



Academic Senate: Summer Senate Retreat

Agenda

THURSDAY, MAY 30, 2024

12:00 P.M. – 4:00 P.M.

Location: Stockdale Country Club

Members: M. Danforth (Chair), D. Solano (Vice-Chair), A. Hegde, J. Rodriguez (Interim Provost), C. Lam, N. Michieka, J. Deal, E. Correa, T. Tsantsoulas, D. Wu, M. Rush, Z. Zenko and K. Van-Grinsven (Senate Analyst).

Lunch served: 12:00 – 1:30 PM

1. CALL TO ORDER
2. ANNOUNCEMENTS AND INFORMATION
 - a. Planning/logistics for the General Faculty Meeting – Fall 2024
 - b. Anti-Racism and Anti-Bias training (invite EC and/or Senate members)
 - c. Faculty Marshal needed for New Student Convocation – Sunday, August 25, 2024
3. APPROVAL OF AGENDA
4. APPROVAL OF EC MINUTES
 - a. May 7, 2024 ([handout](#))
 - b. May 14, 2024 ([handout](#))
5. 2023-2024 CARRY-OVER DISCUSSION ITEMS (Faculty-only)
 - a. See Senate Log 2023-2024 for any unaddressed referrals that should be continued (handout)
 - i. AAC Carry-over report ([handout](#))
 - ii. AS&SS (no carry-over items)
 - iii. BPC Carry-over report (handout)
 - iv. FAC Carry-over report (handout)
 - b. Considering Support for Scholarship and Creative Activities
 - i. Original request from Z. Zenko with EP&R76-36 attachment ([handout](#); on agenda in 23-24)
 - ii. Updated request from multiple faculty members about CBA Article 20, EP&R76-36 and scholarly activity - requirement for RTP ([handout](#))

- c. Student Ratings in the CSU System ([handout](#); on agenda in 23-24)
- d. Reconsideration of the role and committee structure for CPR ([handout](#); on the agenda in 23-24)
- e. Resolution on CCC baccalaureate degrees [AB 927] – EC (Put on HOLD; Spring 2024)
- f. Strategic Plan Group data gathering instrument(s) follow-up – BPC (Put on HOLD 3/18/2024)

6. NEW DISCUSSION ITEMS (Faculty-only)

- a. Cal-GETC changes – HIGH PRIORITY ([handout](#); link to folder)
- b. New Concentration Proposal - ACS certified Biochemistry, BS ([handout](#))
- c. Proposal to Discontinue AGBS Concentration in BSBA ([handout](#))
- d. Senate Bill 895 ([handout](#))
- e. Department Formation follow-up
- f. Criteria for proposing new schools and colleges
- g. Grants and Publication and Faculty Review ([handout](#))
- h. Administrator Reviews:
 - i. Administrators Under Review – Handbook Section 311 – Handbook Change
 - 1. Addition of: Executive Director and Chief Diversity Officer
 - 2. Review and consideration of what other administrators should be added
 - 3. Review titles for typos/old titles:
 - a. Example: “Vice Provost/ AVP Faculty Affairs” should be changed to “Associate Vice President for Faculty Affairs.”
 - ii. Process and Procedures of Academic Administrator Reviews and Committee Work
 - 1. A. Hegde suggested a possible referral for next year to address some of the issues and concerns regarding Academic Administrator Reviews, such as the creation of a template for self-study, template for the surveys, deadlines for the appointing administrators, and ITS support for survey build and administration. Additionally, the creation of some process or procedure to allow for more communication and clarification for those undergoing review.
 - 2. Check with the Provost Office to confirm accurate records for notification of when administrators are hired and due for review (every 3 years after hiring). See EC minutes 4/9/2024.
- i. Standing Committees: composition and MPPs
 - i. Clarify whether MPPs can serve on the staff positions on the standing committees. This needs to be clarified in the Handbook, so the language in the call for interest is clear.
- j. Catalog Deadline – revisit deadline of December 1 (see minutes from 5/7/2024)

7. OPEN FORUM ITEMS (Faculty-only)

- a. Policy Library – policies.csub.edu (who maintains it?)

- b. Communication – clarify the process for identifying carbon copies on resolutions and announcements of approvals.

8. ADJOURNMENT

2023-2024 Academic Senate: Referral and Resolution Log

Date	Referral	Status	Committee/s Chair	Action	Resolution	Handbook/ Bylaws Change	Approved by Senate	Sent to President	Approved by President
4/12/2024	2023-2024 #40 ECE Minor in HD-CAFS Appeal	Complete	AAC	Review the submitted appeal for a new minor in HD-CAFS previously denied by SSE SEC. <i>Update: AAC sent recommendations; included in Senate agenda packet for 4/25/2024</i>	-	-	-	-	-
4/3/2024	2023-2024 #37 ITS Software Retention Policies	Complete	AS&SS	Review and approval of the proposed ITS software retention policies for Zoom Video and Panopto. (Update: referred to AAC as well- in error. Withdrew. 4/8/24). Update: AS&SS sent recommendations; included in Senate agenda packet for 4/11/2024.	-	-	-	-	-
2/28/2024	2023-2024 #32 University Review Committee Alternates - Handbook Change	Complete	FAC	The creation of a mechanism for the identification of alternates on the University Review Committee to address the challenges when committee members are out due to sabbatical, interim MPP appointments, etc. <i>Update: Covered in RES 232432 Sabbatical Leave and Release Time. No further action needed.</i>	-	-	-	-	-
10/19/2021 09/6/2023	2023-2024 #01 Academic Testing Center Exploratory Sub-Committee	Complete	AS&SS	Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path; <i>Carry over referral 2021-2022 #28 Academic Testing Center Exploratory Sub-Committee</i> <i>Update: Senate Chair and EC drafted memo to Testing Center 2024-02-26; complete. No resolution needed.</i>	n/a	n/a	-	-	-
3/14/2023 9/6/2023	2023-2024 #13 Advisor and Student Initiated Course Add/Drops in Adobe Sign	Complete	AS&SS	Whether there is a need for guidance or policy when student initiates form, when there is compound input from faculty, etc. <i>Carry over referral 2022-2023 #34 Advisor and Student Initiated Course Add/Drops in Adobe Sign</i> <i>Recommendations included in Senate Agenda 12/7/23. No further action needed.</i>	n/a	n/a	-	-	-
3/14/2023 9/6/2023	2023-2024 #14 Skipping Course Waitlist	Complete	AS&SS	Whether it's possible to skip queue, roll students off waitlist, policy change, etc. <i>Carry over referral 2022-2023 #35 Skipping Course Waitlist</i> <i>Recommendations included in Senate Agenda 12/7/23. No further action needed.</i>	n/a	n/a	-	-	-
3/14/2023 9/6/2023	2023-2024 #15 Academic Integrity Pledge	Complete	AS&SS	Creating an Academic Integrity Pledge to be included in matriculation, place in student file, etc. <i>Carry over referral 2022-2023 #37 Academic Integrity Pledge</i> <i>Recommendations emailed 11/27/2023; included in Senate Agenda 12/7/2023. No further action needed.</i>	n/a	n/a	-	-	-
3/21/2023 9/6/2023	2023-2024 #16 Statement on Open Educational Resources (OER)	Complete	AS&SS	Support and obligation to reduce costs for students, ways to incorporate OER, Bookstore terminology change. <i>Carry over referral 2022-2023 #41 Statement on Open Educational Resources (OER).</i>	RES 232402 Statement on Reducing Educational Material Costs at CSUB	n/a	11/9/2023	11/27/2023	11/28/2023
2/21/2023 9/6/2023	2023-2024 #07 Concentration vs. Emphasis to Describe Size of Program	Complete	AAC	Use of the terms "Concentration" and "Emphasis" and whether CSUB is using appropriate term(s) in reporting. <i>Carry over referral 2022-2023 #21 Concentration vs. Emphasis to Describe Size of Program</i>	RES 232403 Definitions of Undergraduate Concentrations and Emphases	n/a	9/28/2023	10/6/2023	10/9/2023
9/6/2023	2023-2024 #18 Posthumous Degree Policy	Complete	AAC	Review the proposed policy regarding the considering and granting an Posthumous Degree.	RES 232404 Posthumous Degree Policy	n/a	10/26/2023	11/13/2023	11/17/2023
3/7/2023 9/6/2023	2023-2024 #10 Standing Committee- Bylaws Change Section IV	Complete	AAC, AS&SS, BPC, FA	Whether statements of interest in Chair required, two-year experience required, term limits, and qualifications. <i>Recommendations drafted; carry over referral 2022-2023 #27 Standing Committee Bylaws Change Section IV</i>	RES 232405 Standing Committee	Bylaws change- Section IV	10/26/2023	11/13/2023	11/17/2023

