



University of California  
California State University  
California Community Colleges

# IGETC

## STANDARDS, POLICIES AND PROCEDURES FOR INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

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Version 2.4

The 2023 IGETC Standards, Policies and Procedures Version 2.4 provides an accessible way to review information related to the IGETC. This information includes current practices and policies and new policies and procedures as approved by the California Community Colleges, the California State University, and the University of California. The IGETC standards, policies, and procedures contained in this document supersede any and all previous versions of IGETC Standards, Policies and Procedures including but not limited to IGETC Notes 1, 2, and 3.

Version 2.4 Final 31 MAY 2023  
(For approval history, see last page)





# 1 History

The Intersegmental General Education Transfer Curriculum (IGETC) began in 1991 to provide an option for California Community College students to fulfill lower-division general education requirements before transferring to either a California State University or University of California campus. The curriculum and its policies are overseen by the Intersegmental Council of Academic Senates (ICAS), representing faculty from California's three segments of public higher education.

Since the development of the 1960 Master Plan for Higher Education, 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 legislators and members of the Commission to Review the Master Plan ("the Commission"), who examined and renewed the Master Plan for Higher Education in California in the 1980s.

In response to the concerns raised by the Commission and the Legislature, embodied in Assembly Bill 1725 (Chapter 973, Statutes of 1988), faculty from the California Community Colleges, the California State University, and the University of California developed IGETC to provide a statewide, lower-division general education transfer curriculum applicable to all California Community College (CCC) students transferring to a California State University (CSU) or University of California (UC) campus. The Academic Senates of the California Community College, the California State University, and the University of California endorsed the creation of IGETC to facilitate the ease of transfer for California Community College students, regardless of the CSU or UC campus to which they transfer.

Both the California State University (CSU) and the University of California (UC) established curricular programs to assist California Community College students in meeting lower-division general education requirements prior to transfer.

Beginning in Fall 1981, CCC students were able to use the statewide CSU General Education-Breadth pattern to meet lower-division general education, a lower-division GE pattern that is still predominantly used by CCC students who transfer to a CSU campus. Both CSU GE-Breadth and IGETC are authorized and described in the [CSU General Education Breadth Requirements](#) (formerly CSU Executive Order 1100 *Revised*).



## 2 Students Who May Use IGETC

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a California Community College to a California State University (CSU) or University of California (UC) campus generally without the need, after transfer, to take additional lower-



## 5 Courses Appropriate for IGETC

Courses must be CSU and UC transferable. There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

Given that students often attend multiple California Community Colleges, policy specifies that IGETC coursework completed in specific subject areas will be used in the area designated by the CCC at which the course was completed. In other words, if College A is certifying IGETC completion using work completed at College B, College A should use the coursework according to the approved list for College B.

Certification of coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed. Courses with an approval date of Fall 1991, may be applied to the IGETC if completed prior to Fall 1991. Courses approved after Fall 1991, may only be applied if completed on or after the approval date.

Student 1 took Psychology 101 in 1975 (IGETC approval date Fall 1991). The course may be applied to IGETC. Student 2 took Chemistry 10 in 1975 (IGETC approval date Fall 1992). The course may not be applied to IGETC. Only if Chemistry 10 is taken Fall 1992, or later can it be applied to IGETC.

Although California Community College courses may be listed in more than one area, they can only be applied to one area for certification purposes with the exception of Language Other Than English (LOTE). See Section 10.6.3 for details.

Appropriate non-CCC general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States regionally accredited institutions should be routinely included in IGETC. For example, California Community Colleges should not hesitate to include such traditional introductory general education courses as Psychology, Sociology, Economics, Political Science, Biology, or Chemistry that have been completed at non-CCC colleges. Care should be taken to review course outlines for content, prerequisites, texts, units, and IGETC Area Standards (See Section 10.0 for Standards). Particular care should be taken when evaluating non-CCC courses to fulfill either (i) IGETC Area 1B, Critical Thinking and Composition – Few non-CCC colleges offer a second semester course that combines Critical Thinking and English Composition or (ii) IGETC AREA 7, Ethnic Studies – There are narrow constraints on course eligibility and required competencies that are unlikely to be met by any one course not specifically targeted to the requirements.

Guidelines to determine if a course is appropriate in this area can be found in Section 10.1.2b.



