May 13, 2011

ACADEMIC SENATE CHAIR PATTON
ACADEMIC SENATE VICE CHAIR PILATI

Dear Colleagues:

As you know, the University of California has been engaged in internal discussions intended to smooth the transfer pathway for students interested in completing their degree at one of our nine undergraduate campuses. These conversations have been driven by our own commitment to the transfer function in California, but also to be responsive to the legislation passed last year establishing an associate degree pathway for students at one of the state’s community colleges.

In fall of 2010 and again in spring of 2011, the UC Office of the President convened discipline faculty groups to discuss the lower-division major requirements at each campus. While the campuses continue to have some local variation – variation that is based on the preparation required for the upper-division coursework and research at the respective campuses – each of the disciplines that met identified a core set of common requirements. We hope that this common core will help students plan for transferring and completing a degree in the given majors across the UC system. Student Affairs at the UC Office of the President is strategizing about the best way to share this advice with your students.

Furthermore, the common core in each major serves as the starting point for our conversations with you about the Transfer Model Curricula (TMC). We are in the process of consulting with each group about the similarities and differences between the requirements at our campuses and the Transfer Model Curricula. Below is the feedback from our math faculty on your TMC for an Associate Degree for Transfer in Mathematics.

We understand that the TMC in math has been finalized recently and recognize that is not likely to change. However, we do hope that this feedback can be shared with individual community college districts as they develop their associate degree programs. To the extent that students complete associate degrees structured in this way, they will be well-prepared for study and timely degree completion at any UC campus.

We would also like to take this opportunity to reiterate our support for the development of the associate degree pathway. To the extent that students complete the TMC-based associate degrees, we anticipate better-prepared students applying to the University, especially in majors where some campuses do not currently demand lower-division major preparation as a requirement for admission. Furthermore, to the extent that new community college freshmen are unsure of the segment or campus to which they will transfer, the associate degrees will
provide an early and clear road map. While conversations are ongoing at the University, we anticipate that we will respond to Assembly Bill 2302 by identifying several areas where UC can guarantee eligibility for a comprehensive review of admission. As UC faculty committees do their work, we will continue to update you.

Please let us know if you have any questions or would like to discuss in greater detail either the response from the UC mathematics faculty or the University’s plans for participating in this historic transfer structural reform.

Sincerely,

Lawrence H. Pitts
Provost and Executive Vice President
Academic Affairs

Daniel L. Simmons, Chair
Academic Council

Cc: Provosts and Executive Vice Chancellors
Academic Council Vice Chair Anderson
Academic Senate Division Chairs
Chairs of the Departments of Mathematics
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Transfer Streamlining Task Force in Mathematics
Academic Senate Executive Director Martha Winnacker
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Enclosure
Transfer Streamlining Task Force in Mathematics
Recommendations on the Development of Associate Degrees for Transfer in Mathematics

In fall of 2010, the University of California convened faculty workgroups in five of the most popular academic disciplines, including mathematics, to discuss the lower-division major preparation required to complete a degree at each of the nine undergraduate campuses.

The Task Force members were identified by the department chairs at each UC campus. The feedback of the Task Force on the Transfer Model Curriculum (TMC) in Mathematics below therefore represents the input of all nine campuses. Additional consultation, however, with appropriate faculty committees and administrators both systemwide and on each campus will continue as the University develops its plan to participate in the associate degree for transfer pathway.

Task Force Feedback on the Transfer Model Curriculum for an Associate Degree in Math

- The three-semester or four-quarter sequence of calculus courses, including one in multivariable calculus, matches the expectations of UC faculty\(^1\). (*12 Semester Units*)

- The Task Force expressed a strong preference for Differential Equations and Linear Algebra courses in order to complete the 18 units of major preparation. (*6 Semester Units*)
  - This is a preference over the combined *Introduction to Differential Equations and Introduction to Linear Algebra* in Group A.
  - This is also a preference over all courses listed in Group B.

- While some UC campuses do require courses listed in Group B of the TMC (e.g., Statistics, Discrete Math), the Task Force agreed that these courses are of much lower priority than Calculus, Differential Equations, and Linear Algebra.

In addition to the feedback on the development of the curriculum in math, the Task Force identified some additional advice for students interested in transferring to UC.

- Discrete Math is a valuable additional course, particularly for students interested in Berkeley, Santa Barbara, or some of the major concentrations at UCLA.

- Likewise, Statistics is valuable for students interested in UC Santa Cruz.

- Additional science courses (particularly calculus-based physics) and computer programming courses are also recommended (e.g., at UC Irvine). Details of campus-specific recommendations are available online in the statewide UC Transfer Preparation Paths: [http://www.universityofcalifornia.edu/admissions/transfer/files/uc_statewide_math.pdf](http://www.universityofcalifornia.edu/admissions/transfer/files/uc_statewide_math.pdf)

- UC summer courses taken prior to transfer are a valuable way to acclimate to the campus. Several UC campuses strongly recommend that students attend summer session prior to transfer.

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\(^1\) It was noted, however, that the four-quarter “Single Variable Calculus Sequence” seems to be mislabeled as the fourth quarter (CAN MATH 23) includes the same topics as the multi-variable course above (TCSU MATH 230).