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September 2, 2021

CHAIRS OF SENATE DIVISIONS AND COMMITTEES:

Re: Systemwide Review of Proposed Revisions to Senate Regulation 478 (IGETC)

Dear Colleagues,

I am forwarding for systemwide Senate review the attached revision to Senate Regulation 478 proposed by the Board of Admissions and Relations with Schools (BOARS). The revision creates Intersegmental General Education Transfer Curriculum (IGETC) Area 7 – Ethnic Studies, an additional IGETC subject area that prospective California Community College (CCC) transfers can fulfill by completing an approved ethnic studies course. The revision also 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.

In addition, to determine whether CCC courses meet UC’s ethnic studies IGETC requirement, UC faculty will need to develop general criteria for Area 7. Attached as information are recommendations for the IGETC Area 7 criteria, developed by an Ethnic Studies Faculty Workgroup and approved by BOARS.

Please submit comments to the Academic Senate office at [SenateReview@ucop.edu](mailto:SenateReview@ucop.edu) by November 15, 2021 to allow us to compile and summarize comments for the Academic Council’s November 22 meeting. As always, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

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

Sincerely,

Robert Horwitz, Chair  
Academic Council

Cc: Senate Directors  
Executive Director Baxter

Encl.



**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)**

**Eddie Comeaux, Chair**

[eddie.comeaux@ucr.edu](mailto:eddie.comeaux@ucr.edu)

Assembly of the Academic Senate

1111 Franklin Street, 12<sup>th</sup> Floor

Oakland, CA 94607-5200

April 22, 2021

**MARY GAUVAIN, CHAIR  
ACADEMIC COUNCIL**

**RE: IGETC Ethnic Studies Proposal and [Senate Regulation 478](#)**

Dear Mary,

The Board of Admissions and Relations with Schools (BOARS) has been working with the UC Office of the President Department of Graduate, Undergraduate and Equity Affairs (GUEA) to respond to the new state legislation ([AB 1460 \(Weber\)](#)) requiring the California State University (CSU) to now include an Ethnic Studies course in the General Education curriculum for a baccalaureate degree. Because California Community College (CCC) students transfer to both the CSU and UC, the two institutions have long held a common Intersegmental General Education Transfer Curriculum (IGETC). Given the recent developments, UC must consider changes to IGETC that will meet both the CSU Ethnic Studies graduation requirement and UC academic standards.

To that end, BOARS approved a proposal to create an additional IGETC subject area in collaboration with the CSU: Area 7 – Ethnic Studies. For UC, Area 7 will carry no unique units. Rather, a potential UC transfer student will fulfill this IGETC area by ensuring that one of the required 3 courses in either Area 3-Arts and Humanities or Area 4-Social and Behavioral Sciences is an ethnic studies course. To elaborate on the BOARS proposal, we have convened a UC ethnic studies faculty workgroup to develop criteria for IGETC Ethnic Studies course articulation. The working group is expected to issue recommended criteria to BOARS by June 2021.

However, because the deadline for the CSU to implement their new graduation requirement is Fall 2021, the UC Academic Senate must begin its internal emendation and review processes now. While we await the academic standards from the ethnic studies faculty workgroup, BOARS asks that the Council begin systemwide review of revised language for Senate Regulation 478 (enclosed), which addresses the IGETC subject areas, such that they may both be approved as soon as possible. BOARS urges that these changes be considered sooner rather than later in support of prospective transfer students who would otherwise need to plan differently for UC/CSU transfer due to differing IGETC expectations.

