and outlines the purpose of the web site.</p> <p>6.3 Course descriptors for the community college system's popular major disciplines as they relate to transfer.</p> <p>6.4 Regular process for necessary revision to new course descriptors and subsequent discipline review and qualification.</p> <p>6.5 Regular process to qualify new or revised courses on an on-going basis in keeping with the CCC 5-6 year curriculum cycle.</p> <p>6.6 Schedule of future course descriptor review and submittal deadlines published on web and in other promotional efforts.</p>

**OBJECTIVE No. 7. Appoint faculty discipline review group (FDRG) leads and train FDRG's to develop, review, and revise course descriptors for the majors.**

<b>Activities</b>	<b>Performance Outcomes</b>
<p>7.1 Appoint Faculty Discipline Review Group Leads and form and train Faculty Discipline Review Groups to develop, review and revise course descriptors according to priorities established.</p>	<p>7.1 FDRG Members trained to develop, review, and revise course descriptors, and to qualify courses within each of the identified disciplines.</p>

**OBJECTIVE No.8.** Establish a database of participants, historical CAN records, matrices, and current and prior descriptors.

Activities	Performance Outcomes
8.1 Develop a historical database of CAN numbers, matrices and other information.	8.1 A database of participants, historical CAN records, matrices, and current and prior descriptors.  8.2 Develop a matrix of CAN descriptors and C-ID course descriptors and qualified courses.  8,2 Work with ASSIST to phase out the use of CAN numbers.

**OBJECTIVE No.9.** Implement a marketing program to promote the visibility and intersegmental use of the C-ID web site to review templates, participate in forum discussions, and download templates for curriculum development.

Activities	Performance Outcomes
9.1 Create and implement a marketing plan for promoting C-ID	9.1 C-ID ambassadors identified and recruited to aid in the dissemination of project information.  Regular C-ID Newsletter  Presentations at intersegmental conferences, to professional groups, and during other venues where faculty, articulation officers, and counseling faculty are present.  Establishment of linkages between C-ID and other projects, where appropriate.

**IGETC**

**STANDARDS, POLICIES  
&  
PROCEDURES  
FOR  
INTERSEGMENTAL  
GENERAL EDUCATION  
TRANSFER  
CURRICULUM  
Version 1.1**

The 2007<sup>9</sup> IGETC Standards, Policies and Procedures **Version 1.1** 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

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## **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.

## **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.

## ***2.0 Students Who May Use IGETC***

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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:

[www.universityofcalifornia.edu/educators/counselors/admininfo/transfer/advising/igetc.html](http://www.universityofcalifornia.edu/educators/counselors/admininfo/transfer/advising/igetc.html)

**Note:** Students transferring to a CSU with a completed IGETC will still need to complete 9 semester units of upper division general education and may be held to other campus specific graduation requirements outside of general education and major coursework.

### **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***

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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***

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Annually, the UC and the CSU jointly review courses that are submitted for IGETC consideration by CCC Articulation Officers. Submission details can be found on the ASSIST Coordination site at:

[http://info.assist.org/pdf/assist/IGETC\\_Letter.pdf](http://info.assist.org/pdf/assist/IGETC_Letter.pdf)

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 2008 and approved in March 2009, becomes effective on IGETC beginning fall 2008.

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 2008 that English 101 no longer meets the IGETC standards. The course outline will remain effective on IGETC through summer 2009.

## ***5.0 Courses Appropriate for IGETC***

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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 an 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).

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 Foreign Coursework on IGETC**

Foreign coursework may be applied to IGETC if the foreign institution has United States regional accreditation. All other foreign coursework cannot be applied to IGETC.

**Exception:** Area 6: Language Other Than English (*LOTE*). Foreign 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 foreign 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)

### **5.4 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 (CSU Only). (See Section 10.1.3a) Hybrid-delivery courses may meet the area criteria.

## ***6.0 Courses Not Appropriate For IGETC***

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### **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 Foreign Coursework**

Foreign coursework may be applied to IGETC if the foreign institution has United States regional accreditation. All other foreign coursework cannot be applied to IGETC.

