



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

NOTICE OF MEETING

Wednesday, September 12, 2007

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

(Continental breakfast and lunch will be provided)

LAX Sheraton Gateway Hotel
6101 West Century Boulevard
Los Angeles, CA 90045
(310) 642 -1111

Action	Item	Enclosure
Information 10:00 – 10:10 a.m.	I. Chair's Announcements and Introductions <i>Mark Wade Lieu, ICAS Chair</i>	Encl. 1
Action 10:10 – 10:20 a.m.	II. Consent Calendar <ul style="list-style-type: none">• Approval of the Agenda• Approval of the June 7th Meeting Notes	Encl. 2 (To be transmitted under separate cover).
Information 10:20 – 11:00 a.m.	III. Reports from Senate Chairs <i>Michael T. Brown, Chair, Academic Senate UC</i> <i>Barry Pasternack, Chair, Academic Senate CSU</i> <i>Mark Wade Lieu, President, Academic Senate CCC</i>	
Discussion/Action 11:00 – 12:00 noon.	IV. IGETC Notes <i>Elizabeth Atondo, Transfer Director and Articulation Officer at LA Pierce</i> <i>Dan Nannini, Transfer Center Coordinator, Santa Monica College</i> <i>Dawn Sheibani, UC Transfer Admissions and CCC Articulation Coordinator</i>	Encl. 3
12:00 – 12:20 p.m.	Working Lunch <i>A short break to get your lunch, freshen up, and then return to work.</i>	
Discussion/Action 12:20 – 1:20 p.m.	V. Transfer Issues <ul style="list-style-type: none">• ASSIST – Proposed Next Steps in Governance• LDTP Update• C-ID Update	

- | | | | |
|---------------------------------------|--------------|---|---------|
| Discussion/Action
1:20 – 1:45 p.m. | VI. | California High School Exit Exam
<i>Members will continue discussion about a possible joint ICAS resolution on the proper use of the California High School Exit Exam. Professor Brown will share feedback from UC colleagues and a new draft resolution for consideration.</i> | Encl. 4 |
| Discussion/Action
1:45 – 2:05 p.m. | VII. | Intersegmental Coordination on Creation of Laboratory Training
<i>Professor Fulks will share a request for intersegmental representation on a Laboratory Training Project.</i> | Encl. 5 |
| Action
2:05 – 2:15 p.m. | VIII. | Next Meeting Dates
<i>Members will approve future dates for ICAS 2007-08 meetings.</i> | |
| Action
2:15 – 2:30 p.m. | IX. | New Business | |
| Action | XI. | Adjournment | |

Enclosures:

1. ICAS Membership Roster 2007-08
2. ICAS June 7th Meeting Notes
3. IGETC Notes
4. CAHSEE Resolutions and letters from UC campuses
5. Information about Laboratory Testing Project

Directions to LAX Sheraton Gateway Hotel:

Driving directions from LAX Airport:

Exit the airport via Century Boulevard, to the first stop light which is Avion Street, hotel is on the left.

Driving Directions to Los Angeles International Airport:

From the hotel, turn right onto Century Boulevard. This will take you directly into the airport.

General Driving Directions

From North: Take Interstate 405 South and exit at Century Boulevard West (LAX Airport). Turn left at the bottom of the off ramp, and turn right on Century. The hotel is located on the right side of Century Boulevard. Turn right on Avion and take an immediate left to the hotel.

From South: Take I-405 North and exit at Century Boulevard. Turn left at the light and travel west on Century Boulevard. The hotel is located on the right side of Century Boulevard. Turn right at Avion and then immediately to the hotel.

From East: Take Interstate 10 West to I-405 South and exit at Century Boulevard West. Turn left at the bottom of the off ramp and take a right on Century. The hotel is located on the right side of Century Boulevard. Turn right on Avion and take an immediate left to the hotel.

Parking is available at the Sheraton Hotel.

**INTERSEGMENTAL COMMITTEE OF
 ACADEMIC SENATES (ICAS)
 2007-2008 ROSTER**

<p>Chair of ICAS, UC Chair Academic Senate Michael T. Brown Academic Senate 1111 Franklin Street, 12th Fl. Oakland, CA 94607-5200 510-987-0711 510-763-0309 (Fax) michael.brown@ucop.edu</p>	<p>Vice Chair, Academic Senate UC Mary Croughan Obstetrics, Gynecology & Repro. Sciences UCSF Mt Zion WHCRC, Box 1793 1635 Divisadero Street., Suite 601 San Francisco, CA 94115 415-353-9770 415-353-9788 (Fax) mary.croughan@ucsfmedctr.org</p>
<p>BOARS Chair, UC Mark Rashid Civil & Environmental Engineering 2001 Engineering III Davis, CA 95616 530-752-7013 N/A (Fax) mmrashid@ucdavis.edu</p>	<p>UCEP Chair, UC Keith R. Williams Biology 279 Hickey Gym Exercise Biology Program Davis, CA 95616 530-752-3337 530-752-6681 (Fax) krwilliams@ucdavis.edu</p>
<p>UCOPE Chair, UC Jan Frodesen ESL Sub-committee Chair ESL Program, Department of Linguistics 3607 South Hall Santa Barbara, CA 93106 805-893-3303 805-893-7769 (Fax) frodesen@linguistics.ucsb.edu</p>	<p>Executive Director, UC Maria Bertero-Barcelo Executive Director Academic Senate 1111 Franklin Street, 12th Fl. Oakland, CA 94607-5200 510-987-9458 510-763-0309 (Fax) maria.bertero-barcelo@ucop.edu</p>
<p>STAFF: Todd Giedt Academic Senate 1111 Franklin Street, 12/F. Oakland, CA 94607-5200 510-587-6138 510-763-0309 (Fax) todd.giedt@ucop.edu</p>	

**INTERSEGMENTAL COMMITTEE OF
ACADEMIC SENATES (ICAS)
2007-2008 ROSTER**

<p>Chair, Academic Senate CSU Barry Pasternack Info Syst & Decision Sciences CSU Fullerton 800 North State College Boulevard Fullerton, CA 92834 562-619-0213 562-951-4911 (Fax) bpasternack@calstate.edu</p>	<p>Executive Committee Vice Chair CSU John Tarjan Management/MIS CSU Bakersfield 9001 Stockdale Highway Bakersfield, CA 93311 661-654-2321 661-654-2438 (Fax) jtarjan@csu.edu</p>
<p>Executive Committee Secretary CSU Mark Van Selst Psychology CSU San Jose One Washington Square San Jose, CA 95192 408-924-5674 408-924-5605 (Fax) mark.vanselst@sjsu.edu</p>	<p>Executive Committee Member-at-Large CSU Rochelle Kellner Accounting CSU Cal Poly Pomona 3801 W. Temple Avenue Pomona, CA 91768 909-869-4531 909-869-3631 (Fax) rakellner@csupomona.edu</p>
<p>Executive Committee Member-at-Large, CSU Darleen Yee-Melichar Gerontology CSU San Francisco 1600 Holloway Avenue San Francisco, CA 94132 415-338-3588 415-338-3556 (Fax) dyee@sfsu.edu</p>	<p>STAFF: Executive Director, Staff CSU Ann Peacock Academic Senate CSU California State University, Office of the Chancellor 401 Golden Shore, Suite 139 Long Beach, CA 90802 562-951-4015 562-951-4911 (Fax) apeacock@calstate.edu</p>

**INTERSEGMENTAL COMMITTEE OF
ACADEMIC SENATES (ICAS)
2007-2008 ROSTER**

CALIFORNIA COMMUNITY COLLEGES	
<p>Chair, ICAS President CCC Mark Wade Lieu English as a Second Language ASCCC 428 J Street, Suite 430 Sacramento, CA 95814 916-445-4753 916-323-9867 (Fax) mwlieu@asccc.org</p>	<p>Vice President, CCC Jane Patton Communication Studies Mission College 3000 Mission College Blvd M/S 18 Santa Clara, CA 95054-1897 408-855-5296 jane_patton@wvm.edu</p>
<p>Secretary, CCC Dan Crump Library Science American River College 4700 College Oak Drive Sacramento, CA 95841 916-484-8167 916-484-8018 (Fax) crumpd@arc.losrios.edu</p>	<p>Treasurer, CCC Michelle Pilati Psychology Rio Hondo College 3600 Workman Mill Road Whittier, CA 90601 562-652-1932 mpilati@riohondo.edu</p>
<p>North Representative, CCC Janet Fulks Biology Bakersfield College 1801 Panorama Drive Bakersfield, CA 93306 661-395-4381 661-395-4434 (Fax) jfulks@bakersfieldcollege.edu</p>	<p>STAFF: Executive Director, CCC Julie Adams Executive Director 428 J Street, Suite 430 Sacramento, CA 95814 916-445-4753 916-323-9867 (Fax) julie@asccc.org</p>

IGETC Standards 1.0 Summary Document

In Fall 2006 the UCOP contacted the CSU Chancellor's Office and the California Community College Chancellor's Office, to request the formation of an intersegmental committee to review the 1991 IGETC Standards, and the 1991, 1992 and 1994 IGETC Notes. This document, Standards, Policies and Procedures for the IGETC, Version 1.0, is a compilation of all previous documents and current practices, and some new recommendations. It is suggested that the reader take the time to read the entire document.

