



ACADEMIC SENATE: EXECUTIVE COMMITTEE

Agenda

TUESDAY, MARCH 5, 2024

10:00 A.M. – 11:30 A.M.

Zoom Link: <https://csub.zoom.us/j/87949598031?pwd=T2Zpd09mWVZPbVQwRnlVeDFtNlkrdz09>

In- Person: BPA 134 Conference Room

Members: A. Hegde (Chair), M. Danforth (Vice-Chair), J. Rodriguez, C. Lam, N. Michieka, D. Solano, E. Correa (excused), D. Wu, M. Rush and K. Van-Grinsven (Senate Analyst).

Guest: Eduardo Montoya, GECCO Director

1. CALL TO ORDER
2. ANNOUNCEMENTS AND INFORMATION
 - a. Eduardo Montoya, GECCO Director (**Time Certain: 10:10 AM**) ([handout](#))
 - b. Interim President Harper – Tuesday, March 19, 2024
3. APPROVAL OF AGENDA (**Time Certain: 10:05 AM**)
4. APPROVAL OF EC MINUTES
 - a. February 20, 2024 ([handout](#))
5. CONTINUED ITEMS
 - a. AS Log ([Handout](#); see BOX folder)
 - i. AAC (D. Solano)
 - ii. AS&SS (E. Correa)
 - iii. BPC (D. Wu)
 - iv. FAC (M. Rush)
 - b. Provost Report (J. Rodriguez)
 - c. Campus Climate Survey- Senate actionable items (handout)
6. NEW DISCUSSION ITEMS (**Time Certain: 10:45 AM**)
 - a. GECCO Response to CalGETC ([handout](#)) and GE Breadth and taskforce composition - AAC
 - i. Resolutions at Maritime, Pomona, LA, and Fresno.

1. Maritime: <https://www.csum.edu/faculty-senate/media/cal-maritime-resolution-22-23-02-ab928.pdf>
 2. Pomona: <https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1941&context=senateresolutions>
 3. LA: <https://www.calstatela.edu/sites/default/files/23-2%20Senate%20Resolution%20on%20the%20Separation%20of%20Cal-GETC%20and%20CSU%20GE%20Breadth.pdf>
 4. Fresno: https://academics.fresnostate.edu/senate/documents/CalGETC_Resolution_Fresno_State.pdf
- b. Academic Prioritization ([handout](#)) – AAC and BPC
 - c. Program Discontinuations: Letters and Policy ([handout; see BOX folder](#)) – AAC
 - d. RES 212234 CSUB Faculty Retention and Tenure Density Priority [position control] ([handout](#)) – BPC
 - e. Academic Administrators Self-Study Criteria – FAC
 - f. Administering SOClS ([handout](#)) – AAC
 - g. ECE Minor in HD-CAFS Appeal ([handout](#)) – AAC
 - h. ITS Software Retention Policies ([handout](#)) – BPC and AS&SS
 - i. Considering Support for Scholarship and Creative Activities ([handout](#)) – BPC, FAC?
 - j. Student Ratings in the CSU System ([handout](#))
 - k. Elections and Appointments – M. Danforth
 - i. General Studies Committee (unfilled; still needed?)
 - l. Reconsideration of the role and committee structure for the Committee on Professional Responsibility (CPR) ([handout](#)) - FAC
 - i. Academic integrity for faculty
 - m. Resolution on CCC baccalaureate degrees [AB 927] – EC
 - n. Cultural Taxation Award Criteria and Review Committee Structure – BPC and FAC (HOLD-check with Provost on if award still exists)
 - o. Strategic Plan Group data gathering instrument(s) follow-up - BPC

7. AGENDA ITEMS FOR SENATE MEETING

Academic Senate Meeting – Spring 2024

Agenda

THURSDAY, MARCH 7, 2024

10:00 A.M. – 11:30 A.M.

LOCATION: DEZEMBER LEADERSHIP AND DEVELOPMENT CENTER, ROOM 409-411 AND VIRTUAL
Zoom Link: <https://csub.zoom.us/j/89839397226?pwd=NkxIZ241eC8vK3J5Z2R5ZXJBZDg1dz09>

Members: A. Hegde (Chair), M. Danforth (Vice Chair), Senator M. Ayuso (alt. for A. Rodriguez), Senator D. Alamillo, Senator J. Cornelison, Senator E. Correa, Senator J. Deal, Senator J. Dong, Senator H. He, Senator A. Jacobsen (alt for A. Lauer), Senator S. Marks (alt for A. Sawyer), Senator M. Rees, Senator M. Rush, Senator T. Salisbury, Senator S. Sarma, Senator D. Solano, Senator M. Taylor, Senator T. Tsantsoulas, Senator D. Wu, Senator Z. Zenko, Interim Provost J. Rodriguez, and K. Van Grinsven (Senate Analyst).

Guests:

- A. Call to Order
- B. Approval of Minutes
 - a. February 22, 2024 (**handout**)
- C. Announcements and Information
 - a. Interim President's Report – V. Harper (**Time Certain: 10:10 AM**).
 - b. ~~Eduardo Montoya – GECCO Director (**Time Certain: 10:20 AM**)~~. Will reschedule for another Senate meeting.
 - c. Elections and Appointments- M. Danforth
- D. Approval of Agenda (**Time Certain: 10:05 AM**).
- E. Reports
 - a. Interim Provost's Report – J. Rodriguez
 - b. ASCSU Report (**handout**)
 - c. Committee Reports: (Minutes from AAC, AS&SS, BPC and FAC posted on the Academic Senate webpage; Senate Log attached)
 - i. ASI Report- D. Alamillo
 - ii. Executive Committee- M. Danforth
 - iii. Academic Affairs Committee (AAC) - D. Solano (**handout**)
 - iv. Academic Support & Student Services Committee (AS&SS) – M. Taylor (**handout**)
 - v. Budget and Planning Committee (BPC) - D. Wu (**handout**)
 - vi. Faculty Affairs Committee (FAC) - M. Rush (**handout**)
 - vii. Staff Report- J. Cornelison
- F. Resolutions (**Time Certain: 10:45 AM**)
 - a. Consent Agenda

b. New Business

- i. RES 232419 Approval of New Minor in Human Resource Management – AAC
(handout)

c. Old Business

- i. ~~RES 232407 Pilot of Interfolio – FAC and EC~~ **(handout)** Removed from the agenda
and amended per request of M. Rush, FAC chair.

G. Open Forum **(Time Certain: 11:15 AM)**

H. Faculty Recognition **(Time Certain: 11:25 AM)**

I. Adjournment

8. ADJOURNMENT



The Intersegmental Committee
of the Academic Senates
University of California
California State University
California Community Colleges

Cal-GETC STANDARDS Version 1.1

The 2023 Cal-GETC Standards, Policies and Procedures Version 1.1 is the response to the requirement that ICAS *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* per AB 928 (Berman, 2021). The document is intended to be both self-contained and accessible. It includes current practices and policies and, in some cases, will generate new policies and procedures to be implemented by the California Community Colleges, the California State University, and the University of California. The Cal-GETC standards, policies, and procedures contained in this document are independent of any prior General Education requirements (except as otherwise indicated, e.g., grandfathered IGETC approvals for areas in which the criteria or standards had no modifications for Cal-GETC from the prior IGETC).

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1 History

1.1 Purpose

The California General Education Transfer Curriculum (Cal-GETC) is the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC). The curriculum and its policies are overseen by the Intersegmental Committee of the Academic Senates (ICAS), representing faculty from California's three segments of public higher education.

1.2 Background

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.

Beginning in Fall 1981, CCC students were able to use the statewide CSU General Education-Breadth pattern (CSU GE) to meet lower-division general education requirements if transferring to the CSU. This lower-division component of the CSU GE pattern was predominantly used by CCC students who transferred to a CSU campus. For these CSU-bound students, the CSU GE- Breadth requirements were defined within Title 5 and in executive orders defining the CSU GE pattern (cf., CSU General Education Breadth Requirements).

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 (Intersegmental General Education Transfer Curriculum) 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 IGETC pattern, as implemented, differed for the UC and the CSU. The CSU required an additional course in Oral Communication in addition to the common IGETC pattern whereas the UC required proficiency in a language other than English (LOTE) in addition to the common IGETC pattern. Ostensibly to reduce confusion given the differences in standards¹ and content² for lower-division General Education transfer pathways (CSU GE, IGETC for the CSU, IGETC for the UC, UC specific patterns), AB 928 (Berman, 2021) required the development of a singular lower-division general education pathway that would meet academic eligibility and sufficient academic preparation for transfer admission to both the CSU and the UC (i.e., a single set of requirements for lower-division GE certification and transfer admission). AB 928 (Berman, 2021), states, in part:

¹ IGETC requires a "C" (2.0 gpa on a 4.0 scale) in every course; CSU GE requires an overall 2.0 gpa but allows a C- (1.7 gpa) in English Composition, Oral Communication, Critical Thinking, and Mathematics and Quantitative Reasoning (overall 2.0 for these courses), while allowing a D- (0.7) in other individual CSU GE courses.

² Oral Communication is required for CSU GE, and IGETC for CSU but not for IGETC for UC; Lifelong Learning and Self-Development is required for CSU GE but not IGETC for CSU nor for IGETC for UC; proficiency in a language other than English is required for IGETC for UC but not IGETC for CSU nor CSU GE.

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.

The Academic Senates of the CCC, the CSU, and the UC endorsed the creation of Cal-GETC to facilitate the ease of transfer for California Community College students, regardless of the CSU or UC campus to which they transfer. The Cal-GETC pattern for transfer and admissions to the CSU or UC began to be formulated in 2022. ICAS developed the Cal-GETC framework based on a modification of the IGETC pattern in Spring 2022 and approved a preliminary structure in Spring of 2023.

The use of the Cal-GETC transfer pathway is intended to begin Fall 2025 of the 2025-26 Academic Year. Under Cal-GETC, every student will be designated simply as having achieved, or not having achieved, Cal-GETC certification irrespective of their transfer destination. Transfer students with catalog rights will be able to maintain their use of their grandfathered CSU GE or IGETC pattern to the extent permitted by the relevant programs and institutions.

2 Areas of Distribution for Cal-GETC

The California General Education Transfer Curriculum is comprised of courses taught at California Community Colleges that satisfy specific areas of general education:

AREA 1 - ENGLISH COMMUNICATION (Three courses: one English Composition, one Critical Thinking and Composition, and one Oral Communication. 9 semester or 12 quarter units)

1A: ENGLISH COMPOSITION (One course: 3 semester or 4 quarter units)

1B: CRITICAL THINKING AND COMPOSITION (One course: 3 semester or 4 quarter units)

1C: ORAL COMMUNICATION (One Course: 3 semester or 4 quarter units)

AREA 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (One course: 3 semester or 4 quarter unit)

AREA 3 - ARTS AND HUMANITIES (Two courses: one Arts and one Humanities. 6 semester or 8 quarter units)

3A: ARTS (One course: 3 semester or 4 quarter units)

3B: HUMANITIES (One course: 3 semester or 4 quarter units)

AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES (Two courses: two academic disciplines. 6 semester or 8 quarter units)

AREA 5 - PHYSICAL AND BIOLOGICAL SCIENCES (Two courses: one Physical Science and one Biological Science. One of the two courses must be associated with a one-semester or one-quarter unit laboratory [Section 9.5.3]. 7 semester units or 9 quarter units)

5A: PHYSICAL SCIENCE (One course: 3 semester or 4 quarter units)

5B: BIOLOGICAL SCIENCE (One course: 3 semester or 4 quarter units)

5C: LABORATORY (1 semester or 1 quarter unit)

AREA 6 – ETHNIC STUDIES (One course: 3 semester units or 4 quarter units)

This course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies

Summary table for areas of Distribution for Cal-GETC

CAL-GETC SUBJECT AREAS	SUBJECT AREA DESCRIPTIONS	COURSES PER SUBJECT AREA
Area 1 – English Communication	One course from each 1A, 1B, and 1C subject area. Area 1A: English Composition- 1 course (3 semester or 4 quarter units) Area 1B: Critical Thinking and Composition- 1 course (3 semester or 4 quarter units) Area 1C: Oral Communication- 1 course (3 semester or 4 quarter units)	3 courses (9 semester or 12 quarter units; 3 semester or 4 quarter units for each of 1A, 1B, and 1C)
Area 2 – Mathematical Concepts and Quantitative Reasoning	One course in Area 2.	1 course (3 semester or 4 quarter units)
Area 3 – Arts and Humanities	One course from each 3A and 3B subject area. Area 3A: Arts- 1 course (3 semester or 4 quarter units) Area 3B: Humanities- 1 course (3 semester or 4 quarter units)	2 courses (6 semester or 8 quarter units)
Area 4 – Social and Behavioral Sciences	Two courses from two academic disciplines or in an interdisciplinary sequence.	2 courses (6 semester or 8 quarter units)
Area 5 – Physical and Biological Sciences	One course from each 5A and 5B subject area. One of the two courses must include a laboratory. Area 5A: Physical Science- 1 course (3 semester or 4 quarter units) Area 5B: Biological Science- 1 course (3 semester or 4 quarter units) Area 5C: Laboratory- (1 semester or 1 quarter unit)	2 courses (7 semester or 9 quarter units)
Area 6 – Ethnic Studies	One course in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.	1 course (3 semester or 4 quarter units)
TOTAL		11 courses (34 semester or 45 quarter units)

3 Students Who May Use Cal-GETC

Completion of the California General Education Transfer Curriculum (Cal-GETC) will permit a student to transfer from a *California Community College* (CCC) to a *California State University* (CSU) campus or program without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. Completion of Cal-GETC will permit a student to transfer from a *California Community College* (CCC) to a *University of California* (UC) campus or program generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. For most students, it is strongly recommended that students complete Cal-GETC prior to transfer. Advantages of completing Cal-GETC may include more flexibility in class selection at the university and timely progress to degree completion. All CSUs and most UC campuses and programs will accept certified Cal-GETC completion as satisfying lower-division general education requirements. Note that some individual colleges or majors within a UC campus may not accept or recommend Cal-GETC to fulfill all of their general education requirements. A list of those UC colleges and majors is found on the [UC Admissions](#) web page (under “general education”).

Note: Students transferring to a CSU who have Cal-GETC certified as complete will still need to complete 9 semester units of upper-division general education (GE) after transfer and may also be held to other campus specific graduation requirements outside of general education and major coursework.

3.1 Cal-GETC and Other Lower-division General Education Options

Completion of the Cal-GETC is not an admission requirement or admission guarantee for transfer to the CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements for students at the CSU or UC. However, Cal-GETC may be a requirement for some programs (e.g., if an ADT is required) and under AB 928 is the “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.”

For the UC, students may choose to complete coursework to meet the campus general education requirements of the university program to which they plan to transfer. For the CSU, some students may elect to take courses to fulfill the CSU's general education requirements (CSU GE) after transfer, but such a course of action would be inconsistent with the intent of AB 928.

Completion of the Cal-GETC lower-division General Education Transfer pathway may not be appropriate for some engineering, math, or science students or for students completing majors that have a high number of lower-division unit requirements (especially those without a Transfer Model Curriculum for the Associate Degree for Transfer). Such students may be advised to focus on completing their lower-division major preparation requirements while meeting minimum admission requirements (e.g., the UC seven-course pattern for UC admissions). Such a student would not be Cal-GETC certified prior to transfer.

Although CLEP cannot be used for Cal-GETC (Section 6.3), the CSU has a system-wide policy for CLEP exams and awarding transfer credit for admission or towards the completion of CSU GE based on these exams. The [CSU policy for CLEP](#).

3.2 Students who are eligible to use Cal-GETC

ICAS developed Cal-GETC for use by California Community College transfer students. A student may be Cal-GETC certified if they have completed coursework at any of the California Community Colleges without regard to current enrollment status or number of units accrued at a CCC.

3.3 Restrictions for returning Students

Students who initially enroll at a UC campus, then leave and attend a community college, and subsequently return to the same campus are considered “readmits” by the UC. Such students cannot use Cal-GETC. CSU does not have a system-wide policy that addresses these students and/or this reverse-transfer situation and thus there is no prohibition on use of Cal-GETC for students returning to the CSU from a CCC.

4 Cal-GETC Course Database

After a course has been certified for Cal-GETC, it will be available on the Cal-GETC course list on the [ASSIST Coordination](#) site. Development and maintenance of the Cal-GETC database allows counselors and students seamless electronic access to all California Community College articulated courses and helps ensure accurate information when certifying coursework completed at other California Community Colleges.

5 Courses that can be used for Cal-GETC (Basic Eligibility)

5.1 Cal-GETC Course Submission and Review Process

The UC and the CSU conduct an annual, joint review of CCC courses submitted for Cal-GETC. Submission decisions are announced annually in the Spring to articulation officers and are updated on the ASSIST website each academic year.

5.1.1 Continuing approvals from prior GE patterns

If a course is currently approved for an IGETC area that directly aligns with the to-be-requested Cal-GETC area, and (i) the Cal-GETC areas criteria and standards do not differ from those of the IGETC area (cf., Cal-GETC Area 6: *Ethnic Studies*), and (ii) the course has not been substantively modified since its initial approval, the course will be “grandfathered” as an approved Cal-GETC course in the corresponding area of Cal-GETC.

Example 1: Any course approved for CSU GE Area F would be approved for Cal-GETC Area 6 (*Ethnic Studies*).

Example 2: Any course approved for 2023-24 IGETC Area 7 (*Ethnic Studies*) would be approved for Cal-GETC Area 6 (*Ethnic Studies*).

