

Partial Certification of the Intersegmental General Education Transfer Curriculum (IGETC)

IGETC provides a pattern of courses that fulfills the transfer general education requirements at both the University of California (UC) and the California State University (CSU). Each California community college offers a complete set of courses that satisfy IGETC. If you attend more than one community college, the campus you attend just prior to transfer will certify your completion of IGETC, including courses taken at other California community colleges. The IGETC pattern is not recommended for all majors. See your counselor for advice and more complete information on the IGETC program.

If you are approaching readiness for transfer and, for good cause, are unable to complete one or two IGETC courses, you may be eligible to complete IGETC after transferring. You must describe the good cause in the space provided on the petition on the back of this page. **Typical situations which constitute good causes for not completing one or two IGETC courses are illness, unavailable or canceled courses, military service, and unexpected hardships, such as family or employment problems, experienced in the final term before transfer.**

If your petition for partial certification of IGETC is approved, you may be able to complete IGETC in one of the following ways:

1. Take a certified IGETC course, in the area to be completed, at any California community college at a time that does not require concurrent enrollment, such as during summer school.
2. Complete the requirement at a California community college while concurrently enrolled at UC or CSU. You will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available at your campus.
3. Take a comparable course at the UC or CSU campus to which you will be transferring. This option is at the discretion of each campus, so it may not be a choice available to you.

You will be expected to complete IGETC before the beginning of the second full year of enrollment at your UC or CSU campus. Check with your campus advisor after you transfer for more information, including which options are available and which UC or CSU courses may be comparable to the IGETC courses remaining to be completed.

Petition for Eligibility to Complete IGETC After Transfer

Name _____ ID _____

Address _____

City, State, Zip _____ Phone _____

IGETC Requirements remaining (Maximum 2 courses, excluding Areas 1 and 2)

Good Cause (State why you are unable to complete the requirements before transfer. Attach appropriate documentation, if available.)

Submit this petition to the Counseling Office prior to requesting that final transcripts be sent to transfer institutions. Decisions will be communicated within 10 working days. Contact the (Appropriate College Official) to appeal a decision.

Office Use	Date Filed _____
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	Date of Decision _____
Name _____	Title _____ Signature _____
Appeal Result _____	
Name _____	Title _____ Signature _____
When complete, route to college evaluator.	

GOLDEN BEAR COLLEGE INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM CERTIFICATION FORM

Student's Name (please print) _____
LAST
FIRST
MIDDLE
SSN (or Student I.D. #)
Birthdate

DIRECTIONS: Circle courses taken at your college, list courses taken at other colleges, indicate name of test if requirement was met with AP		
AREA 1 - ENGLISH COMMUNICATION CSU - 3 courses required, one from each group below. UC - 2 courses required, one each from Group A and B. Group A: <i>English Composition</i> , 1 course, 3 semester, 4-5 quarter units English 1 Course from other college _____ Advanced Placement _____	Completed	Remaining (Max 2 courses)
Group B: <i>Critical Thinking-English Composition</i> , 1 course, 3 semester, 4-5 quarter units English 2, 31 Course from other California Community College _____		Required for transfer
Group C: <i>Oral Communication (CSU requirement only)</i> 1 course, 3 semester, 4-5 quarter units Speech 1, 11 Course from other college _____		Required for transfer
AREA 2 - MATHEMATICAL CONCEPTS and QUANTITATIVE REASONING 1 course, 3 semester, 4-5 quarter units Math 2, 7, 8, 10, 11, 13, 15, 21, 23, 24, 52 Course from other college _____ Advanced Placement _____		Required for transfer
AREA 3 - ARTS and HUMANITIES At least 3 courses, with at least one course from the Arts and one course from the Humanities. 9 semester, 12-15 quarter units Arts: Architecture 51; Art 1, 2, 7, 8, 9; Dance 5; Music 1, 30, 31, 32, 33; Theater Arts 2, 5, 7 Course(s) from other college _____ Advanced Placement _____		Remaining: <input type="checkbox"/> Art <input type="checkbox"/> Humanities <input type="checkbox"/> Art or Humanities
Humanities: English 3, 4, 5, 6, 7, 8, 14, 15, 16, 26, 34, 38, 39, 40, 51, 52, 53, 55, 56, 59; Humanities 26; Philosophy 1, 2, 3, 4, 7, 22, 23, 24; Religious Studies 22, 23 Course(s) from other college _____ Advanced Placement _____		
AREA 4 - SOCIAL and BEHAVIORAL SCIENCES At least 3 courses from at least 2 disciplines or an interdisciplinary sequence. 9 semester, 12-15 quarter units Anthropology 2; Economics 2, 6, 15; Geography 2; History 11, 12, 15, 44, 47, 48; Philosophy 52; Political Science 1, 2, 7, 8, 14, 21, 52; Psychology 11, 13; Sociology 1, 2, 12, 31, 33, 34 Course(s) from other college _____ Advanced Placement _____		If partial, list disciplines taken:
AREA 5 - PHYSICAL and BIOLOGICAL SCIENCES At least 2 courses, one Physical Science course and one Biological Science course; at least one must include a laboratory (indicated by "L" in parentheses). 7-9 semester, 9-12 quarter units Physical Sciences: Astronomy 1A, 1B, 3, 4; Chemistry 1(L), 2(L), 3(L), 5(L), 14(L), 15(L), 16(L); Geography 1, 3, 5(L); Geology 1, 4(L), 5(L), 31; Physics 1(L), 3(L), 6(L), 8(L), 8(L), 9(L), 12 Course(s) from other college _____ Advanced Placement _____		Remaining: <input type="checkbox"/> Physical <input type="checkbox"/> Biological <input type="checkbox"/> Physical or Biological <input type="checkbox"/> Lab
Biological Sciences: Anatomy 1(L), 2(L); Anthropology 1, 5(L); Biology 3(L), 6(L), 9, 15, 15N, 25; Botany 1(L); Microbiology 1; Physiology 3; Psychology 2; Zoology 5 Course(s) from other college _____ Advanced Placement _____		
LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) Proficiency equivalent to two years of high school study in the same language. Completed at high school _____ Courses(s) from other colleges(s) _____ Exam _____ French 101; German 101; Spanish 101		

CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION and AMERICAN IDEALS (Not part of IGETC; may be completed prior to transfer.)
 6 units, one course from Group 1 and one course from Group 2: 1. Political Science 1 2. History 11, 12, 15, 44, 46; Economics 15

Note: Courses used to meet this requirement may not be used to satisfy requirements of IGETC.

Full Certification
 Partial Certification (Maximum of 2 courses remaining)
 *Eligibility to Complete IGETC After Transfer Approved _____ (Date)

IGETC COMPLETED: California State University [] Yes University of California [] Yes

College evaluator _____ Name/Title _____ Date _____

INSTRUCTIONS FOR COMPLETING INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM CERTIFICATION FORM

1. The IGETC certification form should be completed by authorized community college staff as determined by each community college.
2. For each area, circle courses taken at certifying college, list courses taken at other colleges, or list name of exam if requirement was met through an Advanced Placement exam (minimum score of 3 is required). Advanced Placement cannot be used for Area 1 Group B (Critical Thinking-English Composition). Place check mark in "Completed" column on right side.
3. Courses used for IGETC certification must be passed with a minimum grade of C(C minus is not acceptable.) A "Credit" or "Pass" is acceptable providing either is equivalent to a grade of C or higher. A community college transcript or catalog must reflect this policy.
4. Full completion of IGETC is expected. For full certification: Area 1 (Group A and B) through Area 5 must be completed. In addition, for the CSU, Area 1 Group C (Oral Communication) must be completed; for UC, Language Other than English must be completed.
5. Partial certification (i.e., certification of all but one or two courses) is allowed if the student has demonstrated good cause as ascertained by the certifying college following the procedure outlined in "Partial Certification of the Intersegmental General Education Transfer Curriculum." (Students must still complete all admission requirements for transfer. As a result, Areas 1ABC and Area 2 **must** be completed before transfer.) Indicate any IGETC requirements remaining to be fulfilled in the column at the right. Check the "Partial Certification" box and enter the date the petition was approved.
6. On the bottom section of the form, check if IGETC certification is directed to the California State University, the University of California, or both.
7. Sign and date the form. A campus seal is not required.
8. 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 original signature.
9. Authorized staff from the last community college attended should complete the certification form.
10. 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 not be used to satisfy IGETC requirements. Circle the course(s) used to meet the requirement and place a check mark on the line next to "Completed."

Completion of IGETC After Transfer

A Response to SB 1472 (Alpert)

by the Intersegmental Committee of Academic Senates

December 10, 1998

The academic senates of the University of California (UC), California State University (CSU), and California Community Colleges (CCC) have long been committed to the Master Plan for Higher Education and its emphasis on transfer. To meet that mission, community colleges must play the central role in fully preparing students for transfer to institutions offering upper division work. An essential component of that preparation is a thorough and complete foundation in general education.