Thank you for your support,

Sincerely,

Eddie Comeaux  
BOARS Chair

Encl.

cc: Members of the Board of Admissions and Relations with Schools (BOARS)  
Hilary Baxter, Executive Director, Systemwide Senate  
Yvette Gullatt, Vice Provost, Graduate, Undergraduate, and Equity Affairs  
Han Mi Yoon-Wu, Executive Director, Undergraduate Admissions, GUEA  
Monica Lin, Director, A-G and Transfer Policy Analysis & Coordination, GUEA

**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 courses: 9 semester units, 12 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.
7. Ethnic Studies. 1 course: 3 semester units, 4 quarter units (from among the 3 courses reported for either the Arts and Humanities or the Social and Behavioral Sciences). This requirement is fulfilled by completing one course in this subject area that is also approved in the Arts and Humanities, or also approved in the Social and Behavioral Sciences.

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.

**For BOARS Discussion & Approval:**  
**Recommendations for UC Ethnic Studies Course Criteria for the**  
**Intersegmental General Education Transfer Curriculum (IGETC)**

*Prepared by A-G and Transfer Policy Analysis & Coordination*

Presented to BOARS, June 4, 2021

**Policy question:** Given the baseline criteria [recommended by the California State University \(CSU\) Council on Ethnic Studies](#) and [approved by the Academic Senate of the CSU](#), what are the recommended UC criteria to determine the types of ethnic studies courses UC will accept to fulfill the new IGETC ethnic studies requirement proposed by BOARS?

**Academic Senate Regulation 478.B ([IGETC Subject Requirements](#))**

Ethnic Studies. 1 course: 3 semester units, 4 quarter units (from among the 3 courses reported for either the Arts and Humanities or the Social and Behavioral Sciences). This requirement is fulfilled by completing one course in this subject area that is also approved in the Arts and Humanities, or also approved in the Social and Behavioral Sciences.

**Summary**

The A-G and Transfer Policy team convened a UC IGETC/Ethnic Studies Faculty Workgroup to discuss the ethnic studies core competencies presented by the CSU and to recommend revisions, as needed, to the criteria for ethnic studies courses that can fulfill UC's IGETC subject requirements.

The proposed revisions aim to:

- Acknowledge five basic competencies, summarized as: 1) Concepts, 2) Knowledge Produced, 3) Intersections, 4) Historical Context, and 5) Engagement
- Address the desired skills for students to gain within each competency
- Clarify references to existing and additional topics in modern critical race/ethnic studies fields
- Expand and be more consistent in the use of descriptive language referring to populations and fields

**UC IGETC/Ethnic Studies Faculty Workgroup Members**

- Christina Baker, Associate Professor of Critical Race and Ethnic Studies, UC Merced
- Jessica Bissett Perea, Assistant Professor of Native American Studies, UC Davis
- John Murillo III, Assistant Professor of African American Studies, UC Irvine
- Juan Poblete, Professor of Critical Race and Ethnic Studies, UC Santa Cruz
- Lok Siu, Associate Professor of Asian American & Asian Diaspora Studies, UC Berkeley
- Daphne Taylor-García, Associate Professor of Ethnic Studies & Director of Undergraduate Studies, UC San Diego
- Sharon Tettegah, Professor of Black Studies & Director of the Center for Black Studies Research, UC Santa Barbara

**Proposed IGETC Ethnic Studies Core Competencies (from the CSU) &  
Proposed UC Revisions in Red/Blue**

To be approved for this requirement, 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 these fields, 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 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, antiblackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as analyzed studied in any one or more of the following: ~~Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies~~ above-mentioned fields.
2. Apply theory and knowledge produced by ~~Native American, African American, Asian American, and/or Latina and Latino American~~ the communities centered in the above-mentioned critical race and ethnic studies fields to describe 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 ~~Native American, African American, Asian American, and/or Latina and Latino American~~ the communities of the above-mentioned Populations.
4. Critically review situate, in historical context, 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~~ the above-mentioned Populations are relevant to current and structural issues. ~~such as~~ Such issues may be 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, abolitionist, and anti-colonial thought, issues, and the practices, and movements in ~~Native American, African American, Asian American and/or Latina and Latino~~ communities ~~and a~~ of the above-mentioned Populations seeking a more just and equitable society.