Example 3: A course previously approved for CSU GE area A1 (*Oral Communication*) would NOT be grandfathered into Cal-GETC approval since the criteria and standards for Cal-GETC Area 1C (*Oral Communication*) are different than those for CSU GE Area A1 (*Oral Communication*). Note: it is not that the course is “de-listed”; instead, the course was never approved for Cal-GETC and does not carry any (even transient) approval status.

5.1.2 Effective Date

If a course was active in the college’s curriculum at the time of approval (or will be active in the next fall term), the to-be-approved course will start to carry Cal-GETC area certification effective the fall term of the academic year after the course was submitted (presuming the Cal-GETC application was successful).

Example: A course submitted in December of 2024, and approved in May 2025, becomes effective on Cal-GETC beginning Fall 2025. If a course is not approved for Cal-GETC inclusion, detailed reasons for denial will be provided to the CCC. The CCC may then modify their outline of record and resubmit in the following submission cycle.

5.1.3 Re-evaluation of existing approvals

Occasionally, during the Cal-GETC review cycle certain existing Cal-GETC course(s) are reviewed to verify that the course(s) continue to meet the Cal-GETC standards. Course(s) found to not meet Cal-GETC standards will be scheduled for delisting but allowed to remain on the CCC Cal-GETC approved list for at least two academic years. This allows the CCC time to submit a revised course outline for review, if appropriate.

Example: As a result of an incidental review, a CCC may be notified in Spring 2025 that their ART 101 course outline of record was determined to no longer meet Cal-GETC Standard for 3A (*Arts*). Because the Cal-GETC standard for 3A (*Arts*) did not differ from its grandfathered IGETC predecessor, the ART 101 course will remain effective on Cal-GETC in area 3A (*Arts*) through Summer 2027.

5.1.4 Review of new course submissions

Areas in Cal-GETC that do not fully correspond to prior categories of CSU GE or IGETC will require an initial submission and review for each course to be offered.

Example: A CCC submits a course for the new Cal-GETC Area 1C (*Oral Communication*). Any prior approval for any area of IGETC or for CSU GE is irrelevant. The course cannot be grandfathered in because there is no equivalent prior category in either IGETC or CSU GE for Cal-GETC area 1C. The course is not approved (but may be invited for resubmission).

5.1.5 Intra- and Inter- segmental transfer of Cal-GETC Courses towards Cal-GETC certification

Given that students often attend multiple California Community Colleges, Cal-GETC coursework completed in specific subject areas of Cal-GETC will be used in the Cal-GETC area designated by the CCC at which the course was completed. In other words, if College A is certifying Cal-GETC completion using work completed at College B, College A should use the coursework according to the approved Cal-GETC Area from College B, regardless of where College A has certified their otherwise potentially-similar course.

Example: A lower-division research methods course might be qualified (only) in the quantitative reasoning area for Cal-GETC at College A, but (only) in the Critical Thinking area of Cal-GETC for College B. College A could not use the research methods course from College B to meet the quantitative reasoning requirement for Cal-GETC certification.

In a similar manner, if a student has taken a course or courses at a UC or CSU counted for GE areas corresponding to, and which could qualify to meet the standards for, Cal-GETC areas, it is generally appropriate for CCCs to certify the course(s) towards completion of those corresponding areas of the Cal-GETC pattern.

If a course from California public higher education does not explicitly carry Cal-GETC area certification, it is inappropriate to award Cal-GETC credit.

5.1.6 California Community College Course Application Rights

Certification of coursework completed for Cal-GETC will be honored provided that a course was on a college's approved Cal-GETC list when it was completed.

Although California Community College courses may be listed in more than one area, they can only be applied to one area during Cal-GETC certification for each individual student.

5.1.7 Non-California Community College Courses on Cal-GETC

Appropriate non-CCC general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States Institutionally accredited institutions should be routinely included in Cal-GETC. 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. Such courses should be from accredited institutions if in the United States.

Care should be taken to review course outlines for content, prerequisites, texts, units, and Cal-GETC Area Standards (See Section 9.0 for Standards). Particular care should be taken when evaluating non-CCC courses to fulfill any of:

1. Cal-GETC Area 1B (*Critical Thinking and Composition*) – few non-CCC colleges offer a second semester course that combines Critical Thinking and Composition
2. Cal-GETC Area 1C (*Oral Communication*) – note differences from CSU GE Area A1 requirements, or
3. Cal-GETC Area 6 (*Ethnic Studies*) – where 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.

A California Community College may include non-CCC lower-division courses that are completed at a United States Institutionally accredited institution and meet Cal-GETC specifications if the following criteria are met:

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 Cal-GETC course list; or
2. If the certifying CCC does not have a Cal-GETC comparable course for a non-CCC course, but there is a comparable course at another CCC which is found on their Cal-GETC pattern, the course may be used on Cal-GETC as long as the course outlines are comparable in content, prerequisites, texts, units, and conformity to Cal-GETC Area Standards (please see Section 9 for Standards); or
3. If there is no comparable course at either the certifying CCC or at other CCCs, then the certifying CCC may use the non-CCC course on the Cal-GETC provided that the non-CCC course conforms to the Cal-GETC Area Standards (please see Section 9 for Standards); or
4. If the non-CCC course was completed prior to the CCC course's Cal-GETC effective date and meets the criteria as outlined in number 2 above, the non-CCC course may be applied to Cal-GETC; or
5. If a course has been determined by UC to meet minimum transfer admissions eligibility using the UC seven-course pattern, the course may be applied to Cal-GETC (e.g., UC-E, UC-M, UC-S, etc.).

Note: In all cases, these courses should be carefully assessed in order to assure the course offering has sufficient breadth to meet the intent of the Cal-GETC standards. If a course from California public higher education does not explicitly carry Cal-GETC area certification, it is almost always inappropriate to award Cal-GETC credit.

5.1.8 Upper Division Courses

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

1. When there is documentation that a UC or CSU campus has classified a course or series as upper-division but has requested to systematically allow lower-division transfer credit (possibly 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 some campus offerings of economics, organic chemistry and possibly adult psychopathology (abnormal psychology).
2. When a non-CCC course is determined comparable to one taught and approved for Cal-GETC at a CCC, it may be applied to Cal-GETC regardless of its upper-division status provided that it meets the standards and criteria for inclusion in the Cal-GETC area and would otherwise be Cal-GETC eligible.
3. When a CSU uses an upper-division course to fulfill a "lower-division" CSU GE requirement in an area in which the standards and criteria for CSU GE and Cal-GETC do not differ (cf., Cal-GETC Area 3A (*Arts*), Cal-GETC Area 3B (*Humanities*) or Cal-GETC Area 4 (*Social and Behavioral Sciences*) the course would be Cal-GETC eligible.

5.1.9 International coursework

International coursework may be used for Cal-GETC when the work is of comparable content to the United States institutionally accredited course that would otherwise be accepted for Cal-GETC under the constraints above and in section 5.3.4.

5.1.10 Coursework Taught in a Language Other Than English

Some United States Institutionally accredited coursework taught in a language other than English may be used for Cal-GETC. However, course outlines must be submitted for review in English.

Exception: Courses in Area 1 (Area 1A: *English Composition*, Area 1B: *Critical Thinking and Composition*, and Area 1C: *Oral Communication*) must be taught and delivered in English.

There is no limitation on the number of courses completed at other United States institutionally accredited institutions that can be included in the Cal-GETC certification.

5.1.11 Distance and Correspondence Education

5.1.11.A CCC Courses

California Community Colleges may use distance and correspondence education for Cal-GETC provided that the courses have been approved by the CSU and UC during the Cal-GETC course review process. Delivery modality does not determine CSU and UC approval.

Distance education is defined in CCC Code of Regulations Title 5, Chapter 6, Subchapter 3, Section 55200. Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology.

Although 55200(2) excludes correspondence courses, Cal-GETC can include correspondence education.

Section 55260, Correspondence Education Definition and Application, states:

Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course.

5.1.11.B Non-CCC Courses

Non-CCC Institutions distance and correspondence education (as 5.1.9.1) may be used towards Cal-GETC. The same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses (see Section 5.2 for guidelines).

5.1.12 Textbooks

Identifying the course textbook (or textbooks/textbook-equivalents) is a required element of the submission process:

- Textbooks must be identified in the CCC Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR.
- Open Educational Resources (OER), or online texts, are acceptable if they are constant and publicly available as published textbooks (i.e., not as a list of web links).
- Laboratory science courses must have a clearly identified Laboratory Manual included in the COR.

5.2 Courses Appropriate for Cal-GETC

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

5.3 Courses Not Appropriate for Cal-GETC

5.3.1 Courses That Focus on Personal, Practical, or Applied Aspects

Content taught in courses applicable to and appropriate for Cal-GETC shall be presented from a theoretical point of view and focus on the core concepts and research methods of the discipline. Courses such as Everyday Legal Problems, Beginning Drawing, News Writing, Physical Education, College Success, Library Science or Child Development: Implications for Child Guidance are examples of courses that focus on personal, practical, or applied aspects and therefore do not meet Cal-GETC criteria.

5.3.2 Introductory Courses to Professional Programs

Courses such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets and other introductory professional courses are not considered to have sufficient breadth to meet general education requirements and are therefore excluded from Cal-GETC.

5.3.3 Independent Study or Topics Courses

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

5.3.4 Summary of Non-Applicable Courses including, but not limited to, the following Courses not transferable to the CSU and UC using Cal-GETC:

- Pre-baccalaureate courses (including remedial English composition)
- Variable Topics
- Directed Study
- Independent Study
- Personal, Practical, Skills Courses
- Introductory courses to professional programs
- Performance Courses
- Creative Writing
- Logic
- Computer Science
- Trigonometry, unless combined with college algebra or pre-calculus
- Course outlines not written in, or translated to, English.

5.3.5 Unit Restrictions on courses for Cal-GETC certification

While courses may carry “extra” units beyond the minimum requirements for the Cal-GETC Area, courses with fewer than 3 semester or 4 quarter units cannot carry Cal-GETC certification. An exception is made for 3 quarter unit or 2 semester unit Math and English courses that satisfy Cal-GETC Areas 1A (*English Composition*) or Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*). Such courses may be applied if they are part of a sequence and at least two of the 3 quarter unit or 2 semester unit sequence courses have each been completed with a “C” grade or higher (2.0 on a 4.0 scale). The course sequence must meet the rigors and breadth of Cal-GETC.

Example 1: a stand-alone 4-semester unit course addressing the requirements of Cal-GETC Area 4 (*Social and Behavioral Science*) can be certified for Cal-GETC Area 4 (*Social and Behavioral Science*).

Example 2: a stand-alone 2-semester unit course addressing the requirements of Cal-GETC Area 4 (*Social and Behavioral Science*) cannot be certified for Cal-GETC Area 4 (*Social and Behavioral Science*).

6 Credit by External Exams

There is no limit on the number of external exams that can be applied to Cal-GETC. External exams may be used regardless of when the exam was taken. Cal-GETC certification does not determine applicability towards meeting program requirements at the receiving institution.

6.1 Advanced Placement (AP)

A score of 3, 4 or 5 is required to grant credit for Cal-GETC certification. Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both.

- There is no equivalent AP exam for Cal-GETC Area 1B (*Critical Thinking and Composition*).
- Where more than one area of Cal-GETC is possible (cf., 3B or 4) the AP exam may be used in either area (either Cal-GETC Area 3B or Cal-GETC Area 4) regardless of where the certifying CCC's comparable course is located.
- Students earning a score of 3, 4 or 5 in a Physical or Biological science AP examination earn credit toward Cal-GETC Area 5A (*Physical Science*) or 5B (*Biological Science*) and also meet the Cal-GETC 5C (*Laboratory*) requirement. With this exception, each AP exam may only be applied to one Cal-GETC area.
- Generally, an acceptable AP score for Cal-GETC equates to either 3 semester or 4 quarter units for certification purposes.

An exception is that AP exams in Biology, Chemistry, Physics 1, or Physics 2 allow CCC campuses to apply 4 semester or 5 quarter units to Cal-GETC Area 5 certification.

AP exams in Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism only allow CCC campuses to apply 3 semester or 4 quarter units to Cal-GETC certification³.

³ All students must meet the minimum unit requirements for Cal-GETC Area 5 (Physical and Biological Sciences) (see Section 9.5).

Advanced Placement Table

AP EXAMINATION	CAL-GETC AREA	AP EXAMINATION	CAL-GETC AREA
Art History	3A or 3B	Japanese Language & Culture	3B
Biology	5B and 5C	Latin	3B
Calculus AB	2	Macroeconomics	4
Calculus BC	2	Microeconomics	4
Calculus BC/ AB sub score	2	Physics 1: Algebra-Based	5A and 5C
Chemistry	5A and 5C	Physics 2: Algebra-Based	5A and 5C
Chinese Language & Culture	3B	Physics C: Mechanics	5A and 5C
Comparative Government & Politics	4	Physics C: Electricity /Magnetism	5A and 5C
English Language/Composition	1A	Psychology	4
English Literature/Composition	1A or 3B	Spanish Language & Culture	3B
Environmental Science	5A and 5C	Spanish Literature & Culture	3B
European History	3B or 4	Statistics	2
French Language & Culture	3B	U.S. Government & Politics	4
German Language & Culture	3B	U.S. History	3B or 4
Human Geography	4	World History: Modern	3B or 4
Italian Language & Culture	3B		

Note: AP exams that have been discontinued are not shown on this table. A student with catalog rights may be able to use the now discontinued exam if accepted under the comparable area of IGETC or under Cal-GETC at the time the exam was taken.

Example: If a U.S. History at a CCC is approved for Cal-GETC Area 3B (*Humanities*), then the U.S. History AP exam may be used for Cal-GETC Area 3B (*Humanities*, via local articulation) or Area 4 (*Social and Behavioral Sciences*, via Cal-GETC credit by exam equivalency).

Actual AP transfer credit (including possible differences in units to be awarded beyond those used for Cal-GETC certification) awarded for these and other AP exams at admission is determined by the CSU and UC.

- The [UC Policy for AP credit](#)
- The [CSU system-wide minimums policy](#) governing the use of these and other AP exams for awarding general education

6.2 International Baccalaureate (IB)

Credit for International Baccalaureate (IB) High Level exams is similar to AP exams. Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

- A score of 5, 6 or 7 on Higher Level exams is required to grant credit for Cal-GETC certification.
- An acceptable IB score for Cal-GETC equates to either 3 semester or 4 quarter units for certification purposes.

International Baccalaureate (HL) Table

INTERNATIONAL BACCALAUREATE (IB)	CAL-GETC AREA
IB Biology HL	5B
IB Chemistry HL	5A
IB Economics HL	4
IB Geography HL	4
IB History (any region) HL	3B or 4
IB Language A: Literature (any language, except English) HL	3B
IB Language A: Language and Literature (any language, except English) HL	3B
IB Language A: Literature (any language) HL	3B
IB Language A: Language and Literature (any language) HL	3B
IB Mathematics: Analysis and Approaches HL	2
IB Mathematics: Applications and Interpretation HL	2 (may not be at all UC)
IB Physics HL	5A
IB Psychology HL	4
IB Theatre HL	3A

1 Note: IB courses that have been discontinued are not shown on this table. A student with catalog rights may be able to use a now discontinued course if accepted under the directly comparable area of IGETC or under Cal-GETC at the time the course was taken.

Example: History IB HL at a CCC is approved for Cal-GETC Area 3B (*Humanities*). History IB HL may be used in Cal-GETC Area 3B (*Humanities*) or Cal-GETC Area 4 (*Social and Behavioral Sciences*).

Actual IB transfer credit (including possible differences in units to be awarded beyond those used for Cal-GETC certification) awarded for these and other IB exams at admission is determined by the CSU and UC.

- The [UC Policy for IB credit](#)
- The CSU system-wide minimums policy, [CSU Systemwide Credit for External Examinations](#) governing the use of these and other IB exams for awarding general education credit

6.3 College Level Examination Program (CLEP)

CLEP cannot be used for Cal-GETC.

6.4 Other Exams

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

Credit by exam is acceptable provided that a United States institutionally 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 5.1.

7 Unit Value

A course must have a minimum unit value of 3 semester or 4 quarter units to meet the requirements for Cal-GETC. Laboratory courses intended to accompany lecture courses are an exception to this guideline (e.g., Section 9.5.3). 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 sequence of 1-unit courses will not provide the depth, scope and rigor of a single 3-unit course (see exception below).

Exception: 3 quarter unit or 2 semester unit Math and English courses that satisfy Cal-GETC Area 1A (*English Composition*) or Cal-GETC Area 2 (*Mathematics and Quantitative Reasoning*) 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 meets the rigor and breadth of Cal-GETC Standards (see Section/s 9.1.1 and/or 9.2).

Example 1: If a 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 Cal-GETC Area 1A (*English Composition*) as long as the combination of courses meet the rigor and breadth of the Cal-GETC Standards in Section 9.1.1.

Example 2: 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 units). The certifying CCC campus may apply Math 121 and 122, for a total of 6 quarter units, to Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) as long as the courses meet the rigor and breadth of the Cal-GETC Standards in Section 9.2.

Example 3: Student takes English 100 and 105 (2 semester units each and each course requires students to write a minimum of 3,000 words). The CCC certifying college may apply English 100 and 105, for a total of 4 semester units, to satisfy Cal-GETC Area 1A (*English Composition*) as long as the courses meet the rigor and breadth of the Cal-GETC Standards in Section 9.1.1.

7.1 Combining Quarter and Semester Units

When combining quarter and semester unit values within a Cal-GETC area, units shall be converted to either all quarter units or all semester units to benefit the student. For example, for Cal-GETC Area 4 (*Social and Behavioral Sciences*), a student needs either a minimum of 6 semester units or 8 quarter units. If a student has satisfactorily completed (C grade or higher, 2.0 on a 4.0 scale) one 4-quarter unit course and one 3-semester unit courses, 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 (>8 quarter units).