1. The coursework completed at these institutions is deemed by the CCC faculty in the discipline or their designee (e.g., Articulation Officer) to be comparable to coursework on that community college's approved IGETC course list; or
2. if the certifying CCC does not have an IGETC comparable course for a non-CCC course, but there is a comparable course at another CCC which is found on their IGETC pattern, the course may be used on IGETC as long as the course outlines are comparable in content, prerequisites, texts, units, and conformity to IGETC Area Standards (please see Section 10.0 for Standards); or
3. if there is no comparable course at either the certifying CCC or another CCC's, then the certifying CCC may use the non-CCC course on the IGETC provided that the non-CCC course conforms to the IGETC Area Standards (please see Section 10.0 for Standards); or
4. if the non-CCC course was completed prior to the CCC course's IGETC effective date and meets the criteria as outlined in number 2 above, the non-CCC course may be applied to IGETC; or
5. if a course has been determined by UC or CSU to meet minimum transfer admissions eligibility, the course may be applied to IGETC (e.g., UC-E, UC-M, UC-S, etc.).

In general, non-CCC courses applied to IGETC should be classified as lower- division. However, there are instances when a course that is listed as upper- division may be applied to the IGETC. They include the following:

1. When a UC or CSU campus has classified a course or series as upper- division but has requested to allow lower- division transfer credit because an equivalent course is taught at a community college or because the preparation of the subject is desired prior to transfer from the 2-year institution to the 4-year institution. Current examples may include economics, organic chemistry and abnormal psychology.
2. When a non-CCC course is determined comparable to one taught and approved for IGETC at a CCC, it may be applied to IGETC regardless of its upper-division status.
3. When a CSU uses an upper-division course in its "lower-division" General Education Breadth Pattern.

Note: In all cases, these courses should have sufficient breadth to meet the



Independent study and special topics courses are not acceptable for IGETC. For example, if content varies from term to term, the applicability of these types of courses to IGETC cannot be determined.

International coursework may be applied to IGETC if the institution has United States regional accreditation. All other international coursework cannot be applied to IGETC.

Area 6: Language Other Than English (LOTE). International coursework completed at a non-United States institution may be applied. (See Section 10.6.1 for details on Language Other than English).

Courses not transferable to the CSU and UC using IGETC:

- Pre-baccalaureate courses (including remedial English composition)

- Variable Topics

- Directed Study

- Independent Study

- International coursework from non-United States regionally accredited institutions (Except LOTE, see Section 10.6)

- Personal, Practical, Skills Courses

- Introductory courses to professional programs

- Performance Courses

- Creative Writing





Actual IB transfer credit awarded for these and other IB exams for admission is determined by the CSU and UC. [\[UC Policy for IB credit\]](#)

The CSU also has a system-wide policy for these and other IB exams for awarding transfer credit for admission. [\[CSU policy for IB credit\]](#)

CLEP cannot be used on IGETC. However, the CSU has a system-wide policy for CLEP exams and awarding transfer credit for admission based on these exams. [\[CSU policy for CLEP\]](#)

College Board and ACT exams cannot be used to satisfy IGETC requirements (e.g., SAT I, SAT II, Subject Tests, Achievement Tests).

AP exams as listed in Section 7.1 and SAT Subject Tests (formerly SAT II) with at least the minimum scores for Language Other Than English (LOTE) as specified in Section 10.6.1 may be used.

Credit by exam is acceptable provided that a United States regionally accredited college or university transcript specifies the course title, unit value, grade and is posted to a specific term. A "Credit/Pass" designation is acceptable provided that the institution's policy states that a "Credit/Pass" designation is equivalent to a "C" grade or higher (2.0 grade points on a 4.0 scale). The course must be deemed comparable by the CCC faculty in the discipline or its designee (e.g., Articulation Officer) as defined in Section 5.2.

## 8 Unit Value

A course must have a minimum unit value of 3 semester or 4 quarter units to meet the requirements for IGETC. Laboratory courses intended to accompany lecture courses are an exception to this guideline (e.g., Section 10.5.3). It is not allowable to take three 1 semester unit courses to fulfill a 3 semester unit requirement. As a rule, the content of a 1 unit course will not provide the depth, scope and rigor of a single 3 unit course (see exception below).

3 quarter unit or 2 semester unit Math and English courses that satisfy IGETC Areas 1A or 2 may be applied if 1) they are a part of a sequence, 2) at least two of the 3 quarter unit or 2 semester unit courses as part of the same sequence have each been completed with "C" grade or higher (2.0 on a 4.0 scale), and 3) the course sequence must meet the rigor and breadth of IGETC Standards. (See Section/s 10.1.1 and/or 10.2).