Following is an executive summary of the recommendations proposed by the committee.

1. **Section 2.2 and 5.0:** This statement clarifies that California Community College students can use the IGETC regardless of the number of units accrued at the community college. California Community College students have transcripts from many different colleges and universities and students also move between CCCs. This section codifies the use of as many non CCC courses on IGETC, as long as the courses are determined to meet IGETC course standards. Some CCCs have imposed residency requirements before certifying IGETC or have limited the use of non-CCC courses. These are unnecessary impediments to granting the certification of IGETC.
2. **Section 4.0:** 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. This change has been endorsed by UC and is currently used by CSU on CSUGE. In the past, CCC courses were approved for UC transferability in the Fall and then approved for IGETC the following Spring. Even though the approved course for Spring is the same as the course taught in the Fall, under the old practice, students who took the course in Fall did not receive IGETC Subject Area credit. This recommendation allows transferability and IGETC applicability to align simultaneously.
3. **Section 5.2.1:** Current practice only allows the application of appropriate non-CCC courses to be applied on IGETC if the certifying institution teaches an equivalent course. The proposal is to allow the application of non-CCC courses if an equivalent course is taught anywhere in the CCC system, and approved for use on IGETC. This provision will help students apply valid courses on IGETC and not be penalized because they are attending a CCC that does not offer that particular IGETC course. This recommendation would particularly help smaller CCCs with limited curriculum to better serve the student.
4. **Section 5.2.1:** Clarifies what is the current practice of allowing the non-CCC course to be applied to IGETC even if it was completed prior to the CCC course's IGETC effective date. This is permitted because the non CCC's course is being compared to the approved CCC course in content, prerequisites, texts, units and conformity to IGETC Area Standards

5. **Section 5.2.2:** This recommends the use of upper division courses on IGETC if the course has the content equivalent to courses approved for use on IGETC. Native UC and CSU general education patterns regularly use upper division coursework to satisfy general education requirements. Occasionally, students come to the CCC with courses that clearly meet the IGETC area standards. These equivalent courses are taught at the CCC, but students are often prohibited from applying them to IGETC only because they are upper division. Since the UC and CSU allow the use of appropriate upper division on their native GE patterns, this recommendation is an extension of that policy to the IGETC. The current IGETC Standards and Notes has no language prohibiting use of upper division on IGETC. The current policy is to allow use of non CCC courses on IGETC if the course is similar in content, prerequisites, texts, units and conformity to IGETC Area Standards.
6. **Section 5.4:** Explains the use of Online/Distance Education/Telecourses for use on IGETC. Standards for these courses were established and adopted in Title Five regulations in July 2002.
7. **Section 7.1:** Current practice for the application of AP on the IGETC is determined by the CCC faculty for the student attending a particular CCC. This creates situations where some students can use AP on IGETC because a CCC faculty determined an AP is equivalent to an IGETC course taught by that CCC while other students attending a different CCC can not use that AP because the CCC does not offer an equivalent IGETC course. This creates a uniform AP policy for IGETC regardless which CCC a students attends and aligns with current CSUGE AP applicability.
8. **Section 7.2:** Explains the use of International Baccalaureate (IB) on IGETC. There is currently no policy addressing the use of IB on IGETC except in the Language Other than English area. The CCC campuses are seeing more students with these exams and have been asking questions of both segments about how, and if, they may apply these exams to the IGETC. Both the UC and CSU are currently reviewing the IB exams and, in the interim, this section addresses how the exams may/may not be applied.
9. **Section 10.1.1:** Extends the definition of course guidelines in English composition to "...include substantial instruction and practice in expository essay writing at the college level with a minimum of 6-8000 words. Course should also require a substantial amount of reading of significant literature." This is the outline used for approval on IGETC. With so many CCC students coming in with coursework from colleges and universities outside the CCC system, there have been requests from the CCC campuses for more guidance on the required content for an IGETC applicable first-semester English composition course. These expanded guidelines come from the guidelines that the UC and CSU system use

when reviewing CCC English composition courses submitted for IGETC consideration.

10. **Section 10.1.2:** Critical Thinking and Composition adds, "...include substantial instruction and practice in expository essay writing at the college level with a minimum of 6-8000 words. Course should also require a substantial amount of reading of significant literature." With so many CCC students coming in with coursework from colleges and universities outside the CCC system, there have been requests from the CCC campuses for more guidance on the required content for an IGETC applicable Critical Thinking and Composition course. These expanded guidelines come from the guidelines that the UC and CSU system use when reviewing Critical Thinking and Composition courses submitted for IGETC consideration. 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 IGETC Standards. 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.
11. **Section 10.1.3a:** An expanded definition of acceptable CSU Oral Communication Online/Distance Education/Telecourse Limitations There have been ongoing questions about the use of online/distance education/telecourses to clear the CSU Oral Communication Requirements (IGETC Area 1C – CSU only). The CSU has provided clear policy and guidelines.
12. **Section 10.2:** In the original IGETC, statistics taught outside the discipline of Math was not allowed to satisfy Mathematical Concepts and Quantitative Reasoning. It is now recommend that any statistic course, satisfactorily completed at a CCC or non-CCC, can be used as long as it is UC and CSU transferable and meets the standards set forth in the subject area section.
13. **Section 10.5.1:** Clarifies the applicability of appropriate survey courses to the physical and biological science area of IGETC.
14. **Section 10.5.3:** Clarifies unit Requirement for Laboratory Science courses.
15. **Section 10.6:** UC requirement of Language other Than English (LOTE) is greatly expanded, per the recommendation of the UC faculty. This area generates the most number of questions from the CCC, and these policies are already being applied to questions about certifying LOTE. The Language other than English requirement is only required of students transferring to the UC. Since the inception of IGETC, CCC's are seeing more students that have the language proficiency to satisfy LOTE and who demonstrate that knowledge via ways not

originally listed in IGETC Standards. These include International Baccalaureate (IB), "O" level exams, and International "A" level exams. The UC faculty has agreed that passing these exams with a certain score proves proficiency in a foreign language to equate to at least two years of U.S. foreign language study in high school. In addition, the UC faculty has agreed that a CCC faculty member is qualified to determine language proficiency equal to two years of high school study. The faculty member provides a letter on letterhead asserting the student has mastered proficiency in the language equivalent to two years of high school study or higher.

16. The CSU US History, Constitution, and American Ideals (*AI*) requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed in Areas 3 and/or 4. Courses applied to Areas 3 and/or 4 may also be applied to the CSU US History, Constitution and American Ideals requirement. The CSUGE pattern allows the use of AI courses in Areas C and/or D of the pattern. To better align the IGETC and the CSUGE pattern in regards to the AI requirement, it is proposed that AI courses on IGETC also satisfy IGETC Areas 3 and/or 4. This allows for greater flexibility for the student following IGETC who wishes to transfer to a CSU campus.
17. **Section 11.1:** Current IGETC policy requires that certification be completed by the last school of attendance for a regular (fall or spring) semester/quarter prior to transfer. This section also allows any school "...at their ...discretion..." to complete the certification. Though most students will obtain certification from the last CCC of attendance, there are a number of students that complete their last IGETC course over the summer at a different CCC that is closer to home or work. By permitting a CCC which is not the last school of attendance for a regular semester/quarter to certify the IGETC at their discretion, the student can obtain certification without having to travel a distance to receive certification from the last school of attendance during a regular term. Presently, most CCC's require students to petition for certification in person.
18. **Section 11.4:** After IGETC was adopted, a provision called "IGETC Minus 2", then amended to "IGETC After Transfer", was adopted by the segments to allow certification of IGETC, with two courses missing from the entire certification. A student must have "good cause" approval for "IGETC After Transfer". Since many colleges and schools, specifically within the UC, are willing to allow students to be partially certified without "good cause", it is recommended that "Partial IGETC Certification" be allowed with a maximum of two courses missing and completed after transfer.