The conversion of units from semester to quarter for meeting minimum unit requirement may result in a student needing additional coursework to meet CSU graduation requirements.

Example: two four quarter unit courses would be $2 \times 4 = 8$ quarter units; $8 \times 2/3 = 5.33$ semester units (i.e., < 6). Unless the to-be-transferred-to program already included “extra” units a “fully prescribed” semester unit major program might then require an additional 0.67 semester units to achieve the 120-semester unit minimum for CSU graduation.

8 Grades

8.1 Minimum Grade Requirements

A minimum “C” grade is required in each college course for Cal-GETC. A “C” is defined as a minimum of 2.0 grade points on a 4.0 scale. A “C-” grade valued at less than 2.0 grade points on a 4.0 scale cannot be used for Cal-GETC certification.

8.2 Credit/No Credit-Pass/No Pass

Courses in which a student receives a “Credit/Pass” grade may be used towards Cal-GETC certification if the community college’s policy states that a “Credit or Pass” designation is equivalent to a “C” grade or higher (2.0 grade points on a 4.0 scale). It is important to keep in mind that CSU and UC campuses may have limitations on the number of “Credit/No Credit” (“Pass/No Pass”) courses and units accepted towards transfer, graduation, and major requirements. For example, the UC system allows a maximum of 14 semester units of courses graded “Pass/No Pass” (Credit/No Credit) toward the 60 transferable semester units required for transfer admission.

No more than 14 semester units (21 quarter units) of Pass/No Pass (Credit/No Credit), excluding credit by examination, may be used toward Cal-GETC certification.

9 Subject Areas and Course Guidelines

All courses offered towards satisfaction of the requirements of the California General Education Transfer Curriculum (Cal-GETC) 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 (*Laboratory* exception, see Section 9.5.3).

Courses in Cal-GETC 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.

Cal-GETC 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 institutionally accredited institution of higher education taught in a language other than English may be used for Cal-GETC. However, course outlines must be submitted for review in English.

Exception: Courses in Cal-GETC Area 1 (*English Composition, Critical Thinking and Composition, and Oral Communication*) must be delivered in English.

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.

9.1 Subject Area 1: English Communication

(3 courses: 9 semester or 12 quarter units)

Area 1A: *English Composition*. One course: 3 semester or 4 quarter units

Area 1B: *Critical Thinking and Composition*. One course: 3 semester or 4 quarter units

Area 1C: *Oral Communication*. One course: 3 semester or 4 quarter units

9.1.1 Subject Area 1A: English Composition

The main focus of this area and its primary activities involve the practices of academic writing. The instructional goal of the course is to help students practice recursive stages of writing, and to teach students how to make informed decisions in response to varied writing situations – student abilities that transfer to writing across the curriculum.

9.1.1.A Course Content

Processes and Practices of Writing

The course should help students develop varied and flexible strategies for generating, drafting, and revising in multiple genres for multiple communities/audiences. The major writing assignments should receive formative peer and instructor feedback to support revision.

Rhetorical Approach to Writing Instruction

Courses must support student development by identifying and implementing explicit writing and reading strategies useful for navigating audience, purpose, context, genre, language conventions, and varied sources-as-evidence.

Types of Writings

Examples of appropriate academic genres include synthesis-driven argumentative texts, literature reviews, and analytical essays. Genre pedagogy should be central to the course, including for example activities where students transform writing from one genre to another (literature review becomes an op-ed or blog post, an academic article is rewritten for a lay audience, etc.).

Main writing assignments should not include creative writing genres.

Quantity of Writing

Students should compose a minimum of 5000 words of formal writing across their major assignments, at least 4000 of which must be in revised final draft form.

Courses that do not fulfill the English Composition Requirement, include, but are not limited to:

Literature courses

Humanities content-focused courses Creative writing courses

English as a Second Language courses (ESL) with content that is exclusively language- acquisition focused.

Writing courses designed to meet the needs of a particular major (e.g., Writing for Engineers, Journalism, Business Writing/Communication).

9.1.1.B Non-Traditional Course Structures

“Stretch” or “intensive” English Composition courses (i.e., blended courses that include both transferable content and developmental content) may be approved for Cal-GETC Area 1A (*English Composition*) if both/all courses in the “stretch” course sequence are compliant with Section 7; and the transferable content is comparable to a Cal-GETC Area 1A (*English Composition*) course (Section 9.1.1).

English Composition for ESL courses may be approved for Cal-GETC Area 1A (*English Composition*) if the course content is not predominantly developmental and includes content comparable to a Cal-GETC Area 1A (*English Composition*) course (Section 9.1.1).

Interdisciplinary sequences can be used for Cal-GETC (cf., Section 9.4).

9.1.2 Subject Area 1B: Critical Thinking and Composition

Successful completion of the course in Cal-GETC Area 1A (*English Composition*) develops reading and written composition skills that shall be prerequisite to the course in Cal-GETC Area 1B (*Critical Thinking and Composition*), which shall emphasize the development and refinement of critical thinking skills necessary to evaluate and produce academic and argumentative writing. Cal-GETC Area 1B (*Critical Thinking and Composition*) requirements may be met by those courses in critical thinking taught in a variety of disciplines which build

on the rhetorical approaches to writing introduced in Cal-GETC Area 1A (*English Composition*) by providing, as a major component, instruction in methods of critical reasoning, inquiry-driven research, and argumentative writing.

Courses in Cal-GETC Area 1B (*Critical Thinking and Composition*) shall emphasize the formal and rhetorical components of argumentative writing that are necessary to:

- analyze, criticize, and generate complex ideas,
- reason inductively and deductively,
- identify the assumptions upon which particular conclusions depend,
- reflect critically on one's own thought processes,
- respond appropriately to texts, with attention to their intended audience, purpose, and social context,
- distinguish knowledge from belief and fact from judgment,
- recognize common logical errors or fallacies of language and thought,
- evaluate sources with respect to their relevance, reliability, and appropriateness to the rhetorical context.

Students will demonstrate their understanding of these critical concepts and processes through the analysis and construction of arguments, especially in research and written work that attends appropriately to audience, purpose, context, genre, and language conventions. A minimum of 5000 words of writing is required. This 5000-word requirement may include a combination of process drafts, written peer response, and other forms of informal writing which informs students' inquiry-driven research and writing process. Students should revise and receive feedback on at least one extended argument from their instructors. Texts chosen for critical analysis should reflect an awareness of cultural diversity and instructors should attend to fairness, equity, and access as guiding principles for curricular design and assessment. Courses should offer opportunities for students to reflect on their learning, their knowledge, and their writing processes to enable the possibility of knowledge transfer across the curriculum.

9.1.2.A Restriction on Unit Distribution

Completion of a single course is required to fulfill Cal-GETC 1B (*Critical Thinking and Composition*).

9.1.2.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 and composition 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 institutionally 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 Cal-GETC at a California Community College.

Since it is unlikely that institutions other than California Community Colleges will have a combined course in Critical Thinking and Composition, certification of coursework from other institutions to satisfy this requirement is not common.

However, there are some courses outside the CCC system that could meet this requirement. Care should be given when evaluating the coursework to ensure that it meets the course requirements as outlined in the above paragraphs. It is strongly recommended that valid documentation (e.g., course outline of record or syllabus) be kept on file by the CCC and by the student.

9.1.3 Subject Area 1C: Oral Communication

The Cal-GETC Area 1C (*Oral Communication*) requirement can only be fulfilled by a course taught in English (see Section 5.1.8). Cal-GETC Area 1C (*Oral Communication*) can be fulfilled by an approved course that provides students with the foundational knowledge and practice of public speaking in a democratic society, to enable them to successfully communicate ideas of an informative and persuasive nature in the public speaking mode, and to critically evaluate the speeches of others.

Students who have completed this requirement shall have been exposed to coursework that is designed to convey and provide practice in:

- understanding the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric and the Aristotelian proofs of ethos, pathos, and logos
- finding, critically examining, and using supporting materials from primary and secondary sources for credibility, accuracy, and relevance in their speeches and presentations
- conceptualizing and effectively using compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts
- knowing and adhering to ethical communication practices which include truthfulness, accuracy, honesty, and reason as essential to the integrity of communication
- demonstrating rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
- practicing and refining the concepts presented in the course through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques
- employing effective verbal and nonverbal practices while delivering a speech and managing communication apprehension
- listening critically to provide constructive criticism to peers
- applying rhetorical principles to analyze historical and contemporary public discourse

Note: Certification of a course for CSU GE Area A1 (*Oral Communication*) does not necessarily imply that the course could meet Cal-GETC Area 1C (*Oral Communication*) requirements (see section 5.1.1).

9.1.4 Restriction on Unit Distribution

Completion of a single course is required to fulfill Cal-GETC Area 1C (*Oral Communication*).

9.2 Subject Area 2: Mathematical Concepts and Quantitative Reasoning

(1 course: 3 semester or 4 quarter units)

Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) is met by completing a baccalaureate course in mathematics, statistics, or other quantitative disciplines⁴. An approved course will have its primary purpose and content focused on mathematics and quantitative reasoning. Additionally, courses approved to fulfill this requirement must address students' ability to develop, present, use, and critique quantitative arguments. For example, a course in statistics must emphasize the mathematical basis of statistics, including probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Thus, Symbolic Logic, Computer Programming and survey courses are generally deemed unacceptable to fulfill the *Mathematical Concepts and Quantitative Reasoning* requirement.

However, Math survey and Data Science courses may fulfill this requirement if the focus is on mathematical concepts and quantitative analysis at the baccalaureate level. Mathematics for Teachers is not to be accepted for Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) because the level of mathematics covered does not exceed elementary school mathematical competencies.

A sequence of courses may be approved only if students are required to pass all classes in the sequence and the transferable course content is equivalent to an approved Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) course.

Adherence to these guidelines will ensure that all graduates are equitably prepared for an environment in which public and private decision making is regularly expressed in quantitative terms. We routinely confront raw information that requires quantitative calculation and analysis to make decisions and take actions. Post-secondary graduates need to be able to participate in such quantitative reasoning and have the capacity to critique quantitative arguments. For this reason, a growing list of disciplines require a sound mathematical foundation. The guidelines for Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) ensure that graduates are given a durable foundation preparing them to respond effectively and flexibly to the quantitative challenges they will face.

⁴ The California Common Core State Standards for Mathematics (CCSSM) specifies the content of the high school courses required for admission to the UC and CSU. Baccalaureate level courses deepen and reach beyond the content in these college prep courses.

9.2.1 Restriction on Unit Distribution

Completion of a single course is required to fulfill Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*).

9.3 Subject Area 3: Arts and Humanities

(2 courses: 6 semester or 8 quarter units)

At least one Cal-GETC Area 3A (*Arts*) course and one Cal-GETC Area 3B (*Humanities*) course are required.

The Arts and Humanities requirement shall be fulfilled by completion of two courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework that

- is designed to develop and advance historical understanding of major civilizations and cultures, both Western and non-Western, through the study of philosophy, language, literature, religion and the fine arts.
- recognizes the contributions to knowledge, civilization, and society that have been made by men and women as well as members of various ethnic or cultural groups.
- encourages students to analyze and appreciate works of philosophical, historical, literary, religious 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.

Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 3A (*Arts*) courses and/or Cal-GETC Area 3B (*Humanities*) courses to also satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement.

Note: Not every class that meets the Arts and Humanities requirement needs to individually meet each element of the above standards. For example, a class meeting the standards might focus on works of historical but not literary importance or exclusively on Chinese art or philosophy.

9.3.1 Courses That Fulfill the Arts Requirement

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., courses in dance history, film art, history of architecture, history of modern art, the history of or introduction to theatre, multicultural theatre, music history, the jazz experience, music theory and analysis).

9.3.2 Courses That Do Not Fulfill the Arts Requirement

Courses which focus on technique, skills or performance do not meet the Cal-GETC Area 3A (*Arts*) requirement (e.g., courses in beginning drawing, beginning painting, and readers theater and oral interpretation courses focusing primarily on performance and/or skills-building) (see Section 5.3.1).

9.3.3 Courses That Fulfill the Humanities Requirement

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious, 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.

9.3.4 Courses That Do Not Fulfill the Humanities Requirement

Courses such as English Composition⁵, 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 Cal-GETC Area 3B (*Humanities*).

9.3.5 Restriction on Unit Distribution

Completion of a single course is required to fulfill Cal-GETC Area 3A (*Arts*) requirement. A separate course is required to fulfill the Cal-GETC Area 3B (*Humanities*) requirement. If a course is approved as satisfying both 3A and 3B, it can be used to satisfy only one of those requirements.

9.4 Subject Area 4: Social and Behavioral Sciences

(2 courses: 6 semester or 8 quarter units)

Two academic disciplines are required.

The Cal-GETC Area 4 (*Social and Behavioral Sciences*) requirement shall be fulfilled by completion of two courses focusing on how individuals, organizations, institutions, and societies interact and/or behave within socially-constructed dynamics. The two courses used must be from two academic disciplines or in an interdisciplinary sequence (e.g., an inherently interdisciplinary prefix [cf., Social Justice Studies or Global Studies] or if one of the two courses is cross-listed [cf., Psychology and Women's Studies]). The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues 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 individuals and groups, including but not limited to diverse genders, sexualities, races, ethnicities, classes, countries, cultures, and 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.

Courses in Cal-GETC Area 4 (*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

⁵ While English composition courses are, generally speaking, not to be included in this area as they are included in Area 1A (*English Composition*) and 1B (*Critical Thinking and Composition*), some advanced English composition courses may be approved if they include significant literary and humanities content and/or a methodological, epistemological, or theoretical focus.

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 well as the group. Inclusion of the contributions and perspectives that have been made by different genders as well as members of various ethnic or cultural groups as part of such study will provide a more complete and diverse view of the world.

Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 4 (*Social and Behavioral Sciences*) courses to also satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement.

Note: Certification of an Introduction to American government course for Cal-GETC Area 4 (*Social and Behavioral Sciences*) does not necessarily imply that the course would meet the CSU American Institutions Graduation Requirement.

9.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement

Courses that are not taught from the perspective of a social or behavioral science do not meet Cal-GETC Area 4 (*Social and Behavioral Sciences*) requirements. Consequently, courses such as Physical Geography and Statistics do not meet the Cal-GETC specifications for this area and are not approved. Community colleges should resubmit these courses in more appropriate subject areas. Courses with a practical, personal, career professional or applied focus are not approved (see Section 5.3.1). Courses in disciplines such as Administration of Justice may be approved if the content focuses on core concepts of the social and behavioral sciences.

9.4.2 Restriction on Unit Distribution

Completion of two courses in separate disciplines (see section 9.4) is required to fulfill the Cal-GETC Area 4 requirement.

9.5 Subject Area 5: Physical and Biological Sciences

(At least 2 courses: 7 semester or 9 quarter units)

A minimum of one course in each area is required, and at least one must include a lab.

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses: one in Cal-GETC Area 5A (*Physical Science*) and one in Cal-GETC Area 5B (*Biological Science*). At least one of these two courses must be associated with a laboratory as defined in Cal-GETC Area 5C (*Laboratory*). Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science, discoveries, and its applications. Many of the most difficult and relevant choices facing individuals, leaders and institutions concern the relationship of scientific advancements and capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic scientific concepts of the physical and biological aspects of the world as well as an understanding of science as a human endeavor including its limitations and power.

9.5.1 Courses That Fulfill the Physical and Biological Sciences Requirement (Area 5A and 5B)

Courses that focus on the core concepts of a physical or biological science discipline (e.g. observation, hypothesis testing, evidence-based reasoning, introduction, and application of fundamental theoretical principles) are appropriate to satisfy Areas 5A and 5B. Courses that evidence assessments measuring application of foundational principles are encouraged.

9.5.2 Cal-GETC Laboratory Science Requirement (Area 5C)

A general education lab course used as part of Cal-GETC may represent the singular exposure to the physical or biological sciences and must therefore support learning by exposing students to discovery-based experiments that reveal the empirical nature of science. Science laboratory courses should rely on hands-on or validated simulation of manipulations of matter, equipment, and instrumentation. Laboratories should introduce students to the safe use of equipment and instruments relevant to the particular subject.

The Cal-GETC physical and biological science area requires a minimum of two courses, at least one of which must include a laboratory component. The intent of the Cal-GETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this Cal-GETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject to satisfy Cal-GETC Area 5C (*Laboratory*). It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers. Lab science courses must include a clearly identified lab manual in the course outline.

9.5.3 Restriction on Unit Distribution including Unit Requirement for Laboratory Science Courses

Three semester or four quarter unit laboratory science courses may be used for Cal-GETC to meet the laboratory science requirement as long as the minimum unit value is met for this area (7 semester or 9 quarter units). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/quarter unit.

Example 1: 1 Biological Science w/lab, 3 semester units
1 Physical Science, lecture, 4 semester units
Conclusion: Area 5 satisfied

Example 2: 1 Biological Science w/lab, 3 semester units
1 Physical Science, lecture, 3 semester units
1 Physical Science corresponding Lab, 1 semester unit

9.6 Ethnic Studies

(1 course: 3 semester or 4 quarter units)

CCC courses for Area 6 could be written with both CSU and UC Ethnic Studies Core Competencies requirements in mind, but the courses must meet either the CSU or UC Ethnic Studies Core Competencies requirement.

A course meeting the CSU Ethnic Studies Core Competencies requirement will be deemed to have met the UC Ethnic Studies Core Competencies requirement. Similarly, a course meeting the UC Ethnic Studies Core Competencies requirement will be deemed to have met the CSU Ethnic Studies Core Competencies requirement. CSU's definition of the Ethnic Studies Core Competencies requirement

This lower-division, 3 semester (4 quarter) unit requirement fulfills CSU Education Code Section 89032. The requirement to take a 3 semester (4 quarter) unit course in Area 6 shall not be waived or substituted.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical 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 (Ethnic Studies) 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.

