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Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
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February 14, 2022

MICHAEL T. BROWN
PROVOST AND EXECUTIVE VICE PRESIDENT
UNIVERSITY OF CALIFORNIA

Re: Assembly Approval of Revision to Senate Regulation 478 (IGETC Area 7)

Dear Michael:

At its February 9, 2022 meeting, the Assembly of the Academic Senate voted 36 to 5 to approve revisions to Senate Regulation 478.B. The revisions create Intersegmental General Education Transfer Curriculum (IGETC) Area 7 – Ethnic Studies, an additional IGETC subject area that prospective California Community College transfer students can fulfill by completing an approved ethnic studies course. The revision was proposed by the Board of Admissions and Relations with Schools (BOARS). It aligns UC with new state legislation requiring the California State University to include an ethnic studies course in their general education curriculum for a baccalaureate degree.

The proposal underwent two systemwide Senate reviews. The final approved revision is attached. The change involves reducing the number of required courses for IGETC Area 4 (Social and Behavioral Sciences) from 3 to 2 in order to accommodate a new Area 7 course without increasing the overall IGETC course total and to better align with CSU's plans. The policy is designed to allow community colleges to submit courses from a variety of disciplines for review and approval for IGETC Area 7, including in the humanities, arts, social sciences, and other interdisciplinary areas.

Also attached are the course criteria and guidelines for IGETC Area 7 that UC will use to determine the types of courses that fulfill the new ethnic studies requirement. We understand that these guidelines list specific course prefixes that are not inclusive of all prefixes used on UC campuses, but they merely serve as examples to acknowledge CSU's legislative mandate to specify prefixes. UC will review courses for Area 7 based on course criteria and competencies defined by UC faculty, not solely based on their designated prefix. We anticipate the changes will apply to the next IGETC review cycle, which begins in December 2022 for academic year 2023-24.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

A handwritten signature in cursive script that reads "Robert Horwitz".

Robert Horwitz, Chair
Academic Council

Cc: Vice Provost Gullatt
Director Lin
Assembly of the Academic Senate
Senate Directors
Executive Director Baxter

Encl.

Revisions to Senate Regulation 478 with Changes Tracked Approved by the Assembly of the Academic Senate February 9, 2022

478. Applicants for admission to the University by transfer can fulfill the lower division Breadth and General Education (B/GE) requirements by completion of the Intersegmental General Education Transfer Curriculum (IGETC) or by fulfilling the specific requirements of the college or school to which the student will apply. The IGETC is incorporated into the Associate Degrees for Transfer specified in Regulation 476.C.2 and is consistent with the transfer pathway specified in Regulation 476.C.3. (En 5 May 88) (Am 3 May 90) (Am 17 June 2009) (Am June 2013)

A. IGETC Course and Unit Requirements (Am June 2013)

All courses used in satisfying IGETC must be accepted for baccalaureate credit at the University, and be of at least 3 semester units or 4 quarter units. The laboratory portion of science courses must be of at least 1 unit. Quarter courses worth 3 units may be used only in the areas of English Composition and Mathematics/Quantitative Reasoning when at least two such courses are part of a sequence. All courses that are part of such a sequence must be completed to satisfy IGETC.

B. IGETC Subject Requirements (Am June 2013)

The minimum number of courses and units in each of the following ~~six~~ seven subject areas constitute the Intersegmental General Education Transfer Curriculum:

1. English Composition. 2 courses: 6 semester units, 8 quarter units. One course must be in English Composition. The second course may also be in English Composition, or in Critical Thinking and Composition. These courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement.
2. Mathematical Concepts and Quantitative Reasoning. 1 course: 3 semester units, 4 quarter units. This course should be in mathematics or statistics, with the exception that courses in the application of statistics to specific disciplines may not be used to fulfill this requirement.
3. Arts and Humanities. 3 courses: 9 semester units, 12 quarter units. At least one of the courses must be completed in the Arts and at least one of the courses must be completed in the Humanities. Courses that are primarily performance or studio art courses cannot be used to fulfill this requirement.
4. Social and Behavioral Sciences. ~~3~~ 2 courses: ~~9~~ 6 semester units, ~~12~~ 8 quarter units. Courses must be from ~~at least~~ two different disciplines.
5. Physical and Biological Sciences. 2 courses: 7 semester units, 9 quarter units. One course must be in a physical science, the other in a biological science, and at least one must include a laboratory.
6. Language Other Than English. Proficiency. This requirement may be fulfilled by completion of two years of a foreign language in high school with a grade of C or better or by equivalent proficiency demonstrated in college courses.
- 6.7. 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.

C. Scholarship Requirements (En 12 June 2013)

Only courses in which a grade of C or better has been attained can be used for fulfillment of IGETC. Credit by external exams may satisfy portions of IGETC pattern of courses upon approval of the Board of Admissions and Relations with Schools.

D. University Policy for the IGETC (Am 3 May 90) (Am 25 Feb 99) (Am 11 May 2005) (Am June 2013)

1. Students must have their coursework ~~fulfilling~~ fulfilling IGETC certified by the last California Community College they attended for a regular term prior to transfer.
2. If the lower division B/GE requirements are not fully satisfied prior to transfer, the student will be subject to the regulations regarding B/GE lower division requirements of the school or college of the campus to which the student transfers, with the following two exceptions.
 - a. A transfer student accepted into a college or school that recognizes IGETC as satisfying the B/GE requirements may complete a maximum of two courses of IGETC pattern after transfer (i.e., "Partial IGETC Certification") if all other conditions in Section 478.B are met. Neither of the courses to be completed after transfer may be in English Composition, Critical Thinking, or Mathematics/Quantitative Reasoning (IGETC Areas 1 & 2).
 - b. A transfer student intending to major in science, engineering, or mathematics in a college or school that recognizes IGETC as satisfying the B/GE requirements may complete up to three courses after transfer. The courses to be completed after transfer may consist of at most one in each of Area 3 - Arts & Humanities, Area 4 - Social & Behavioral Science, and Area 6 - Language Other than English.
3. A student who has been approved to complete the IGETC after transfer may take a certified IGETC course in the areas remaining to be completed at any California Community College subject to the UC campus rules regarding concurrent enrollment or, at the option of the UC campus, may take approved substitute courses at that UC campus.
4. The IGETC must be completed within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.
5. Consistent with SR 414, each college or school retains the right to accept or not accept IGETC as satisfactory completion of its lower division B/GE requirements.

**Ethnic Studies Requirement & Course Criteria for the
Intersegmental General Education Transfer Curriculum (IGETC)**

Prepared by A-G and Transfer Policy Analysis & Coordination

UC's IGETC Ethnic Studies Core Competencies

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 above-mentioned 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.
4. Critically situate, 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.
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.