Student takes English 101, 102, and 103 (3 quarter units each). The CCC certifying college may apply any combination of 101, 102, or 103 that have been completed with a "C" grade or higher (2.0 on a

4.0 scale) for a total of six quarter units to satisfy Area 1A as long as the combination of courses meet the rigor and breadth of the IGETC Standards in Section 10.1.1.

Student takes Math 121 - Calculus A (3 quarter units) and Math 122 - Calculus B (3 quarter units) and completes each course with a "C" grade or higher (2.0 on a 4.0 scale). Calculus 121 and 122 are the same as Calculus 120 - Calculus (6 quarter



# 10 Subject Areas and Course Guidelines

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 California public postsecondary education. Courses listed in more than one area can only be applied in one area.

Courses in the IGETC shall 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 men, women, and members of various ethnic or cultural groups.

IGETC courses shall address 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.

Coursework taken at a United States regionally accredited institution of higher education taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

Courses in the area of Written Communication/Critical Thinking and or communication must be delivered in English (IGETC Area 1).

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester or quarter units so represented.

*(3 courses: 9 semester, 12 quarter units)*

English composition. One course: 3 semester or 4 quarter units

Critical Thinking/English Composition. One course: 3 semester or 4 quarter units

Oral Communication. One course: 3 semester or 4 quarter units

Area 1C, Oral Communication, is required only for students transferring to the CSU.

A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 5,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition (i.e., a course that satisfies English 1A) shall be prerequisite to the course in Critical Thinking/English Composition.

"Stretch" or "intensive" English Composition courses (i.e., blended courses that include both transferable content and remedial content) may be approved for the English Composition Requirement if both/all courses in the "stretch" course sequence are successfully completed with "C" grade or higher (2.0 on a 4.0 scale); and the transferable content is comparable to a 'standard' English Composition course (i.e., the course requires a minimum 5,000 words of writing; substantial instruction and practice in expository



essay writing at the college level; and substantial amount of reading of significant literature).

English Composition for ESL courses may be approved for the English Composition Requirement if the course content is not solely remedial and is otherwise comparable to a "standard" English Composition course (i.e., the course requires a minimum 5,000 words of writing; substantial instruction and practice in expository essay writing at the college level; and substantial amount of reading of significant literature).

*10.1.1.a Courses That Do Not Fulfill the English Composition Requirement,*

*10.1.2.b Critical Thinking/Composition Courses from Institutions Other Than the California Community College (CCC) System*

In most cases (but not all), courses are found lacking in instruction in critical thinking if the course description and objectives do not specifically include or incorporate critical thinking skills. Introduction to principles of inductive and deductive processes, the relationship of language to logic, and the abilities to analyze, criticize, and advocate ideas often are not evident. The critical thinking component should go beyond critical reasoning or literary criticism.

When certifying completion of coursework taken at non-CCC United States regionally accredited institutions, the community college faculty in the discipline or their designee (e.g., Articulation Officer) determines that the coursework is comparable to courses approved for IGETC at a California Community College. Since it is unlikely that institutions other than California Community Colleges will have a combined

(1 course: 3 semester, 4 quarter units)

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

encourages student to analyze and appreciate works of philosophical, historical, literary, and cultural importance.

historically constitutes the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person.

CSU campuses have the discretion on whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to also count in Areas 3B or 4.

Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. 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 (e.g., Dance History in Cultural Context, Film Art, History of Architecture, History of Modern Art, Multi-Cultural Theatre, Music History and Literature, The Jazz Experience).

Courses which focus on technique, skills or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing primarily on performance).

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language and ESL courses (which do not have a principal focus on skills acquisition) 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.

Courses such as English Composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, and all elementary language other than English courses are skills or performance courses that do not meet the curricular specifications for IGETC.

in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, 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. CSU campuses have the discretion on whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to also count in Areas 3B or 4.

Courses in the Social and Behavioral Sciences provide students with the opportunity 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. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as



For students who did not meet the LOTE requirement in high school, they may fulfill IGETC Area 6A by completing a college course/courses, or by demonstrating proficiency in one of several other methods. Language courses must provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are also acceptable for meeting this requirement. Courses that are primarily conversational (e.g., content cannot be primarily for business or travel-oriented language instruction) must have as a prerequisite a course equivalent to the third year/third level of high school instruction or one year of college level instruction in the language to be acceptable.

Students transferring to the University of California are required to demonstrate competence (proficiency) in a language other than English equal to two years/second level of high school instruction. Competence may be demonstrated through one of the following mechanisms.

