

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3565-22/APEP
September 8-9, 2022

**FEEDBACK ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC
SENATES (ICAS) CAL-GETC PROPOSAL**

RESOLVED: That the Academic Senate of the California State University (ASCSU) appreciate the time and effort of the CSU faculty in providing feedback on AB 928 last spring that was important to the development of the ICAS Cal-GETC proposal (June 2022); and be it further

RESOLVED: That the ASCSU request that each Campus Senate submit feedback to the ASCSU by October 24, 2022, that takes one of the following three positions regarding the ICAS Cal-GETC proposal (June 2022):

- a. Support the ICAS Cal-GETC proposal (June 2022),
- b. Recommend specific changes that satisfy the requirements of AB 928, with rationale, or
- c. Unable to come to a consensus; and be it further

RESOLVED: That the Executive Committee of the ASCSU compile and distribute to the ASCSU the results of this feedback by October 31, 2022, at 5pm; and be it further

RESOLVED: That the ASCSU distribute this resolution by September 16, 2022, to the CSU campus Senate Chairs, and CSU Provosts/Vice Presidents of Academic Affairs.

***RATIONALE:** This resolution specifies a particular path for the ASCSU to seek guidance on the acceptance or viable alternatives or modifications to the Intersegmental Committee of Academic Senates (ICAS) recommended California General Education Transfer Curriculum (Cal-GETC) proposal for a “singular lower division general education pathway” to meet the requirements of AB 928.*

ICAS has proposed a “singular lower division general education pathway” (Cal-GETC) for consideration by the three senates in order to meet the requirements of [AB 928 \(Berman\) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.\(2021-2022\)](#) Specifically, AB 928 required that:

“(1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular

lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023.

(2) Commencing with the fall term of the 2025–26 academic year, the singular lower division general education pathway established pursuant to paragraph (1) shall be the only lower division general education pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to the California State University and the University of California.

(3) The singular lower division general education pathway established pursuant to paragraph (1) shall not lengthen the time-to-degree and shall not include more units than is required under the Intersegmental General Education Transfer Curriculum on July 31, 2021.”

This resolution follows earlier calls for guidance and actions related to establishing the proposal for the “singular lower division general education transfer pathway” called for in AB 928. Specifically, during February and March of 2022 the ASCSU requested campuses to indicate priorities and options for consideration in establishing the recommended pathway. AS-3530-22/APEP/AA ([Recommendation for a Singular General Education \(GE\) Transfer Pathway](#)) [March 2022] recommended prioritizing the ‘golden four’ foundational skills and competencies required for admission to the CSU. AS-3535-22/APEP (Rev) [Defining the “Singular Lower Division General Education \(GE\) Pathway”](#) and AS-3538-22/APEP (Rev) [Towards Developing Common Understandings for the Content Areas of the California Lower Division General Education \(GE\) Transfer Pathway \(AB 928\)](#) addressed the need for the proposal to go beyond a list of courses and to include both shared definitions of the areas and courses comprising the singular pathway and to establish, in advance, the shared-governance mechanisms for changes and updates to the singular pathway.

Feedback that was received from the earlier calls for campus feedback was used by the ICAS Special Committee on AB 928 to inform the creation of their proposal. This feedback was also given to ICAS prior to their general vote on this proposal. During the time that the Special Committee was working on the proposal, then ASCSU Chair Rob Collins extended the deadline for feedback to address campus and campus Senate Chair

concerns about needing more time to debate AB 928, compile campuswide feedback, and discern the potential impacts of AB 928 to their campus community and departments. Feedback received by the extended deadline, both that received in the Dropbox folders and that sent directly to the ASCSU Chair, was discussed, and used to inform ICAS' final approval decision on the AB 928 pathway. The AB 928 portal used in the past to solicit feedback is still open. However, as the ASCSU prepares to pass a resolution expressing our opinion on the ICAS proposal, we seek feedback that is specifically in response to this proposal and takes into account the limitations that we face under AB 928.

ICAS, in June of 2022, made a recommendation for a "singular lower division general education pathway" pending approval by the three segments¹. Of note, the Cal-GETC package does include oral communication but excludes the IGETC requirement of a language other than English. The essence of the proposal, relative to CSU GE is:

- i. a reduction of 5 units (mandated by AB 928),*
- ii. loss of 3 of the 9 units of area C (Humanities and Arts),*
- iii. loss of 3 of the 3 units of Area E (lifelong learning),*
- iv. the 1-unit science laboratory (Area B3) is required (instead of 0/1 unit),*
- v. defining critical thinking to be writing intensive, and*
- vi. defining oral communication in a manner that focusses on content (vs. skill development).*

¹ *Any modification to the overall proposal would need to be vetted and approved by each of the three segments; While there is room for modification and modernization of the IGETC and/or CSU GE definitions of the areas, the constraints produced by AB 928 (May 2022 ICAS authorization and the IGETC unit limit) and the need for intersegmental agreement make wholesale revision of the proposal somewhat unlikely. Any new proposal would need to clearly identify compliance with AB 928 and a likelihood of intersegmental agreement. Any subsequent modifications to Upper Division GE requirements, or to modify CSU GE to add elements beyond Cal-GETC for students originating in the CSU and/or different grading standards would all need to occur subsequent to the adoption of the intersegmentally-approved "singular lower division general education transfer pathway"*

In table form, the proposed GE pattern looks like this relative to CSU GE and IGETC:

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B4 – 1 course: Mathematics/Quantitative Reasoning
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences Physical & Biological Sciences	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)		Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)		Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development	n/a		Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, no units)	n/a		
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

RECOMMENDED PROCESS FOR SOLICITING FEEDBACK: *While this resolution does not specify the mechanism to be used to gather the requested feedback and it is the intent of the authors to leave the final decision on this process to the ASCSU Executive Committee. However, it should be noted that it is not the intention of the authors that this feedback be gathered via the previously established portal as that may lead to confusion and campuses feeling that they've already responded. The responses sent before have generally been responses created prior to the ICAS proposal and we are now seeking specific feedback on that proposal. The following model would satisfy the intent of this resolution:*

1. *This resolution should be sent to Campus Senate Chairs by September 16, 2022.*
2. *At or around the time that this is distributed to Campus Senate Chairs, a message from ASCSU Chair Steffel would be sent including some of the following information:*
 - a. *This resolution,*
 - b. *Some background information to include the ICAS proposal and as context, the information in the paragraph above that starts on line 67,*
 - c. *A clear request for a response as described in the second resolved clause with a deadline of Monday, October 24, 2022 for responses.*
 - d. *Information on how campuses should submit their feedback (e.g. email, a new portal, etc. – to be determined by ASCSU Chair Steffel)*
3. *Campus Senates submit their feedback (as described) by Monday, October 24, 2022.*
4. *The ASCSU Executive Committee will compile the responses (Note: this should be at most one per campus) and distribute to the ASCSU by Monday, October 31, 2022.*

Approved – September 8-9, 2022