

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2744-06/AA/FA
March 9-10, 2006

Opposition to AB 2168 (Liu): A Single Common General Education Curriculum for California Community College (CCC) Students Who Transfer to University of California (UC) and California State University (CSU)

RESOLVED: That the Academic Senate of the California State University (CSU) oppose AB 2168, as currently written; and be it further

RESOLVED: That the Academic Senate of the California State University assert that:

- The CSU already has mechanisms in place that address the issues raised by this bill.
- Implementation of AB 2168 would be costly in terms of additional coordination and administrative, faculty and staff costs, and would result in minimal benefits to the state or to students.
- Unintended consequences of AB 2168 are likely to be reduced flexibility for students prior to transfer, potential reductions in the opportunities for critical thinking courses, and serious erosion of the lifelong learning skills inherent in the current CSU GE curriculum (e.g., oral communication, critical thinking).
- AB 2168 would undermine the emerging Lower Division Transfer Pattern (LDTP) program, which was generated in response to legislative intent to facilitate student transfer between the CCC and CSU.
- AB 2168 intrudes on the statutory (HEERA) role and responsibility of the faculty to determine curriculum in the CSU.

; and be it further

RESOLVED: That the present resolution be communicated to the Chancellor, the Board of Trustees, and the appropriate legislative committees.

RATIONALE: The CCC and CSU have for many years have had an agreement on GE courses, called GE Breadth, for CCC students who wish to transfer to the CSU.

CCC students wishing to transfer to the UC can take the IGETC pattern of courses (Intersegmental General Education Transfer Curriculum – a product of over five years of communication and negotiation between the CCC, CSU and the UC), which is accepted at most, but not all, UC institutions as well as at all CSU institutions.

Although the ASCSU believes that CSU GE Breadth best meets the educational needs of our students, any student who meets the IGETC requirements has the GE Breadth requirements waived should s/he decide to transfer to a CSU campus instead of a UC campus (the reciprocity does not work the other way).

This accommodation meets the needs of students who transfer to the CFU who were unsure about whether they would attend the CSU or the UC. Hence, GE has not

been a deterrent for CCC students wishing to transfer to the CSU, although there has been a problem for some trying to transfer to the UC. The proposed legislation could have the effect of mandating IGETC as the sole method of satisfying general education requirements and would eliminate essential communications coverage from this program.

Implementation of AB 2168 would require the work of many faculty members from all three segments. Arrangements for meetings, class substitutes, travel, lodging, etc. would bring the costs of this implementation into the hundreds of thousands of dollars, or more. It would take a minimum of two years and, in expert faculty opinion, would be unlikely to yield a superior product for CSU-bound students than the existing GE Breadth and IGETC agreements already in existence. The benefits would not seem to justify the costs.

A recent survey conducted of the 23 CSU campuses revealed high levels of satisfaction with the current CSU GE program.

In response to Legislative directive, the CSU has been implementing the LDTP. This program is designed to smooth the transfer of CCC students to the CSU by giving each interested student an acceptable list of courses acceptable for a particular major at a CSU. Implementing AB 2168 would undermine this program, and cause much of the work undertaken for LDTP to be redone.

Finally, AB 2168 is contrary to the differential missions ascribed to the CCC, CSU and UC by the California Master Plan. Even within the CSU, each University has its own identity, emphases and needs. Similarly, the CCCs vary throughout the State. To say that one curriculum fits all greatly attacks this autonomy. Moreover, in trying to design one curriculum for all, it would invariably end up requiring a set of courses that would be unlikely to provide a stronger benefit to the affected students and their institutions in the long run.

Legislative intrusion such as is the focus of AB 2168 undermines the good work and good judgment of educational experts while additionally serving to generate additional uncertainty and chaos for both students and faculty. It is common for such legislative "solutions" to generate additional long-term problems for the affected institutions that far exceed the perceived or real problem that the solution was designed to address.