ICEETC

STANDARDS, POLICIES & PROCEDURES FOR INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM Version 1.0

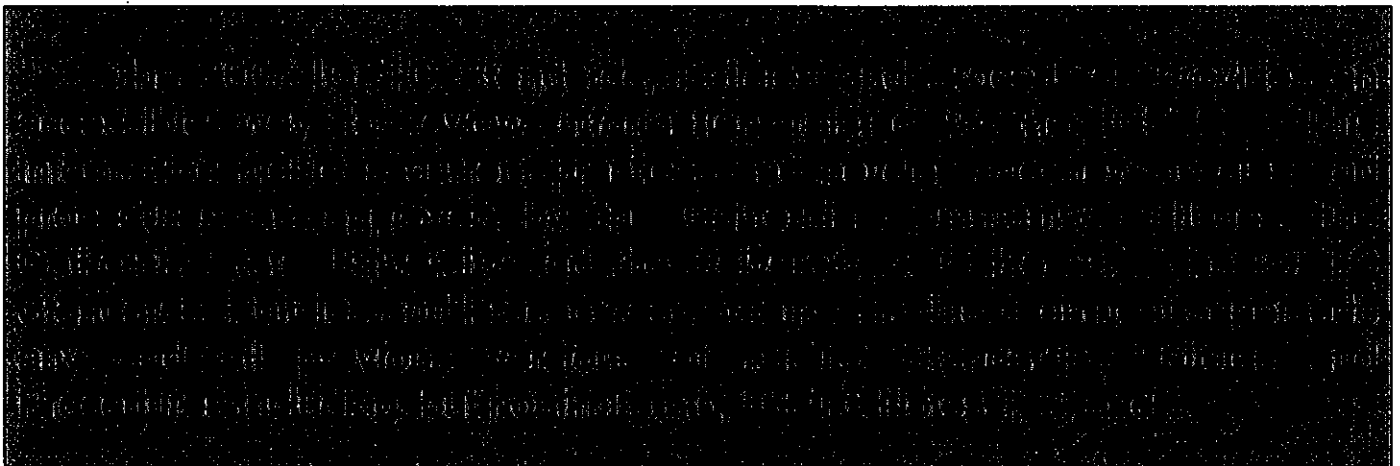


Table of Contents

1.0	History.....	pg. 1
2.0	Students Who May Use IGETC.....	pg. 2
	2.1 IGETC and Other Lower Division GE Options.....	pg. 2
	2.2 Students Who Are Eligible for IGETC.....	pg. 2
	2.3 Students Who Are Not Eligible to use IGETC.....	Pg. 3
3.0	IGETC Course Database.....	pg. 3
4.0	IGETC Course Submission and Review Process.....	pg. 3
5.0	Courses Appropriate for IGETC.....	pg. 4
	5.1 CCC Courses on IGETC.....	pg. 4
	5.1.1 CCC Course Application Rights.....	pg. 4
	5.2 Non-CCC Courses on IGETC.....	pg. 4
	5.2.1 Lower Division Courses.....	pg. 4
	5.2.2 Upper Division Courses.....	pg. 5
	5.3 Foreign Coursework on IGETC.....	pg. 5
	5.4 Online/Distance Education/Telecourses.....	pg. 6
	5.4.1 CCC Courses.....	pg. 6
	5.4.2 Non-CCC Courses.....	pg. 6
	5.4.3 Area 1C-Oral Communication.....	Pg. 6
6.0	Courses Not Appropriate for IGETC.....	pg. 6
	6.1 Courses That Focus on Personal, Practical, or Applied Aspects.....	pg. 6
	6.2 Introductory Courses to Professional Programs.....	pg. 6
	6.3 Independent Study or Topics Courses.....	pg. 6
	6.4 Foreign Coursework.....	pg. 7
	6.5 Subject Area 1C: Oral Communication	pg. 7
	6.6 Summary of Non-Applicable Courses.....	pg. 7
7.0	Credit By Exam.....	pg. 7
	7.1 Advanced Placement.....	pg. 7
	7.2 International Baccalaureate (IB).....	pg. 9
	7.3 College Level Examination Program (CLEP).....	pg. 9
	7.4 Other Exams.....	pg. 9
8.0	Unit Value.....	pg. 10
	8.1 Minimum Unit Value.....	pg. 10
	8.2 Combining Quarter and Semester Units.....	pg. 10
9.0	Grades.....	pg. 10
	9.1 Minimum Grade Requirements.....	pg. 10
	9.2 Credit/No Credit – Pass/No Pass.....	pg. 10
	9.3 Language Other Than English (LOTE) – High School Grade Exception.....	pg. 10
10.0	Subject Areas and Course Guidelines.....	pg. 11
	10.1 Subject Area 1: English Communication.....	pg. 11
	10.1.1 Subject Area 1A: English Composition.....	pg. 11
	10.1.1a Courses That Do Not Fulfill The English Composition Requirement.....	pg. 11
	10.1.2 Subject Area 1B: Critical Thinking and Composition.....	pg. 12
	10.1.2a Critical Thinking and Composition Background.....	pg. 12
	10.1.2b Critical Thinking/Composition Courses From Institutions Other Than the California Community College System.....	pg. 12

10.1.3	Subject Area 1C: Oral Communication.....	pg. 13
10.1.3a	Oral Communication Online/Distance Education/Telecourse Limitations.....	pg. 13
10.2	Subject Area 2: Mathematical Concepts and Quantitative Reasoning.....	pg. 14
10.3	Subject Area 3 A/B: Arts and Humanities.....	pg. 15
10.3.1	Courses That Do Not Fulfill the Arts Requirement.....	pg. 15
10.3.2	Courses That Do Not Fulfill the Humanities Requirement.....	pg. 15
10.4	Subject Area 4: Social and Behavioral Sciences.....	pg. 16
10.4.1	Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement.....	pg. 16
10.5	Subject Area 5 A/B: Physical and Biological Sciences.....	pg. 17
10.5.1	Courses That Do Not Fulfill the Physical and Biological Sciences Requirement.....	pg. 17
10.5.2	IGETC Laboratory Science Requirement.....	pg. 17
10.5.3	Unit Requirement for Laboratory Science Courses.....	pg. 18
10.6	Language Other Than English (LOTE).....	pg. 18
10.6.1	Certification of Competence In a Language Other Than English.....	pg. 18
10.6.1a	Language Other Than English-Sequential Knowledge.....	pg. 20
10.6.2	Using High School Courses to Meet the Language Proficiency Requirement.....	pg. 20
10.6.2a	Acceptable Courses.....	pg. 20
10.6.2b	Seventh and Eighth Grade Courses.....	pg. 20
10.6.2c	Validation of Less Advanced Coursework.....	pg. 21
10.6.2d	Evaluation of Letter Grades.....	pg. 21
10.6.2e	"D" and "F" Grades in Less Advanced Work.....	pg. 21
10.6.2f	Repeating Courses With "D" or "F" Grades.....	pg. 21
10.6.3	Placement of Courses Meeting the Language Other Than English Requirement.....	pg. 22
10.7	CSU U.S. History, Constitution and American Ideals Graduation Requirements..	Pg. 22
11.0	Certification Process.....	Pg. 22
11.1	Who Certifies the IGETC?.....	pg. 22
11.2	Reviewing Coursework From Other Institutions.....	pg. 22
11.2.1	Coursework From Other California Community Colleges.....	pg. 22
11.2.2	Coursework From All Other U.S. Regionally Accredited Institution.....	pg. 23
11.3	Instructions for Completing IGETC Certification Form.....	pg. 23
11.4	Partial IGETC Certification.....	pg. 24
11.5	The IGETC Certification Form.....	pg. 25
	Committee Participants.....	pg. 26

1.0 History

Purpose

The Intersegmental General Education Transfer Curriculum (*IGETC*) began in 1991 to provide an option for California Community College students to fulfill lower-division general education requirements before transferring to 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

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. (*IGETC Note #1, Question 10*) 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 are found on the following website:

www.universityofcalifornia.edu/educators/counselors/adminfo/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 GE.

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 should focus on completing the pre-major requirements while meeting minimum admission requirements. (*IGETC Standards*)

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 of IGETC coursework is embedded in the CSU GE-Breadth pattern.

2.2 Students who are eligible to use the IGETC

The IGETC curriculum 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. (*IGETC Notes 2*)

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 (*IGETC Notes 2*). CSU does not have a system-wide policy that addresses this issue. Questions regarding the use of IGETC for a student who has recently been enrolled at a CSU should be directed to the specific campus the student wishes to attend.

3.0 IGETC Course Database

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

4.0 IGETC Course Submission and Review Process

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.

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 found to no longer 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

Courses must be CSU and UC transferable.

There are no limitations on the number of courses completed at other institutions that can be included in the IGETC certification (*IGETC Notes 1, Question 24*).

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. (*IGETC Notes 1, Question 9 and 25*)

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 1 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 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 general education courses as introduction to 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 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. (*IGETC Notes 2, Question Regarding Certification of IG Completion*). Guidelines to determine if a course is appropriate can be found in 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 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 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.

5.3 Foreign Coursework on IGETC

Foreign coursework may be applied to IGETC if the foreign institution has United States regional accreditation.

Exception: Area 6: Language Other Than English (*LOTE*). Foreign coursework completed at a non-US institution may be applied. (*See 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. (*IGETC Notes 2*)

5.4 Online/Distance Education/Telecourses

5.4.1 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. Title 5, Sections 55205 through 55215 contain the relevant CCC Code of Regulations for distance education courses as found at:

http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/Regulations_DistanceEd.htm

5.4.2 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)*

5.4.3 Area 1C: Oral Communication (CSU Only) (Same as 6.5)

Strictly online Oral Communication courses may not be used on IGETC Area 1C (CSU Only). *(Please see 10.1.3a)* Hybrid courses may meet the area criteria.

6.0 Courses Not Appropriate For IGETC

6.1 Courses That Focus on Personal, Practical, or Applied Aspects

Content taught in courses applicable to IGETC shall be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as Everyday Legal Problems, Beginning Drawing, News Writing, PE, 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. *(IGETC Standards)*

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. *(IGETC Standards)*

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. *(IGETC Standards)*

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-US institution may be applied. *(See 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). (Please see 10.1.3a) Hybrid 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-U.S. regionally accredited institutions (*Except LOTE, see 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 Exams

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 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.