In 1986, recognizing that the multiplicity of general education requirements on various campuses was a serious barrier to transfer, the Intersegmental Committee of the Academic Senates (ICAS), representing the academic senates of UC, CSU, and CCC, began work on a common core of general education courses. AB 1725 (Vasconcellos), the community college reform legislation of 1988, directed the systems to complete this work. In 1991, the Intersegmental General Education Transfer Curriculum (IGETC) became a reality. (See the Appendix for the text of IGETC.)

IGETC now enables students in the California Community Colleges to follow a single pattern of general education preparation for transfer to UC and CSU. The completion of this comprehensive set of competencies is essential for students to acquire the knowledge base for study of advanced topics in upper-division work. ICAS has continually striven to improve the implementation of IGETC. A series of *IGETC Notes* was issued during the first three years of the program to give important clarification to those using IGETC. The Academic Senate for California Community Colleges has received a grant from the Board of Governors to evaluate IGETC under guidelines developed by ICAS. The completed evaluation is expected within the next year.

In developing the following response, ICAS has carefully considered the balance between the need for full preparation for transfer and flexibility for the student who is trying to complete not only general education but major preparation courses as well. Many factors beyond the student's control may contribute to the difficulty of completing all of IGETC. If that is the case, the provision for completing one or two IGETC courses after transfer may allow the student to transfer as much as a year earlier.

ICAS remains committed to maintaining IGETC as a community college program. One of the principles upon which this response is based is that the community college remains the focus of both the offering of IGETC courses and decisions regarding such offerings. Furthermore, the receiving institutions must retain their responsibility to certify the completion of all coursework needed for the baccalaureate degree. Maintaining these roles is essential both to the integrity of our respective segments and the elimination of any duplication of effort. In addition, the opportunity to complete IGETC after transfer as reflected in this response is designed to be readily available to all students and to reinforce students' responsibility for the completion of their own education.

The implementation of this plan requires that the community college identify those who are eligible and that the UC or CSU campus check that the final one or two IGETC courses have been completed. These are new activities with associated costs for which funds must be identified for all segments. Furthermore, the efficacy of this new exception policy should be

evaluated, a process that will require the affected institutions to track these students. No such mechanism is currently in place. These practical matters cannot be neglected as the process moves forward.

The following section is proposed for addition to “Intersegmental General Education Transfer Curriculum.” (See Appendix for the full text of the IGETC agreement.)

Completion of IGETC After Transfer

A maximum of two IGETC courses may be completed after transfer. The community college which the student last attended before transfer shall provide information to the receiving institution specifying the IGETC area(s) and number of courses yet to be completed. It is expected that the reason for the lack of these courses involves good cause such as illness or class cancellation. The process for this partial certification shall be developed by the Academic Senate for California Community Colleges in consultation with affected parties. This partial certification shall be communicated to the receiving institution in the same manner used for full certification. No further documentation or justification shall be required by the receiving institution.

The option of completing IGETC after transfer does not relieve the student from requirements for admission to the receiving institution. As a consequence, any IGETC course which is required for admission must be completed for the student to be eligible for transfer. Similarly, this option does not relieve the student from the requirement to meet any course prerequisites at the receiving institution. These conditions are to be communicated to the student as part of the partial certification process at the community college and by other means as deemed appropriate by the college.

Students who have been approved to complete one or two IGETC courses after transfer may do so in any of three ways. First, the student may take a certified IGETC course, in the area remaining to be completed, at any California community college at a time that does not require concurrent enrollment, such as during summer school. Second, the student may complete the requirement at a California community college while concurrently enrolled at UC or CSU. Students will continue to be subject to existing campus rules regarding concurrent enrollment. Third, the student may take a comparable course at the UC or CSU campus to which the student transferred. This latter case is at the option of the receiving institution, and the procedures by which a student initiates the request and by which the institution identifies the comparable course are the decision of the faculty of the receiving institution. (The ASSIST online database, which lists all certified community college IGETC courses as well as the courses to which they are articulated at four-year institutions, is a valuable resource in making this determination.) The availability of these options for completing IGETC after transfer will be communicated to the student as part of the partial certification process initiated at the community college.

It is expected that IGETC will be fully completed before the beginning of the second full year of transfer. The receiving institution, following processes of its own design, will check for the completion of IGETC at this time. Students who have completed the remaining IGETC course(s) at a community college will provide the necessary documentation (e.g., a transcript) as furnished by that community college.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of the CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it better to take courses fulfilling the CSU's general education requirements or those of the UC campus or college to which the student plans to transfer. Students pursuing majors that require extensive lower-division preparation may not find the Intersegmental General Education Transfer Curriculum option to be advantageous.

Since the development of the 1960 Master Plan, 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 Commissioners and Legislators who recently examined and "renewed" the Master Plan for Higher Education in California.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. Among those concerns was a recommendation for the creation of a general education transfer curriculum. As faculty we share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; general education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

Courses in the transfer curriculum should 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 women and members of minority groups.

Similarly, one of the most useful things that students should get from their general education is an understanding of 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.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. Completion of the Intersegmental General Education Transfer Curriculum will not satisfy this requirement.

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 public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Except for the

American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

Completion of IGETC After Transfer

A maximum of two IGETC courses may be completed after transfer. The community college which the student last attended before transfer shall provide information to the receiving institution specifying the IGETC area(s) and number of courses yet to be completed. It is expected that the reason for the lack of these courses involves good cause such as illness or class cancellation. The process for this partial certification shall be developed by the Academic Senate for California Community Colleges in consultation with affected parties. This partial certification shall be communicated to the receiving institution in the same manner used for full certification. No further documentation or justification shall be required by the receiving institution.

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Students who have been approved to complete one or two IGETC courses after transfer may do so in any of three ways. First, the student may take a certified IGETC course, in the area remaining to be completed, at any California community college at a time that does not require concurrent enrollment, such as during summer school. Second, the student may complete the requirement at a California community college while concurrently enrolled at UC or CSU. Students will continue to be subject to existing campus rules regarding concurrent enrollment. Third, the student may take a comparable course at the UC or CSU campus to which the student transferred. This latter case is at the option of the receiving institution, and the procedures by which a student initiates the request and by which the institution identifies the comparable course are the decision of the faculty of the receiving institution. (The ASSIST online database, which lists all certified community college IGETC courses as well as the courses to which they are articulated at four-year institutions, is a valuable resource in making this determination.) The availability of these options for completing IGETC after transfer will be communicated to the student as part of the partial certification process initiated at the community college.

It is expected that IGETC will be fully completed before the beginning of the second full year of transfer. The receiving institution, following processes of its own design, will check for the completion of IGETC at this time. Students who have completed the remaining IGETC course(s) at a community college will provide the necessary documentation (e.g., a transcript) as furnished by that community college.

Description of IGETC Areas

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.

Subject Area: English Communication

(3 courses; 9 semester, 12-15 quarter units)*

* Students transferring to UC do not have to meet the oral communication requirement.

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California 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. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards

fulfillment of the English composition requirement.

Instruction approved for fulfillment of the requirement in 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.

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.

Subject Area: 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. (See the description of "Algebra 2," Statement On Competencies In Mathematics Expected Of Entering Freshmen - 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Because 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.

Subject Area: Arts and Humanities

(at least 3 courses; 9 semester, 12-15 quarter units)

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 an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. 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 requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

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 women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Social and Behavioral Sciences

(at least 3 courses: 9 semester, 12-15 quarter units)

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 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 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 requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

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. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. 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 of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences

(at least 2 courses: 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, 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.

OTHER

Language Other Than English*

*Students transferring to CSU do not have to meet the requirement of proficiency in a language other than English.

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.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Summary Outline

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of the CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it advantageous to take courses fulfilling the CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

English Communication:	One course, English composition, 3 sem./4-5 qtr. units; this course is a prerequisite to critical thinking
	One course, critical thinking-English composition, 3 sem./ 4-5 qtr. units; strong emphasis on writing; prerequisite: English composition
	One course, oral communication(a), 3 sem./4-5 qtr. units
Mathematics:	One course, mathematics/quantitative reasoning, 3 sem./4-5 qtr. units
Arts and Humanities:	Three courses, at least one course in arts and at least one course in humanities, 9 sem./12-15 qtr. units
Social and Behavioral Sciences:	Three courses in at least two disciplines within this subject area, 9 sem./12-15 qtr. units
Physical and Biological Sciences:	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units
Language Other Than English:	Proficiency equivalent to two years' high school study(b)

(a) Students transferring to UC do not have to meet the oral communication requirement.

(b) Students transferring to CSU do not have to meet the proficiency in language other than English requirement.

7/30/90, Revised 5/11/99