3/7/2023 9/6/2023	2023-2024 #12 Three-Year Lecturers and PTR Committee - Handbook Change	Complete	FAC	Language regarding 3rd-Yr Lecturers and post-tenure faculty, PTR Committee Structure, and outside department procedures. <i>Carry over referral 2022-2023 #32 Three-Year Lecturers and PTR Committee - Handbook Change</i>	RES 232406 RTP and PTR Committees	Handbook; 305.6.1, 305.6.3	11/9/2023	11/27/2023	11/28/2023
1/9/2023 9/6/2023	2023-2024 #06 ATI Instructional Materials - Handbook Change Appendix K	Complete	AS&SS	New goals and metrics from the CO <i>Carry over referral 2022-2023 #19 ATI Instructional Materials - Handbook Appendix K</i>	RES 232408 ATI Instructional Materials- Handbook Change	Handbook; Appendix K	11/9/2023	11/27/2023	11/28/2023
9/6/2023	2023-2024 #17 Option to Retreat Policy - Handbook Change	Complete	FAC	Review the proposed CSUB policy regarding administrator's options to retreat.	RES 232409 Option to Retreat Policy- Handbook Change	Handbook	11/9/2023	11/27/2023	11/28/2023
10/31/2023	2023-2024 #24 New Degree Program Proposal- Doctor of Nursing Practice	Complete	BPC and AAC	Review the new degree program proposal – Doctor of Nursing Practice	RES 232410 Doctor of Nursing Practice	n/a	2/8/2024	2/19/2024	2/26/2024
10/31/2023	2023-2024 #25 Academic Master Plan (AMP) 2024-25 through 2033-34	Complete	BPC and AAC	Review and approval of the Academic Master Plan (AMP) for 2024-2025 through 2033.	RES 232411 Academic Master Plan	n/a	12/7/2023	12/15/2023	12/21/2023
10/17/2023	2023-2024 #22 Evaluation of Academic Administrators- Handbook Change	Complete	FAC	Review of 311 Evaluation of Academic Administrators; consideration of proposed edits to 311.1, inclusion of AVP IRPA and AVP EM to 311.2 and review of 311.3 committee membership. Update of AVP of GRASP.	RES 232412 Evaluation of Academic Administrators- Handbook Change	Handbook; 311	12/7/2023	12/15/2023	12/21/2023
11/7/2023	2023-2024 #00	Complete	BPC	Adoption of Academic Calendar: 2024-25, Summer 2025, 2025-26	RES 232413 Academic Calendar	n/a	12/7/2023	12/15/2023	12/21/2023
11/30/2023	2023-2024 #00	Complete	EC	Commencement- Fall 2023; conferring of degrees	RES 232414 Commencement- Fall 2023	n/a	12/7/2023	12/15/2023	12/21/2023
10/17/2023	2023-2024 #21 Graduate Policies and Curriculum Committee- Handbook Change	Complete	FAC	Proposed changes to the handbook regarding Graduate Policies and Curriculum and requests for description of graduate faculty criteria to be added with language for an appeal process.	RES 232415 Graduate Policies and Curriculum Committee- Handbook Change	Handbook; 308	2/22/20024	3/12/2024	3/20/20224
10/3/2023	2023-2024 #19 HSIRB and IACUC Policy Updates- Handbook Change	Complete	FAC	Review the proposed policy and procedure updates for HSIRB and IACUC for proposed handbook changes.	RES 232417 HSIRB and IACUC Policy Updates- Handbook Change	Handbook; 303.9.2	2/22/20024	3/12/2024	3/20/20224
2/7/2024	2023-2024 #00	Complete	EC	RES 232418 Commendation of CFA Bakersfield Executive Board	RES 232418 Commendation of CFA Bakersfield Executive Board	n/a	2/8/2024	2/19/2024	-
2/7/2024	2023-2024 #28 Proposal of New Minor - Human Resource Management	Complete	AAC	Whether to approve the proposal for a new minor in Human Resource Management.	RES 232419 Approval of Minor in Human Resource Management	n/a	3/21/2024	4/8/2024	4/15/2024
3/11/2024	2023-2024 #34 Academic Program Discontinuations	Complete	AAC	Review the submitted Program Discontinuations: B.S. in Natural Sciences, Integrated Teacher Education Pathway (ITEP) for Child, Adolescent and Family Studies Special Education Pathway (CSPED), Integrated Teacher Education Pathway (ITEP) for Multiple Subject Credential in Liberal Studies (IBEST), Integrated Teacher Education Pathway (ITEP) in Education Specialist Credential, Liberal Studies Special Education (ISPED Pathway) & Child Adolescent Family Studies Special Education (CSPED Pathway), Integrated Teacher Education Pathway (ITEP) for Single Subject Credential in Mathematics	RES 232420 Discontinuation of BS in Natural Sciences RES 232421 Discontinuation of ITEP Programs	n/a	4/11/2024	4/23/2024	4/26/2024