1.
  - a. High school courses
    - i. In a high school where the language of instruction is English, completion of the second level of high school coursework in a language other than English with a letter





If a college offers a split sequence of courses, the second half of a split- course sequence may validate the first half. Credit should be granted for each individual course as indicated on the community college transcript. For practical purposes this policy began in the 2005-06 year, but UC campuses may use discretion when considering students from past years. Flexibility is encouraged whenever possible.

More advanced language courses that focus on culture and otherwise satisfy the specifications of the humanities can also be used to satisfy an Area 3B (Humanities) requirement and clear IGETC Area 6A.

The following are regulations used by the University of California in evaluating high school work in Languages Other Than English:

*10.6.3.a Acceptable Courses*

Completion of the second semester, second level (i.e., 4<sup>th</sup> semester) or higher of high school instruction in a language other than English with a C- or better.

*10.6.3.b Seventh and Eighth Grade Courses*

High school-level courses in languages other than English completed (in junior high/ middle school) during 7<sup>th</sup> and/or 8<sup>th</sup> grades, with letter grades of at least "C-" may be used (see Section 9.3/10.6.2d). This may be done by including the names of and grades for these courses on the student's transcript, or by stating their equivalency on the transcript. The 7<sup>th</sup> and 8<sup>th</sup> grade courses may also be validated if the student completes one semester or more of the same language in the high school at a higher level.

*10.6.3.c Validation of Less Advanced Coursework*

A more advanced course may be used to "validate" a less advanced course even if the less advanced course does not appear on the high school transcript.

Spanish level 2 in high school completed with at least "C-" grades validates Spanish Level 1 regardless if a lower level was taken.

*10.6.3.d Evaluation of Letter Grades*

The University of California does not count "minus" or "plus" grades in computing the grade point average; only the whole grade is used from high school coursework. In other words, a "C-" grade is counted as a "C."

A student who received "C-" grades in Spanish level 1 and level 2 meets the language proficiency requirement.

*10.6.3.e "D" and "F" Grades in Less Advanced Work*

Deficient (D/F) grades earned in less advanced work can be validated by completion of more advanced work with letter grades of "C-" or higher.

1. A student who completed two years of the same language with grades "DD" and "CC" meets the requirement because the "CC" in the more advanced course validates the "DD" in the first level course.

2. Two years of the same language with grades "DD" and "DC" meets the requirement because the "Ds" are validated by the passing grade in the most advanced class.
3. Two years of the same language with grades "CC" and "DD" does NOT meet the requirement because the "D" grade is not passing and in the most advanced course.
4. A student who completed three years of the same language with grades "CD," "DD," and "C-/D" meets the requirement because the "C-" in the more advanced course validates the "CD," "DD" in levels one and two.

*10.6.3.f Repeating Courses with "D" or "F" Grades*

A student may have cleared "D" and "F" grades by repeating the course(s) in which the "D" or "F" grades were received.

- 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.

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 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.
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.

The CSU U.S. History, Constitution, and American Ideals (AI) graduation requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed and applied to IGETC Subject Areas 3B and/or 4. CSU campuses have the discretion on whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to also count in Areas 3B or 4.

## 11 IGETC for STEM

Students preparing for a major in science, technology, engineering, or mathematics are eligible. IGETC for STEM allows students to concentrate on the lower division math and science courses required for a STEM major; and

If it is impossible for students to complete major preparation coursework and IGETC or CSU GE Breadth without going over 60 units prior to transfer.

IGETC for STEM Majors is applicable only to majors in which the TMC explicitly indicates the availability of the option. As of May 2020, only Chemistry, Biology and Environmental Science allow for IGETC for STEM. A current list of associate degrees for transfer (ADTs) that allow for use of IGETC for STEM can be found at [www.c-id.net](http://www.c-id.net).

Complete the following courses before transfer:

All courses in Areas 1 (except 1C for UC-bound students), Area 2A, Area 5, and Area 7; and

One course in Area 3A; one course in Area 3B; and one course in Area 4 (the second Area 4 course will eventually need to be from a different academic discipline).

Complete the following courses after transfer:

One remaining lower-division general education course in Area 3;



completion of the IGETC using work completed at college B, college A should place coursework according to the approved list for college B.

requirements to also count for CSU United States History, Constitution and American Ideals (AI) graduation requirements (e.g., Area 3B or 4).

10. Open or unofficial transcripts for LOTE are acceptable.
11. When combining quarter and semester unit values within an IGETC Area, units shall be converted to either all quarter units or all semester units to best serve the student. For example, in Social/Behavioral Sciences (Area 4), a student needs either a minimum of 6 semester units or 8 quarter units. If a student takes one 4 quarter unit course and one 3 semester unit course, convert the semester units to quarter units (3 units x 1.5 quarter units = 4.5 quarter units). The student will be credited with 8.5 quarter units in Area 4 and will have satisfied the requirement.