**Exception:** Area 6: Language Other Than English (*LOTE*). Foreign 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 (*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
- Foreign 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.**

### 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.

AP EXAMINATION	IGETC AREA	AP EXAMINATION	IGETC AREA
Art History*	3A or 3B*	U.S. Government & Politics	4H and US 2
Biology	5B with lab	Human Geography	4E
Calculus AB	2A	Italian Language & Culture	3B and 6A
Calculus BC	2A	Japanese Language & Culture	3B and 6A
Chemistry	5A with lab	Latin Literature	3B and 6A
Chinese Language & Culture	3B and 6A	Latin: Vergil	3B and 6A
Macroeconomics	4B	Physics B	5A with lab
Microeconomics	4B	Physics C mechanics	5A with lab
English Language	1A	Physics C electricity/magnetism	5A with lab
English Literature*	1A or 3B*	Psychology	4I
Environmental Science	5A with lab	Spanish Language	3B and 6A
European History*	3B or 4F*	Spanish Literature	3B and 6A
French Language	3B and 6A	Statistics	2A
French Literature	3B and 6A	U.S. History*	3B or 4F* and US 1
German Language	3B and 6A	World History*	3B or 4F*
Comparative Government & Politics	4H		

\*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 admission is determined by the CSU and UC. The UC Policy for AP credit can be found in the publication *Quick Reference for Counselors*.

The CSU also has a systemwide policy for awarding transfer credit for admission. The CSU policy for AP can be found at [http://www.calstate.edu/app/general\\_education.shtml](http://www.calstate.edu/app/general_education.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.

International Baccalaureate (IB)	IGETC AREA
IB Biology HL	5B (without lab)
IB Chemistry HL	5A (without lab)
IB Economics HL	4B
IB Geography HL	4E
IB History (any region) HL	3B or 4F*
IB Language A1 (any language, except English) HL	3B and 6A
IB Language A2 (any language, except English ) HL	3B and 6A
IB Language A1 (any language) HL	3B
IB Language A2 (any language) HL	3B
IB Language B (any language) HL	6A
IB Mathematics HL	2A
IB Physics HL	5A (without lab)
IB Psychology HL	4I
IB Theatre HL	3A

\*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 admission is determined by the CSU and UC. The UC Policy for IB credit can be found in the publication *Quick Reference for Counselors*.

The CSU also has a systemwide policy for awarding transfer credit for admission. The CSU policy for IB can be found at [http://www.calstate.edu/app/general\\_education.shtml](http://www.calstate.edu/app/general_education.shtml)

## 7.3 College Level Examination Program (CLEP)

CLEP cannot be used on IGETC.

#### **7.4 Other Exams**

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.

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.

## ***8.0 Unit Value***

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### **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.

### **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 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 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

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### 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 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***

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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 6000 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.

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

### **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.

<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 (*CSU Only*). Hybrid-delivery courses may meet the area criteria.

### **10.2 Subject Area 2: 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, 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, 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, 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: 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. 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**

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*).

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

**Example B:** 1 biological science w/lab, 3 semester units  
1 physical science, 3 semester units  
1 physical or 1 biological science, 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 a foreign 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 1<sup>st</sup> score; if taken after May 1995 use 2<sup>nd</sup> score:*

Chinese with listening: 500/520

Hebrew (Modern): 500/470

Korean/Korean with listening: /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** ~~CCC campus~~ can verify a student's competency. The **institution** ~~CCC~~ must provide a document on letter head 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. Language other than English "O" level exam with grade of "A", "B", or "C".
10. Language other than English International "A" Level exam with a score of 5, 6, or 7.

#### **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 in 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 Certification Processes***

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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.

### **11.1 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. The completed and signed IGETC certification form shall be sent with the student's transcript directly to the UC or CSU campus Admission's Office.

### **11.2 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)

### **11.3 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. Officially coded on the student's transcript. Certifications documented in this manner must state whether the full certification is intended for UC or CSU.~~ 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 ( $6 \text{ units} \times 1.5 \text{ quarter units} = 9 \text{ quarter units}$ ). 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/72 quarter units of general education per Executive Order 595. 1033.

#### 11.4 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 course (or courses) 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.