2/26/2024	2023-2024 #30 Academic Integrity Policies	Complete	AAC and AS&SS	Review Graduate Academic Integrity Policy and revised Undergraduate Integrity Policy with revisions regarding AI. <i>Update: AS&SS and AAC memorandums included in Senate agenda 4/11/2024 regarding Undergraduate Integrity Policy AI revision (no resolution needed). Resolution IP for Graduate Academic Integrity Policy.</i>	RES 232422 Graduate Academic Integrity Policy	n/a	4/25/2024	5/9/2024	5/16/2024	
1/31/2024	2023-2024 #26 Proposal for the Creation of a Department of Public Health	Complete	AAC, BPC, and FAC	To review and address the proposal for the creation of a new department, the Department of Public Health.	RES 232424 New Department of Public Health	-	4/25/2024	5/9/2024	5/16/2024	
4/23/2024	2023-2024 #00	Complete	EC	Commendation for Dr. Jacquelyn Kegley - Senate Chair Emerita	RES 232426 Commendation for Dr. Jacquelyn Kegley - Senate Chair Emerita	-	4/25/2024	5/9/2024	5/16/2024	
3/11/2024	2023-2024 #33 Academic Prioritization Policy	Complete	AAC and BPC	The creation of a campus policy and implementation process for the regular review of academic program performance, including consideration and identification of the data to be used in this process, and how often it would take place. Consideration also needed for the memorandum sent by the Chancellor's Office, as well as the timeline of May 2024.	RES 232425 Academic Prioritization Policy	-	5/9/2024	5/23/2024		
4/12/2024	2023-2024 #39 Academic Program Discontinuations- Organizational Studies Minor	Complete	AAC	Review the submitted program discontinuation for a Minor in Organizational Studies.	RES 232427 Discontinuation of Minor in Organizational Studies	-	5/9/2024	5/23/2024		
4/3/2024	2023-2024 #38 Review of Programs Offered Through Extended Education	Complete	AAC	To develop a process for the review of certificate and other programs offered through Extended Education.	RES 232428 Policy on Credit-Bearing Certificate Programs	-	5/9/2024	5/23/2024		
4/23/2024	2023-2024 #00	Complete	EC	Spring 2024 Commencement; conferring of degrees.	RES 232430 Commencement-Spring 2024	-	5/9/2024	5/9/2024	5/16/2024	
3/7/2023 9/6/2023	2023-2024 #11 Academic Administrators Search & Screening -Handbook Change	Complete	FAC and BPC	Whether to add use of search firms, add language regarding exceptions, and add an option for university to retreat. <i>Carry over referral 2022-2023 #31 Academic Administrators Search & Screening - Handbook Change</i>	RES 232431 Search and Screening Procedures for Administrators- Handbook Change	Handbook 309	5/9/2024	5/23/2024		
3/1/2023 9/6/2023	2023-2024 #09 Effect of Sabbatical on Assigned Time and Release Time	Complete	FAC	Where a person serving on a committee should step down. What is effect on assigned time & release time. FAC recommends consulting with URC and UPRC to see if a policy is preferred. <i>Carry over referral 2022-2023 #23 Effect of Sabbatical on Assigned Time and Release Time</i>	RES 232432 Sabbatical Leave and Release Time- Handbook Change	Handbook 202.4.1, 305.8	5/9/2024	5/23/2024		
4/23/2024	2023-2024 #00	Complete	FAC	Updates to the handbook for references to "quarters."	RES 232433 Handbook Mention of Quarters	Handbook Changes; Misc.	4/25/2024	5/9/2024	5/16/2024	
5/9/2024	2023-2024 #00	Complete	EC	Commendation for Senate Chair Dr. Aaron Hegde	RES 232434 Commendation of Senate Chair Aaron Hegde	n/a	5/9/2024	5/23/2024		

12/7/2023	2023-2024 #00	Complete	EC	RES 232455 Commendation of President Lynnette Zelezny; retirement.	RES 232455 Commendation of President Lynnette Zelezny	n/a	12/7/2023	2/19/2024	2/26/2024
2/26/2024	2023-2024 #31 Need for an Academic Testing Center	Complete	AS&SS and BPC	Whether there remains a need for an Academic Testing Center to assist with proctoring exams and perhaps full-fledge entrance testing. Consider resources and structure. <i>Update: Testing Survey sent out by AS&SS April 2024; memorandum included in Senate Agenda packet 5/9/2024 with AS&SS and BPC Recommendations. No further action needed.</i>	-	n/a	-	-	-
10/2/2023	2023-2024 #20 Proposal for emphasis in Biochemistry B.S.	<i>Incomplete</i>	AAC	Whether to approve the proposal for an emphasis in Biochemistry B.S. <i>Update: Per D. Solano, department will be sending revised proposal reflecting RES232403 pending review and approval from NSME curriculum committee- 10/03/2023.</i>	n/a	n/a	-	-	-
2/7/2024	2023-2024 #29 Proposal of New Minors- Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies	<i>Incomplete</i>	AAC	<i>Whether to approve the proposal for new minors in Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies</i> <i>Update: Per D. Solano email to Senate Chair, AAC is requesting BPC to look at referral from a resource perspective; specifically faculty resources 2/20/2024; Still in discussion in AAC and BPC.</i>					
6/1/2022 9/6/2023	2023-2024 #04 Time Blocks and Space Utilization	<i>Incomplete</i>	BPC	The need to reconsider Time Blocks for classes. <i>Update: Memo received 05/03/2023; carry over referral 2022-2023 #01 Time Blocks and Space Utilization</i>					
3/11/2024	2023-2024 #36 Faculty Hiring Prioritization- Position Control	<i>Incomplete</i>	BPC	Discuss the administration's commitment to the hiring of tenured and tenure-track faculty to match the growth trends of student enrollments and the demographic make up of the student population, and to match or exceed growth in administrative positions (MPPs).					
3/1/2022 9/6/2023	2023-2024 #03 Sixth-year Lecturer Review – Handbook Change	<i>Incomplete</i>	FAC	Purpose and outcome(s) of the Sixth-year Lecturer Review, etc <i>Update: Notes drafted; Carry over referral 2021-2022 #41 Sixth-year Lecturer Review – Handbook Change</i>					
2/21/2023 9/6/2023	2023-2024 #08 GECCo Review and Appointment	<i>Incomplete</i>	FAC	Whether GECCo draws the review of Faculty Director etc. and whether the position is open for another three-year appointment. <i>Carry over referral 2022-2023 #22 GECCo Review and Appointment</i>					
1/31/2024	2023-2024 #27 Faculty Director Performance Reviews - Handbook Change	<i>Incomplete</i>	FAC	Review and address the Faculty Director performance review process; including which centers and positions need to be reviewed, review committee formation and composition, consideration of Faculty Board Committees to develop their own criteria					Handbook;
3/11/2024	2023-2024 #35 Administering SOCI	<i>Incomplete/ Complete?</i>	AAC and FAC	AAC: Discuss SOCI process and timelines, taking in to consideration the efficacy and fairness of student evaluations, time frame for distribution and student evaluation scores, provision of SOCI quantitative scores and qualitative comments, development of a system to identify and flag biased, discriminatory, or prejudiced responses, explore feasibility of automatically excluding students with multiple occurrences of such responses. FAC: Impact of the above items on RTP. <i>Update: AAC sent memorandum for inclusion in Senate packet 3/21/2024.</i>					
10/31/2023	2023-2024 #23 New Degree Program Proposal- Bachelor of Music in Music Education	<i>Incomplete</i> ; RES 232416 Drafted (no 1st reading)	BPC and AAC	Review the new degree program proposal – Bachelor of Music in Music Education <i>Update: AAC proposed RES 232416 to BPC; BPC still discussing 2/6/24. Resolution has not had first reading yet.</i>	RES 232416 New Degree Program Proposal- Bachelor of Music in Music Education	n/a	-	-	-
9/6/2023	2023-2024 #00	TABLED; RES 232401	EC	<i>Carry over from 2022-2023</i> <i>Update: 1st Reading took place on 09/06/2023; held for second reading and never revisited.</i>	RES 232401 Statement on Campus Modality TABLED	n/a	-	-	-

3/1/2022 9/6/2023	2023-2024 #02 Digitizing the Performance Review Process	TABLED; RES 232407	FAC	<p>Access, process, CFA & HR perspective, training of chairs & deans. FAC recommends that discussion be postponed until new software is selected.</p> <p><i>Carry over referral 2021-2022 #40 Digitizing the Performance Review Process Update: Resolution drafted and went through first reading 10/12/2023. Tabled at Senate on 3/21/2024. FAC will draft a memorandum with EC for distribution and rationale. TABLED 3/21/2024.</i></p>	RES 232407 Pilot of Interfolio - TABLED.	n/a	-	-	-
6/1/2022 9/6/2023	2023-2024 #05 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility	Withdrawn	AAC, AS&SS, BPC, FAC	<p>Whether one person serving as Faculty Ombudsperson is enough; funding to support position; ways the committee Professional Responsibility works with the Faculty Ombudsperson; <i>carry over referral 2022-2023 #02 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility WITHDRAWN at Summer Senate 05/25/2023.</i></p>					

