



The Intersegmental Committee of the Academic Senates - University of California - The California State University - California Community Colleges

IGETC Standards, Policies, and Procedures Version 2.4

Summary of Substantial Changes

The updates included in IGETC Standards, Policies, and Procedures 2.4 are primarily edits to formatting and mechanics. Clarifying language was also added in a few sections and is noted in the table below.

A major change is the addition of Section 10.7 to implement Area 7 Ethnic Studies in IGETC Standards 2.4 for Fall 2023.

Table: Clarifying Language Added to 2.3 IGETC Standards Document Section(s)

SECTION(S)	CHANGES/ADDITIONS IN RED
Various	Formatting, punctuation, dates, weblink updates
1.0	<p>1.0 History Add a reference to Cal-GETC: “The current IGETC pattern (IGETC for UC and IGETC for CSU) will be largely replaced by Cal-GETC (per AB928) starting in AY 2025-26. Students with catalog rights will be able to maintain their use of their grandfathered IGETC pattern to the extent permitted by the relevant programs and institutions”.</p>
1.1	<p>1.1 Areas of Distribution for IGETC Add a summary for Area 7: “*AREA 7 – ETHNIC STUDIES. 1 course: 3 semester units, 4 quarter units. This course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies. *Reduction of units in Area 4 and inclusion of Area 7 take effect for students matriculating at a California community college beginning in Fall 2023.”</p>
1.1-12.6	<p>Reduction of units in Area 4: Update throughout the entire document.</p>
1.2 and 11.2	<p>1.2. Areas of Distribution for IGETC for STEM Clarify: “Full descriptions of the IGETC for STEM pattern areas and subareas begin in Section 10.0. More detailed information about IGETC for STEM can be found in Section 11.0.”</p>
4.0	<p>4.0. IGETC Course Submission and Review Process Revise: “The UC and the CSU conduct an annual, joint review of CCC courses submitted for IGETC. Submission decisions details are announced annually in the spring fall to at articulation officers meetings and updated on the ASSIST website each academic year are also forwarded electronically on the CIAC listserv.”</p>

SECTION(S)	CHANGES/ADDITIONS IN RED
5.2	<p>5.2. Non-California Community College Courses on IGETC</p> <p>Remove CSU 39 units requirements: “CSU students are required to complete 39 semester units of lower division general education requirements to graduate. If a student applies upper division units to the lower division requirements for IGETC certification for CSU, they may need to complete additional lower division units to reach the required 39 lower division units needed to graduate. Students should be advised of the potential ramifications of using this option.”</p>
7.1	<p>7.1. Advanced Placement (AP)</p> <p>Update the list of current AP exams in the chart. Add a note for discontinued AP exams: “Note: AP exams that have been discontinued are not shown on this table. A student with catalog rights may be able to use the now discontinued exam if accepted under IGETC at the time the exam was taken.”</p>
7.2	<p>7.2 International Baccalaureate (IB)</p> <p>Update the list of current IB exams in the chart. Add a note for discontinued IB exams: “Note: IB courses that have been discontinued are not shown on this table. A student with catalog rights may be able to use a now discontinued course if accepted under IGETC at the time the course was taken.”</p>
10.2	<p>10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning</p> <p>Update and clarify the description: “Area 2A, the Mathematical Concepts and Quantitative Reasoning requirement, is met by completing a baccalaureate course in mathematics, statistics, or other quantitative disciplines.* An approved course will have its primary purpose and content focused on mathematics and quantitative reasoning. Additionally, courses approved to fulfill this requirement must address students’ ability to develop, present, use, and critique quantitative arguments. For example, a course in statistics must emphasize the mathematical basis of statistics, including probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse. Thus, Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses are deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement. However, Math survey and Data Science courses may fulfill this requirement if the focus is on mathematical concepts and quantitative analysis at the baccalaureate level. A sequence of courses may be approved only if students are required to pass all classes in the sequence and the transferable course content is equivalent to an approved Area 2A course.</p> <p>Adherence to these guidelines will ensure that all graduates are equitably prepared for an environment in which public and private decision making is regularly expressed in quantitative terms. We routinely confront raw information that requires quantitative calculation and analysis in order to make decisions and take actions. Post-secondary graduates need to be able to participate in such quantitative reasoning and have the capacity to critique quantitative arguments. For this reason, a growing list of disciplines require a sound mathematical foundation. The guidelines for the 2A requirement in Mathematical Concepts and Quantitative Reasoning ensure that graduates are given a durable foundation preparing them to respond effectively and flexibly to the quantitative challenges they will face.</p>