# 11.5 IGETC Form

**Intersegmental General Education Transfer Curriculum  
IGETC Certification**

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
(Last) (First) (Middle)

Transferring to: \_\_\_ UC \_\_\_ CSU School: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

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."		<b>Units Comp.</b>
<b>AREA 1 – ENGLISH COMMUNICATION</b> CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B.		
<b>1A</b>	<b>English Composition</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement: _____	
<b>1B</b>	<b>Critical Thinking – English Composition</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP scores accepted for this area)	
<b>1C</b>	<b>Oral Communication (CSU requirement only)</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP scores accepted for this area)	
<b>AREA 2 – MATHEMATICAL CONCEPTS &amp; QUANTITATIVE REASONING</b> (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement: _____		
<b>AREA 3 – ARTS AND HUMANITIES</b> (At least 3 courses, with at least one from the Arts and one from the Humanities. 9 semester or 12-15 quarter units)		
<b>3A</b>	<b>ARTS</b> Course: _____ College: _____ Advanced Placement: _____	
<b>3B</b>	<b>HUMANITIES</b> Course: _____ College: _____ Advanced Placement: _____	
	Course: _____ College: _____ Advanced Placement: _____	
<b>AREA 4 – SOCIAL and BEHAVIORAL SCIENCES</b> (At least 3 courses from at least two academic disciplines. 9 semester or 12-15 quarter units)		
	Course: _____ College: _____ Advanced Placement: _____	
	Course: _____ College: _____ Advanced Placement: _____	
	Course: _____ College: _____ Advanced Placement: _____	
<b>AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES</b> (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)		
<b>5A</b>	<b>PHYSICAL SCIENCE</b> Course: _____ College: _____ Advanced Placement: _____	
<b>5B</b>	<b>BIOLOGICAL SCIENCE</b> Course: _____ College: _____ Advanced Placement: _____	
<b>AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only)</b> (Proficiency equivalent to two years of high school study in the same language.) 1. Course: _____ College: _____ Advanced Placement: _____ 2. Completed in High School: 3. Other:		
<b>CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION &amp; AMERICAN IDEALS</b> ( <u>not part of IGETC</u> ; may be completed prior to transfer, 6 units) Course: _____ College: _____ Advanced Placement: _____ Course: _____ College: _____ Advanced Placement: _____		

IGETC certified for: \_\_\_ UC \_\_\_ CSU      Circle one:      **Full / Partial Certification**  
 Signature: \_\_\_\_\_      Phone #: (      )  
 Certified by (print name): \_\_\_\_\_      Title: \_\_\_\_\_      Date: \_\_\_\_\_

## 11.6 IGETC Certification in a Language Other than English

<b>IGETC</b> Certification in a Language Other than English Proficiency Test Certification
--

STUDENT'S LAST NAME (PLEASE PRINT)	STUDENT'S FIRST NAME (PLEASE PRINT)	STUDENT ID #

**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*

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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:

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James C. Blackburn Associate Director Enrollment Management Services CSU Office of the Chancellor	Dan Nannini Transfer Center Faculty Leader Santa Monica College
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## ***IGETC Standards Approval History***

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**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.**

## ***IGETC Standards Ongoing Governance***

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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](http://icas-ca.org).

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## **SUMMARY OF CHANGES TO THE IGETC STANDARDS, VERSION 1.1**

Page 6: addition of 5.4 “Coursework Taught in a Language other than English”

Page 8: 7.0 change of title from “Credit by Exam” to “Credit by External Exams”.

Clarification that there is no limit to the number of external exams that can be used on IGETC.

Page 9: addition of International Baccalaureate (IB) chart.

Page 12: use on IGETC of United States regionally accredited coursework taught in a language other than English.

Page 13: addition of in 10.1.1a, #2 which clarifies that English composition courses intended for non-native or international students cannot be used on IGETC.

Page 14/15: correct URL in 10.1.3 and 10.1.3a

Page 21: 10.6.1 #8, clarification of who may verify competency in Language Other than English for IGETC Area 6A

Page 24/25: 11.3, addition of #3 clarifying how certification should be forwarded to the UC or CSU.

Page 26: 11.4, clarification on how partial IGETC should be indicated for certification.

Page 28: Addition of Sample IGETC Certification Form for Language Other than English.

Page 30: update Standards Approval History.

Page 30: addition of URL where current ICAS IGETC Committee members can be located.