9.6.1 UC's definition of the Ethnic Studies Core Competencies requirement

To be approved for the ethnic studies requirement, community college courses shall have the following course prefixes: African American, Asian American, Latina/o/x American, or Native American Studies (which reflect the specific named populations centered in ethnic studies, hereinafter referred to as the "Populations"). Similar fields and course prefixes (e.g., Black Studies, African Diaspora Studies, Pan African Studies, American Indian Studies, Indigenous Studies, Asian American & Asian Diaspora Studies, Asian American and Pacific Islander Studies, Chicana/o/x Studies, Latina/o/x Studies, Critical Race and Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, antiblackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the abovementioned fields.
2. Apply theory and knowledge produced by the above-mentioned Populations to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, 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 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.

9.7 Requirements outside of Cal-GETC

9.7.1 U.S. History, Constitution, and American Ideals (AI) Requirement

The CSU U.S. History, Constitution, and American Ideals (AI) graduation requirement is not part of Cal-GETC. Courses used to satisfy this requirement may also be listed and applied to Cal-GETC Subject Areas. 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 for GE. UC may require students to meet (some) AI graduation requirements if the student did not graduate from a high school in California.

9.7.2 Language Other Than English (LOTE)

The UC Language other than English (LOTE) requirement is not part of Cal-GETC. Courses used to satisfy this requirement may also be listed and applied to Cal-GETC Subject Area 3B (*Humanities*). UC campuses have the discretion of whether to allow courses used to satisfy the LOTE graduation requirement to also count in area 3B.

10 Certification Processes

It is the student's responsibility to request Cal-GETC Certification. Each CCC campus has their own processes. It is strongly recommended that students complete the Cal-GETC prior to transfer. Advantages of completing the Cal-GETC may include more flexibility in class selection at the university and timely progress to degree completion.

10.1 Who Certifies Cal-GETC?

Students who have completed coursework at more than one California Community College should have their coursework certified by the last California Community College they attended for a regular term (fall or spring for semester schools; fall, winter, or spring for quarter schools) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.

Each CCC campus will process Cal-GETC certifications without regard to current enrollment status or number of units accrued at a particular CCC. The Cal-GETC certification form shall be included or sent with the student's transcript directly to the UC or CSU campus' Office of Admissions.

10.2 Reviewing Coursework from Other Institutions

10.2.1 Coursework from another California Community College

The coursework should be applied to the subject area in which it is listed by the institution where the work was completed. In other words, if college A is certifying completion of the Cal-GETC using work completed at college B, College A should place coursework according to the approved list for college B (see Section 5).

10.2.2 Coursework from all Other United States institutionally accredited institutions

The coursework from these institutions should generally be placed in the same subject areas as those for the community college completing the certification (see Section 5.2 for details).

10.3 Instructions for Completing the California General Education Transfer Curriculum Certification (Cal-GETC) Form

1. The Cal-GETC certification form shall be completed by authorized CCC staff or faculty as determined by each community college. The CCC Articulation Officer should have final review and determination of courses and be the official liaison to the CSU and UC.
2. For each Area, list course(s) taken, name of college or the Advanced Placement exam (minimum score of 3 is required). Advanced Placement cannot be used for Area 1B. (Critical Thinking and Composition) or 1C (Oral Communication). List units in the “Units Completed” column on the right side, indicating quarter or semester units.
3. Full Cal-GETC Certification may be forwarded to the CSU or UC utilizing a certification form with all areas completed (see Section 10.4 for a sample Cal-GETC Certification form).
4. Courses used for Cal-GETC certification must be passed with a minimum grade of “C” (“C-” is not acceptable). A “C” is defined as a 2.0 on a 4.0 scale. A “Credit” or “Pass” is acceptable providing either is equivalent to a grade of “C” (2.0 on a 4.0 scale) or higher. A college transcript or catalog must reflect this policy.
5. Sign and date the form. A campus seal is not required.
6. The form must come directly from the community college to the UC or CSU campus(es) to be considered official. A copy of the form will be considered official by CSU and UC campuses provided it has an official contact person, contact information, signature, or stamp.
7. Students who have completed coursework at more than one California Community College should have their coursework certified by authorized staff from the last California Community College attended for a regular term (fall or spring for semester schools; fall, winter, or spring for quarter schools) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.
8. Although not part of Cal-GETC, community colleges may certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. Courses used to meet this requirement may also be used to satisfy Cal-GETC Subject Area requirements. CSU campuses have the discretion on whether to allow courses used to satisfy GE requirements to also count for CSU United States History, Constitution and American Ideals (AI) graduation requirements. This is particularly relevant to Cal-GETC Area 3B (Humanities) (section 9.3) and Cal-GETC Area 4 (Social and Behavioral Sciences) (Section 9.4).
9. Although not part of Cal-GETC, community colleges may certify completion of the UC graduation requirement in Language other than English. Courses used to meet this requirement may also be used to satisfy Cal-GETC Subject Area requirements. UC campuses have the discretion on whether to allow courses used to satisfy GE requirements to also count for UC LOTE. Open or unofficial transcripts for LOTE are acceptable.
10. When combining quarter and semester unit values within a Cal-GETC Area, see Section 7.
11. 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 in addition to the 9 semester (12 quarter) units of upper- division general education coursework.

10.4 Cal-GETC Certification Form

California General Education Transfer Curriculum Cal-GETC Certification

NAME _____ Student ID# _____
(Last) (First) (Middle)

Certifying School _____ Date of Birth _____

A minimum "C" grade is required in each college course for Cal-GETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale.
 AP = Advanced Placement IB = International Baccalaureate

AREA 1 – ENGLISH COMMUNICATION (three courses — 9 semester or 12 quarter units)

1A ENGLISH COMPOSITION (one course — 3 semester or 4 quarter units)

Course _____ College _____ AP (No IB score accepted for this area) Units Comp. _____

1B CRITICAL THINKING AND COMPOSITION (one course — 3 semester or 4 quarter units)

Course _____ College _____ (No AP or IB score accepted for this area) Units Comp. _____

1C ORAL COMMUNICATION (one course — 3 semester or 4 quarter units)

Course _____ College _____ (No AP or IB score accepted for this area) Units Comp. _____

AREA 2 – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (one course — 3 semester or 4 quarter units)

Course _____ College _____ AP / IB Units Comp. _____

AREA 3 – ARTS AND HUMANITIES (two courses — 6 semester or 8 quarter units)

3A ARTS (one course — 3 semester or 4 quarter units)

Course _____ College _____ AP / IB Units Comp. _____

3B HUMANITIES (one course — 3 semester or 4 quarter units)

Course _____ College _____ AP / IB Units Comp. _____

AREA 4 – SOCIAL AND BEHAVIORAL SCIENCES (two courses from two academic disciplines — 6 semester or 8 quarter units)

Course _____ College _____ AP / IB Units Comp. _____

Course _____ College _____ AP / IB Units Comp. _____

AREA 5 – PHYSICAL AND BIOLOGICAL SCIENCES (two courses, one Physical Science and one Biological Science; at least one of the two courses must be associated with a laboratory — 7 semester or 9 quarter units)

5A PHYSICAL SCIENCE (one course — 3 semester or 4 quarter units)

Course _____ College _____ AP / IB Units Comp. _____

5B BIOLOGICAL SCIENCE (one course — 3 semester or 4 quarter units)

Course _____ College _____ AP / IB Units Comp. _____

5C LABORATORY (1 semester or 1 quarter unit)

Course _____ College _____ AP (No IB score accepted for this area) Units Comp. _____

AREA 6 – ETHNIC STUDIES (one course — 3 semester or 4 quarter units)

Course _____ College _____ (No AP or IB score accepted for this area) Units Comp. _____

(OPTIONAL) – UC GRADUATION REQUIREMENT: LANGUAGE OTHER THAN ENGLISH (Not part of Cal-GETC; may be completed prior to transfer)
 (Proficiency equivalent to two years of high school study in the same language with a minimum grade of "C" or better)

1. Course _____ College _____ (No AP or IB score accepted for this area) Units Comp. _____

2. Completed in High School _____ 3. Other _____

(OPTIONAL) – CSU GRADUATION REQUIREMENT: U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (Not part of Cal-GETC; may be completed prior to transfer)
 (6 semester or 8 quarter units)

Course _____ College _____ AP / IB Units Comp. _____

Course _____ College _____ AP / IB Units Comp. _____

SIGNATURE: _____ Phone #: _____ Date: _____

Certified by: _____ Title: _____

11 Revision History

Version 1.0 Approved May 22, 2023

Version 1.1 Approved December 11, 2023 (includes updates to Areas 3-5 and Certification Form)

12 Cal-GETC Standards Committee

The members of the 2023-2024 ICAS Cal-GETC Standards Committee:

California Community Colleges:

Cheryl Aschenbach

LaTonya Parker

Robert L. Stewart, Jr.

California State University:

Elizabeth (Betsy) Boyd

Eniko Csomay (Chair of the committee)

Beth A. Steffel

University of California:

Steven W. Cheung

James Steintrager

Deborah Swenson

The members of the 2022-2023 ICAS Cal-GETC Standards Committee, which recommended the Cal-GETC Standards version 1.0 to ICAS in May 2023, were:

California Community Colleges:

Virginia May

LaTonya Parker

Cheryl Aschenbach

California State University:

Beth A. Steffel

Mark Van Selst (Secretary for the committee)

Eniko Csomay (Chair of the committee)

University of California:

James Steintrager

Jingsong Zhang

Steven W. Cheung

13 Cal-GETC Standards Ongoing Governance

The Cal-GETC Standards are maintained by the faculty of the University of California, the California State University, and the California Community Colleges, all through their elected representatives on the Intersegmental Council of Academic Senates (ICAS).

The current roster and contact information for both ICAS and the subcommittee that advises it on the Cal-GETC Standards are available at icas-ca.org.

Because of (i) the desired unity of Cal-GETC implementation across the segments, (ii) the intersegmental nature of the Cal-GETC Standards themselves, and (iii) the need for intersegmental alignment on implementation updates to Cal-GETC from the current approved version (currently version 1.0), further updates to these standards will be considered to be adopted when the potentially updated standards have been authorized by ICAS and transmitted to the three segment offices (UC Office of the President, CSU Office of the Chancellor, and CCC Office of the Chancellor).

From: [Claudia Catota](#)
To: [Senate Executive Committee Group](#)
Cc: [Vernon Harper](#)
Subject: Great Colleges to Work For Survey Data
Date: Tuesday, December 6, 2022 2:33:31 PM
Attachments: [Copy of 2021 CSUB Faculty Experience Spreadsheet \(version 1\) 9-15-2022.xlsx](#)

Good afternoon, Senate Exec,

Attached is the *Great Colleges to Work For* survey data. In addition, the presentations are available on our website. <https://www.csub.edu/equity-inclusion-compliance/great-colleges-work-survey>

If I can be of any further assistance, please let me know.

Best regards,
Claudia

CLAUDIA CATOTA, J.D., M.A.

She/her/ella ([why pronouns matter](#))

Chief Diversity Officer & Special Assistant to the President
Division of Equity, Inclusion, & Compliance (Office of the President)
(661) 654-2137

[SCHEDULE A MEETING](#)

California State University, Bakersfield

9001 Stockdale Hwy
Bakersfield, CA 93311

<https://www.csub.edu/equity-inclusion-compliance>

From: Eduardo Montoya <emontoya2@csub.edu>
Sent: Sunday, December 10, 2023 11:10:43 PM
To: Aaron Hegde <shegade@csub.edu>
Subject: GECCO's Response to Cal-GETC

Dear Chair Hegde,

GECCo has been assessing the implications of Cal-GETC and how it may impact the structure of our lower-division GE program. While GECCo firmly believes that our lower-division GE program best addresses the needs of our student population and that the unique strengths of our current GE program may not be fully realized within the Cal-GETC framework, the attached document includes an outline of CSUB's current lower-division GE program and our GECCo's proposed structural modifications to our lower-division GE program, should alignment with Cal-GETC become mandatory. These recommendations were formally voted on and approved by GECCo. Please note that the recommendations for structural modifications to our lower-division GE program, as outlined in the attached document, are not an endorsement of Cal-GETC.

Recognizing the limited timeframe for implementing such changes, we have focused our recommendations on minimizing changes to the current structure of our lower-division GE program. Our aim is to align with Cal-GETC while avoiding any increase in the current unit count required for lower-division coursework. However, we maintain that our current lower-division GE program best addresses the needs of our student population.

As a member of the AAC, I am committed to helping the Senate as needed in understanding GECCo's perspective and considerations, to ensure the best outcomes for our students. Please feel free to reach out for any further discussions or clarifications needed.

Best,
Eduardo

Attachment: GECCO_response_to_CalGETC

GECCo's Response to Cal-GETC: Proposed Structural Changes to Lower-Division GE if Cal-GETC Alignment Becomes Necessary

Cal-GETC is a singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the CSU and the UC. CSU GE Breadth (GE-Breadth) is a current transfer pathway allowing CCC transfers to fulfill lower-division general education requirements for any CSU campus prior to transfer. With Cal-GETC, the CCCs would no longer offer the GE-Breadth transfer pathway. Below we provide some relevant information regarding Cal-GETC and GE-Breadth, an outline of CSUB's current lower division GE program, and our recommended structural changes to our lower-division GE program should alignment with Cal-GETC become mandatory.

Cal-GETC

Cal-GETC is the transfer pathway established as required by AB 928. CCC transfers to a CSU who fulfill Cal-GETC will still need to complete upper division GE and other specific graduation requirements outside of general education (i.e., American Institutions requirements). Cal-GETC is not an admission requirement or admission guarantee for transfer to the CSU or UC. Cal-GETC consists of 34 semester units.

CSU GE Breadth

GE-Breadth is a transfer pathway allowing CCC transfers to fulfill lower-division GE requirements for any CSU campus prior to transfer. CSUB's lower division GE program aligns with CSU GE Breadth requirements by having students fulfill the requirements of Area A for English Language Communication and Critical Thinking, Area B for Scientific Inquiry and Quantitative Reasoning, Area C as Arts and Humanities (designated at CSUB as C1, C2, and AI-History), Area D as Social Sciences (designated at CSUB as D and AI-Government), Area E for Lifelong Learning and Self-Development, and Area F for Ethnic Studies. In comparison to GE-Breadth, Cal-GETC includes a one-unit B3 lab course, only two courses in Area C, and does not include Area E.

CSUB's lower division GE program (areas and unit distribution)

- **First Year Seminar (2 units)**
- **Area A and B4 (12 units):** A1 (Oral Communication), A2 (Written Communication), A3 (Critical Thinking), and B4 (Quantitative Reasoning).
- **Area B (6 units):** B1/B3 (Physical Sciences with lab) and B2/B3 (Life Sciences with lab).
- **Area C (9 units):** C1 (Arts), C2 (Humanities), and C3 (AI-History).
- **Area D (6 units):** D1 (Social or Behavioral Science discipline) and D2 (AI-Government).
- **Area E (0 units):** SELF requirement met with a 1–3-unit major or other GE area course that also fulfills the SELF requirement.
- **Area F (3 units):** One course in an Ethnic Studies discipline.
- **Total units:** 38 units

Structural misalignment of CSUB's lower-division GE program with Cal-GETC

- **First-Year Seminar (FYS):** Cal-GETC does not have an FYS area.
- **Area E:** Cal-GETC does not have a SELF area.
- **Area C (Arts and Humanities):** Cal-GETC has 2 courses. CSUB has 3 courses (2 courses and AI-History course).
- **Area B3 (Laboratory):** Cal-GETC has a 1-unit lab course. CSUB integrates B3 into B1/B2 courses.
- **Cal-GETC consists of 34 lower-division GE units:** CSUB's lower-division GE program consists of 38 units.

Proposed structural changes to CSUB's lower-division GE program if we are required to align with Cal-GETC

We firmly believe that our GE program best addresses the needs of our student population. Given the limited time available to implement changes to align with Cal-GETC, our recommendations minimize the changes to the structure of CSUB's lower-division GE program and aim to avoid increasing the current required unit count for lower-division coursework.

Recommended structural changes to CSUB's lower-division GE program:

- **First-Year Seminar:** Cal-GETC does not have an FYS area. We recommend that FYS be removed from lower-division GE and become a 2-unit institutional requirement¹.
- **Area E:** Cal-GETC does not have a SELF area. We recommend that SELF be removed from the CSUB lower-division GE program.
- **Area C:** Cal-GETC prescribes 2 courses, whereas we have 3 courses (2 courses and AI-History). We recommend that the AI-History (C3) course be removed from lower-division GE program, but it will remain a CSU graduation requirement.
- **Area B3 (Laboratory):** Though Cal-GETC has a 1-unit B3 course, our current GE program meets area B3 through B1 and B2 courses, and we recommend this practice continue as to not change the current curriculum of lower-division area B.
- **Unit count:** 33 units of lower division GE (38 - 2 - 3)

¹ FYS is currently waived for CCC transfers, and we expect this practice to continue.