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.

There is no equivalent AP exam for Area 1B- Critical Thinking/Composition 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 Course	Area	AP Course	Area
Art History*	3A or 3B*	U.S. Government & Politics	4H
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*
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: US History at a CCC is approved for Area 3B. The US History AP may be used in Area 3B or Area 4F.

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* at

www.universityofcalifornia.edu/counselors/educators.

The CSU does not have a systemwide policy. Consult individual CSU campus for the AP policy.

7.2 International Baccalaureate (IB)

At present, International Baccalaureate exams cannot be used on IGETC, except to clear the Language other than English. IB is currently under review by both the UC and CSU systems for applicability to IGETC and should be completed by Fall 2008.

In the interim, the UC will allow the use of IB credit on IGETC if the following guidelines are observed:

Course credit earned on the basis of a score of 5, 6, or 7 on IB exams which community college faculty recognize as equivalent to approved IGETC course can be applied toward the IGETC. If a community college, for example, awards a student credit for a chemistry course on the basis of an IB exam, the community college can apply that course to the IGETC if the chemistry course is on the college's approved IGETC list.

Note: This work can be applied toward completion of the IGETC, but applicability of such coursework toward major or degree requirements rests with each CSU and UC campus.

Students transferring to a CSU campus may not use IB on IGETC.

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. The course must be deemed comparable by the CCC faculty or its designee as defined in 5.2.

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

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

8.0 Unit Value

8.1 Minimum Unit Value

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

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 CSU, students must complete 48 semester or 72 quarter units of general education which includes 9 units of upper division general education coursework.

9.0 Grades

9.1 Minimum Grade Requirements

A minimum "C" grade is required in each college course for IGETC (*IGETC Notes 1, Question 26*). A "C" is defined as a minimum of 2.0 grade points on a 4.0 scale. A "C minus" grade for IGETC courses is not acceptable if valued at less than 2.0 grade points on a 4.0 scale.

9.2 Credit/No Credit-Pass/No Pass

Courses in which a student receives a "credit" grade may be certified for IGETC if the community college's policy states that a "credit" 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 courses that may be used to meet degree requirements. (*IGETC Notes 1, Question 27*) The UC system allows a maximum of 14 semester units on a 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. 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. (*IGETC Notes 3*)

Example: A student receiving C- grades in high school Spanish 1 and 2 meets the language proficiency requirement.

10.0 Subject Areas and Course Guidelines

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

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.

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

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 6-8,000 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. Writing courses designed to meet the needs of a particular major, (*e.g., Writing for Accountants, Journalism, Business Writing/Communication*).
3. 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 6000-8000 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. (*IGETC Notes 2*)

Please refer to IGETC Area 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. (*IGETC Standards*)

When certifying completion of coursework taken at independent or out-of-state institutions, the rule is that community college faculty or their designee determines that the coursework is comparable to courses approved for IGETC at their 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. (*IGETC Notes 2, Course Work Not Offered by Certifying College*)

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 [oral communication] area (http://www.calstate.edu/app/documents/EO-595/Area_A.pdf)

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/app/documents/EO-595/Area_A.pdf)

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 (*the study of effective communication in formal speeches or social interaction would be appropriate, for example*). 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 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-semester 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 math/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.

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. Courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement may be counted both in Area 3B 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 human social, political, and economic institutions and behavior 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. Courses used to satisfy the CSU United States History, Constitution and American Ideals graduation requirement may be counted both in Area 4 and to meet the American Ideals (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 United States History, Constitution and American Ideals (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 did 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 on an individual basis 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); Minimum one course in each area, 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 which includes 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. (*IGETC Notes 2*)

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 CSU or 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 prerequisite of 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 (*U.S. 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 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 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 1st score; if taken after May 1995 use 2nd score:

Chinese w/ 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 w/ listening: 500/510

Spanish/Spanish with listening: 500/520

5. Satisfactory score, 3 or higher, in the College Board Advanced Placement examinations in languages other than English.
6. Satisfactory score, 5 or higher, in 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. (*IGETC Notes 2, Information Sheet appendix UC handout*).
8. If an achievement test is not available, a faculty member associated with a CCC campus can verify a student's competency. The 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.
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 2 years of high school study are identified by a footnote and with the IGETC area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the IGETC area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half. 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.

(UCOP Transfer Guidelines)

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" 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. 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 II in high school completed with at least "C" grades "validates" Spanish I.

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 I and II 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 I 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 II*) to meet the requirement.
(IGETC Notes 3)

10.6.3 Placement of Courses Meeting the Language Other Than English Requirement

The completion of an advanced course, such as French 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 3 – Humanities and clear IGETC Area 6A, language Other Than English (*LOTE*). (*IGETC Notes 2, modified*)

10.7 CSU US History, Constitution, and American Ideals Requirement

The CSU US 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 3 and/or 4. A course(s) may be applied to both an IGETC subject area and the CSU US History, Constitution, and American Ideals (*AI*) requirement.

11.0 Certification Processes

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

There are no limitations on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification. (*IGETC Notes 1, Question 24*)

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 (*fall or spring*) semester/quarter prior to transfer. (*IGETC Notes 1, Question 22*). 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 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. (*IGETC Notes 2*)

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. (*IGETC Notes 1*) (*See 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 community college staff 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. 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). 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.
4. On the bottom section of the form, check if IGETC certification is directed to the California State University or University of California.
5. Sign and date the form. A campus seal is not required.
6. 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.
7. 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 (*fall or spring*) semester/quarter 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.
8. 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.
9. Open or unofficial transcripts for LOTE are acceptable.
10. 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 CSU, students must complete 48 semester/72 quarter units of general education per Executive Order 595.

11.4 Partial IGETC Certification (*Formerly "IGETC Minus 2 or IGETC After Transfer"*)

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. 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.

With the approval of the UC or CSU campus of attendance, the student will then complete the missing courses in one or more of the following ways:

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 summer.
2. Take a course approved by the UC or CSU campus of attendance in the area(s) to be completed at a U.S. regionally accredited institution at a time that does not require concurrent enrollment, such as during summer school.
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 Area 1 and 2 completed to meet minimum transfer admission requirements. Therefore, partial certification that acknowledges a deficiency in Area 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.		Units Comp.
AREA 1 – ENGLISH COMMUNICATION CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B.		
1A	English Composition (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement: _____	
1B	Critical Thinking – English Composition (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP scores accepted for this area)	
1C	Oral Communication (CSU requirement only) (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ (No AP scores accepted for this area)	
AREA 2 – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (one course – 3 semester or 4-5 quarter units) Course: _____ College: _____ Advanced Placement: _____		
AREA 3 – ARTS AND HUMANITIES (At least 3 courses, with at least one from the Arts and one from the Humanities. 9 semester or 12-15 quarter units)		
3A	ARTS Course: _____ College: _____ Advanced Placement: _____	
3B	HUMANITIES Course: _____ College: _____ Advanced Placement: _____	
	Course: _____ College: _____ Advanced Placement: _____	
AREA 4 – SOCIAL and BEHAVIORAL SCIENCES (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: _____	
AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES (At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester units or 9-12 quarter units)		
5A	PHYSICAL SCIENCE Course: _____ College: _____ Advanced Placement: _____	
5B	BIOLOGICAL SCIENCE Course: _____ College: _____ Advanced Placement: _____	
AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (Proficiency equivalent to two years of high school study in the same language.) 1. Course: _____ College: _____ Advanced Placement: _____ 2. Completed in High School: _____ 3. Other: _____		
CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (not part of IGETC; may be completed prior to transfer, 6 units) 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: _____

Committee Participants

Elizabeth Atondo, Counseling Faculty
Articulation Officer and
Transfer Center Director
Los Angeles Pierce College
(818) 710-2516
eatondo@piercecollege.edu

James C. Blackburn, Associate Director
Enrollment Management Services
CSU Office of the Chancellor
(562) 951-4726
jblackburn@calstate.edu

Dave DeGroot, Articulation Officer/
University Programs Coordinator
Allan Hancock College
(805) 922-6966 x3713
ddegroot@hancockcollege.edu

Kurt Hessinger, Associate Director
Transfer Programs, Academic Affairs
Student Academic Support
CSU Office of the Chancellor
(562) 951-4715
khessinger@calstate.edu

Christine Jamshidnejad, Articulation Officer
Diablo Valley College
(925) 685-1230 x2111
cjamshidnejad@dvc.edu

Estela Narrie, Articulation Officer/
Counseling Faculty
Santa Monica College
(310) 434-8557
narrie_estela@smc.edu

Dan Nannini, Transfer Center Faculty
Leader
Santa Monica College
(310) 434-4436
nannini_daniel@smc.edu

Judy Osman
Special Consultant
CSU Office of the Chancellor
josman@calstate.edu

Dawn Sheibani, Principal Analyst
Admissions & Community College
Articulation,
University of California, Office of the
President
(510) 987-9569
dawn.sheibani@ucop.edu

Joanne Vorhies, Articulation Coordinator
Intersegmental Relations, Academic Affairs
Division
California Community Colleges
Chancellor's Office
(916) 323-2768
jvorhies@cccco.edu

