

IGETC Standards, Policies, and Procedures Version 2.2

Summary of Substantial Changes:

The updates included in IGETC Standards, Policies, and Procedures 2.2 are primarily edits to formatting and mechanics. Clarifying language was also added in a few sections and is noted in the table below.

The one substantial change is the update of section 10.0 Subject Area and Course Guidelines for Area 2A: Mathematical Concepts and Quantitative Reasoning as suggested by CSU Math Council. Additionally, clarification was made to section 10.3.3 for Area 3 Courses That Fulfill the Humanities Requirement.

Table: Clarifying Language Added to 2.1 IGETC Standards Document

Section(s)	Changes/Additions in <u>Red</u>
Various	Formatting, punctuation, dates, weblink updates
1.1	Change due to typographical error in transposing in 2020 from digit numeric to spelled word: AREA 4 - SOCIAL and BEHAVIORAL SCIENCES (<u>Three</u> courses: At least two academic disciplines. 9 semester or 12 quarter units)
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. <u>However, it may be a requirement for some programs.</u>
7.1	World History: <u>Modern*</u>
9.2	Deleted CSU specific grading paragraph.
10.2	10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning (1 course: 3 semester, 4 quarter units) <u>Area 2A Mathematical concepts and Quantitative Reasoning may be met by a baccalaureate course in Mathematics, Statistics, or other Quantitative Reasoning Course.</u> Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement. <u>Historically, the prerequisite for 2A courses was intermediate algebra or equivalent.* Currently, some courses use intermediate algebra as a prerequisite but others include co-requisite content or build the prerequisite skill development into the course itself.</u> <u>In addition, courses should have their primary purpose and content focused on appropriate mathematics/quantitative reasoning.</u> 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. As 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

	<p>requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.</p> <p>Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement; <u>math survey courses may fulfill this requirement if the focus is on mathematical concepts and quantitative analysis.</u></p>
10.2	Deletion of Statistics Pathway section.
10.3.3	<p>10.3.3 Courses That Fulfill the Humanities Requirement</p> <p>Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language <u>and advanced ESL</u> courses may be approved if they include substantial literary or cultural aspects. Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects. Advanced English Composition courses may be approved if they include significant literary and humanities content and/or a methodological, epistemological, or theoretical focus.</p>

Submitted by IGETC Standards Subcommittee
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