Required units:

- **Current GE program:**
 - 38 lower-division GE units
 - 9-10 upper-division units
 - Total units: 47-48 units
- **Proposed modified GE program:**
 - 33 units of lower-division GE
 - 5 units of graduation and institutional requirements (AI-History and FYS)
 - Upper-division GE: 9-10 units
 - Total units: 47-48 units

Rationale

- **FYS becoming a 2-unit institutional requirement:** FYS plays an important role in facilitating the smooth transition of our students from high school to the university setting. Beyond introducing them to the academic demands of the university, this high-impact practice acquaints them with essential campus resources, ensuring they are well-prepared to navigate challenges. Additionally, FYS fosters a sense of belonging to the university, which is instrumental in retention and graduation rates, and it helps cultivate a campus community from the outset. Given these benefits, retaining FYS is integral to our commitment to student success and well-being, particularly given its significant impact on our large population of first-generation students.
- **Removing Area E:** Currently, students may fulfill the SELF requirement through major-specific courses, while others may fulfill SELF with another GE area course that also fulfills the SELF requirement. Given these considerations, with the removal of the standalone SELF requirement, students may still take courses as part of their GE experience that address strategies for self-knowledge and lifelong learning.
- **Removing AI-History from Area C:** In considering adjustments to Area C (Arts and Humanities), removing AI-History allows this area to still maintain a clear focus on core arts and humanities subjects.
- **Area B3 (Laboratory):** Although Cal-GETC has a 1-unit B3 course, our current GE program meets area B3 through B1 and B2 courses, and we recommend this practice still be followed².

² If CSUs are mandated to offer a 1-unit standalone B3 course, this additional unit in the lower-division GE would not affect CSUB's high-unit majors. This is because these majors already fulfill the lower-division B area requirements through their major coursework.

Topic: GE Breath and Task force Composition

From: [Beth Bywaters](#)
To: [Katherine Van Grinsven](#)
Subject: FW: Request to prepare for GE changes
Date: Tuesday, April 18, 2023 10:39:32 AM

From: Debra Jackson <djackson9@csub.edu>
Sent: Tuesday, April 18, 2023 9:39 AM
To: Aaron Hegde <shegde@csub.edu>
Cc: Vernon Harper <vharper@csub.edu>; Beth Bywaters <ebywaters@csub.edu>
Subject: Request to prepare for GE changes

Dear Aaron,

I would like to request that the Academic Senate form a work group to plan for expected changes to our GE Breadth.

State Assembly Bill 928 (AB 928) calls for the establishment of a “singular lower-division general education pathway” that meets the academic requirements necessary for transfer admission from the California Community Colleges (CCC) to both UC and the California State University (CSU). AB 928 also limits the number of units in the pathway to a 34-unit ceiling. This new lower-division general education pathway goes into effect fall 2025.

While we do not yet have details about how the CSU will adjust our GE Breadth requirements in response to Cal-GETC, I do expect that there will be changes. If not, the lower division requirements for native CSU students will be different from those for transfer students, which creates a troubling inconsistency. Currently, CSU’s Breadth is 39 units, whereas Cal-GETC is 34 units. Cal-GETC has 3 units fewer in lower-division Area C, does not have the 3-unit Area E, and has one unit for B3.

Given that Cal-GETC goes into effect in fall 2025, I believe it behooves us to develop a plan to adopt these changes to the GE curriculum in the likely event that they are adopted across the CSU. Any changes to our GE curriculum would require full senate approval. To prepare for a fall 2025 implementation, we would need to have this in place by early fall 2024 for catalog deadlines.

Thank you for your consideration,
Debra

DEBRA L. JACKSON, Ph.D.
She/her/hers
Associate Vice President for Academic Affairs
Dean of Academic Programs
(661) 654-3420

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: 22 EDUC
Bakersfield, CA 93311

From: [Aaron Hegde](#)
To: [Debra Jackson](#)
Cc: [Katherine Van Grinsven](#); [James Rodriguez](#); [Monica Malhotra](#)
Subject: Re: Academic Prioritization
Date: Monday, February 19, 2024 9:39:45 AM

Thank you, Dr. Jackson.

We will get this on the next EC agenda and refer it to appropriate committees upon discussion.

Aaron

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegade@csub.edu



CALIFORNIA STATE UNIVERSITY
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From: Debra Jackson <djackson9@csub.edu>
Date: Friday, February 16, 2024 at 5:13 PM
To: Aaron Hegde <shegade@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>, James Rodriguez <jlrodriguez@csub.edu>, Monica Malhotra <mmalhotra1@csub.edu>
Subject: Academic Prioritization

Dear Chair Hegde,

Please see the attached memo and referenced report.

Best to you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers
Associate Vice President for Academic Affairs
Dean of Academic Programs
Accreditation Liaison Officer
(661) 654-3420

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 22 EDUC
Bakersfield, CA 93311

<http://www.csub.edu/academicprograms>



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD



MEMORANDUM

DATE: February 5, 2024

TO: Dr. Aaron Hegde / Chair, Academic Senate

CC: Dr. James Rodriguez / Interim Provost and Vice President, Academic Affairs

FROM: Dr. Debra Jackson / AVP for Academic Affairs, Dean of Academic Programs

CC: Monica Malhotra / AVP for Institutional Research, Planning, and Assessment

RE: Academic Prioritization

In a memorandum from the Chancellor's Office to CSU Presidents, dated October 5, 2023, campuses were asked to include a review of low degree-conferring programs in the academic planning reports that will inform the March 26-27, 2024, CSU Board of Trustees agenda item on academic planning. Additionally, campuses are expected to develop and submit action plans for programs identified as in need of action by May 10, 2024. Following the 1971 memo, the Chancellor's Office defines "low degree-conferring programs" as those baccalaureate programs producing fewer than 10 degrees in a year and those post-baccalaureate programs producing fewer than 5 degrees in a year.

Given that the CSU is facing on-going fiscal challenges, this type of request is likely to recur in the coming years. I respectfully request that the Academic Senate develop a policy and process for the regular review of academic program performance separate from the academic program review process. I am sharing the final report from the Budget Prioritization Task Force from AY 2011-12, which contains recommendations for determining academic priorities when facing budget reductions as a suggested starting point.

Budget Prioritization Task Force

Final Report

Preamble

As the CSUB campus deals with difficult budgetary times, the faculty and administration must work collaboratively to make CSUB's educational mission the first priority of all budget decisions. New academic programs that are not self-sustaining, new co-curricular programs or expansions that are not self-sustaining, and changes to the academic calendar should not be considered for the foreseeable future.

Introduction

The Budget Prioritization Task Force was formed in December 2009 and began meeting in April 2010 to develop a response to ever-decreasing state support for higher education. We began with the following working assumptions:

1. The budget will be poor for several years.
2. The budget is unpredictable, both in timing (when state budget information is received) and in dollars.
3. Personnel reductions (positions and/or base-time) may be unavoidable.
4. Student demand is increasing.
5. The campus will not close.
6. We have to work under the Chancellor's Office imperative to limit growth.

From there, we developed the following goals for the taskforce:

- Provide advice for additional necessary budget cuts, if any, within the Academic Affairs Division.
- Preserve our capacity to provide key programs to our service region.
- Suggest strategies for prioritization as we move forward in future years.
- Minimize disruption to the campus and maintain capacity for growth to the extent feasible.

Next we developed the following guiding principles:

- The campus must use multiple strategies to achieve reductions. This means that while we hate to see reductions in any area of campus, the highest priority has to be the protection

of instruction. Hence, any cuts must be disproportionately larger to non-instructional areas.

- There should be no across-the-board cuts. Cuts should be based on prioritization, not ease of implementation.
- All cuts and any associated programmatic changes must be managed in a way that prepares us for the future.
- All proposed changes must be supported by qualitative and quantitative evidence.
- Values driving decisions should be explicit and discussed, and transparency and shared decision making should be consistently exercised.

Recommendations

As the CSUB campus responds to budget cuts, the university must focus on its educational mission, and the faculty and administration must work collaboratively to determine the university's academic priorities. Decisions regarding budget priorities must reflect values about the role of the university, about humane treatment of individuals, about fiscal stewardship, and about the long-term survival of the institution. Quality of instruction must not be sacrificed, and further cuts to instruction must occur only after exercising every available option in other areas. Similarly, the university must retain a commitment to quality scholarship especially that which engages students, just as it also should continue to engage the community through ideas, cultural and artistic works, and athletic competition. We must ensure to the extent possible that cuts made today do not jeopardize the ability of the university to operate in the future

CSUB should review all academic programs using both qualitative and quantitative information. Examples of qualitative information that should be considered are:

- Importance of the program in regard to the mission of the university.
- Contributions of the program to the school, university, community, and discipline.
- Future prospects of the program.
- Currency of the program in regard to course requirements and the education it provides to students.

Examples of quantitative data that should be considered are:

- Full-time equivalent students (FTES), emphasizing the major.
- Student-faculty ratio (SFR), including a comparison to other programs in the school, university, and the CSU system.
- Dollar cost per FTES (\$/FTES), including a comparison to other programs in the school, university, and the CSU system.

- Number of graduates, including trends and a comparison to other programs in the school, university, and the CSU system.
- Success in scholarship, especially that which engages students.

Neither of these lists shall be interpreted as being ordered by importance.

As a general principle, academic programs with larger or growing numbers of majors should receive priority. Opportunities to combine departments and/or majors and blend programs should be explored and implemented if it is found that this reduces costs *and* provides students with innovative and high quality educational opportunities. Program moratoria should be considered only if the budget cannot sustain the full array of existing campus programs.

When decisions are made to improve efficiency, they must not be done at the cost of essential curricular content areas. In addition, all efficiencies that were already introduced into the curriculum by various programs, departments, and schools in recent years to respond to the new budgetary realities need to be recognized and be considered for adoption by those programs, departments, and schools who have not done so yet. When examining opportunities for cost savings within academic affairs, strong consideration must be given to the reduction or elimination of processes that distract faculty members from their teaching, scholarship, and service responsibilities. To the extent possible, faculty members who have been assigned to administrative functions should be returned to the classroom.

Similarly, all initiatives that cost the university money or compete with the university for community resources but are not related to teaching, scholarship and community engagement should be suspended, and no new initiatives should begin until financial resources are available to support them. Whenever possible, discretionary funds should be directed toward instruction.

Standards of progress toward degrees should be enforced, and the frequency and diversity of course offerings should fit budget realities. When similar courses are offered in two or more departments, the scheduling should be coordinated to support progress toward degrees and to reflect efficient utilization of resources. While maintenance of quality academic programs is our first priority, where there is flexibility in offerings, programs should strive for efficient scheduling (e.g., fewer major requirements), including potential utilization of courses from other programs whenever possible. All such decisions must, however, align with external discipline accreditation requirements and with best practices for similar programs in the CSU and nation-wide.

Decisions must be made via public processes, and rationales for decisions must be explicit and public. The faculty must fulfill its responsibility for academic leadership and it must hold administrators accountable for their actions as we work collaboratively to respond to the current crisis and as we prepare the university for a better future.

Implementation Guidelines

- Every effort must be undertaken to avoid layoffs. When they are nonetheless required, they should be managed in a humanitarian fashion, in particular giving employees ample time to find new jobs.
- Student needs and concerns should to be taken into consideration and their input in programmatic changes sought and respected.
- All significant budgetary decisions within Academic Affairs should result only after consultation among deans, departments, chairs, and faculty.
- The impact of decisions on community relations (both on the campus and in the broader community) should be considered.

Committee Membership

Dr. Andreas Gebauer, Chemistry, Committee Chair

Dr. Joe Fiedler, Mathematics

Dr. Vandana Kohli, Sociology

Bruce Hartsell, MSSW, LCSW, Social Work

Dr. Christopher Meyers, Philosophy

Janet Millar, MA, LMFT, Counseling

Dr. Robert Provencio, Music (2011-12)

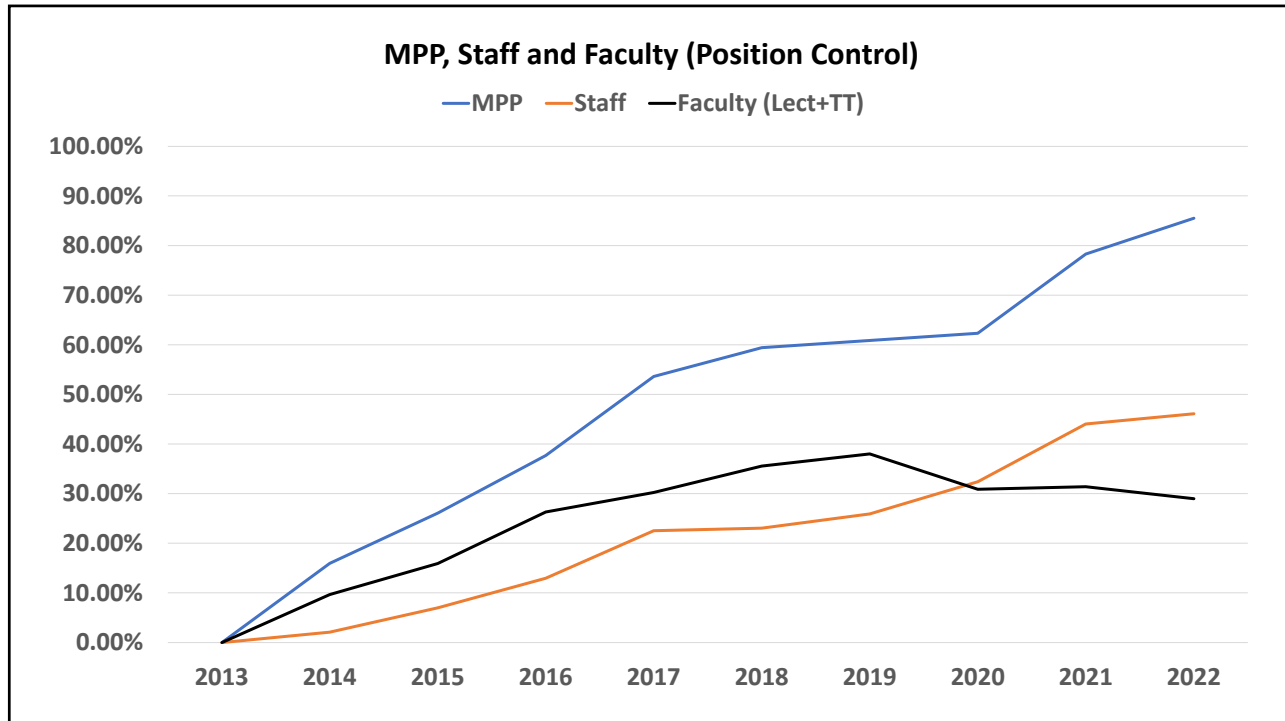
Mandy Reese, MFA, Theatre (2009-11)

Dr. John Stark, Management & Marketing

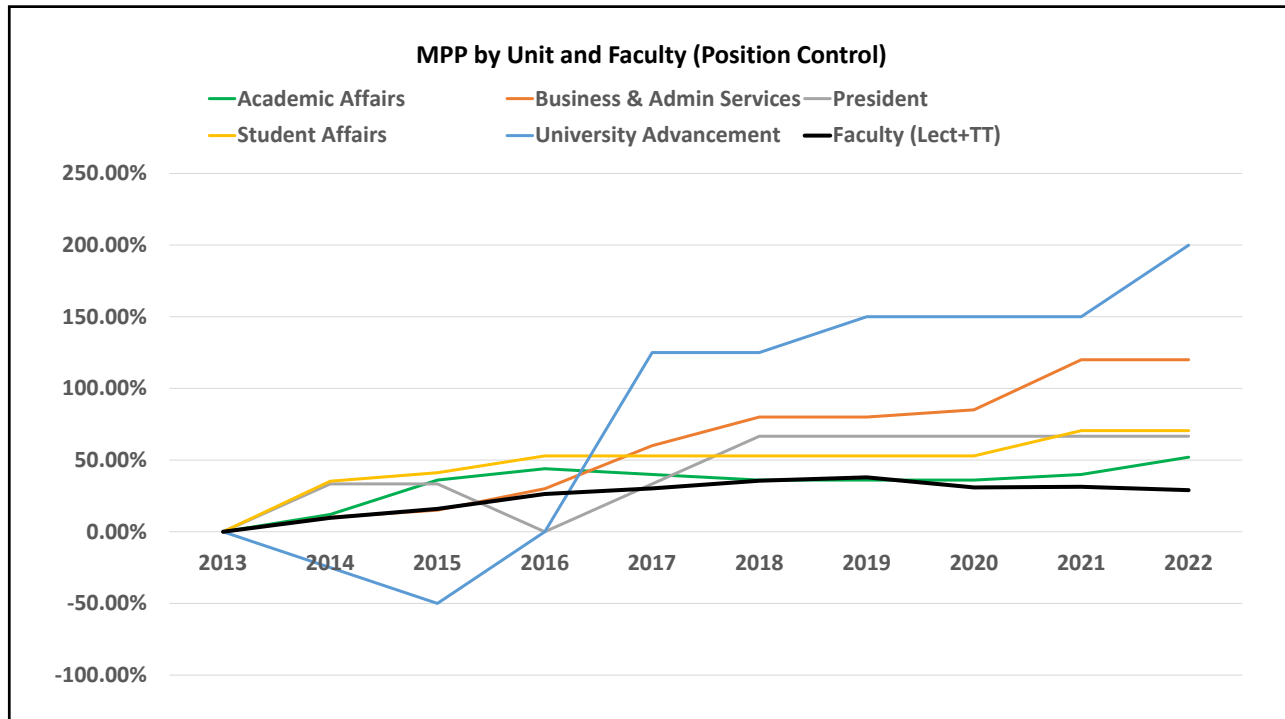
Dr. Mahmoud Suleiman, Education

Dr. John Tarjan, Management & Marketing

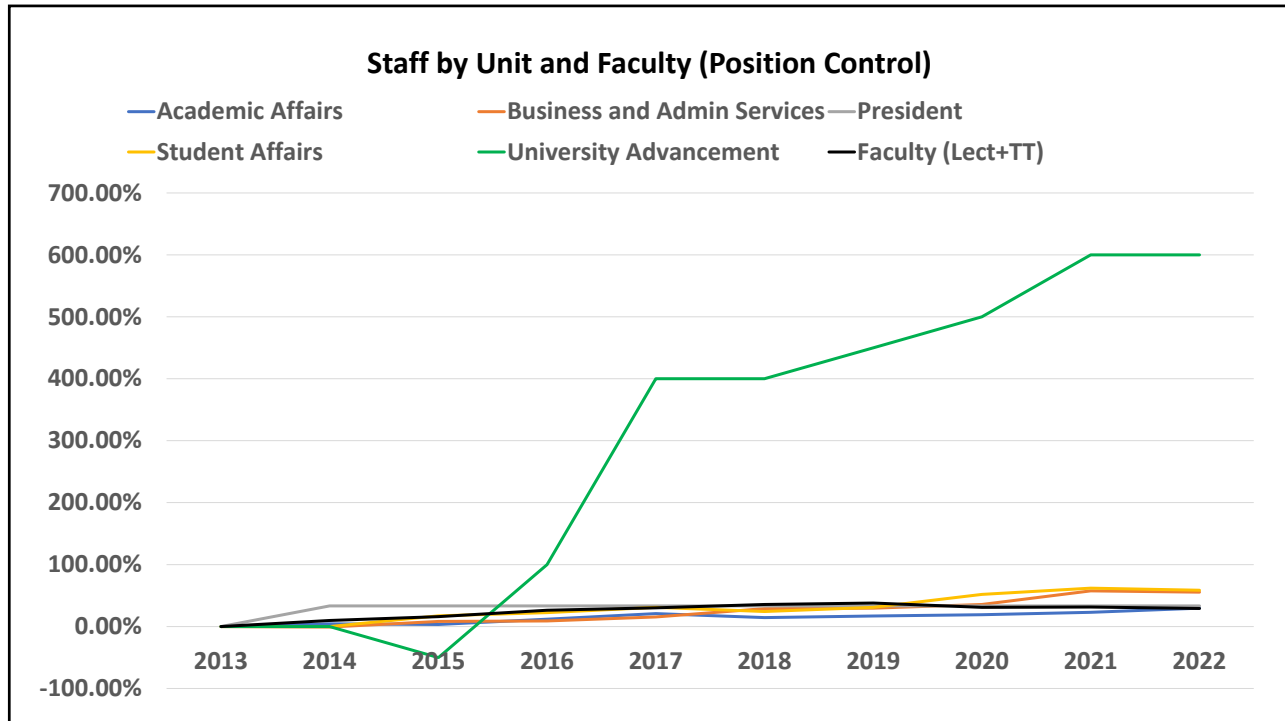
Topic: RES 212234 CSUB Faculty Retention and Tenure Density Priority