Jane Woo, Articulation Officer
Sacramento City College
(916) 558-2071
wooj@scc.losrios.edu

Original Resolution Considered by ICAS at its April 10th Meeting

Resolution for the Proper Use of the California High School Exit Exam

Whereas:

1. As part of the State's school reform efforts, students must receive passing scores on the California High School Exit Exam (CAHSEE) in order to graduate from high school and receive a diploma, even if they passed all of their classes;
2. It is important to have both effective and proper school accountability systems to promote educational achievement and to close the achievement gap;
3. The achievement gap is based on individual and school performance behavior;
4. Students should be held accountable or rewarded, not for the poor performance of the schools that they were required to or able to attend, but for their own performance behavior;
5. Fixed, minimum thresholds on a particular performance criterion like the CAHSEE are inherently arbitrary, are difficult to justify on an educational basis, and should be avoided;
6. Most of the twenty states that have an exit exam requirement allow their students to demonstrate proficiency through alternative or more comprehensive means (e.g., other tests, course grades, culminating projects, portfolios, etc.);
7. The stakes for students are dangerously high in terms of depressed earnings and lowered earnings potential, especially for the underrepresented and the disadvantaged;
8. Schools where large numbers of students have not passed the CAHSEE are also schools with poor learning conditions (i.e., fewer qualified teachers, overcrowding, and reduced time for instruction);
9. Study is needed to answer many questions around the high school exit exam program including whether the pass rate on the CAHSEE is being properly calculated and whether the test requirement is causing undesirable and unintended outcomes (e.g., dropping out, failure to amass appropriate credits for graduation or CSU/UC eligibility, academic frustration, teaching to the test, UC/CSU ineligibility, etc.); and
10. The decision to permit graduation and award the high school diploma should be based on the entirety of the high school performance record (i.e., courses taken over 4 years, grades received and other indicators of class and school performance, test scores, extracurricular activities and performance evaluations, use made of educational opportunities, etc.),

Therefore:

1. The Intersegmental Committee of Academic Senates (ICAS) recommends that a proper use of scores on the CAHSEE is to target those schools demonstrating lower pass rates for investment with the resources necessary to raise quality;
2. ICAS also recommends that a proper use of the scores is to counsel those students not passing CAHSEE of the value of improving their competencies and of how they might do so (such as making use of the community colleges);
3. ICAS recommends that the scores on the CAHSEE should no longer be used as either the sole or major determinant of high school graduation or the awarding of

diplomas until the questions about the impact of the exit exam program are answered – it is imprudent and potentially harmful to students to do otherwise; and

4. Until such time, ICAS recommends that the higher education segments continue to consider and admit students who fulfill their extensive and rigorous set of subject, scholarship, and testing requirements, whether or not they a passing score has been received on the CAHSEE.

Resolution for the Proper Use of the California High School Exit Exam

Whereas:

1. As part of the State's school reform efforts, students must receive passing scores on the California High School Exit Exam (CAHSEE) in order to graduate from high school and receive a diploma, even if they passed all of their classes;
2. Students should be held accountable or rewarded, not for the poor performance of the schools that they were required to or able to attend, but for their own performance behavior;
3. Fixed, minimum thresholds on an particular performance criterion like the CAHSEE are difficult to justify on an educational basis and should be avoided; and
4. Study is needed to answer many questions around the high school exit exam program including whether the pass rate on the CAHSEE is being properly calculated and whether the test requirement is causing undesirable and unintended outcomes (e.g., dropping out, failure to amass appropriate credits for graduation or CSU/UC eligibility, academic frustration, teaching to the test, UC/CSU ineligibility, etc.).

Therefore:

1. The Intersegmental Committee of Academic Senates expresses concern that a single metric, the CAHSEE, is used as either the sole or major determinant of high school graduation or the awarding of diplomas. More properly, the decision to permit graduation and award the high school diploma should be based on the entirety of the high school performance record, including – but not limited to – test scores;
2. ICAS encourages two other uses of CAHSEE scores as part an effective and proper school accountability system: 1) to target those schools demonstrating lower pass rates for investment with the resources necessary to raise quality; and 2) to counsel those students not passing CAHSEE of the value of improving their competencies and of how they might do so (such as making use of the community colleges); and
3. ICAS recommends state-sponsored and independent studies of the full impact of CAHSEE on curriculum and pedagogy.

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

John B. Oakley
Distinguished Professor of Law, U.C. Davis
Telephone: (510) 987-9303
Fax: (510) 763-0309
Email: John.Oakley@ucop.edu

Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

July 9, 2007

MICHAEL T. BROWN
CHAIR, INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

**Re: Academic Senate Review of the Intersegmental Committee of Academic Senates (ICAS)
Proposed Resolution on the Proper Use of the California High School Exit Exam
(CAHSEE)**

Dear Michael,

I am pleased to report the outcome of the Academic Senate's review of the proposed ICAS Resolution on the Proper Use of the CAHSEE. The proposed resolution received general support from three Senate divisions and four systemwide Senate committees, and support for some assertions from three of the four divisions that oppose the resolution in its present form. There was general agreement with the concern being expressed in the proposed resolution that high-stakes decisions like high school graduation should not be based on a single exam score and there was general concern about unequal schools. Among the Senate divisions opposed to the proposed resolution, at least as currently written, there were concerns expressed about the apparent attack on the idea of a graduation exam itself, its limited view of the "proper use" of the CAHSEE, and a lack of evidence for certain assertions about the CAHSEE.

The Academic Council therefore is unable to support the proposed ICAS Resolution on the Proper Use of the CAHSEE in its present form. The Academic Council commends the proposed resolution's intent to draw needed attention to the effects of the CAHSEE, particularly as it impacts students who are powerless to control the quality of education they receive from the state. The Academic Council believes further consideration is needed regarding the goals of the proposed resolution, the evidence and research needed to support its conclusions, and the best means for consensus building among the three segments of higher education in California.

Following is a summary of comments and recommendations received from the systemwide Senate committees and divisions who responded to this review. Please see the attached letters for the entirety of their responses.

I. General Comments

Support

- Not supportive of the use of single metrics for making high-stakes decisions and agree that “unequal schools are a real problem in California, with direct impact on student achievement and preparation for college.” (Berkeley, Davis, and UCLA)
- “very supportive” of Resolution phrases #1 (Irvine and Santa Cruz) and #2 and “[encourage] gathering more information on how ethnicity and income correlate with pass rates, how the exam affects dropout rates, and what is meant by “achievement gap.”” (Irvine)
- “... this exam lends itself to the practice of teaching toward a specific exam, which is pedagogically unsound.” (UCLA)
- Support for Resolution and its attention to the UCLA/IDEA study – that UC admission should not be based on simplistic formulae; see no merit to the use of CAHSEE entirely (Riverside, UCEP).
- There may be risks to challenging the concept of proficiency testing, but risks to UC’s principles are greater (Riverside).
- Resolution “makes a great deal of sense”; “mindful of the value of an exit exam, [but] think that the tests can be misapplied.” (Santa Cruz).
- Majority support – individual students should not have to pay the price for the poor education they may have received from the state (BOARS, UCOPE).
- Strong support – CAHSEE should no longer be used as sole determinant; need to assess impacts particularly on under-represented and economically disadvantaged students (UCAAD, UCEP).
- “...there are enough questions about CAHSEE’s value and impact to call its use into question” (UCEP)
- Measured support: support especially for whereas clause #8, addressing the resource disparity (UCOPE).

Concern

- Resolution’s goals are unclear. The structure of the resolution, particularly the preamble, seemed more an attack on the idea of a graduation exam itself (thus, a political argument/statement) than a discussion of the best uses of CAHSEE. (Berkeley, Davis, San Diego, Santa Barbara, UCLA).
- Assertions are not supported by citation of evidence (Davis, San Diego, and Santa Barbara).
- UC faculty were not asked for advice on the proper use of CAHSEE, and are not qualified to tell the CA Department of Education how to evaluate high schools and students (Davis).
- Resolution phrase #3 not supported – it is reasonable to establish graduation standards (Irvine, BOARS minority opinion); do not want to appear unsupportive of high academic standards (UCEP minority opinion).
- A possible use of such an exam is to evaluate the remedial/preparatory education impacts on UC of admitting student who did not pass the exit exam (San Diego).
- Some are reluctant to endorse the resolution due to CAHSEE’s complex legal history, and unanswered questions relating to consequences for those who do not pass (UCOPE).

II. Offered Drafting Suggestions

- Suggest that the primary use of CAHSEE should be to improve pupil achievement in high school (Irvine); identify subjects needing more work (Los Angeles); direct resources to schools most in need (Santa Cruz, UCAAD, UCOPE); and, provided that it is not used as the sole determinant of graduation eligibility, the test should accurately assess twelfth-grade level competency expectations (UCEP).
- "... express concerns about the use of the exam as a sole determinant of graduation"; explain how we avoid similar practices at the university level, with evidence when possible (Davis).
- Encourage gathering of more information on how ethnicity and income correlate with pass rates; how the exam affects dropout rates; and define "achievement gap" (Irvine).
- Include a recommendation to study the full impact of CAHSEE on curriculum and pedagogy, leading to a cost-benefit analysis for abandoning the CAHSEE altogether (Riverside).
- Include research on the CAHSEE and information on possible impacts on other institutions of higher education, such as the California Community Colleges (Santa Barbara).
- CAHSEE may still have value (but unconvinced), if only to highlight educational inequality. CAHSEE may even exacerbate inequality by encouraging frustrated students to drop out, and punishing students that are unlucky enough to attend underperforming schools or those that fail to align their pedagogy to CAHSEE (UCAAD, UCOPE).