Approved Without Dissent– May 4-5, 2006

ASSEMBLY BILL**No. 2168****Introduced by Assembly Member Liu**

February 21, 2006

An act to amend Sections 66720 and 66739.5 of the Education Code, relating to public postsecondary education.

LEGISLATIVE COUNSEL'S DIGEST

AB 2168, as introduced, Liu. Public postsecondary education: common core curriculum.

(1) Existing law establishes the 3 segments of public postsecondary education in this state. These segments include the California State University, the campuses of which are administered by the Trustees of the California State University, the University of California, which is administered by the Regents of the University of California, and the California Community Colleges, which is administered by the Board of Governors of the California Community Colleges. Existing law establishes community college districts, which operate campuses that provide instruction to students throughout the state.

Existing law, known as the Donahoe Higher Education Act, sets forth the missions of the segments of postsecondary education. Provisions of the act are applicable to the University of California only to the extent that the regents act, by resolution, to make these provisions applicable. An existing provision of the act requires the governing bodies of the 3 public postsecondary segments, with appropriate consultation with the Academic Senates of the respective segments, to develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. This provision requires that a person who has successfully completed the transfer core curriculum is to be deemed to have completed all

lower division general education requirements for the University of California and the California State University.

This bill would express findings and declarations of the Legislature with respect to the necessity for a single, common core curriculum of general education requirements between the University of California and the California State University. The bill would express the intent of the Legislature that an integrated single common core curriculum be developed and maintained by the 3 public postsecondary segments in a manner that protects and perpetuates faculty responsibility in determining the contents of that curriculum.

This bill would require the board of governors and the trustees, and request the regents, in consultation with the Academic Senates and with student representatives of the respective segments, to jointly develop, maintain, and disseminate a single common core curriculum for the purposes of transfer on or before June 1, 2008.

(2) Existing law establishes a program with the purpose of ensuring that community college students who wish to earn baccalaureate degrees at a campus of the California State University are able to do so. Existing law requires the Chancellor of the California State University to carry out specified tasks in connection with the establishment of this program.

Existing law requires the Chancellor of the California State University to establish admissions requirements for community college transfer students in accordance with specified criteria. Existing law requires the Chancellor of the California State University, in consultation with the Academic Senate of the California State University and with the faculty responsible for each high-demand baccalaureate degree major program, to specify for each high-demand baccalaureate program major a systemwide lower division transfer curriculum. This provision declares that it is not to be construed to limit in any way the ability of students to gain admission through alternative paths to transfer, such as the Intersegmental General Education Transfer Curriculum or the California State University General Education-Breadth Requirements.

This bill would add the single common core curriculum to be developed, maintained, and disseminated on or before June 1, 2008, pursuant to this bill to the list of alternative paths to transfer in this provision.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. (a) The Legislature finds and declares all of the
2 following:

3 (1) Students and families who choose the California
4 Community Colleges, as an excellent and affordable lower
5 division path to a high-quality four-year degree, face a tangled
6 maze of degree requirements and general education patterns.

7 (2) The transfer function is one of the most cost-effective
8 aspects of postsecondary education in California; its
9 effectiveness is a critical matter for the prudent use of resources
10 and for providing a clear path to each person's educational goals.

11 (3) Simplicity brings clarity for students and families. Students
12 should be able to keep their options open to compete for the best
13 they can achieve in a fair admissions process or be able to
14 arrange a transfer admission guarantee to a specific campus if
15 preferred.

16 (4) A single, common core curriculum of general education
17 requirements between the University of California (UC) and the
18 California State University (CSU) is necessary for an
19 understandable set of requirements, and can be accomplished, as
20 it was in the agreements related to the high school "A-G" pattern,
21 through consultation, accommodation, and professionalism.

22 (5) Simplicity should not be imposed on academic content.
23 California's renowned academic excellence and academic
24 freedom are protected only when curriculum is solely within the
25 purview of faculty, who are in a position to determine the skills
26 and bodies of knowledge that should be required in a general
27 education pattern. Additionally, agreement upon curricula is not
28 a one-time project. It is an ongoing regular responsibility of the
29 segments--an evolving process that must reflect the most current
30 content or California will suffer from stagnant education.