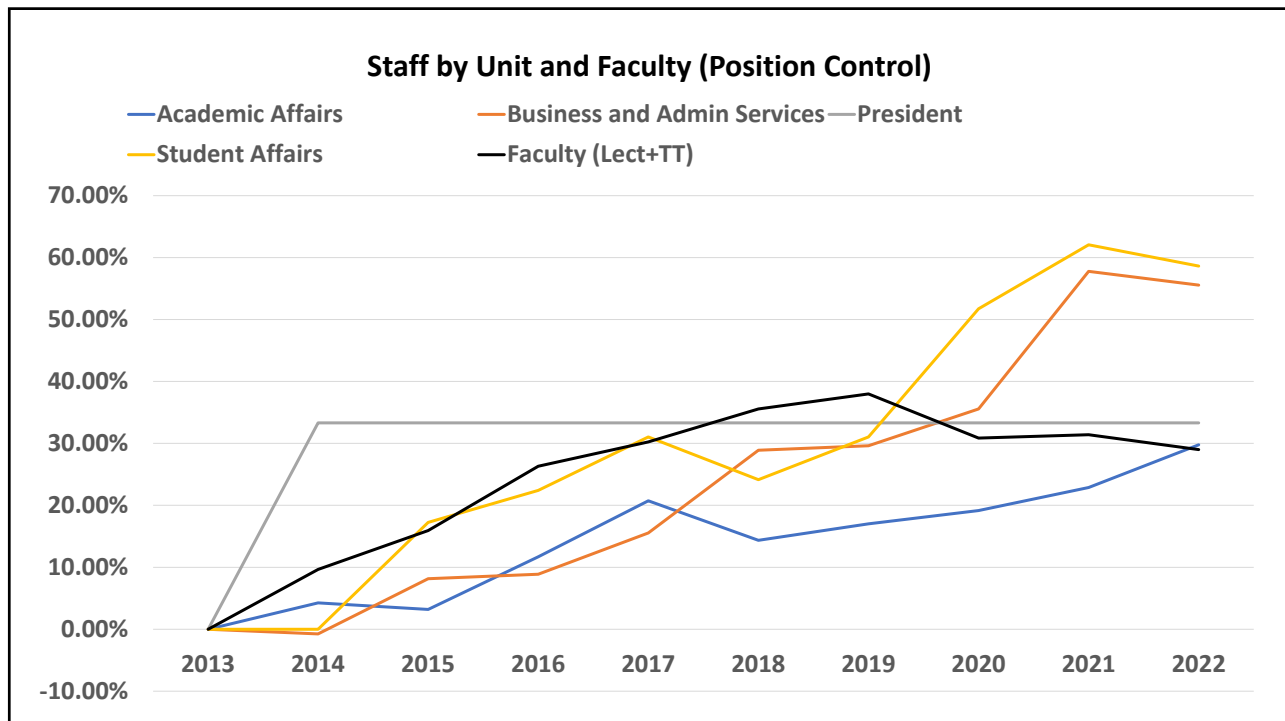
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CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

CSUB FACULTY RETENTION AND TENURE DENSITY PRIORITY
RES 212234

BPC

- RESOLVED:** That the Academic Senate of CSUB appreciates the efforts made by the University Administration in improving faculty diversity in the academic year 2021-22; and be it further
- RESOLVED:** That the Academic Senate of CSUB call on the President to make recruitment and retention of tenured/tenure-track faculty the top priority; and be it further
- RESOLVED:** That the Academic Senate of CSUB urge the University Administration to investigate faculty attrition factors, and create appropriate policies to address the findings; and be it further
- RESOLVED:** That the Academic Senate of CSUB call on the President and Administration to work with the faculty, staff, and students to develop strategies to increase tenure density as well as faculty diversity; and be it further
- RESOLVED:** That the Academic Senate of CSUB urge the President to develop and implement a plan and appropriate resources to achieve an increase of campus tenure density (the ratio of tenured/tenure-track to the total full-time equivalent faculty workforce) of 1 percent per year to at least 60 percent, or the 75th percentile in the CSU system, whichever is greater **pending budget availability and in consultation with the academic senate**; and be it further
- RESOLVED:** That the Academic Senate of CSUB urge the President to incorporate the tenure density targets of this resolution into the University Strategic Plan.
- RATIONALE:** According to the Report of the Task Force on Tenure Density in the California State University released in January 2018, the trend of decline in tenure density across all CSUs has “an impact across the university. Tenured and tenure-track faculty play important roles in shared governance, the creation and ongoing development of curriculum and programs, professional development, administrative functions, service to the university in areas such as search committees and planning groups, and engagement in the life of the campus.”

The report further recommends that at the campus level, the university to “develop a campus-specific tenure density plan (that should include targets) based on the needs and resources of the campus” and “recruit, hire, and retain a diverse and qualified group of tenure-track faculty each year that exceeds the number of tenure-track faculty leaving the campus.”

CSUB’s tenure density fell from 61.8% in 2011 to 51.8% in 2020, currently sitting at the 26th percentile in tenure density across all CSUs. It is also noted that tenure density at the other central valley campuses in 2020-21 are as follows: Fresno (55.1%), Stanislaus (57.6%), Sacramento (57.8%) and Chico (60.4%). In addition, the gap between CSUB’s tenure density and that of CSU overall average is widening. It is imperative that the trend to be reversed.

Tabled by the Academic Senate May 12, 2022

TABLED

From: [Aaron Hegde](#)
To: [Katherine Van Grinsven](#)
Subject: FW: Academic Senate Considerations of SOCI process and timelines
Date: Monday, November 20, 2023 1:43:29 PM
Attachments: [Outlook-lqf0ffdq.png](#)

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegde@csub.edu



CALIFORNIA STATE UNIVERSITY
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From: Zachary Zenko <zzenko@csub.edu>
Date: Thursday, November 16, 2023 at 9:29 AM
To: Aaron Hegde <shegde@csub.edu>, Maureen Rush <mrush@csub.edu>
Subject: Academic Senate Considerations of SOCI process and timelines

Dear Chairs Hegde and Rush,

I am emailing you with a topic to consider for referral.

As we engage in ongoing conversations regarding the efficacy and fairness of student evaluations, I would like to propose some considerations.

The subject of student evaluations of courses bears inherent biases that have been well-documented in numerous studies. These biases challenge the reliability and fairness of such evaluations in accurately assessing teaching effectiveness.

I mentioned in the previous senate meeting that the typical time for paper-based SOCI is one week, and in fact one class period. In contrast, the online SOCI have more than

one month for data collection. This is, of course, extremely different and inequitable. I also worry that this causes additional bias.

Allowing a month for evaluations introduces numerous variables that could significantly influence the feedback received, including final grades on major projects or exams, potentially skewing the results. Moreover, the nearly undeniable correlation between grades and student evaluation scores emphasizes the need to understand this relationship more thoroughly to prevent faculty members from being unfairly penalized for maintaining academic rigor (although I like to believe that one can be rigorous and achieve excellent SOCIs).

Specifically, I suggest considering:

1. Shortening the time frame for students to submit evaluations to minimize the impact of external factors such as final grades on their feedback. If paper-based SOCIs are available to students for one class meeting, then I think it is reasonable that online SOCIs are available for one or two weeks (not a month).
2. Encouraging the provision of summary correlations between grades and student evaluation scores to aid in distinguishing between rigor and ease within courses - or at least recognize this as a confounding variable. To facilitate this, students would need to submit their student IDs with their evaluation. Same for the next suggestion.
3. Developing a system to identify and flag biased, discriminatory, or prejudiced responses within evaluations and exploring the feasibility of automatically excluding students with multiple occurrences of such responses across multiple courses from the summary scores. I believe this has already been implemented in other institutions. Currently, the online SOCIs do not allow the linkage between quantitative scores and qualitative comments. If a student makes a discriminatory comment, then their quantitative evaluation cannot be automatically or manually addressed.

In my opinion, the Academic Senate must ensure the fairness and reliability of our student evaluation process. This approach aligns with our commitment to teaching excellence and the integrity of our educational standards.

Thank you for your time and consideration of this proposal.

Warm regards,

ZACHARY ZENKO, PH.D., FACSM, PAPHS

He/Him/His

Associate Professor

Graduate Program Director, [MS in Kinesiology](#)

Department of Kinesiology

(661) 654-2799

Office: EDUC 149

[Zoom Link](#)

Fall 2023 Office Hours

Mondays and Wednesdays: 2:30 pm to 3:45 pm

Thursdays: 1:15 pm to 3:45 pm

By appointment

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 22

Bakersfield, CA 93311

Essentials of Exercise and Sport Psychology: An Open Access Textbook



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

I am a proud member of the California Faculty Association; if you are not already a proud member of CFA, [join here](#).

From: [Aaron Hegde](#)
To: [Katherine Van Grinsven](#)
Subject: FW: re: Denial of ECE Minor in HD-CAFS
Date: Monday, February 26, 2024 12:37:54 PM
Attachments: [HDFS Memo 10-27-23 for minor.pdf](#)

Hi, Katie

Could you put this under a new discussion item titled "ECE Minor in HD-CAFS appeal"?

Thanks,
Aaron

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegde@csub.edu



CALIFORNIA STATE UNIVERSITY
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From: Elaine Correa <ecorrea1@csub.edu>
Date: Tuesday, February 20, 2024 at 10:54 AM
To: Aaron Hegde <shegde@csub.edu>
Cc: Elaine Correa <ecorrea1@csub.edu>, Alexander Reid <areid2@csub.edu>
Subject: re: Denial of ECE Minor in HD-CAFS

Dear Dr. Hegde,

HD-CAFS requested a second minor in HD-CAFS for students interested in pursuing the upcoming ECE PreK credential. SSE curriculum committee reviewed the request and denied the minor indicating that a minor could not be created until the program was in place. This minor would help students who are interested in teaching at the PreK level in an elementary school. Students will require 24 units in ECE and 12 of these units are permitted to be completed at the community college. Therefore, the remaining 12 units could be offered by HD-CAFS minor to prepare students for the ECE PreK teaching credential.

We request that the Senate review the request for a second minor in ECE for students interested in

pursuing the PreK teaching credential.

Best,
Elaine

Dr. Elaine Correa [she/her/hers]

Professor and Chair

California State University, Bakersfield

Department of Human Development, and Child, Adolescent, and Family Studies, (HD-CAFS)

Room #150

9001 Stockdale Highway

Bakersfield California

93311, U.S.A.

Phone: (661) 654-3066

Email: ecorrea1@csub.edu

** I respectfully and gratefully acknowledge CSUB is on cession land treaties 285, 286, and 311 of Tejon Tribe that includes the Chumash, Yokuts, and Hul Kuhk'u lands.*

I am grateful for the opportunity to work as a guest in communities and territories across the lands known today as the United States, and Canada. I honor the stewardship of the many Indigenous peoples who have resided on and cared for these Indigenous Lands since time immemorial. I make my acknowledgement, as a sign of respect for all Indigenous Peoples, and awareness of histories and practices of injustice. I accept the true impact of the past, and the pain suffered by generations of Indigenous Peoples. I express my commitment to support activities that are inclusive by remaining committed to building relationships based in honor and respect.



DATE: October 27, 2023

TO: Dr. Alexander Reid, Assistant Professor, Human Development-Child, Adolescent, and Family Studies (HDFS)

CC: Dr. Terry Hickey, Associate Dean, School of Social Sciences & Education

FROM: Social Sciences & Education Curriculum Committee (SSECC)
John Mouanoutoua, Advanced Educational Studies
Alexander Reid, Human Development Child, Adolescent, and Family Studies
Zachary Hays, Criminal Justice
Tracey Salisbury, Ethnic Studies
Jeff Moffit, Kinesiology
Gitika Commuri, Political Science
Amy Gancarz-Kauch, Psychology
Hyejung Oh, Social Work
Rhonda Dugan, Sociology (Chair) **RED**
Adeli Ynostroza Ochoa, Teacher Education
Jennifer Henley, SSE Advising

Subject: HDFS Curriculum Requests

The Social Sciences and Education Curriculum Committee (SSECC) convened on Wednesday, October 18 to review your curriculum submissions for the following:

- New minor proposal in “Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)”
- Revised/proposed changes to the HDFS Catalog Copy for AY2024-2025

Based on the SSECC’s review and discussion of the submissions, the following decisions were made:

- The new minor proposal “Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)” was not approved for the following reasons:
 - On the “Changes to Program Form”, there was concern about the statement “No change or impact on other course offerings, departments or programs” on page 2. Committee members asked if HDFS faculty consulted with departments and programs in Special Education and Teacher Education since there is the possibility of overlap and potential confusion for students. Committee members recommended that HDFS faculty consult with the aforementioned departments and programs, as well as the educational assessment and accreditation director, regarding the proposed new minor.

- Until the PK-3 Early Childhood Education (ECE) Special Instruction Credential has been approved and implemented at CSUB, the proposed new minor cannot be reviewed for approval.
- The SSECC suggested that HDFS consider adding a new minor in “Early Childhood” without the educational component. Students completing an early childhood minor could gain more in-depth understandings of early childhood development.
- The revised proposed changes to the HDFS Catalog Copy for AY2024-2025 were approved with the stipulation that the information for the minor “Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)” be removed since it was not approved by SSECC. The approved catalog copy without the new minor information for AY2024-2025 can be submitted through Service Now via the Enrollment Management Catalog and selecting “Academic Request.”

Should you have any questions or need additional information regarding the SSECC’s decisions about your proposed curriculum and/or how to submit approved documents for the catalog, then do not hesitate to contact me.

Katherine Van Grinsven

From: Jaimi Paschal
Sent: Friday, February 2, 2024 3:48 PM
To: Katherine Van Grinsven
Subject: Policy review by Senate Committees
Attachments: Zoom Campus Remainder Retention Policy Proposal.docx; Panopto Retention Policy Proposal.docx

Katie,

I have 2 ITS software retention policies that impact faculty and staff that we would like reviewed and approved/modified by Senate Committees. The first, Zoom Video Retention Policy is specific to staff video retention as the retention policy was approved for faculty video retention in October 2021. The second, Panopto video retention needs reviewed as we recently transitioned from an old software, TechSmith Knowmia, to Panopto and do not have unlimited storage. Are there additional documents that you need in order to route this through the governance process?

All guidance is appreciated.

Jaimi

Jaimi Paschal, EdD

Associate Director of Academic Technology Services
(661) 654-3912

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: 41LIB
Bakersfield, CA 93311



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BAKERSFIELD

Zoom Video Retention Policy Recommendation

Zoom Overview

Zoom is the current campus standard for remote video communication, virtual events, and some VoiP Phones.

Problem Statement

Zoom cloud storage is limited. As Zoom features grow and the campus adapts utilization of those features, cloud storage demand increases. Zoom meetings, events, whiteboards, branding, and phone services (such as voicemail) all utilize cloud storage. As Zoom's features grow the campus needs to be proactive in maintaining storage utilization to prevent high costs of operation.

Recommendation

The proposed policy for video retention has already been approved and adopted for faculty hosted meetings and webinars. The retention policy is to only hold Zoom Cloud video on Zoom for 180days.

After 180 days Zoom will auto delete video content from Zoom Cloud.