On behalf of the Academic Council, I applaud the spirit of the proposed ICAS Resolution on the Proper Use of the CAHSEE. The Academic Council would be pleased to entertain another review of the proposed resolution should ICAS choose to submit a new version.

Sincerely,



John B. Oakley, Chair
Academic Council

Encl: 12
Copy: Academic Council
María Bertero-Barceló, Executive Director

JO/MAR



June 13, 2007

JOHN OAKLEY
Chair, Academic Senate

Subject: Intersegmental Committee of Academic Senates proposed resolution on the proper use of the California High School Exit Exam

Unfortunately, the *Proposed resolution on the proper use of the California High School Exit Exam* arrived too late in the semester to receive a full review by our division. The following are informal comments by the divisional Committee on Admissions, Enrollment, and Preparatory Education (AEPE), prepared by its chair. The comments were not discussed and endorsed by Divisional Council, and therefore do not represent the position of the Division on this issue. We hope, however, that they will help inform the deliberations of this proposal by Academic Council.


The chair of AEPE relayed the following:

"In general, we are not supportive of single-score tests as an indicator, either for UC admissions or high school graduation. There was general agreement that unequal schools are a real problem in California, with direct impact on student achievement and preparation for college.

"However, there was concern about the structure of the resolution, particularly the preamble, which seemed more an attack on the idea of a graduation exam itself than a discussion of the best uses of CAHSEE. Principled arguments are available on both sides of the question of whether there is a basic minimum of performance which students should be required to demonstrate before graduating from high school. Several members of AEPE were hesitant to weigh in on a resolution, which they felt was more a political argument than a statement about education itself, particularly higher education.

"Had AEPE more time to discuss this as a group, I think it likely that we would be able to give you a more coherent answer. For now, the best I can do is convey that we are in basic agreement that the CAHSEE can receive too much emphasis, which would be bad; that we're not certain that it currently does receive too much emphasis; and that we are uncertain of the wisdom of being perceived as making an aggressive attack on it under cover of educational values."

Sincerely,

A handwritten signature in black ink, appearing to read 'Will Drummond', with a stylized, cursive script.

William Drummond
Chair, Berkeley Division of the Academic Senate

Cc: Bob Jacobsen, Chair, Committee on Admissions, Enrollment, and
Preparatory Education
Anita Ross, Senate Analyst, Committee on Admissions, Enrollment, and
Preparatory Education



OFFICE OF THE ACADEMIC SENATE
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8502
TELEPHONE: (530) 752-2231

June 14, 2007

JOHN OAKLEY, CHAIR
Assembly of the Academic Senate
Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607

Re: Intersegmental Committee of Academic Senate's Proposed Resolution on the Proper Use of the California High School Exit Exam

The aforementioned proposed resolution was forwarded to all of the Davis Division standing committees and chairs of the Faculty Executive Committees in the schools and colleges.

The Davis Division is certainly in agreement with the view, which is implicit in the resolution, that the use of multiple metrics is far preferable to reliance on a score on a single exam in making decisions as momentous as whether or not a student should graduate from high school. We also support the notion that, if students at particular schools demonstrate poor average performance on the exam relative to students at other schools, then efforts should be made to determine and rectify the causes of such gaps. However, we found the tone of the resolution to be pedantic and presumptuous. The resolution makes assertions about the CAHSEE which, while plausible, are not supported by citation of evidence, and it makes recommendations that, while reasonable, are somewhat condescendingly expressed. As university faculty, we do not have the background and experience necessary to qualify us to dictate to the California Department of Education how it should evaluate the academic performance of high schools and high school students and we do not support the publication of such a strongly worded document, especially if we have not been asked to provide advice on this matter. We feel that a more prudent approach, and one that we hope would be more favorably received, would be to express concerns about the use of the exam as the sole determinant of high school graduate, to explain how we make efforts to avoid similar practices at the university level and the importance of doing so, citing specific examples when possible.

Sincerely,

A handwritten signature in cursive script, reading "Linda F. Bisson".

Linda F. Bisson
Professor of Viticulture & Enology
Chair of the Davis Division of the Academic Senate



Office of the Academic Senate
2300 Berkeley Place South
Irvine, CA 92697-1325
(949) 824-2215 FAX

June 12, 2007

John Oakley, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

**RE: Systemwide Senate Review of the Intersegmental Committee of
Academic Senates' Proposed Resolution on the Proper Use of the
California High School Exit Exam (CAHSEE)**

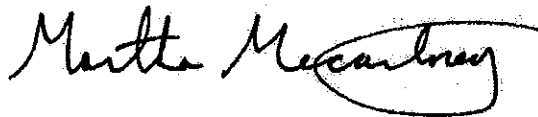
After reports by the relevant Senate committees, the Irvine Division Academic Senate Cabinet reviewed the Proposed Resolution on the Proper Use of the California High School Exit Exam (CAHSEE).

By way of background, all California public school students beginning with the class of 2006 must receive passing scores on the CAHSEE, as well as meet all other state and local requirements, in order to receive a high school diploma. A UCLA Institute for Democracy, Education and Access report based on Fall 2005 data showed that schools with large numbers of students who have not passed the CAHSEE were also schools with poor learning conditions (i.e. fewer certified teachers, more overcrowded, shortages of math teachers). Recognizing these problems, the ICAS resolution offers three recommendations regarding appropriate use of the CAHSEE:

1. The Intersegmental Committee of Academic Senates (ICAS) recommends that a proper use of scores on the CAHSEE is to target those schools demonstrating lower pass rates for investment with the resources necessary to raise quality;
2. ICAS also recommends that a proper use of the scores is to counsel those students not passing CAHSEE of the value of improving their competencies and of how they might do so (such as making use of the community colleges);
3. ICAS recommends that the scores on the CAHSEE should not be used as either the sole or major determinant of high school graduation or the awarding of diplomas until questions about the impact of the exit exam program are answered-it is imprudent and potentially harmful to students to do otherwise.

Overall, the lead committees, the Council on Educational Policy and the Committee on Undergraduate Admissions and Relations with Schools, were very supportive of the Resolution, and its recommendations. They encouraged gathering more information on how ethnicity and income correlate with pass rates, how the exam affects dropout rates, and what is meant by "achievement gap." They also noted that the primary purpose of the CAHSEE should be to improve pupil achievement in public high school, and not as a means to penalize students for a poor educational system. The Senate Cabinet while supportive of the Resolution, expressed concern with Recommendation #3 and agreed that it was reasonable to establish standards for graduation. Therefore, the Irvine Division unanimously endorsed Recommendations #1 and #2, but opposed Recommendation #3 (3 in favor, 5 opposed).

The Irvine Division appreciates the opportunity to comment on this important issue.

A handwritten signature in black ink, reading "Martha McCartney". The signature is fluid and cursive, with the last name "McCartney" being more prominent and having a large loop at the end.

Martha McCartney, Senate Chair

C: María Bertero-Barceló, Executive Director, Academic Senate



ACADEMIC SENATE EXECUTIVE OFFICE
LOS ANGELES DIVISION
3125 MURPHY HALL
LOS ANGELES, CA 90095-1408

PHONE: (310) 825-3851
FAX: (310) 206-5273

June 12, 2007

Professor John Oakley
Chair of the Academic Senate
1111 Franklin Street
Oakland, CA 94607

In Re: Proposal from the Intersegmental Committee of Academic Senates

Dear John:

Thank you for the opportunity to review the proposal from the Intersegmental Committee of Academic Senates (ICAS). The proposal was sent to all committees of the Academic Senate, with the specific request that the Undergraduate Council (UgC), the Committee on Undergraduate Admissions and Relations with Schools (CUARS), and the Executive Boards opine. Our campus is divided (Executive Board and UgC against, CUARS in favor). As the Executive Board ultimately speaks for the division, UCLA does not support this resolution as currently written.

- The proposal is unclear with regard to its goals. UCLA is not against some type of exam and believes that this exam can serve an important role in revealing that much of California's education is substandard, especially in the Los Angeles area. However, the existence of this exam lends itself to the practice of teaching toward a specific exam, which is pedagogically unsound. (Executive Board and UgC)
- An appropriate use of an exam of this type is direct a student's future study to areas needing more attention and work; a single exam must not determine eligibility for graduation. (Executive Board)

I am attaching both the responses from the UgC and CUARS; CUARS is submitted as a minority report. Please do not hesitate to contact me should you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Vivek Shetty".