Academic Affairs Outstanding Referrals

1. Drafted Resolutions

- a. **RES 232416 (Referral 2023-2024 #23) New Degree Program Proposal – Bachelor of Music in Music Education**

Still waiting on clarification of the correct program name before it goes to full senate. *Deferred until next year.*

2. Referrals

- a. **2023-2024 #29 Proposal to add New Minors – Ethnic Studies, Feminist Ethnic Studies, Queer Ethnic Studies**

I emailed Tracey on April 4th suggesting changing the courses to non-GE courses but have not heard anything yet. *Deferred until next year.*

- b. **2023-2024 #20 Proposal for ACS Biochemistry Degree**

Still waiting on the updated proposal...most recent update on 3/22 was that it was waiting for the Provost's consent to be forwarded to the Senate for review. *Deferred until next year.*

- c. **2023-2024 #35 Administering SOClS**

AAC discussed concerns about paper versus online SOClS. Paper SOClS have good response rates but high cost. Concerns expressed with online SOClS were the lack of linkage between quantitative and qualitative data, low response rates, students have a hard time finding them, and the timing compared to paper (one week versus three weeks). There was also discussion regarding bias in SOClS (due to gender, race/ethnicity, accent, course, etc.) and the feeling was that SOClS should be weighted less. AAC decided to defer the issue until year and recommended that all these issues be discussed at once.

Faculty Affairs Committee
Report to Senate
May 29, 2024

Regarding incomplete referrals on the FAC docket:

2023-2024 Referral #02: Digitizing the Performance Review Process: Senate tabled this referral. FAC will send a memo to Faculty Affairs regarding continuing to use BOX for performance review.

2023-2024 Referral #03: Sixth-year Lecturer Review – Handbook: Work on this referral did not begin, due to prioritizing other referrals.

2023-2024 Referral #08: General Education Curriculum Committee (GECCo) Review and Appointments: Not addressed this year.

2023-2024 Referral #27: Faculty Director Performance Reviews - Handbook Change:: Not addressed this year.

2023-2024 Referral #35: Administering SOICs: Not addressed this year.

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: CBA Article 20, EP&R76-36 and scholarly activity - requirement for RTP

From: [Melissa Danforth](#)
To: [Kathleen Szick](#); [Danielle Solano](#); [Zachary Zenko](#); [Maureen Rush](#); [Amber Stokes](#)
Cc: [Katherine Van Grinsven](#)
Subject: RE: Senate Referral Request
Date: Tuesday, May 21, 2024 8:27:11 PM
Attachments: [image001.png](#)

Hi Kathy,

I've asked that Katie add this to the pending Senate business for Fall semester.

The NSF ADVANCE grant team that I am on is also looking into this, and many other data and policy issues, as we develop a STEM equity plan over the next year.

Melissa

From: Kathleen Szick <kszick@csub.edu>
Sent: Tuesday, May 21, 2024 7:44 AM
To: Melissa Danforth <mdanforth@csub.edu>; Danielle Solano <dsolano@csub.edu>; Zachary Zenko <zzenko@csub.edu>; Maureen Rush <mrush@csub.edu>; Amber Stokes <astokes2@csub.edu>
Subject: Senate Referral Request

Good Morning,

In your upcoming discussions of referral items for the 2024-25 academic year, we request that the senate review CBA Article 20, EP&R 76-36, and our handbook language, specifically dealing with scholarly activity as an RTP requirement for tenure and promotion. We think that the language regarding scholarly activity does not align in these three documents. In particular, it is unclear how the university can require scholarly activity yet provide no allocation of time to do so. We believe that this is a serious workload issue that has *required* that many faculty work when off contract, has negatively affected the mental health status of faculty, and has prohibited promotion. This issue needs to be addressed.

I have attached the referral request with faculty who have added their names to the request, in lieu of signatures due to the formatting issue it was going to cause.

I am happy to answer any questions you may have regarding this request.

Thank you,
Kathy

DR. KATHY SZICK

Associate Professor of Biology
LSAMP Program Director
Department of Biology
(661) 654-6165

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 61SCI
Bakersfield, CA 93311



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

We request that the senate review CBA Article 20, EP&R 76-36, and our handbook language, specifically dealing with scholarly activity as an RTP requirement for tenure and promotion. We think that the language regarding scholarly activity does not align in these three documents. In particular, it is unclear how the university can require scholarly activity yet provide no allocation of time to do so. We believe that this is a serious workload issue that has *required* that many faculty work when off contract, has negatively affected the mental health status of faculty, and has prohibited promotion. This issue needs to be addressed.

Respectfully,

Name	Department
Kathy Szick	Biology
Amber N. Stokes	Biology
Lucas K. Hall	Biology
Rae E. McNeish	Biology
Kane R. Keller	Biology
Sarah Forester	Chemistry and Biochemistry
Antje Lauer	Biology
Jeroen Gillard	Biology
Paul Smith	Biology
Leslie Kirstein	Nursing
Jessica Williamson	Psychology
Matt Leon	Psychology

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

shegde@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 <shegde@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