All Zoom cloud meeting and webinar recordings are automatically copied to the Panopto video hosting service. After the proposed 180day period deleted Zoom Cloud videos can still be accessed via Panopto.

All other Zoom Cloud stored elements would not be effected by this proposed policy.

Expected time to Implement

Immediate upon approval

Impact if no decision is made

Eventually the storage space utilization will grow. As campus needs and utilization grows the university will require the purchase of additional Zoom Cloud storage space.

Without approval CSUB will also have an inequity as the Faculty have been subject to this policy since December 2021.

Panopto Retention Policy Recommendation

Panopto Overview

Panopto is a video media manager service that CSUB has transitioned to replace TechSmith Knowmia. This service is used to host and create faculty, staff, and students' videos on their website (panopto.csub.edu). The service is used to store and host videos that include long term Zoom cloud recordings, campus promotion, training, websites, and campus courses.

Problem Statement

Storage space on Panopto is not unlimited. With the campus adoption to hybrid courses, and/or more videos being created and used in Canvas, unregulated storage utilization is untenable. To avoid a situation where the campus must either continuously purchase additional premium storage space or suddenly facing rapid and bulk removal of stored content, the Panopto transition team would like to implement a retention policy.

FTLC/ITS Panopto Transition team

Leadership includes:

- Jaimi Paschal

Evaluation team includes:

- Alex Slabey – FTLC Instructional Designer
- Mallory Gardner – FTLC Instructional Designer
- James Evans – ITS Zoom Administrator
- Don David – ITS Canvas Administrator
- Ernie Hashim – ITS Media Services Support

Recommendation

A 3-year retention policy is being recommended. Videos that have exceeded 24 months since last viewing will be automatically deleted.

Storage space on Panopto is divided into two parts, Active and Archive. The recommendation is a two-stage policy.

Stage 1: After 18 months since the last view of a video, the video is placed into Archive status. Videos in archive are compressed and save on space utilization. Videos in archive cannot be immediately viewed, but each person can return any of their archive videos back to active state at any time. Restoration from archive to active can range from minutes to 24 hours.

Stage 2: From video archive date, if the video exceeds an additional 18 months since last view date, the video will be permanently deleted.

In total, videos that have not been accessed in 3 years will be removed. Once a video has been played, the retention timer restarts.

Expected time to Implement

Immediate upon approval

Impact if no decision is made

Eventually, the storage space allotted in our contract will run out. The campus will have to determine what will be deleted or be required to pay for additional storage space, as needed.

TOPIC: Consideration for Support for Scholarship and Creative Activities

From: Zachary Zenko <zzenko@csub.edu>

Sent: Monday, October 23, 2023 7:07:31 PM

To: Aaron Hegde <shegade@csub.edu>

Subject: Considering Support for Scholarship and Creative Activities

Dear Chair Hegde,

I hope this message finds you well. I have recently been contacted, independently, by several faculty on this issue in my capacity as Faculty Rights Representative.

I am writing to request that the Academic Senate consider the allocation of support for scholarship and creative activities at our university. Specifically, I would like to address the issue of Weighted Teaching Units (WTUs) and how they are allocated for (direct and indirect) instructional activities but not for scholarship, despite the expectation that faculty engage in scholarship and creative activities for retention, tenure, and promotion. WTUs are defined on page 2 of the attached.

This discrepancy in the allocation of WTUs poses a significant challenge to faculty members who are expected to balance their teaching responsibilities with their scholarly and creative pursuits.

Furthermore, if I correctly understand, the support for scholarship and creative activities varies significantly between different schools within the university. While some schools offer release time to faculty to focus on their research and creative work, others do not provide such opportunities. This inconsistency creates disparities in workload and workload equity and places an undue burden on faculty members in schools without access to release time for scholarship.

The impact of this issue is particularly concerning given the diverse demands of scholarship and creative activity across different schools and departments. Faculty members in various fields have distinct needs and expectations when it comes to their scholarly work. Failing to address these differences in workload allocation and support for scholarship can hinder the overall academic productivity of our institution and create an environment where faculty members feel unduly stressed and unsupported.

Thank you for your time and consideration,
Zack

ZACHARY ZENKO, PH.D., FACSM, PAPHS

He/Him/His

Associate Professor

Graduate Program Director, [MS in Kinesiology](#)

Department of Kinesiology
(661) 654-2799
Office: EDUC 149
[Zoom Link](#)

Fall 2023 Office Hours

Mondays and Wednesdays: 2:30 pm to 3:45 pm
Thursdays: 1:15 pm to 3:45 pm
By appointment

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 22
Bakersfield, CA 93311

[Essentials of Exercise and Sport Psychology: An Open Access Textbook](#)



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

I am a proud member of the California Faculty Association; if you are not already a proud member of CFA, [join here](#).

Attachment: epr_76-36

EP&R 76-36

**Faculty Workload:
Policies and
Procedures**

Faculty Workload: Policies and Procedures

The President of each campus is responsible for the overall conduct of the campus' educational program including the utilization of budgeted instructional faculty positions and the proper assignment of individual faculty workloads.

Variations in campus curricula require variations in the use of instructional faculty positions allocated to each campus. There is, nevertheless, need for a common frame of reference for faculty workload assignments. The intent of the document is to stipulate those policies and procedures which are to be common guides to each President in determining how best to use instructional positions to operate academic programs most effectively.

1. Definition of Faculty Workload *

The normal workload of a full-time faculty member consists of two components:

A. 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision (such as student thesis, project or intern supervision) equivalent to 36 hours per week, and

B. 3 WTU equivalences of indirect instructional activity such as student advisement, curriculum development and improvements, and committee assignments (4 to 9 hours per week).

Thus Weighted Teaching Units are a measure of the weekly rate of faculty effort.

* Faculty belong to workweek group 4D7 as defined in the California State University and Colleges Sal Schedule (issued annually).

11. Assignment of Faculty Workloads

A. Legislative Restrictions

Recent budget language requires "...that no instructional faculty positions ... shall be used for administration, department chairmanships, administrative assistance or non-instructional research."

Funds budgeted for instructional positions are therefore prohibited from being used or disencumbered for support of

1. the budgeted function of the Institutional Support Program;
2. administrative functions at the campus, school or division level of organization;
3. department chairperson or comparable positions or duties; or
4. positions or duties related to noninstructional research.

In order that we may be prepared to respond appropriately to any questions raised in management audits, if the President has any doubts regarding the propriety of a particular assignment in terms of the legislative mandate or Trustee policy, he or she may submit the case to the Chancellor's Office for review.

B. System Policy

1. Each campus shall meet its budgeted FTES (full time equivalent students) with its budgeted faculty allocation within the following limits-

150 FTES (campus size 10,000 FTES or less)

200 FTES (campus size over 10,000 FTES)

2. Assignment of individual faculty to direct instructional activities should be made in accordance with the Faculty Workload Formula in Appendix A. This Workload Formula is the basis for

calculating the faculty workload reported in the Academic Planning Data Base.

It is intended that the workload formula should not, in and of itself, serve as a basis for significant deviations from historic campus class size experience; a flexible approach to class size by the campus is encourage where it is consistent with the optimal use of faculty skills and is not detrimental to the quality of instructional programs.

3. In special cases, approved by the President (or a designated Vice President,) a faculty member may be assigned up to three WTU (four WTU for for individuals whose course assignments would each normally generate four WTU) for an exceptionally heavy indirect instructional activity. Such assignments are primarily possible because of the assignment of 15 WTU of direct instructional activity per faculty position used for part-time appointments and the related unavailability of part-time faculty to perform the indirect instructional activity. However, assignments for legitimate non-administrative instructional support functions may also be authorized in addition to that derived from the averaging-in of part-time faculty workloads.

More than four WTU may be assigned to an individual faculty member for indirect instructional activities if in the judgment of the President such an assignment is necessary for the effective conduct of the academic program. Individual exceptions may be granted only through direct application to the President of each campus.

a. Such assignments are no to be used in such a way as to cause widespread of across-the-board deviation from or reduction of normal instructional workloads.

b. Assigned WTU should no be provided to individuals where such an assignment results in a workload in excess of 12 WTU. Exceptions to this provision must be individually approved by the President (or a designated Vice President). All such assignments should be reported.

c, Records of all WTU assignments for indirect instructional activities are subject to review and audit and should include:

1. a description of the specific task(s) to be performed and the number of WTU assigned;
2. formal approval of the assignment; and
3. an after-the-fact evaluation of the assignment.

d. Each campus must prepare an annual report summarizing its use of assigned WTU during the previous fiscal year. Such a report should include a summary of assigned WTU by academic department and purpose of assignment and will serve as the basis for campus administrative review of assigned WTU activities.

e. Unusually heavy responsibility in any of the indirect instructional activities listed in Appendix B may serve as the basis for these workload adjustments which take the form of assigned WTU in lieu of WTU generated through direct instructional activity. All such assignments should be reported in the Academic Planning Data Base.

4. Variations in course credit hours and workload formula factors make it impossible always to schedule faculty members for exactly 12 WTU of direct instruction each term; however, the workloads during the semesters or quarters should be balanced, so that faculty members are responsible for a full workload on an annual average basis. Where made necessary by calendar considerations, and in rare instances only, such adjustments may be made between one fiscal year and the next if a faculty member has not been present for the full preceding academic year.

APPENDIX A

The California State University and Colleges Faculty Workload Formula

Classes meeting 1 hour for 1 unit of credit - - K factor: 1

C-1	Large lecture	Unlimited except by physical facilities or scheduling necessities.
C-2	Lecture-Discussion, including methods	normal limit 40
C-3	Lecture-Composition Lecture-Counseling Law-Case Study	normal limit 30
C-4	Composition Accounting Mathematics Mathematical Statistics, Logic, and Philosophy; Business Math and English Science Math Music (Harmony, Theory, Composition, Counterpoint, Orchestration, Instrumentation, Conducting, Form and Analysis, Sight Singing) Speech: Public and Correction Foreign Language (including literature and culture courses taught in the foreign language) Engineering Lecture Problems Linguistics	normal limit 25
C-5	Undergraduate Seminars Graduate Discussion Honors and Graduate Seminars	normal limit 20 normal limit 15
C-6	Clinical Processes Education (Testing) Nursing Psychology Driver Training in simulator	Lower Division -- normal limit 20 Upper Division -- normal limit 10 Grad. Division -- normal limit 10 (or physical facilities in all divisions)

Classes meeting 2 hours for 1 unit of credit -- K factor: 1.3

C-7 Art, Anthropology, Science activities	normal limit 24 or physical facilities
C-8 Education Workshops (includes methods taught on an activity basis in education and subject areas) Social Science activity Science demonstration	normal limit 30
C-9 Music activity - large group	normal limit 40
C-10 Instrumental or vocal instruction	normal limit 10
C-11 Physical Education and Recreation activity	normal limit 30, (or physical facilities)
C-12 Speech, Drama, and Journalism activities	normal limit 20
C-13 Business and Accounting Labs Geography Foreign Language Home Economics Psychology Library Science Photography Engineering Industrial Arts Agriculture Mathematics Statistics	normal limit, physical facilities or scheduling necessities
C-14 Remedial Instruction: EOP courses only: Mathematics Reading Speech Writing	normal limit 15

Classes meeting 3 hours for 1 unit of credit -- K factor: 1.5

C-15 Laboratories in Art

- Foreign Language
- English (as a foreign language)
- Home Economics
- Industrial Arts
- Kinesiology
- Speech Correction
- Cartography
- Audio-Visual
- Mathematics
- Library Science
- Police Science)

normal limit: physical Facilities

Classes meeting 3 hours for 1 unit of credit -- K factor 2.0

C-16 Laboratories in Science

- Agriculture
- Engineering/Meteorology
- Psychology
- Natural Resources
- Photograph

normal limit: physical facilities, generally 24;
allowable range 8-24 based upon learning situation, hazard to
health and equipment, and availability of equipment

C-17 Demonstration-Laboratory, for
clinical practice in off-campus
facilities:

normal limit 8

Classes meeting more than 3 hours for 1 unit of credit -- K factor 6.0

C-18 Coaching major intercollegiate sports

- (Not more than four per year for women)
- (Not more than four per year for men)
- (The sum including coeducational sports no to exceed eight per year)

normal limit 20

Classes meeting more than 3 hours for 1 unit of credit -- K factor 3.0

C-19 Coaching minor intercollegiate sports

normal limit 20

C-20 Production courses or workshops in:

- Art
- Drama
- Journalism
- Music
- Photography
- Radio-TV
- Debate:
(resulting in a major public performance, showing or distribution.)

normal limit 20

C-21 Music -- major performance groups:

- Symphony orchestra
- College band
- College chorus

normal limit 40

S -- Allowance for supervisory staff:

(Only for courses providing individual supervision)

Undergraduate level:

S-25 Supervision of directed teaching
and public school nursing

ratio: 1:25

S-36 Supervision of field work
Driver Training in car off campus
Work Study
Project Supervision

ratio: 1:36

S-48 Music - Studio instruction (majors only)

ratio: 1:48

Graduate level:

S-25 Supervision of directed teaching
and public school nursing
Supervision of field work
Work study
Theses and projects

ratio: 1:25

S-12 * MSW Field Courses

ratio 1:12

APPENDIX B

Activities for which Weighted Teaching Units may be assigned.

This is the code used for reporting assigned WTU in the Academic Planning Data Base

11. Excess Enrollments

- a. For classes with census date enrollment of between 75 and 120 exceptional workload, a graduate assistant or student assistant may be allocated.
- b. For classes with census date enrollment of over 120, a graduate assistant, a student assistant, or and additional 3 WTU may be assigned.

Assignment of graduate assistants is a preferable way of handling such large class loads, but it is recognized that qualified graduate assistants are not always available.

In no case shall a faculty member be granted assigned WTU for more than one class with excess enrollments.

12. New Preparations

A faculty member may be given assigned WTU for preparation of courses never before taught by that particular faculty member, if courses actually taught include two or more such new preparations.

14. Course or Supervision Overload

A faculty member may be given assigned WTU equal to course of supervision overload earned in a prior fiscal year provided that calendar considerations so necessitate and the faculty member has not been present for the full preceding academic year.

18. Instructional Support for Graduate Students

A faculty member may be given assigned WTU for special graduate student testing duties, in particular for conducting comprehensive examinations for master's degree candidates and examinations in fulfillment of foreign language requirements.

21. Special Instructional Programs

- a. A faculty member may be given assigned WTU for participation in a team teaching effort. The total assigned and earned WTU associated with a team-taught course may not exceed the WTU generated by the course multiplied by the number of faculty members teaching the course. In addition, no individual faculty member may be given more WTU, both earned and assigned than the course generates.
- b. A faculty member may be given assigned WTU for program and tape production for instructional television.
- c. A faculty member may be given assigned WTU for liaison duties among multiple sections of the same course.
- d. A faculty member may be given assigned WTU for the administration and evaluation of tests for credit by examination.

22. Instructional Experimentation, Innovation, or Instructionally Related Research

- a. A faculty member may be given assigned time for development and implementation of experimental programs involving:
 1. Instructional television
 2. Computer assisted instruction
 3. Other innovations in instruction
- b. A faculty member may be given assigned time for documented research evaluations which are demonstrably related to the instructional functions and programs of the college.

23. Instruction Related Services

A faculty member may be given assigned WTU for his services related to college clinics, study skill centers, farms, art galleries, and other campus institutions and facilities which are ancillary to the instructional program.

31 Advising Responsibilities

a. A faculty member may be given assigned WTU for carrying an excessive advising load due to a relatively high proportion of part-time faculty in his department.

b. A faculty member may be given assigned WTU for carrying a greater than normal share of departmental or school advising responsibilities.

c. A faculty member may be given assigned WTU for services as departmental graduate advisor.

32. Instruction-Related Committee Assignments

a. A faculty member may be given assigned WTU for participation over and above normal levels in such areas as curriculum, personnel, budget, library, audiovisual, and selection committees at the department, school or college level.

b. A faculty member may be given assigned WTU for membership in or liaison to special committees whose activities have significant bearing on the instructional programs of the college, or the CSUC system at large.

33. Curricular Planning or Studies

a. A faculty member may be given assigned WTU for special individual or committee-related curriculum planning, development and redevelopment activities.

b. A faculty member may be give assigned WTU for development of special tests for credit by examination.

34. Accreditation Responsibilities

A faculty member may be give assigned WTU for accreditation responsibilities.

3 5. Instruction-Related Facilities Planning

A faculty member may be given assigned WTU for duties related to planning of instructional facilities.

Memorandum of Understanding

The California State University and the California Faculty Association agree that in the calculation of faculty workload, the following definitions shall be used in describing instruction involving one-on-one contact between faculty and student.

S-Factor Definitions

S-Factor courses are assigned when the mode of instruction involves direct one-on-one contact between faculty and student. The average amount of faculty time per student referenced in the definitions includes faculty preparation, evaluation, travel, and liaison with agencies when necessary.

S-1. This category maybe used for any supervision that requires of the instructor * an average of three-quarters of one hour per week of activity with each individual supervised student. The faculty member would receive one-third WTU for each student.

S-2. This category may be used for any supervision that requires of the instructor an average of one hour per week of activity with each individual supervised student. The faculty member would receive one-third WTU for each student.

S-3. This category is restricted to supervision as a primary technique of instruction in requiring of the instructor an intensity of supervision resulting in an average of on and one-half hours per week with each supervised student or in liaison with school or agency personnel. The faculty member would receive one-half WTU for each student.

S-4. This category is restricted to supervision as a primary technique of instruction in which the instructor assumes direct responsibility for the activities of the student, and that requires of the instructor an intensity of supervision resulting in an average of two hours per week with each supervised student or in liaison with agency personnel. The faculty member would receive two-thirds WTU for each student.