31 (6) While it is important that general education requirements
32 not differ between UC and CSU, it is acceptable and valuable for
33 there to be variations by discipline; for example, for those
34 preparing in the sciences, so that students may maximize the
35 value of their lower-division preparation as it relates to their
36 eventual educational goals.

37 (b) Thus, it is the intent of the Legislature that an integrated
38 single common core curriculum be developed and maintained by

1 UC, CSU, and the California Community Colleges in a manner
2 that protects and perpetuates faculty responsibility in determining
3 the contents of that curriculum.

4 SEC. 2. Section 66720 of the Education Code is amended to
5 read:

6 66720. ~~The~~ (a) *On or before June 1, 2008, the Board of*
7 *Governors of the California Community Colleges, the Regents of*
8 ~~the University of California,~~ *and the Trustees of the California*
9 *State University shall, and the Regents of the University of*
10 *California are requested to, with appropriate consultation with*
11 *the approval of the Academic Senates of the respective segments,*
12 ~~shall~~ *and appropriate consultation with student representatives*
13 *of the respective segments, jointly develop, maintain, and*
14 *disseminate a single common core curriculum in general*
15 *education courses for the purposes of transfer. The single*
16 *common core curriculum developed, maintained, and*
17 *disseminated pursuant to this section may contain variations by*
18 *academic discipline, but not by segment.* ~~Any~~

19 (b) *Any person who has successfully completed the transfer*
20 *core curriculum; shall be deemed to have thereby completed all*
21 *lower division general education requirements for the University*
22 *of California and the California State University. The single*
23 *common core curriculum developed pursuant to this section shall*
24 *be utilized as the general education component in all transfer*
25 *agreement programs.*

26 SEC. 3. Section 66739.5 of the Education Code is amended to
27 read:

28 66739.5. (a) The Legislature finds and declares all of the
29 following:

30 (1) The California Master Plan and supporting statutes place
31 utmost importance on the effective transfer of community college
32 students to the University of California (UC) and the California
33 State University (CSU) as a means of providing access to the
34 baccalaureate degree.

35 (2) In 2002, CSU enrolled 55,000 transfer students from
36 community colleges.

37 (3) Two out of three students who earn CSU baccalaureate
38 degrees begin in a community college.

1 (4) Effective use of state and student time and resources would
2 be maximized by students accruing fewer unrequired units in
3 earning their degrees.

4 (5) Additional access to community colleges and CSU will be
5 created by higher graduation rates and fewer nonessential units
6 taken.

7 (6) The state budget situation makes it urgent to streamline the
8 path of the transfer student to the baccalaureate degree.

9 (b) It is, therefore, the intent of the Legislature to ensure that
10 community college students who wish to earn the baccalaureate
11 degree at CSU are provided with a clear and effective path to this
12 degree.

13 (c) This section shall not be construed to limit in any way the
14 ability of students to gain admission through alternative paths to
15 transfer, such as the Intersegmental General Education Transfer
16 Curriculum (IGETC)–or, the California State University General
17 Education-Breadth Requirements, *or the single common core*
18 *curriculum, which shall be developed, maintained, and*
19 *disseminated pursuant to Section 66720 on or before June 1,*
20 *2008.*

21 (d) On or before February 1, 2005, the Chancellor of CSU
22 shall establish transfer student admissions requirements that give
23 highest priority to transfer students who are qualified in
24 accordance with subdivision (f) and paragraph (3) of subdivision
25 (g).

26 (e) (1) CSU campuses admitting students qualified in
27 accordance with subdivision (f) and paragraph (3) of subdivision
28 (g) will make it possible for these students to complete their
29 baccalaureate degree in the minimum number of remaining units
30 required for that degree major.

31 (2) For purposes of this subdivision, the “minimum number of
32 remaining units” is the minimum number of units required for a
33 degree major after subtracting the number of fully
34 degree-transferable units earned at the community college.

35 (f) The Chancellor of CSU, in consultation with the Academic
36 Senate of CSU, shall establish the following components
37 necessary for a clear degree path for transfer students:

38 (1) On or before June 1, 2005, the Chancellor of CSU, in
39 consultation with the Academic Senate of CSU and with the
40 faculty responsible for each high-demand baccalaureate degree

1 major program, shall specify for each high-demand baccalaureate
2 program major a systemwide lower division transfer curriculum
3 composed of at least 45 semester course units, or the quarter-unit
4 equivalent, that will be common across all CSU campuses
5 offering specific major programs.

6 (2) (A) The systemwide lower division transfer curriculum for
7 each high-demand baccalaureate degree major program shall be
8 composed of at least 45 semester units, or the quarter-unit
9 equivalent, and shall include all of the following:

10 (i) General education courses.

11 (ii) Any other lower division courses required for graduation.

12 (iii) Lower division components of the student's declared
13 major.

14 (iv) Elective units, as appropriate.

15 (B) The coursework described in subparagraph (A) shall be
16 designated by the CSU faculty responsible for the student's
17 major degree program.

18 (3) The systemwide lower division transfer curriculum shall be
19 specified in sufficient manner and detail so that existing and
20 future community college lower division courses may be
21 articulated, according to the usual procedures, to the
22 corresponding CSU courses or course descriptions.

23 (g) (1) On or before June 1, 2006, the Chancellor of CSU and
24 the Chancellor of the California Community Colleges, in
25 consultation with the Academic Senate of the California
26 Community Colleges, shall articulate those lower division,
27 baccalaureate-level courses at each campus of the California
28 Community Colleges that meet for each degree major the
29 systemwide lower division transfer curriculum requirements
30 specified in paragraph (1) of subdivision (f).

31 (2) To the extent that the goals of efficiency and urgency are
32 advanced, existing articulation procedures such as the California
33 Articulation Number (CAN) program shall be employed.

34 (3) On or before June 1, 2006, each CSU campus shall have
35 identified any additional specific, nonelective course
36 requirements beyond the systemwide lower division transfer
37 curriculum requirements for each major, up to a maximum of 60
38 semester units or the quarter-unit equivalent, for the systemwide
39 and campus-specific requirements combined. To the extent these

1 additional course requirements are identified, each CSU campus
2 shall provide that information to all community colleges.

3 (4) The Chancellor of CSU shall amend CSU's transfer
4 admissions procedures to encourage prospective community
5 college transfer students to identify and, to the extent possible,
6 commit to, a specific CSU transfer destination campus before
7 earning more than 45 semester units, or the quarter-unit
8 equivalent, of lower division, baccalaureate-level courses, as
9 described in subdivision (f).

10 (h) As allowed by enrollment demand and available space,
11 each CSU campus shall develop a transfer admission agreement
12 with each student who intends to meet the requirements of this
13 section, including the declaration of a major and identification of
14 a choice of a destination campus, before earning more than 45
15 systemwide semester units, or the quarter-unit equivalent. The
16 transfer admission agreement shall guarantee admission to the
17 campus and major identified in that agreement and transfer of all
18 60 semester units, or the quarter-unit equivalent, as creditable to
19 the baccalaureate degree, subject to the student's meeting the
20 following conditions:

21 (1) Completion of the 60 semester units of college-level
22 coursework, or the quarter-unit equivalent, specified for the
23 student's major degree program.

24 (2) Declaration of a major.

25 (3) Satisfactory completion of the systemwide lower division
26 transfer curriculum requirements for the student's declared
27 major.

28 (4) Satisfactory completion of any requirements beyond the
29 systemwide lower division transfer curriculum that are specified
30 by the CSU destination campus.

31 (5) Any impaction criteria for that campus or major.

32 (i) A CSU campus shall guarantee that the transfer students
33 admitted under this section will be able to complete the
34 baccalaureate degree in the minimum number of course units
35 required for that degree.