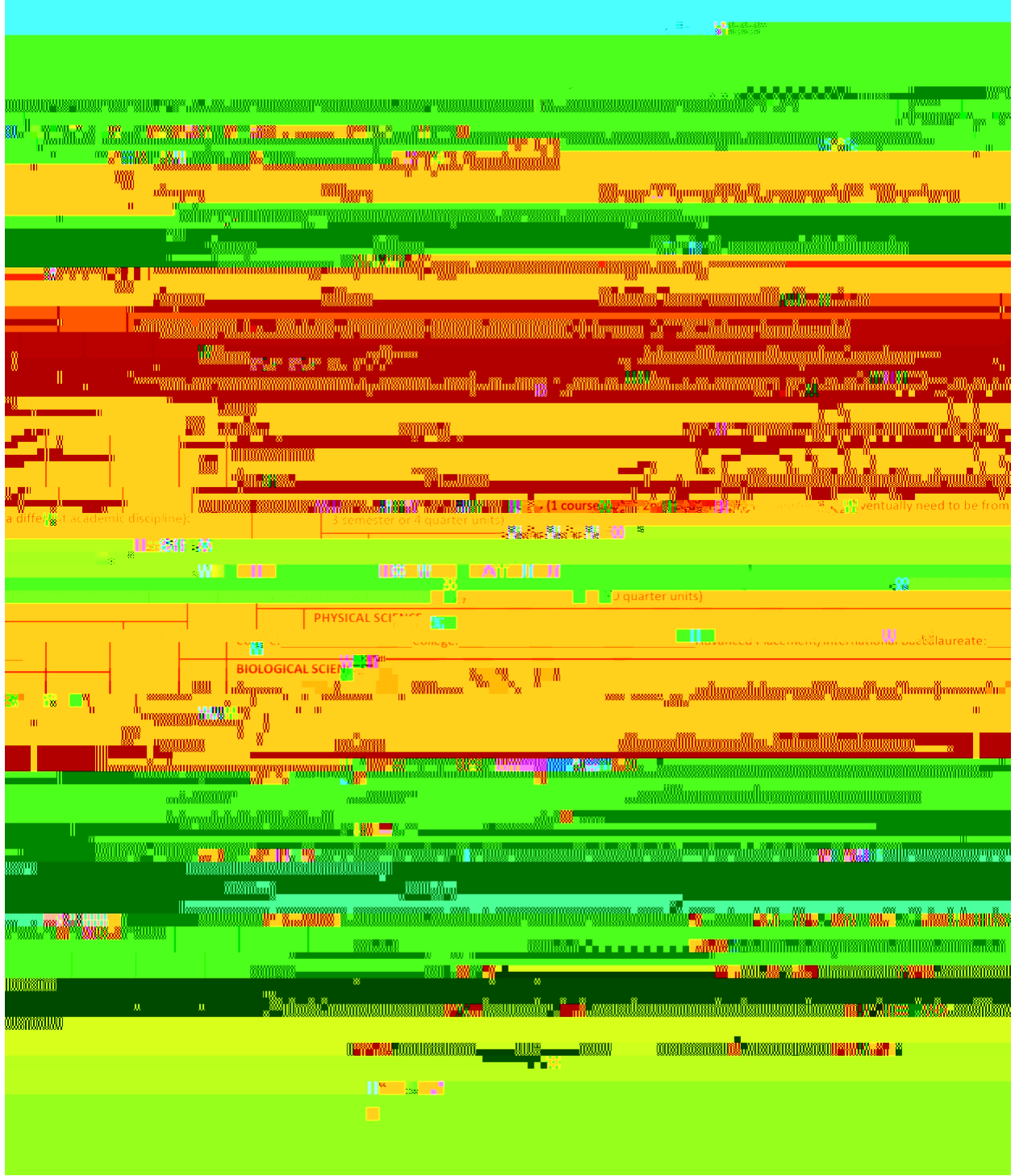
The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester (72 quarter) units of general education which includes 9 semester (12 quarter) units of upper







# Intersegmental General Education Transfer Curriculum







# IGETC Standards Approval History

As a result of CIAC suggestion to update and revise IGETC Standards/Notes, an intersegmental committee was formed.

Document created.

Document reviewed by ICAS and referred to each segment for review and approval.

CSU Chancellor's Office, Academic Program Planning Division reviewed