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	<p>* The California Common Core State Standards for Mathematics (CCSSM) specifies the content of the high school courses required for admission to the UC and CSU. Baccalaureate level courses deepen and reach beyond the content in these college prep courses.”</p> <p>Area 2A Mathematical concepts and Quantitative Reasoning may be met by a baccalaureate course in Mathematics, Statistics, or other Quantitative Reasoning Course. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement. 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.</p> <p>In addition, courses should have their primary purpose and content focused on appropriate mathematics/quantitative reasoning. 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.</p> <p>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 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; math survey courses may fulfill this requirement if the focus is on mathematical concepts and quantitative analysis.</p> <p>“Stretch” Mathematics or Statistics courses (i.e., blended courses that include both transferable content and remedial content) may be approved only if both/all courses in the “stretch” course sequence are successfully completed with “C” grade or higher or the equivalent* (2.0 on a 4.0 scale) and the transferable course content is otherwise comparable to a “standard” Mathematics or Statistics course.</p> <p>*The equivalent should cover the content and mathematical practices of the Common Core State Standards for Mathematics, or CCSSM. Statistics course prerequisites/co-requisites should be consistent with CCSSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. For details see the UCTCA Guidelines for Mathematics and Statistics: https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html.</p>
10.4	<p>10.4. Subject Area 4: Social and Behavioral Sciences</p> <p>Clarify the number of courses and units and the description on disciplines</p> <p>(2 3 courses: 6 9 semester, 8 12 quarter units)</p> <p>At least tTwo academic disciplines are required.</p>

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	<p>“The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three two courses dealing with individual behavior and with behavior in human social, political, and economic institutions. The two three courses used must be from a minimum of two academic disciplines or in an interdisciplinary sequence (e.g., an inherently interdisciplinary prefix [cf., Humanities or Global Studies] or if one of the two courses is cross-listed [cf., Psychology and Women’s Studies]). The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences.”</p>
10.7	<p>10.7 Subject Area 7: Ethnic Studies</p> <p>The entire new section is added. (1 course: 3 semester or 4 quarter units)</p> <p>10.7.1 CCC courses for Area 7</p> <ol style="list-style-type: none"> 1. CCC courses for Area 7 could be written with both CSU and UC Ethnic Studies Core Competencies requirements in mind, but the courses must meet either the CSU or UC Ethnic Studies Core Competencies requirement. 2. A course meeting the CSU Ethnic Studies Core Competencies requirement will be deemed to have met the UC Ethnic Studies Core Competencies requirement. Similarly, a course meeting the UC Ethnic Studies Core Competencies requirement will be deemed to have met the CSU Ethnic Studies Core Competencies requirement. <p>10.7.2 CSU’s definition of the Ethnic Studies Core Competencies requirement</p> <p>This lower-division, 3 semester (4 quarter) unit requirement fulfills CSU Education Code Section 89032. The requirement to take a 3 semester (4 quarter) unit course in Area 7 shall not be waived or substituted.</p> <p>To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies. Campuses may add additional competencies to those listed.</p> <ol style="list-style-type: none"> 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies. 2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

As described in Article 6 in the CSU General Education Breadth Requirements, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Area F requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2 in the CSU General Education Breadth Requirements, ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for GE Area F (Ethnic Studies) credit shall also fulfill (double count for) this requirement.

10.7.3 UC's definition of the Ethnic Studies Core Competencies requirement

To be approved for the ethnic studies requirement, community college courses shall have the following course prefixes: African American, Asian American, Latina/o/x American, or Native American Studies (which reflect the specific named populations centered in ethnic

studies, hereinafter referred to as the "Populations"). Similar fields and course prefixes (e.g., Black Studies, African Diaspora Studies, Pan African Studies, American Indian Studies, Indigenous Studies, Asian American & Asian Diaspora Studies, Asian American and Pacific Islander Studies, Chicana/o/x Studies, Latina/o/x Studies, Critical Race and Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, antiblackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the abovementioned fields.
2. Apply theory and knowledge produced by the above-mentioned Populations to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above-mentioned Populations.

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	<p>4. Critically situated, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the above-mentioned Populations are relevant to current and structural issues at the local, national, international, and transnational levels. Such issues may include, for example, immigration, reparations, settler colonialism, multiculturalism, and language policies.</p> <p>5. Describe and engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in communities of the above-mentioned Populations seeking a more just and equitable society.</p>
12.5	<p>12.5 IGETC Certification Form The form is updated for Area 4 and Area 7.</p>
12.6	<p>12.6. IGETC for STEM Certification Form The form is updated for Area 4 and Area 7.</p>
13.0	<p>13.0 Changes Required to IGETC Standards 2.3 (For Fall 2023). Remove this section. The listed changes have been implemented throughout the document.</p>

Submitted by IGETC Standards Subcommittee, May 31, 2023