S-5. This category is restricted to supervision as a primary technique of instruction in which the instructor assumes direct responsibility for the activities of the student, and that requires of the instructor an intensity of supervision resulting in an average of three hours per week with each supervised student or in liaison with agency personnel. The faculty member would receive one WTU for each student.

Supervision Courses --Amend. to EP&R 76-36

You are aware that the current contract between the CSU and the California Faculty Association (CFA) provides for a joint CSU/CFA Workload Committee to, inter alia, review and recommend revisions and clarifications to existing workload formulae. This committee has reviewed the existing supervision (S factor) course classification and recommended that revised definitions which are discipline independent be provided for existing supervision categories, and that a new category S-4 (equivalent to S-18 in the previous nomenclature) be created. These recommendations have been reviewed by the Management Advisory Group and, subsequently, by all campus presidents. A memorandum of understanding involving these revisions has been signed by the CSU and CFA (see attachment).

These new supervision course classifications are available for use by the campuses beginning with the Summer 1992 term. The new definitions and numbers make no changes in workload for the categories. They do, as indicated above, add a new category (S-4) for which eighteen supervised students constitutes a full workload. The new definitions attempt to clarify the connection between the workload measured in WTU and the amount of time spent with each student in the course of the supervised activity. Please note that the existing supervision course categories have been renumbered as S-I through S-5 (corresponding to S-48, S-36, S-25, S-18, and S-12, respectively).

The new category and the revised numbers should be used for faculty workload reporting beginning with Summer quarter, 1992.

TOPIC: Student Ratings in the CSU System

From: [Aaron Hegde](#)
To: [Senate Executive Committee Group](#)
Subject: FW: Student Ratings in the CSU System
Date: Monday, February 5, 2024 3:48:10 PM
Attachments: [Flier - Mar 8 Systemwide SRI Meeting .pdf](#)
[image001.jpg](#)

Colleagues,

FYI. Let's chat if this is something that is actionable for us.

Aaron

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegade@csub.edu

California State University, Bakersfield



From: Raymond Hall <rhall@mail.fresnostate.edu>

Date: Sunday, February 4, 2024 at 10:01 PM

To: Aaron Hegde <shegade@csub.edu>, jason.miller@csuci.edu
<jason.miller@csuci.edu>, JTrailer@csuchico.edu <JTrailer@csuchico.edu>,
spawar@csudh.edu <spawar@csudh.edu>, christina.chin-newman@csueastbay.edu
<christina.chin-newman@csueastbay.edu>, rhall@mail.fresnostate.edu
<rhall@mail.fresnostate.edu>, mjarvis@fullerton.edu <mjarvis@fullerton.edu>,
James.Woglom@humboldt.edu <James.Woglom@humboldt.edu>, pei-
fang.hung@csulb.edu <pei-fang.hung@csulb.edu>, aavramc@calstatela.edu
<aavramc@calstatela.edu>, emcnie@sum.edu <emcnie@sum.edu>,
Ahaffa@csumb.edu <Ahaffa@csumb.edu>, michael.neubauer@csun.edu
<michael.neubauer@csun.edu>, adkumar@cpp.edu <adkumar@cpp.edu>, senate-
chair@csus.edu <senate-chair@csus.edu>, cmdavis@csusb.edu

<cmdavis@csusb.edu>, nbutler@mail.sdsu.edu <nbutler@mail.sdsu.edu>, Michael A Goldman <goldman@sfsu.edu>, karthika.sasikumar@sjsu.edu <karthika.sasikumar@sjsu.edu>, jbgreenw@calpoly.edu <jbgreenw@calpoly.edu>, glenbrod@csusm.edu <glenbrod@csusm.edu>, laura.krier@sonoma.edu <laura.krier@sonoma.edu>, mchvasta@csustan.edu <mchvasta@csustan.edu>, kcelly@csudh.edu <kcelly@csudh.edu>, ewalsh@fullerton.edu <ewalsh@fullerton.edu>

Subject: Fwd: Student Ratings in the CSU System

Dear Senate Chair Colleagues,

I wish to bring to your attention the attached CSU systemwide study and report on student ratings of instruction. All campuses are represented and the author compares and contrasts the instruments used and the various policies that govern them on each campus. Please consider sharing this with the appropriate subcommittee on your campus.

In addition, a Zoom conference and system-wide discussion of efforts to reform student ratings of instruction (course evaluations) will be held March 8th. A flyer is attached and all interested parties are invited to attend.

Thanks,

Ray Hall
Chair, Academic Senate
Professor, Department of Physics
California State University, Fresno

----- Forwarded message -----

From: **Kathleen Dyer** <kdyer@mail.fresnostate.edu>

Date: Sun, Jan 7, 2024 at 11:51 AM

Subject: Student Ratings in the CSU System

To: Ray Hall <rhall@csufresno.edu>

Dr. Hall,

You may know that, as part of my sabbatical last semester, I collected information about student ratings of instruction (aka "course evaluations" or "student evaluations of teaching") on all 23 campuses of the CSU system. My goal was to describe the state of this process within our system in order to guide the reforms that are in progress on many campuses, including our own.

I discovered that Academic Senates generally drive reforms in this area. Therefore, I hope to make academic senate chairs across the CSU aware of what I've learned in case it helps them with their work in this area.

As the chair of my campus senate, I wonder if you would forward this report on my behalf to your colleagues throughout the system?

The report can be located here:

https://drive.google.com/file/d/1SbmTwjOnTTFcC7ZLq9fvagJDfyx8I4xp/view?usp=drive_link
[\[drive.google.com\]](https://drive.google.com)

And I have pasted the executive summary below for ease of reference.

I am planning a system-wide zoom meeting (Friday, March 8, 1-3pm) for anyone interested in making connections across campuses to assist in this work. Interested parties should simply email me (kdyer@mail.fresnostate.edu) to request the zoom link.

Thanks for your help disseminating this information!

Katie Dyer

Kathleen D. Dyer, PhD

Professor, Department of Child and Family Science

California State University, Fresno

Website: <https://sites.google.com/view/professordyerhdfs/home> [\[sites.google.com\]](https://sites.google.com)

The State of Student Ratings of Instruction in the California State University System

Kathleen Dyer, PhD

kdyer@mail.fresnostate.edu

January 2024

EXECUTIVE SUMMARY

Background: The use of Student Ratings of Instruction (SRI) became ubiquitous in higher education by 1990 as a result of pressure from both students and faculty. They are required by the collective bargaining agreement, and are used on every campus of the California State University (CSU) system. However, the practice remains controversial.

Objective: To describe the current use of SRI on the 23 campuses of the California State University (CSU) system. What is the quality of instruments being used? How are SRI administered? What policies govern the use of SRI results?

Methods: Information about SRI for each campus was identified via the campus website, an interview with at least one staff member who administered the system, and at least one faculty member or administrator who oversaw the process. Preliminary results were tabulated and checked for accuracy.

Results/Instruments: Campuses vary wildly in what name they give to the process of collecting student feedback about classes. The word “evaluation” is being removed and replaced with words like: feedback, opinions, ratings, reflections, and perceptions. Twelve campuses either use a single common instrument across campus, or have common instruments for a few types of classes (e.g., lectures and labs). The rest allow multiple instruments, which does not allow the possibility for testing for reliability and validity. Only one campus has explicitly tested its instrument for reliability and validity. Eight campuses are currently working on revising their system. This process generally occurs in the Academic Senate.

Results/Administration: There is no consensus about which office on campus administers SRI. It is being done by: Technology Services, Institutional Research, Faculty Affairs, deans offices, Academic Senate, and Center for Teaching and Learning. All campuses use online administration, but some also allow paper administration. All but three use a vendor for administration, with the most commonly used platforms being Scantron Class Climate, Anthology, and Explorance Blue. Response rates are alarmingly low across the system. Surveys are typically open for two weeks at the end of the semester, excluding final exams.

Results/Policy: All campuses collect qualitative comments from students, but four prevent those comments from becoming part of the personnel file and several others allow a mechanism for certain comments to be removed. Most campuses require that virtually all classes be rated with exceptions for supervision and low-enrolled classes. Most campuses do not have a policy about the use of incentives to improve response rates.

Results/Other Issues: Other issues that arose include a widespread interest in improving the potential for formative assessment to improve instruction, and the lack of guidance for personnel committees about appropriate use of SRI data.

Recommendations:

1. Improve validity and reduce bias by using expertise on campus to implement testing of instruments for reliability and validity. Include those with survey construction and statistical expertise in addition to representatives from multiple disciplines and class types. Revise instruments until they are theoretically based and demonstrably scientifically sound. On-campus experts should be compensated for this professional work. Task forces may need to be in place for longer than one year, as the process generally takes more than one year. This process could be facilitated centrally so that the burden does not rest entirely on each campus.
2. Reduce bias by using written feedback for formative assessment but excluding it from summative assessments that go in instructor personnel files. Each campus should carefully consider the use of comments in the process.
3. Prioritize student voice by maintaining the requirement that virtually all classes be rated without allowing individual faculty to selectively exclude classes. Communicate to students that SRI is an important and safe mechanism for them to be heard by their campus leaders.

4. Address the problem of low response rates. This issue should be investigated to identify evidence-based solutions. Currently, the best evidence is that requiring in-class administration is the most impactful practice. The use of incentives should be explored, particularly those that operate at the level of the institution rather than at the level of individual classes.
5. The window for administration of SRI surveys can safely be restricted to two weeks that should not include finals week. Longer windows increase work and annoyance without improving response rates.
6. Improve guidance offered to administrators and personnel committees about the use of SRI scores, especially when response rates are low and with regard to written comments.
7. Establish system-wide communication and collaboration about SRI practices in order to share expertise and experiences. The issues are the same on all campuses, yet currently each campus is addressing the issue alone. All could potentially benefit from an established network for those working on these reforms.

--

Kathleen D. Dyer, PhD

Professor, Department of Child and Family Science

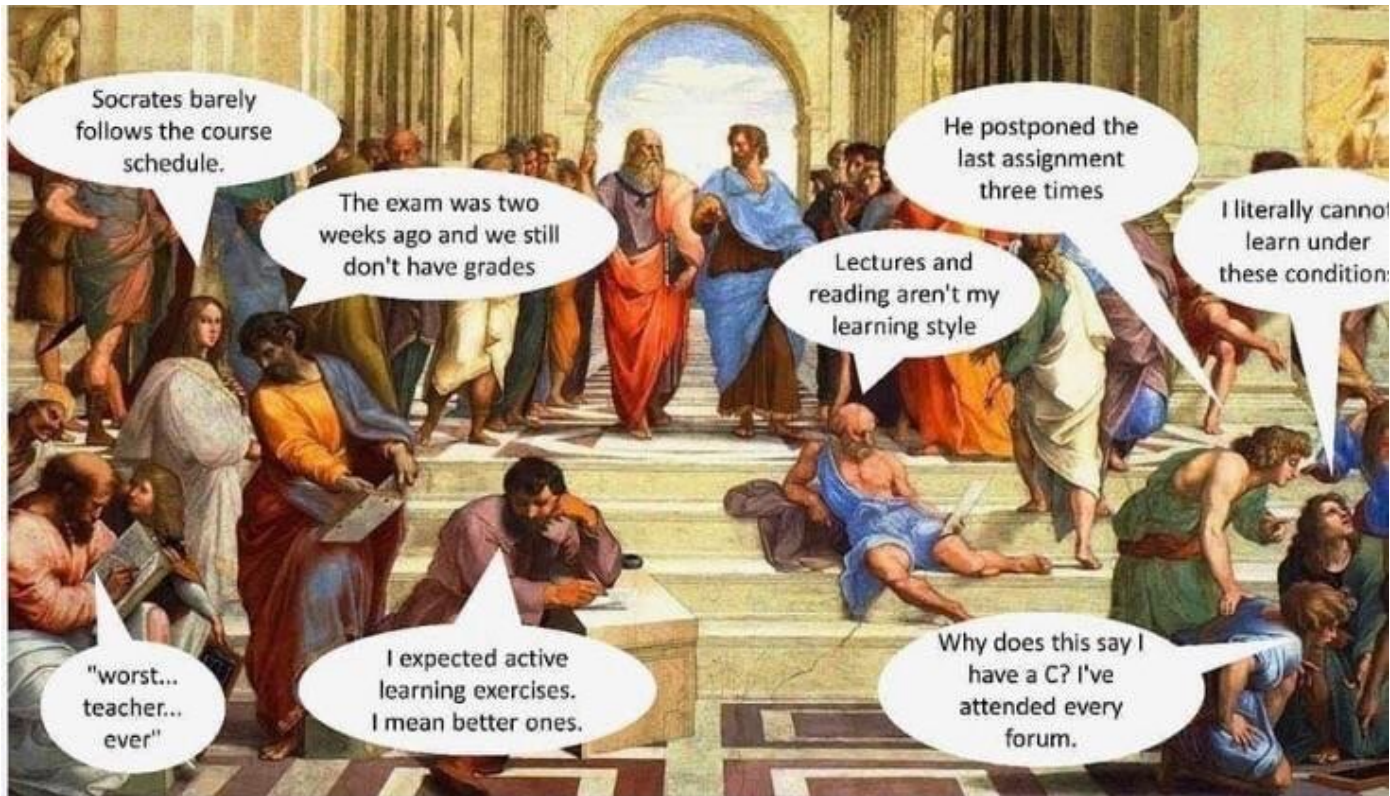
California State University, Fresno

Website: <https://sites.google.com/view/professordyerhdfs/home> [sites.google.com]

Book: [Research Foundations of Human Development and Family Science: Science versus Nonsense](#) [routledge.com]

California State University
System-Wide Discussion of
Efforts to Reform

*Student Ratings of
Instruction /
Course Evaluations*



Friday, March 8, 2024. ~ 1:00 – 3:00pm ~ Zoom

**For those involved in this work on your own CSU
Campus.**

Contact: Katie Dyer, Fresno State, kdyer@mail.fresnostate.edu
to get a Zoom link.

Topic: Reconsideration of the role and committee structure for CPR

From: [Aaron Hegde](#)
To: [Melissa Danforth](#); [Katherine Van Grinsven](#)
Subject: Re: Alicia Rodriguez- Committee on Professional Responsibility
Date: Tuesday, January 30, 2024 1:48:01 PM

Hi, Melissa and Katie.

For now, we can leave things as they are, especially since we do not know for sure if Alicia will stay in her current position or return to faculty. The CPR only meets when there are issues. As you pointed out Melissa, there is one other level now, the Faculty Ombuds. In the case we do need to form the committee, we can reach out to their respective schools and see if someone else can fill in. Going forward, let's reconsider the role for CPR. Katie, would you please put that on the next EC agenda?

Aaron

DR. S. AARON HEGDE, PHD
Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegde@csub.edu



From: Melissa Danforth <mdanforth@csub.edu>
Date: Friday, January 26, 2024 at 12:19 PM
To: Katherine Van Grinsven <kvan-grinsven@csub.edu>, Aaron Hegde <shegde@csub.edu>
Subject: RE: Alicia Rodriguez- Committee on Professional Responsibility

Hi Katie,

Relatedly, JJ is the Faculty Ombuds and is the other 2022-2024 position on the committee.

But we really don't have time in the schedule right now for a special election call. That would bring out maximum call cycle time to over 15 weeks (minimum is well under 15 weeks, but we don't know how many calls will need second calls and elections.

Also, I think that committee structure needs to be rethought now that there is a Faculty Ombuds position. Maybe we can put it on the Exec agenda to refer out to FAC.

Melissa

From: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Sent: Friday, January 26, 2024 12:14 PM
To: Melissa Danforth <mdanforth@csub.edu>; Aaron Hegde <shegde@csub.edu>
Subject: Alicia Rodriguez- Committee on Professional Responsibility

Hi,

I'm so sorry. I missed that Alicia Rodriguez was also on the Committee on Professional Responsibility (CPR), term 2022-2024. I am not sure if we want to issue a call for interest now, or wait for the elected committees call? Here is the current roster:

Members of the Committee on Professional Responsibility are elected with special attention to the high ethical and professional regard in which their colleagues hold them. All committee members are full-time tenured faculty, with the school representatives elected by the faculty of their respective schools, for overlapping two-year terms; the At-Large committee member is elected by the General Faculty for a two-year term. The Academic Senate Chair convenes a meeting to establish procedures, and the committee elects a chair at the first meeting. Handbook 303.8.1 At the last meeting each year of the Academic Senate, the CPR shall submit an annual summary report of its activities. Information that identifies individuals or departments shall not be included in the report. Handbook 303.8.4.2			
	Name	Department	Term
1 A&H Faculty Member	Alicia Rodriguez	History	2022-2024
1 BPA Faculty Member	Jing Wang	Accounting & Finance	2023-2025
1 NSME Faculty Member	Yize Li	Physics & Engineering	2023-2025
1 SSE Faculty Member	Jianjun Wang	Advanced Educational Studies -Special Educ.	2022-2024
1 At-Large Faculty Member	Anna Jacobsen	Biology	2023-2025
ADMINISTRATIVE CONTACT:	Aaron Hegde	Chair of the Academic Senate	2022-2024

Katie

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KATHERINE VAN GRINSVEN
Senate Analyst
Office of the Academic Senate
Direct Line: (661) 654-3128
Office: BDC A 252

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: 20 BDC
Bakersfield, CA 93311

www.csub.edu/senate



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Approval of the Minor in Human Resource Management

RES 232419

AAC

RESOLVED: That the Academic Senate approve the proposed Minor in Human Resource Management.

RATIONALE: This minor provides students in another major with knowledge in HR and thus enhances their job prospect in the labor market. The proposed minor addresses an important community need, and every level of review has found it to be sound academically.

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Approved by the Academic Senate:
Sent to the President:
President Approved: