

**Academic Senate  
of the  
California State University**

**Opposition to Changing California State University General Education Breadth at  
This Time**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) endorse revisions of Title 5 which incorporate the Cal-GETC transfer pathway and sunset the IGETC pathway as required by Assembly Bill 928; and be it
- 2. RESOLVED:** That the ASCSU oppose at this time changes to Title 5 which affect CSU General Education Breadth requirements or systemwide graduation requirements; and be it
- 3. RESOLVED:** That the ASCSU distribute this resolution to:

  - CSU Board of Trustees
  - CSU Chancellor
  - CSU campus Presidents
  - CSU campus Senate Chairs
  - CSU campus Senate Executive Committees
  - CSU Provosts/Vice Presidents of Academic Affairs
  - CSU campus articulation officers
  - California Faculty Association (CFA)
  - California State Student Association (CSSA)
  - CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)
  - Academic Senate for the California Community Colleges
  - Academic Senate of the University of California

**Rationale**

**The development of Cal-GETC**

As required by AB928, ICAS, the executive committees of the academic senates of the University of California, California State University, and California Community Colleges

negotiated a new unified Cal-GETC pathway. This pathway will replace its bifurcated predecessor, IGETC, and help streamline transfer from California Community Colleges to the University of California and the California State University.

These negotiations were constrained in two ways. First, the legislation limits the new pathway to the number of units in IGETC. Second, the University of California's constitutional autonomy gives them effective veto power. ASCSU negotiators advocated vociferously for CSU student needs. But, with a few exceptions, the UC position prevailed. Cal-GETC thus primarily reflects the needs of UC-bound students.

The UC and CSU serve different student populations with some overlap. By design, the Cal-GETC pathway serves those students eligible for both the UC and the CSU. Given success rates for students who transfer to the UC, Cal-GETC will likely well-serve those CSU students who could've gone to the UC. There is no evidence that Cal-GETC will meet the needs of all CSU students, especially those who were underserved in their pre-collegiate education.

CSU GE Breadth is designed to meet the needs of our students. Compared to Cal-GETC, CSU GE Breadth requires one more Arts and Humanities course, one course in Lifelong Learning and Self-Development, and has a different configuration of science lab courses. The learning outcomes in each subject area under Cal-GETC align closely with UC definitions.

**Opposition only to evidence-free GE changes**

The CSU Faculty are not categorically opposed to curricular change. Faculty are constantly reconsidering and updating the curriculum to better suit our students' needs, though most curricular innovation happens outside of public view at the campuses. The faculty are thus open-minded about whether our students would benefit from changes to the CSU GE framework.

The CSU Faculty are categorically opposed to changing the curriculum without evidence that the changes meet our students' educational needs. At no point in the development of Cal-GETC were the needs of CSU students at the forefront. At no point has there been evidence that our students do not need the abilities to think critically, appreciate differing perspectives, and act with tolerance that they learn in humanities courses. At no point has there been evidence that our students do not need the cultural capital that comes from exposure to the arts. At no point has there been evidence that our students do not need the skills they learn from courses in lifelong learning, especially those courses designed and proven to prepare students for success in college.<sup>1</sup>

**Will not changing CSU GE Breadth complicate the curriculum?**

Approving Cal-GETC without changing CSU GE Breadth need not add complexity.

Currently, a CSU student can satisfy their GE requirements in one of three ways:

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<sup>1</sup> For example, in Fall 2022 at CSU Northridge, first time Black students who did not take the college skills course as part of GE Lifelong Learning had an average GPA of 1.92. Their peers who took either the college skills course or the variant specifically for Black students had average GPAs of 2.39 and 2.67, respectively.

satisfying a UC's GE requirements before transferring to the CSU; IGETC; or CSU GE Breadth. AB928 only requires replacing IGETC with Cal-GETC. A student who transfers with Cal-GETC completed would be done with GE, just as they were with IGETC. A student who does not complete Cal-GETC before transfer would have their completed coursework articulated to CSU GE and then satisfy the remainder of CSU GE Breadth. A student who takes some GE courses while in high school before enrolling as a first-time CSU student would similarly receive credit for those courses. This can and should be handled behind the scenes through advising and technology. There is no reason students should be burdened with understanding how community college courses articulate.

Indeed, it is not clear that changing CSU GE Breadth to match Cal-GETC's unit distributions would simplify the curriculum or reduce the units students take.<sup>2</sup> This is because GE does not exist apart from the rest of the curriculum. It is deeply intertwined in at least two ways.

First, on each campus, many major and major-preparation requirements are satisfied by double-counting GE courses. This is especially the case in many STEM and high unit majors. For example, many computer science majors satisfy their formal logic requirements through GE critical reasoning courses (which courses meeting the Cal-GETC standards would not satisfy).<sup>3</sup>

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<sup>2</sup> Such changes would also limit the admission pathways into the CSU and thereby potentially hurt enrollment.

<sup>3</sup> This point was made in a letter to the Board of Trustees regarding the critical reasoning requirement in Cal-GETC [https://docs.google.com/document/d/1Z-GyZQP2yAxfesMcJrb3b6JjISSIlsXmPr\\_pkTbc](https://docs.google.com/document/d/1Z-GyZQP2yAxfesMcJrb3b6JjISSIlsXmPr_pkTbc)

Second, GE is similarly intermixed with systemwide and campus graduation requirements. These requirements would not change with GE. For example, the systemwide American Institutions graduation requirements which ensure our students have a deep civics education are normally satisfied through GE courses in social sciences and humanities. Other campus graduation requirements are normally satisfied through GE courses in Lifelong Learning, which alignment with Cal-GETC would jettison.

We rightly brag about the world-class education CSU students receive. It is true that our students learn more than graduates from other systems because they take more units of GE. CSU GE Breadth is tailored to the needs of our students and tightly woven into their majors. We urge the Board to stand resolutely on the side of educational quality and make only those changes required by AB928 by sunseting IGETC and adding Cal-GETC.<sup>4</sup>

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<sup>4</sup> Campus senates have also weighed in with the same [request](#). The three most recent examples are attached. The Chancellor's General Education Advisory Committee (GEAC) has made a similar [recommendation](#).

**Resolution in Opposition to the Alignment of CSU General Education Breadth with the  
California General Education Transfer Curriculum (Cal-GETC)**

Whereas: AB 928 requires the California Community Colleges (CCC), the University of California (UC), and the California State University (CSU) to adopt the California General Education Transfer Curriculum (Cal-GETC) as the “singular lower division general education transfer pathway;” and

Whereas: AB 928 requires no changes to CSU GE Breadth; and

Whereas: Alignment of CSU GE Breadth with the curricular requirements of Cal-GETC would remove three units of lower division Arts and Humanities (Areas C.1/C.2) and three units of Lifelong Learning (Area E); and

Whereas: The existing units in Arts and Humanities deepen students’ exposure to

- the transcultural capital that allows them to connect with, and hold conversations with, people in a variety of languages on history, literature, politics, philosophy, and religion;
- a place and sense of belonging by giving students the skills to understand their own intersecting identities in relation to others;
- creative thinking skills, a vital complement to critical thinking, enabling our graduates to contribute solutions as members of local and global communities;
- the ability to develop and articulate a sense of self, enabling our students to identify their own experience as valuable and rich;
- the toolkit to understand the moral implications of actions and inaction, and to make ethical decisions consistent with their values in a changing world;
- the ability to recognize their roles in an interdependent global community; and

Whereas: The three units in Lifelong Learning develop

- the skills students will need to continue to enrich themselves beyond their careers at the university;
- practices and self-assessment necessary for students to construct and reconstruct the knowledge they will need to engage with social change;
- an understanding of the various obstacles to critical thinking, including one own's conscious and unconscious bias, culturally constructed ignorance, and misinformation;
- the skills to critically evaluate and create information to facilitate strategic envisioning of collaborative solutions for fostering change in the community;
- the self-awareness necessary to develop a responsible civic identity appropriate for life in ever-changing local and global communities;
- the knowledge, strategies, and dispositions necessary to pursue physiological, socio-cultural, and psychological well-being both personally and professionally; and

Whereas: Elimination of these six units will result in less student engagement with the content; therefore, be it

Resolved: The General Education Task Force, the General Education Committee, and the Academic Senate of CSU Fullerton strongly oppose alignment of CSU GE Breadth with the curricular requirements of Cal-GETC resulting in the removal of three units of lower division Arts and Humanities and three units of Lifelong Learning; and be it further

Resolved: Preparation of students for success both within the institution and throughout their lives should be the top priority when crafting CSU General Education requirements; and be it further

Resolved: Removing units from the CSU General Education Breadth requirements will likely force programs to add units to their degree programs since students will not develop and deepen their knowledge and skills associated with courses in these areas; and be it further

Resolved: Decisions on the revision of curricular requirements of CSU GE Breadth should not be based on perceived simplicity of similarities to Cal-GETC requirements; and be it finally

Resolved: That copies of this resolution will be distributed to the CSU Board of Trustees, the CSU Chancellor, the CSU Executive Vice Chancellor for Academic & Student Affairs, the ASCSU Executive Committee, the CSUF President, the CSUF Provost and Vice President for Academic Affairs, the CSU Campus Senate Chairs, and the California State Student Association (CSSA).



## Senate Resolution on the Separation of Cal-GETC and CSU GE Breadth

**WHEREAS:** the California State Legislature passed [Assembly Bill 928](#) (AB928) in 2021, requiring the California Community Colleges (CCC), the California State University (CSU), and the University of California (UC) to create a singular general education (GE) pattern for students transferring from the CCC to either a CSU or a UC; and

**WHEREAS:** California Title V legislative code already stipulates separate general education pathways for first-time students ([CSU GE breadth](#)) and transfer students (the Intersegmental General Education Transfer Curriculum, or [IGETC](#), to be replaced for students entering the CCC starting Fall 2025 by the California General Education Transfer Curriculum, or Cal-GETC);

**WHEREAS:** Cal State LA and [the Academic Senate of the CSU](#) (ASCSU) have endorsed Cal-GETC as the replacement transfer GE curriculum recognized by the CSU; and

**WHEREAS:** the ASCSU [has explicitly](#) stated [in their interpretation of the law](#) that AB928 refers to the transfer GE pathway, now known as Cal-GETC, and no other GE pathways; and

**WHEREAS:** “[When the Academic Senate of the California State University](#) (ASCSU) committed to working with the Intersegmental Committee of Academic Senates (ICAS) to create a pathway that ensured transfer student admissions to the California State University (CSU) and the University of California (U.C.), the goal was to further transfer student success. That goal has been achieved. Cal-GETC ensures the success of transfer students. The success of transfer students should not occur at the expense of first-time, first-year student success under CSU GE Breadth,” and

**WHEREAS:** Cal State LA has also [explicitly stated their position](#) that AB928 has no bearing whatsoever on the CSU GE pathway; therefore be it

**RESOLVED:** That Cal State LA continues its position that Cal-GETC has no bearing whatsoever on CSU GE breadth; and be it further

**RESOLVED:** That any discussions to change CSU GE breadth are within the purview of the faculty, per Higher Education Employer-Employee Relations Act ([HEERA](#)); and be it further

**RESOLVED:** That no changes to CSU GE breadth can legally be made without adhering to HEERA or without explicit legislation stipulating otherwise; and be it further

**RESOLVED:** That this resolution be distributed to the ASCSU Executive Committee on or before the close of business Friday, October 13, 2023 in preparation for the November ASCSU plenary.

**APPROVED: OCTOBER 10, 2023**

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## Faculty Senate of California State University Maritime Academy

Resolution 22-23/02

October 20, 2022

First Reading Waiver

Vote (For/Against/Abstain): 17/0/0

### **Response to the ASCSU Call for Feedback on the Cal-GETC Proposal to Remove 6 Units of General Education for Transfer Students**

- WHEREAS: The California State Legislature approved AB 928, which requires a reduction in the General Education Transfer pathway; and
- WHEREAS: Assembly Bill 928 (AB 928) was signed into law on October 6, 2021, and requires that: "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;" and
- WHEREAS: In June 2022, the Intersegmental Committee of Academic Senates (ICAS) recommended the Cal-GETC package - a "singular lower division general education pathway" that includes oral communication and excludes the existing IGETC requirement of a language other than English; and
- WHEREAS: In September 2022, the ASCSU Resolution, AS-3562-22/APEP, clarified that:  
"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 focuses on content (vs. Skill development);" and
- WHEREAS: The strict timeline of the law and process by which it was implemented has forced CSU campus academic senates to either approve the Cal-GETC proposal or relinquish entirely faculty control over modifications to the General Education Transfer pathway; and
- WHEREAS: Curriculum is the purview of the faculty; and

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

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WHEREAS: On October 4, 2022, ASCSU Chair Beth Steffel assured our campus General Education Committee that the Cal-GETC proposal applies *only* to transfer students, and that a statement made in a March 8, 2022 ASCSU Webinar, in which AVC Alison Wrynn indicated that “first time [CSU] freshmen will be required to take the new GE pattern” starting in 2025, was erroneous; and

WHEREAS: EVC Sylvia Alva, in an email to the ASCSU Chair Steffel on October 17, 2022, wrote, “I would like to take this opportunity to reassure you – and all senate leaders and faculty – that this question has by no means been decided by the Chancellor’s Office, and instead it will be the topic of important discussions to come. We share a strong commitment to shared governance, so we must work together to consider the pros and cons of adopting a singular lower-division GE pattern, and discuss and develop ways to ensure that all students have clear and streamlined ways to navigate GE requirements and the support they need to succeed;” and

WHEREAS: The ASCSU has asked campuses to indicate whether they “a) Support the ICAS Cal-GETC proposal (June 2022), b) Recommend specific changes that satisfy the requirements of AB 928, with rationale, or c) [are] unable to come to a consensus;” and

WHEREAS: In principle the Faculty Senate of Cal Maritime supports simplifying transfer pathways for community college students, but objects to the removal of Humanities units; be it

RESOLVED: That the Faculty Senate of California State University Maritime Academy (Cal Maritime) chooses Option B: “recommend the following specific changes to Cal-GETC, which still satisfies the requirements of AB 928, with rationale,” and

RESOLVED: That the Faculty Senate of Cal Maritime recommend the following specific changes to Cal-GETC: cut the 3 units of Area A1 (speech communication) and maintain the existing 9 units of lower division Area C (Arts and Humanities); and

RESOLVED: That our rationale is as follows:

- Oral Communication and Lifelong Learning outcomes **can** be met in other required courses outside of the GE pathway; and
- Humanities outcomes *cannot* be integrated into courses in other disciplines while preserving the integrity of said outcomes; and
- Removing units from the Arts and Humanities area runs counter to the goals of general education and contradicts the stated premises of EO1100 (“to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning”) since Arts and Humanities courses promote exactly the wide education envisioned by EO1100; and
- Cutting one Lower Division C2 Humanities may discourage community college students from pursuing the study of Languages Other than English (LOTE). Mandating [English] Speech at the expense of LOTE devalues diversity and effectively encourages monolingualism across the state college systems; and be it further

RESOLVED: That this recommendation is conditional: We are only accepting the reduction of 5 units **for transfer-bound community college students** and in no way is this to be interpreted as applying to the CSU GE pathway; and finally, be it

RESOLVED: That the Faculty Senate of Cal Maritime distribute this resolution to:

- the Academic Senate of the CSU (ACSCU)
- the Intersegmental Committee of the Academic Senates (ICAS)
- CSU Campus Academic Senate Chairs
- CSU Provosts/Vice Presidents of Academic Affairs