Vivek Shetty
UCLA Divisional Senate Chair

Cc: María Bertero-Barceló, Executive Director, UC Academic Senate
Jaime Balboa, CAO, UCLA Academic Senate



CHAIR, ACADEMIC SENATE
RIVERSIDE DIVISION
UNIVERSITY COLLEGE BUILDING, RM 225

THOMAS COGSWELL
PROFESSOR OF HISTORY
RIVERSIDE, CA 92521-0217
TEL: (951) 827-5530
E-MAIL: THOMAS.COGSWELL@UCR.EDU
SENATE@UCR.EDU

June 14, 2007

John Oakley
Professor of Law
Chair, UC Systemwide Academic Senate
1111 Franklin St., 12th Floor
Oakland, CA 94607

Dear John:

**RE: System-wide Senate Review of the Intersegmental Committee of Academic Senates
Proposed Resolution on the Proper Use of the California High School Exit Exam**

Our Undergraduate Council has been concerned about the California High School Exit Exam for some time and has previously engaged in a detailed discussion of the implications of the exam on admissions policy at UC Riverside. The fundamental question for admission is whether or not a student is eligible if they have not passed the exam, irrespective of their performance in high school or other mitigating factors. Each campus may choose to treat this circumstance differently. However, a UCLA/IDEA study provides another powerful indication that admission to UC must be based on evaluation of student achievement in the context of their opportunities and challenges rather than simplistic formulae based on scores. Data are available systemwide concerning CA high schools and each student's full application needs to be mined for insight about socio-economic background and life experiences.

The numbered "whereas" statements list the obvious potential misuses of CAHSEE scores. At best the scores can be applied as a means evaluate schools and reallocate funding to restore equity. While that insight could prove very valuable, the process of institutional evaluation comes at a direct cost to the students taking the exam. As the UCLA statistics show, low CAHSEE performance correlates with all the obvious indicators of distress in a high school. More testing should not be needed to determine such obvious funding priorities.

The recommendations seemed to be minimal and about damage-control. No real merits were identified for continuing the CAHSEE at all. There ought to be a recommendation to study the full impact of CAHSEE on curriculum and pedagogy, leading to a cost-benefit analysis for abandoning the CAHSEE all together. Perhaps the writers could not find consensus to proceed this far; we don't know; there is no minority report. Perhaps it is politically risky to challenge the concept of proficiency testing; but there are also risks to a University that places political expedience before principled recommendations.

A handwritten signature in black ink, appearing to read "Thomas Cogswell", is written over a horizontal line.

Thomas Cogswell
Professor of History; and
Chair of the Riverside Division



OFFICE OF THE ACADEMIC SENATE

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0002
TELEPHONE: (858) 534-3640
FAX: (858) 534-4528

June 11, 2007

Professor John Oakley
Chair, Academic Senate
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

Re: Systemwide Senate Review of the Intersegmental Committee of Academic Senates' *Proposed Resolution on the Proper Use of the California High School Exit Exam*

Dear John:

In response to your request of May 1, the San Diego Division received comment from the Committee on Preparatory Education, and the Senate Council considered the ICAS Resolution regarding the proper use of the California High School Exit Exam (CAHSEE) at its June 11, 2007 meeting. The Council was unable to endorse the Resolution.

Although identified as a "statement of educational principles" in the transmittal, the Resolution impressed many reviewers instead as a political statement, which raised questions about its purpose. Reviewers expressed concern that Divisional support for the underlying points of the Resolution was implied even though Divisions have not previously discussed the CAHSEE. The materials included did not indicate the data or other forms of evaluation used by ICAS when developing its recommendations.

Most reviewer comments focused on the value and wisdom of using the CAHSEE as an eligibility indicator given the improbability that a student who failed the exam would be admitted to UC. If such a student were to be admitted, potential issues regarding remedial/preparatory education impacts on UC would be unavoidable, especially since the level of the test material is considerably lower than that generally considered to be at a high school level.

Our Committee on Admissions has also discussed this matter. The Chair has promised a letter which I await, but hope to have in hand by the time of our forthcoming meeting of Academic Council.

Sincerely,

A handwritten signature in black ink, appearing to read "Henry C. Powell", with a long horizontal stroke extending to the right.

Henry C. Powell, Chair
Academic Senate, San Diego Division

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

ACADEMIC SENATE
1233 Girvetz Hall
Santa Barbara, CA 93106-3050

senate.reception@senate.ucsb.edu
(805) 893-2885
<http://www.senate.ucsb.edu>

Joel Michaelsen, Chair
Claudia Chapman, Executive Director

June 5, 2007

John Oakley, Chair
Academic Council

RE: Proposed Resolution on the Proper Use of the California High School Exit Exam

Dear John:

The proposed resolution on the proper use of the California High School Exam (CAHSEE) by the Intersegmental Committee of Academic Senates was reviewed at UCSB by the Committee on Admissions, Enrollment, and Relations with Schools and the Undergraduate Council. Neither group reached a consensus on the proposal. Some members were strongly in favor, but others felt that it should not be supported because it was primarily political in nature or because there was insufficient information to enable them to reach an informed decision. The net result is that UCSB cannot endorse the proposal at this time, although there is some support for the principle. A proposal that included results of more on-going research on the CAHSEE and information on possible impacts on other higher education institutions, particularly community colleges, might receive a more favorable review.

Sincerely,

A handwritten signature in cursive script, reading "Joel Michaelsen".

Joel Michaelsen
Divisional Chair

Cc: Omer Blaes, Chair, Undergraduate Council

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

1156 HIGH STREET
SANTA CRUZ, CALIFORNIA 95064

Office of the Academic Senate
SANTA CRUZ DIVISION
125 CLARK KERR HALL
(831) 459 - 2086

June 12, 2007

John Oakley, Chair
Academic Council

RE: Review of Proposed Resolution on the Proper Use of the California High School Exit Exam

Dear John:

Thanks for the opportunity to comment on the draft resolution of the Intersegmental Committee of Academic Senates on the proper use of the California High School Exit Exam. Some of our Senate Committees were able to opine. The consensus is that the resolution makes a great deal of sense. Even as we are mindful of the value of an exit exam, we think that the tests can be misapplied. One function of the tests should be to direct resources to schools that need them and that can make good use of them.

One of our committees believes that the exit examinations might make special accommodations for English learners.

We hope our opinions are of use to Council and to Assembly.

Sincerely,

A handwritten signature in cursive script, appearing to read "Faye Crosby".

Faye Crosby, Chair
Academic Senate,
Santa Cruz Division

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)

Mark M. Rashid, Chair
mmrashid@ucdavis.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

June 12, 2007

JOHN B. OAKLEY, CHAIR ACADEMIC COUNCIL

Re: BOARS' Comments on the ICAS Resolution on the Proper Use of the California High School Exit Exam (CAHSEE)

Dear John,

BOARS considered the proposed ICAS Resolution on the Proper Use of the CAHSEE at its June 1, 2007 meeting. Following a brief discussion, BOARS approved the proposed resolution by a vote of 8 in favor, 1 against, and 1 abstention. While the majority seemed to feel that individual students should not, all by themselves, have to pay the price for the poor education they may have received from the state, at least one member was sympathetic to the view that some minimum, and testable, standard of academic achievement should attend the granting of a high school diploma, and that the CAHSEE does set a rather low standard.

Best wishes,

A handwritten signature in cursive script, appearing to read "Mark M. Rashid".

Mark M. Rashid, Chair
BOARS

cc: BOARS
Maria Bertero-Barcelo, Executive Director, Academic Senate

MMR/mr

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY
GIBOR BASRI, CHAIR
basri@astro.berkeley.edu

Astronomy
651 Campbell Hall
University of California
Berkeley, CA 94720-3411

June 4, 2007

JOHN OAKLEY, CHAIR
ACADEMIC COUNCIL

**Re: Systemwide Review of the Intersegmental Committee of Academic Senates (ICAS)
Proposed Resolution on the Proper Use of the California High School Exit Exam**

Dear John,

The University Committee on Affirmative Action and Diversity (UCAAD) has reviewed the proposed resolution from the Intersegmental Committee of Academic Senates (ICAS) for the "Proper Use of the California High School Exit Exam" (CAHSEE).

UCAAD strongly supports the ICAS resolution. We agree that CAHSEE should no longer be used as a sole determinant of graduation from California public high schools until lingering questions about its value and impact are answered. It seems quite clear that more study is needed to assess the impact of CAHSEE and other high stakes tests on the educational achievement of California high school students, particularly the under-represented and economically disadvantaged.

The CAHSEE exam does not address what to us are the underlying issues affecting the quality of education in California public high schools – the economic inequality in the state related to race, the inequitable learning conditions of California public high schools, and the resulting ethnic gap in UC eligibility. Rather, it appears that CAHSEE may actually exacerbate these problems in a number of ways – by encouraging frustrated students to drop out, and by effectively punishing students who are unlucky enough to attend schools that have inadequate learning conditions or that fail to adequately align their pedagogy with CAHSEE standards.

That said, we agree with ICAS that CAHSEE may still have value (although we are not convinced of this), but only as a tool to highlight educational inequality and identify the high schools most in need of additional resources and investment.

Respectfully,

A handwritten signature in cursive script that reads "Gibor Basri".

Gibor Basri
Chair, UCAAD

cc: Director Bertero-Barceló
UCAAD members

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)
RICHARD WEISS, CHAIR
weiss@chem.ucla.edu

The Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9467
Fax: (510) 763-0309

June 14, 2007

JOHN OAKLEY, CHAIR
ACADEMIC COUNCIL

**Re: Systemwide Review of the Intersegmental Committee of Academic Senates (ICAS)
Proposed Resolution on the Proper Use of the California High School Exit Exam**

Dear John,

The University Committee on Educational Policy (UCEP) has reviewed the Intersegmental Committee of Academic Senate's proposed resolution for the "Proper Use of the California High School Exit Exam" (CAHSEE).

UCEP members believe there are enough questions about CAHSEE's value and impact to call its use into question, and for that reason, our Committee acted to endorse ICAS' three-pronged resolution by a vote of seven to zero with one abstention. Both of UCEP's student representatives also supported the resolution.

There was broad support in UCEP for the resolution's first two recommendations, and many of our members felt strongly that ICAS' third recommendation – against the use of CAHSEE as a sole or major determinant of high school graduation – was appropriate in light of a number of concerns: the apparent correlation between CAHSEE scores and the inequitable distribution of resources in California public high schools; evidence that CAHSEE (and standardized tests in general) carry a cultural bias that has a disproportionately negative effect on underprivileged and underrepresented minority students; and concerns about the effects of standardized testing on pedagogy.

There were a few additional reservations about the resolution noted by individual members of UCEP that were not endorsed by the committee as a whole. Specific reservations about ICAS' third recommendation included concerns that anecdotal evidence was being used as a basis for arguing against CAHSEE and that Senate support of the resolution might lead to a perception that the faculty do not value high academic standards or are unwilling to apply a measure of those standards and attach consequences to the measurement.

Other individual members noted that CAHSEE really has no "proper use;" and that it is never good educational policy to use a single instrument for any high-stakes determination or to treat an

exam as an independent measure of a student's achievement or ability when the results appear to be heavily determined by factors outside of the student's control. Finally, it was noted that CAHSEE inappropriately tests mastery of middle-school or early high-school level material. A more proper use for CAHSEE – provided that the exam is no longer used as a sole determinant of graduation eligibility – would be to test at a twelfth-grade level, which would reflect more accurately the expectations for high school competency.

Sincerely,

Richard T. Weiss

Richard Weiss
Chair, UCEP

cc: UCEP members
Executive Director Bertero-Barceló

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION
John Eggers, Chair
jeggers@ucsd.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

June 13, 2007

JOHN OAKLEY, CHAIR ACADEMIC SENATE

RE: Review of the ICAS Proposed Resolution on the Proper Use of the California High School Exit Exam

Dear John,

The University Committee on Preparatory Education (UCOPE) has discussed ICAS' proposed Resolution on the Proper Use of the California High School Exit Exam (CAHSEE). We offer a statement of measured support for the resolution.

Many members feel particular affinity for the principles underlying the ICAS resolution, especially the eighth "Whereas" clause: "Schools where large numbers of students have not passed the CAHSEE are also schools with poor learning conditions (i.e., fewer qualified teachers, overcrowding, and reduced time for instruction)". That this resource disparity frequently mirrors otherwise already charged demographic situations calls for sensitive and well-considered action.

The committee agrees that students should not be penalized for their schools' lack of performance, and some argue that the CAHSEE could serve as a tool to highlight inequalities in resource levels. To others, the CAHSEE could be part of a student's graduation (or college application) portfolio, though not the decisive factor. Nonetheless, some are reluctant to endorse the resolution due to CAHSEE's complex legal history and due to unanswered questions relating to consequences for those who do not pass.

Consequently, we must urge both caution and reflective consideration of the impacts on test-takers, secondary schools, and post-secondary schools of such a statement.

Cordially,

John Eggers, Chair
UCOPE

cc: UCOPE
Maria Bertero-Barcelo, Executive Director, Universitywide Academic Senate

Intersegmental Planning Project for Undergraduate Microbiology Laboratory Education

Proposed Project Specific Aim: to create an intersegmental higher education collaboration to address the shortage of laboratory-based undergraduate medical /public health microbiology courses and degree programs in California's public institutions.

Background and Rationale for Project

Background

California's public health laboratories are the first line of defense against broad-spectrum infectious disease threats to public health via natural or introduced causes. The California Public Health Laboratory Director Training Program, called LabAspire, addresses a shortage of qualified individuals serving as public health laboratory directors and the immediate need to train and certify qualified candidates who can address the public health needs of California's diverse population.

Currently of the 38 public health laboratory directors throughout California, only five are certified by national certifying boards as required under the current law. The remaining directors have been "grandfathered in" via a federal waiver or are filled by regional, interim, acting or part-time directors. In addition, many directors are at or nearing retirement age, and we anticipate 16 vacancies to occur over the next three years. We are no longer able to fill these vacancies under a waiver but must appoint certified individuals. The absence of a director means the closure of a public health laboratory, and with only 38 labs serving a population of more than 37 million, California cannot afford to lose a single laboratory.

Federal requirements for high complexity laboratory directors have elevated the degree threshold from Bachelor's Degree to doctoral level laboratorians. In California, all candidates for entry into the public health laboratory, for positions from bench scientist through director, must have the California Public Health Microbiologist (CPHM) certification. In order to be eligible to take the CPHM certification exam, an individual must apply and demonstrate completed laboratory units in undergraduate microbiology courses and then complete six months of training through the county or state public health laboratories. Additional eligibility requirements for directorships include two years of laboratory experience and two additional years in a supervisory role in a high complexity laboratory.

The 2006 California Budget Act allocated \$2.5 million annually in state general funds to the California Department of Public Health (CDPH), to be used as local assistance grants to train and certify public health laboratory directors. These funds have enabled CDPH to initiate a multi-tiered educational program that responds to this immediate urgent need. The funds are allocated to provide fellowships to doctoral students and post-doctoral professionals pursuing their degree in public health or microbiology; trainee apprenticeships at county and state public health laboratories, leading to eligibility for hire as a public health laboratory director; student outreach and recruitment to ensure a continuing pipeline of qualified applicants. Additional funding from The California Wellness Foundation will enable the project to ensure that the pipeline of candidates at each tier reflects the rich cultural diversity of California.

Need

One of the primary challenges raised by LabAspire's academic partners during a spring conference call of the LabAspire Advisory Committee concerned the disappearance over the last decade of undergraduate level medical microbiology laboratory courses and corresponding BS degree programs that prepare students to enter public or private laboratory careers. It is our belief that representatives from each tier of the intersegmental higher education system have the collective ability to address this shortage through a collaborative planning initiative that would bring appropriate representatives of all three tiers to the table (i.e., University of California, California State University and Community College systems). Dr. Adela de la Torre, Principal Investigator of LabAspire's contract with University of California, Davis for Outreach and Recruitment is convening a small group of academic partners to examine the potential to increase the presence of these critical courses on campuses throughout the three tiers. There is potential for cooperative agreements with regard to transfer credit and other opportunities that many of us may have considered in our own thinking on this issue.

At the heart of our proposal is the concern expressed by many of the Advisory Committee members regarding the shrinking pool of undergraduates who are qualified to enter doctoral degree programs in medical microbiology and public health. Concurrently our professional peers in the county and state laboratories lament the lack of laboratory experience by bachelor degree recipients who may have completed medical microbiology courses, but these courses no longer have a laboratory component attached to them because these more costly units have been dropped by their institutions.

Potential Funding Mechanism

Below are summary bullet points describing the funding opportunity to support this planning effort.

- ✦ The funding source is FIPSE: Funds for the Improvement of Post Secondary Education
 - ✦ Sponsored by the US Department of Education
 - ✦ Annual Request for Applications for three-year grants
 - ✦ Average annual award: \$160,000; \$250,000 ceiling, including indirect, which is expected to be limited by the institutions as a way of showing institutional resource support
 - ✦ Comprehensive Program supports “innovated post-secondary education reform”*
 - ✦ Projects addressing concerns of national significance are favored*
 - ✦ Projects should promote sustained operations and growth, with lasting, widespread effects*
 - ✦ Projects are expected to continue after FIPSE grant award has concluded*
 - ✦ State-wide, inter-segmental projects affecting policy (involving, for example, the three tiers of the post-secondary educational system in California) are favored over discrete, institutional proposals to create new curriculum.*
 - ✦ Request for participation on ad-hoc planning committee by partners representing community college, state university and UC sectors.
 - ✦ The charge of the planning committee: to examine the proposal of a project and the feasibility of submitting a FIPSE application in June, 2008
- ✦ , Our proposed project meets these criteria for competitive eligibility.

Contact Information

Adela de la Torre, Ph.D.*
Professor, Chicana/o Studies Program
University of California, Davis
Principal Investigator
LabAspire Outreach and Recruitment Program
adelatorre@ucdavis.edu
(530) 752-3904

Elizabeth Mitloehner
Director of Grants
Center for Public Policy, Race, Ethnicity and Gender
University of California, Davis
LabAspire Outreach and Recruitment Program
ebmitloehner@ucdavis.edu
(530) 320-6354

*Dr. de la Torre is out of the country until August 15. Please direct inquiries to Elizabeth Mitloehner.