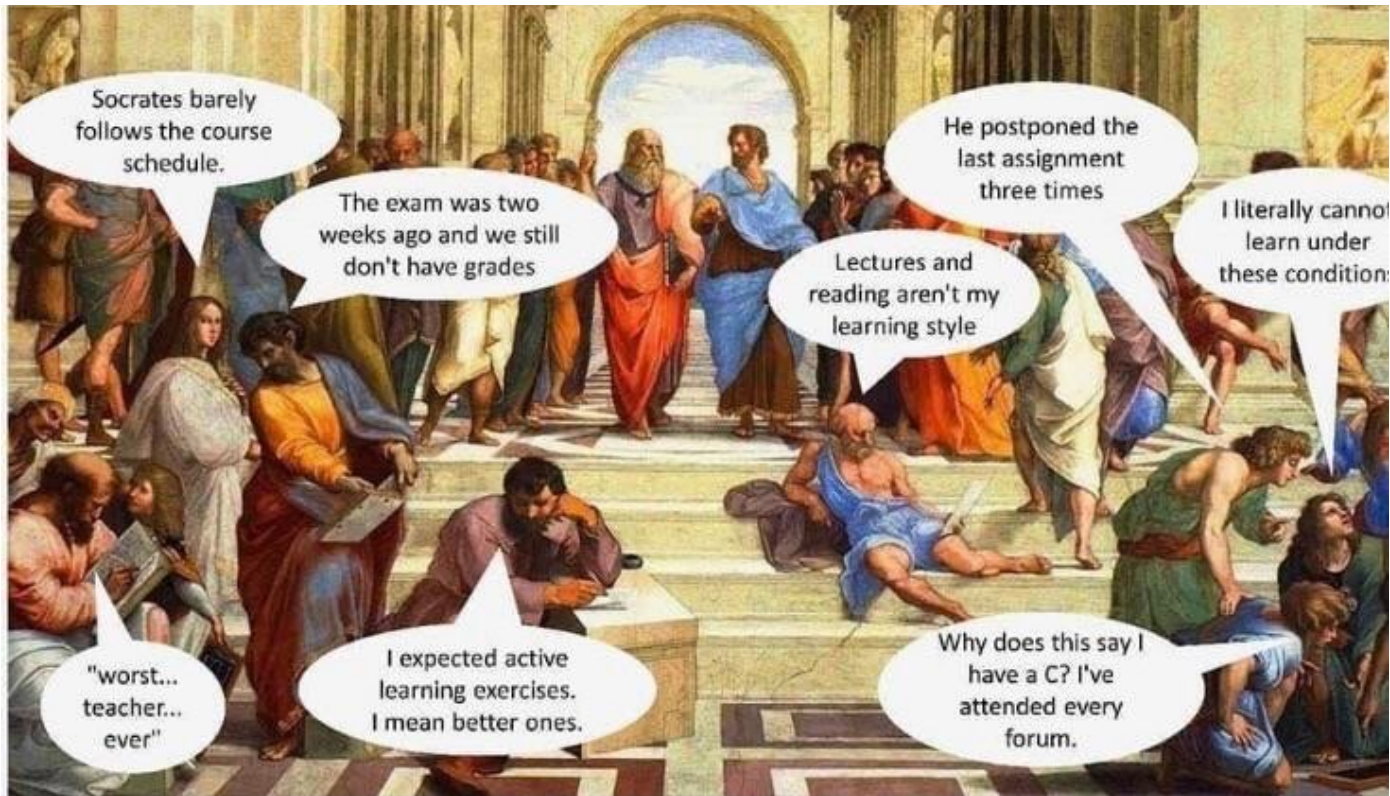
California State University, Fresno

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



CALIFORNIA STATE UNIVERSITY
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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

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

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www.csub.edu/senate



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Topic: New Concentration Proposal - ACS certified Biochemistry, BS

From: [Aaron Hegde](#)
To: [Debra Jackson](#); [Melissa Danforth](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#)
Subject: Re: New Concentration Proposal - ACS certified Biochemistry, BS
Date: Tuesday, April 16, 2024 4:21:28 PM

Hi, Debra

Thanks for the email. Unfortunately, we will not be able to get to it this term, as we have only two senate meetings left. I have copied Melissa Danforth on this and hope that the next senate will take this up early in the fall.

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
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shegde@csub.edu



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

From: Debra Jackson <djackson9@csub.edu>
Date: Tuesday, April 16, 2024 at 1:10 PM
To: Aaron Hegde <shegde@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>, Deisy Mascarinas <dmascarinas@csub.edu>
Subject: New Concentration Proposal - ACS certified Biochemistry, BS

Dear Aaron,

The faculty from the Department of Chemistry and Biochemistry have proposed a new concentration —BS in Biochemistry certified by the American Chemical Society. The proposal was approved by the School of Natural Science, Mathematics, and Engineering curriculum committee on October 27, 2023, and by the Dean of the School of Natural Science, Mathematics, and Engineering on October

27, 2023.

With the Provost's consent on April 16, 2024, I am sending to you for Academic Senate review and approval.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs

Dean of Academic Programs

Accreditation Liaison Officer

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CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Topic: Proposal to Discontinue AGBS Concentration in BSBA

From: [Aaron Hegde](#)
To: [Debra Jackson](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#); [Melissa Danforth](#)
Subject: Re: Proposal to discontinue AGBS Concentration in BSBA
Date: Tuesday, April 23, 2024 5:31:49 PM

Thanks, Dr. Jackson.

Since the current academic senate will not be able to get to this, I have copied the incoming chair, Dr. Danforth on this email and am hoping she will put it in the queue for the next senate.

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
BAKERSFIELD

From: Debra Jackson <djackson9@csub.edu>
Date: Tuesday, April 23, 2024 at 10:23 AM
To: Aaron Hegde <shegde@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>, Deisy Mascarinas <dmascarinas@csub.edu>
Subject: Proposal to discontinue AGBS Concentration in BSBA

Dear Chair Hegde,

The faculty in the Department of Economics have proposed to discontinue the Agricultural Business concentration in the BS in Business Administration program. This proposal was approved by the BSBA Curriculum Committee and the Dean of Business and Public Administration on April 8, 2024. With the consent of Interim Provost James Rodriguez on April 22, 2024, I am forwarding this

proposal for Academic Senate review and approval.

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

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CALIFORNIA STATE UNIVERSITY
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CHANGES TO PROGRAM FORM

Form Number

Reset Form

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL

- PROGRAM REVISION PROGRAM CANCELLATION
- PROGRAM PLACED IN MORATORIUM ADD CONCENTRATION ADD EMPHASIS
- ADD OPTION ADD MINOR

PROGRAM OR SCHOOL & DEPARTMENT (Required)

School/Program: BPA
 Department: Economics
 Proposed by: John Deal

RATIONALE FOR DEGREE PROPOSAL (Required):

Provide Rationale for Degree Proposal:
 Request is to remove the AGBS concentration within the BSBA degree. There already exists a BS degree in AGBS. This move will remove that redundancy. The AGBS concentration in BSBA was offered in 2012, before the BS in AGBS was developed, hence there is no longer a need for it.

DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

Degree Title:
 BS Business Administration with a concentration in Agricultural Business

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Degree Description (Attach catalog copy; Use Strikethrough and Underline MS Word Actions To Delete Text Or Add/Revise Details OR attach catalog copy with revisions):

Attached

ADDING AN OPTION, CONCENTRATION OR SPECIAL EMPHASIS (ATTACH APPROPRIATE DOCUMENTS):

Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor’s Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development (degrees@calstate.edu). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);
- A list of courses and required units constituting that new subprogram;
- Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor’s Office;
- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called “HEGIS”) that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

ADDING A MINOR

Provide the Program Description and Minor Requirements:

IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

No impact.

IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

Attach/Submit All the Course Proposal Forms and Catalog Copy Together with This Form for Curricular Review and Approval

N/A

NEXT STEPS

- Attach Course Proposal Form(s) to This Proposal (If Applicable)
- Attach Catalog Copy w/ revisions (using track changes) to This Proposal
- Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis
- Attach Revised Academic Roadmap
- Submit to Department/Program Curriculum Committee for Review & Approval
- Department Submits to School/Program Curriculum Committee for Review & Approval
- School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)
- Chancellor’s Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis
- If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded. [See Annual Catalog & Curriculum Deadlines Dates](#)

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: <u>John Deal</u> <small>Richard Gearhart (Mar 21, 2024 16:49 PDT)</small> Mar 21, 2024	Date: 2/13/24
School/Program Curriculum Committee Chair: <u>Joanne Choi</u> <small>Joanne Choi (Mar 22, 2024 11:03 PDT)</small> <u>Jing Wang</u> <small>Jing Wang (Mar 22, 2024 11:03 PDT)</small> BSBA Committee Chair ARCC Committee Chair	Date: Apr 9, 2024
Dean of School: <u>Deborah Cours</u> <small>Deborah Cours (Apr 9, 2024 11:05 PDT)</small>	Date: Apr 9, 2024
Director of GE:	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President’s Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
CIP Code:	HEGIS Code:
Program Code:	Plan Code:
SubPlan Code:	

From: [Charles Lam](#)
To: [Senate Executive Committee Group](#); [Tiffany Tsantsoulas](#); [John Deal](#); [Zachary Zenko](#)
Subject: SB895
Date: Wednesday, May 15, 2024 11:54:51 AM
Attachments: [Outlook-California](#)

Hello Summer Exec,

There is a relatively urgent request from CO about a joint effort to oppose SB895:
<https://legiscan.com/CA/text/SB895/id/2868455>

The bill will allow 15 community colleges to offer a BSN program as a pilot. Currently, CO, ASCSU, and CFA are unified in opposing the bill. However, we are 23 against 116, so more voices are needed. They suggested that individual campus senates to sent a letter of opposition to the legislature, if possible. The problem is that we are approaching the summer, and that this action is needed in June.

On the side, we can perhaps use to have a legislative liaison in our own Academic Senate to monitor bills that are of interest to us (such as AB2357) and engage with our representatives.

Charles.

CHARLES C.Y. LAM

He/Him/His

Professor

Department of Mathematics

(661) 654 2403

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9001 Stockdale Hwy, Mail Stop: 14

Bakersfield, CA 93311

California State University, Bakersfield



From: [Aaron Hegde](#)
To: [Brandon Pratt](#); [Maureen Rush](#); [Katherine Van Grinsven](#); [Melissa Danforth](#)
Subject: Re: Senate referral
Date: Monday, April 15, 2024 4:33:59 PM
Attachments: [image001.jpg](#)

Hi, Brandon

Thanks for the email. This is something that the senate might consider. However, since we only have a couple of meetings left, we will not be able to get to this issue during this academic year. I have copied the Chair-Elect Melissa Danforth on this email. It would be up to her and the next EC to decide if this is something the senate would take up next academic year.

Aaron

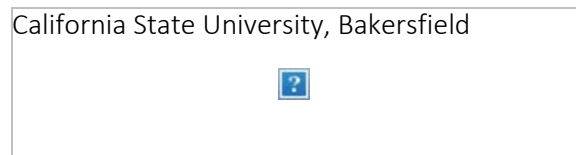
DR. S. AARON HEGDE, PHD

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: Brandon Pratt <rpratt@csub.edu>
Date: Monday, April 15, 2024 at 4:22 PM
To: Aaron Hegde <shegde@csub.edu>, Maureen Rush <mrush@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Senate referral

Hi colleagues,

A committee I serve on (Faculty for Research, Scholarship, and Creative Activity) have discussed two issues that are outlined in the attached senate referral. We think that these are important issues and request that the senate consider them. Feel free to reach out with any questions regarding this referral.

Best,

March 21, 2024

RE: Grants and publication as part of faculty review

Dear Dr. Hegde and members of the Academic Senate Executive Committee,

The Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA) is dedicated to 1) elevate awareness and appreciation of faculty research, scholarship and creative activities; 2) develop new policies and programs that provide more incentives that encourage and support faculty grant writing while enhancing existing successful programs; 3) minimize institutional hurdles associated with submission and management of grants, particularly those activities that unnecessarily encroach on faculty time; 4) improve communication between faculty and grant office personnel; and 5) recognize and promote the importance of grants and research, scholarship and creative activities in providing formative, high-impact, and meaningful student activities and providing student support.

As part of our on-going efforts to support faculty and research on our campus, we have identified two areas of potential interest/concern related to the evaluation of scholarly and creative activities during faculty review (305.4.2.8). We ask that the senate consider the following items (example language included below to illustrate potential ways these items could be addressed):

- 1) External grants are often rigorously peer-reviewed, have low award/acceptance rates, and are vital in the support of scholarship, and also often support student activities and experiences. We request that these be specifically mentioned as potentially acceptable activity within the handbook as part of scholarly and creative activities. As an example, this could include something like the following: “In most, but not all, disciplines, this shall be through peer-reviewed publications and/or efforts to secure externally funded grants that support scholarly and creative activities”.
- 2) The prevalence of predatory, for-profit, vanity, and self-publish options has increased over time, and contributes to the epidemic of misinformation and disinformation. As an academic institution, we are responsible for recognizing and supporting peer-reviewed scholarly products and entities, and to safeguard state funding, support, and faculty time from being spent on outlets driven by self-interest and profit.¹ Units should be encouraged to develop policies that identify and avoid these outlets when evaluating scholarly or creative activities. We have examined RTP documents of CSUB departments and find that many contain language that appears aimed at addressing this issue. Having clear language in the handbook could be valuable to highlighting this issue and providing some guidance.

We would be happy to meet with the EC or any relevant standing committee, most likely FAC, to further discuss these issues.

Sincerely,
FAC-4-RSCA

Brandon Pratt (interim chair), Brittney Beck (chair, currently on sabbatical), Eduardo Montoya, Elaine Correa, Heidi He, Joseph Florez, Maryann Parada, Nyakundi Michieka

¹ <https://www.nature.com/articles/d41586-019-03759-y>

Example language included below to illustrate potential ways these items could be addressed in the University Handbook. Following standard Academic Senate format, we have indicated our suggested additions in bold, underline text:

305.4.2.8 Evaluation of Scholarly or Creative Activity

Candidates for tenure or promotion shall demonstrate substantive and sustained contributions to knowledge in the discipline. Candidates for tenure **or promotion** shall demonstrate these contributions via works that have received favorable peer review from individuals outside of CSUB. **In most, but not all, disciplines, this shall be through peer-reviewed publications and/or externally funded grants that support scholarly and creative activities. Grants may also be relevant for other areas of evaluation, such as grants that may support instructional activities or community engagement and outreach, and units shall indicate the area of evaluation under which such grants are considered.**

In all instances, quality of work **and rigor of the external peer-review process** shall be considered the primary criterion for evaluating scholarly or creative activity. **Units shall limit the inclusion and consideration of scholarly or creative activity from predatory, for-profit, vanity, and self-publish outlets. Identification of acceptable outlets for scholarly and creative activity will likely be discipline- and field-specific. Units may consider inclusion of lists of field-specific acceptable publishers or journals or setting guidelines for the qualities of acceptable journals or publishers using such metrics as acceptance rates, adequate time-in-review for a substantive peer-review process, not-for-profit status, association with professional societies, impact factor, and/or limited publication costs and fees.**

From: [Melissa Danforth](#)
To: [Katherine Van Grinsven](#)
Subject: Item to add to pending Senate business
Date: Saturday, May 11, 2024 10:45:23 AM

Hi Katie,

Someone made a verbal request yesterday to have Senate discuss adding the leadership of the Diversity Office, specifically the executive director and chief diversity officer, to the list of administrators that are reviewed in the Handbook under Section 311. This might also mean adding their positions to Section 104 Officers of the University.

It would also be a good opportunity for EC and the standing committees to consider which other administrators should be added to the list in Section 311. And, in reviewing those sections, the title of "Vice Provost/AVP Faculty Affairs" in Section 311 needs to be updated to the current title of just "Associate Vice President for Faculty Affairs".

Please add this to the list of pending Senate business for Fall.

Thanks,
Melissa

--

Dr. Melissa Danforth
Chair, CSUB Academic Senate
Professor of Computer Science
Department of Computer & Electrical Engineering/Computer Science
California State University, Bakersfield
Website: <https://www.cs.csub.edu/~melissa/>

Catalog Rights

Title 5 Sec. 40401 Election of Regulations
([5 CCR § 40401](#))

An undergraduate student remaining in attendance* in regular sessions at any CSU campus, at any California Community College (CCC), or any combination of CCC and CSU campuses may for purposes of meeting graduation requirements elect to meet the requirements in effect at the campus from which the student will graduate either

1. at the time the student began such attendance, or
2. at the time of entrance to the campus, or
3. at the time of graduation.

Campus authorities may authorize or require substitutions for discontinued courses.

**Attendance means enrollment in at least one semester or two quarters each academic year.*

CSU

**The California
State University**



A note about semester and quarter units for GE

- For courses, 3 semester units are equivalent to 4 quarter units.
- For the laboratory, 1 semester unit is equivalent to 1 quarter unit.

Scan Here
for the Unified GE Pathway
Website



GENERAL EDUCATION

California State University



GE Crosswalk

Comparison of GE categories for:

- CSU GE Breadth (Fall 2021 to Summer 2025)
- CSU GE Requirements (Fall 2025 and beyond)
- Cal-GETC (Fall 2025 and beyond)

CSU GE Breadth

Fall 2021 to Summer 2025

LOWER-DIVISION (39-40 units)

Area A Communication in the English Language and Critical Thinking

- A1 Oral Communication (3 units)
- A2 Written Communication (3 units)
- A3 Critical Thinking (3 units)

Area B Scientific Inquiry and Quantitative Reasoning

- B1 Physical Science (3 units)
- B2 Life Science (3 units)
- B3 Laboratory Activity (0 - 1 unit)
- B4 Mathematics/Quantitative Reasoning (3 units)

Area C Arts and Humanities

- C1 Arts (3 units)
- C2 Humanities (3 units)
- Additional C1 or C2 (3 units)

Area D Social Sciences ^

- Two courses (6 units)

Area E Lifelong Learning and Self-Development (3 units)

Area F Ethnic Studies

- One course (3 units)

UPPER-DIVISION (9 units)

- Upper-division B Scientific Inquiry and Quantitative Reasoning (3 units)
- Upper-division C Arts or Humanities (3 units)
- Upper-division D Social Sciences ^ (3 units)

^ Two different disciplines across the 9 units in Area D.

CSU GE

Fall 2025 and Beyond

LOWER-DIVISION (34 units)

Subject Area 1 English Communication

- 1A English Composition (3 units)
- 1B Critical Thinking (3 units)
- 1C Oral Communication (3 units)

Subject Area 2 Mathematical Concepts and Quantitative Reasoning

- One course (3 units)

Subject Area 3 Arts and Humanities

- 3A Arts (3 units)
- 3B Humanities (3 units)

Subject Area 4 Social and Behavioral Sciences ^

- Two courses (6 units)

Subject Area 5 Physical and Biological Sciences

- 5A Physical Science (3 units)
- 5B Biological Science (3 units)
- 5C Laboratory (1 unit)--*May be embedded in 5A or 5B course, as long as 7 units met for lower-division Subject Area 5.*

Subject Area 6 Ethnic Studies

- One course (3 units)

UPPER-DIVISION (9 units)

- Upper-division 5 Science or 2 Mathematical Concepts/Quantitative Reasoning (3 units)
- Upper-division 3 Arts or Humanities (3 units)
- Upper-division 4 Social and Behavioral Sciences ^ (3 units)

^ Two different disciplines across the 9 units in Area 4.

Cal-GETC*

Fall 2025 and Beyond

LOWER-DIVISION (34 units)

Subject Area 1 English Communication

- 1A English Composition (3 units)
- 1B Critical Thinking and Composition (3 units)
- 1C Oral Communication (3 units)

Subject Area 2 Mathematical Concepts and Quantitative Reasoning

- One course (3 units)

Subject Area 3 Arts and Humanities

- 3A Arts (3 units)
- 3B Humanities (3 units)

Subject Area 4 Social and Behavioral Sciences

- Two courses, two different disciplines (6 units)

Subject Area 5 Physical and Biological Sciences

- 5A Physical Science (3 units)
- 5B Biological Science (3 units)
- 5C Laboratory (1 unit)--*May be embedded in 5A or 5B course, as long as 7 units met for lower-division Subject Area 5.*

Subject Area 6 Ethnic Studies

- One course (3 units)

*Cal-GETC is the lower-division transfer pattern for California Community College students transferring to the CSU or the UC.

Note: Nine units of upper-division GE are required of Cal-GETC-certified students after transferring to a CSU campus.

Cal-GETC

- The Board of Trustees voted to align **CSU GE Breadth** with **Cal-GETC** in terms of unit count and GE areas.
- **CSU GE Breadth** is a **39** semester-unit pattern of lower-division GE courses.
- The **Cal-GETC** pattern requires 5 fewer units (**34** semester units).
 - **GE Breadth Area E**: Cal-GETC does not have a SELF.
 - **GE Breadth Area C**: Cal-GETC prescribes 2 courses, whereas GE Breadth has 3 courses
 - **GE Breadth Area B3 (Laboratory)**: Cal-GETC has a 1-unit B3 course, for a total of 7 units under areas B1/B2/B3. GE Breadth allows campuses to integrate B3 with B1/B2 courses to have a unit count of 6 units.

Our current lower-division GE program

- Our lower-division GE program of 38 units aligns with **GE Breadth**:
 - Areas A1, A2, A3, B4: 12 units
 - Areas B1/B2/B3: 6 units
 - Area C (C1, C2, AI-Hist): 9 units
 - Area D (D1, AI-GV): 6 units
 - Area E (SELF): 0 units
 - Area F: 3 units
 - FYS: 2 units
- The new **CSU General Education Requirements policy** was released on May 6th.
- The new GE pattern aligns with Cal-GETC primarily in terms of GE areas and the distribution of units across these areas. The prerequisite requirements, student learning objectives, and academic standards remain mostly unchanged.

Recommendations for alignment

- **First-Year Seminar:** There is no FYS area in new GE pattern.
 - **Recommendation:** FYS be removed from lower-division (LD) GE and become a 2-unit institutional requirement.
- **Area E:** New GE pattern does not have a SELF area.
 - **Recommendation:** SELF be removed from the LD GE.
- **Area C:** New GE pattern prescribes 2 courses, while we have 3.
 - **Recommendation:** Remove the AI-History course from the LD GE program, but it remains a CSU requirement.
- **Area B3 (Laboratory):** New GE pattern has a stand-alone 1-unit B3 course.
 - **Recommendation:** We fulfill B3 through B1 and B2 and this can continue. However, under the new GE policy, the total unit count for Area B1/B2/B3 must be 7 units for alignment.
- **Resulting unit count:** 34 units of lower division GE

Units of GE, institutional requirements, and CSU requirements

- Current lower-division (LD) GE program:
 - GE units: 38 units
 - Total LD units required: 38 units

- Under proposed changes:
 - GE units: 34 units
 - Local/Institutional requirements: 5 units (FYS and AI-Hist)
 - Total LD units required: 39 units

GE policy changes

- The new GE policy makes explicit aspects or practices that we already practice or incorporate: GE assessment, standards for GE Courses, GE course certification, and other aspects.
- Area E was removed, and Area C was reduced by 3-unit semester units. The essence of the remaining GE areas remains largely unchanged, with modifications primarily involving the relabeling and renaming of the subject areas.
- However, it does require that areas B1, B2, and B3 have a total unit value of 7 semester units, instead of 6 units.

Relabeling and renaming of the subject areas.

- Area A – English Language Communication and Critical Thinking (A1, A2, A3)
 - New designation: **Subject Area 1** – English Communication (1A, 1B, 1C)

- Area B – Scientific Inquiry and Quantitative Reasoning (B1, B2, B3, B4, UDB)
 - New designations: Split into 2 different areas:
 - **Subject Area 2** – Mathematical Concepts and Quantitative Reasoning
 - **Subject Area 5** – Physical and Biological Sciences (5A, 5B, 5C, 5UD)

- Area C – Arts and Humanities (C1, C2, UDC)
 - New designation: **Subject Area 3** – Arts and Humanities (3A, 3B, 3UD)

- Area D – Social Sciences (D, UDD)
 - New designation: **Subject Area 4** – Social and Behavioral Sciences (4A, 4UD)

- Current: Area F – Ethnic Studies
 - New designation: **Subject Area 6** – Ethnic Studies

Some unadopted Cal-GETC standards and policies

- Some Cal-GETC policies and standards that raised concerns for GECCo were ultimately not adopted.
- Cal-GETC: Area A3 (Critical Thinking) would become Critical Thinking and Composition . **X**
- Cal-GETC: Area A3 would have an A2 prerequisite. **X**
- Cal-GETC: A minimum “C” grade is required in each GE course for Cal-GETC. **X**
- Draft GE policy: Each campus may set minimum grades for GE courses, provided the overall GE GPA is at least 2.0. **X**



Origination 8/23/2017
Effective 12/3/2020
Reviewed 12/3/2020
Next Review 12/3/2022

Owner Laura Massa:
Interim Assoc VC
Ac&Fac Prgms
Area Academic and
Student Affairs
Codes EO 1100

CSU General Education Breadth Requirements

This policy is intended to establish a common understanding of the requirements for CSU General Education Breadth (GE) and to provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in this policy. This policy is effective for students subject to the fall 2021 and subsequent catalog years.

This document also addresses:

- **Applicability of the policy (Article 1),**
- **Patterns that fulfill General Education requirements (Article 2),**
- **Premises of CSU General Education Breadth (Article 3),**
- **Distribution of General Education Breadth units (Article 4),**
- **Transfer and articulation (Article 5),**
- **Implementation and governance (Article 6).**

Article 1. Applicability

1. Prior to Completion of CSU Lower-Division General Education Breadth Requirements

The requirements, policies and procedures adopted pursuant to this policy are effective for students subject to the fall 2021 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division general education requirements according to the provisions of Title 5 Section 40405.2 or 40405.3.

2. Subsequent to Completion of Entire CSU General Education Breadth Requirements

Subsequent to completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional exclusively general education breadth

requirements.

Article 2. Fulfilling CSU General Education Breadth Requirements

1. CSU GE Breadth Patterns

Policies adopted by the Board of Trustees in July 1991 provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

a. CSU General Education Breadth

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a California Community College or a CSU, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units each (or 4 quarter units) each in Areas B, C and D; or

b. Intersegmental General Education Transfer Curriculum (IGETC)

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D; or

c. University of California (UC) Campus Lower-Division

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D.

2. CSU Systemwide Requirements

1. General Education Requirements

- a. CSU campus GE requirements shall conform to the requirements established in this policy and shall not exceed the requirements for 39 lower-division and 9 upper-division semester-units (or quarter-unit equivalent) in the defined GE Areas, except as described in Article 4, Area B.
- b. A baccalaureate candidate who has not completed either the IGETC or UC-campus pattern specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through F, totaling a minimum of 48 semester units or equivalent quarter units.
- c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE

requirements already satisfied.

2. Minimum Grades

- a. A grade of C- or better is required in each CSU or transfer course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1).
- b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 of this EO.

3. Upper-Division Requirement

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning
- Area C (3 semester or 4 quarter units) Arts and Humanities
- Area D (3 semester or 4 quarter units) Social Sciences

The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses shall require no more than 9 upper-division GE semester units (or the quarter equivalent).

4. Residency Requirement

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

5. Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have clearly stated policy regarding such waivers.
- b. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor for

Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.

- c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:
 1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
 2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.
- d. The total number of GE units required shall not be fewer or greater than 48 semester units (or equivalent quarter units) in the Areas and Subareas described in Article 4. An additional 1 semester or 2 quarter units is allowed as described in Article 4, Area B.

6. Double Counting

1. General Education, Major, and Other Requirements

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

2. General Education and US History, Constitution, and American Ideals Statutory Requirement

CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to satisfy GE requirements.

Article 3. Premises of CSU General Education Breadth

1. Background

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity including ethnic studies, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

2. Instructional Modality

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

3. CSU Student Learning Outcomes

Each CSU campus shall define GE student-learning outcomes within a programmatic structure. For example, GE student-learning outcomes may fit within the framework of the four "Essential Learning Outcomes" drawn from the [Liberal Education and America's Promise \(LEAP\)](#), an initiative of the Association of American Colleges and Universities.

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Article 4. Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.

Area A English Language Communication and Critical Thinking

9 semester units (12 quarter units)

One course in each Subarea.

A1	Oral Communication	(3 semester units or 4 quarter units)
A2	Written Communication	(3 semester units or 4 quarter units)
A3	Critical Thinking	(3 semester units or 4 quarter units)

Area A requires 9 semester units or 12 quarter units in oral communication in the English language (A1), written communication in the English language (A2), and critical thinking (A3). Campuses shall not

exceed these unit requirements.

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B Scientific Inquiry and Quantitative Reasoning

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

B1 Physical Science	(3 semester units or 4 quarter units)
B2 Life Science	(3 semester units or 4 quarter units)
B3 Laboratory Activity	A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required.
B4 Mathematics/ Quantitative Reasoning	(3 semester units or 4 quarter units)

Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1 semester (2 quarter) unit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

It is expected that campuses could offer the laboratory experience within:

- a 3 semester (4 quarter) unit lecture course;
- a lecture plus laboratory course of 4 semester (6 quarter) units; or
- a standalone laboratory course of 1 semester (2 quarter) units.

In the latter two cases, the total number of lower-division GE semester units shall not exceed 40 (or equivalent quarter units).

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both



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Codes EO 1100, GE

CSU General Education (GE) Requirements

This policy is intended to establish a common understanding of the requirements for California State University (CSU) General Education (GE) and to provide for the certification of courses completed by transfer students at institutionally accredited colleges or universities. Reciprocity among CSU campuses for full and/or subject area completion of GE requirements is also addressed in this policy.

This policy is effective for students subject to the fall 2025 and subsequent catalog years.

This document also addresses:

- Applicability of the policy (Article 1);
- Patterns that fulfill GE requirements (Article 2);
- Premises of CSU GE (Article 3);
- Distribution of GE units (Article 4);
- Transfer and articulation (Article 5); and
- Implementation and governance (Article 6).

Article 1. Applicability

1.1. Prior to Completion of CSU Lower-Division GE Requirements

The requirements, policies and procedures adopted pursuant to this policy are effective for students subject to the fall 2025 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division GE requirements according to the provisions of Title 5, Section 40405.5 or 40405.3.

1.2. Subsequent to Completion of All CSU GE Requirements

Following completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional GE requirements.

Article 2. Fulfilling CSU GE Requirements

2.1. CSU GE Patterns

Policies adopted by the CSU Board of Trustees in March 2024, provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

2.1.1. CSU GE

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes completion of all lower-division GE requirements, plus 9 upper-division GE semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Subject Areas 3, 4 and either 2 or 5 completed at a CSU; or

2.1.2. California GE Transfer Curriculum (Cal-GETC)

Completion of the California GE Transfer Curriculum (Cal-GETC) (Title 5, Section 40405.5), as certified by a CCC, in addition to 9 upper-division GE semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Subject Areas 3, 4 and either 2 or 5; or

2.1.3. University of California (UC) Campus Lower-Division

Completion of lower-division GE requirements of a University of California (UC) campus (Title 5, Section 40405.3), as certified by that campus, plus 9 upper-division GE semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Subject Areas 3, 4 and either 2 or 5.

2.2. CSU Systemwide Requirements

2.2.1. GE Requirements

- a. CSU campus GE requirements shall conform to this policy and shall not exceed 34 lower-division and 9 upper-division semester-units (or 45 lower-division and 12 upper-division quarter-units) in the defined GE areas.
- b. A baccalaureate candidate who has not completed Cal-GETC or UC GE specified in Article 2 shall complete the CSU GE requirements described in Article 4, totaling 43 semester units or 57 quarter units.
- c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE requirements already satisfied.

2.2.2. Minimum Grades

- a. A grade of C- or better is required in each CSU or transfer course in English composition (Area 1A), critical thinking (Area 1B), oral communication (Area 1C) and mathematical concepts and quantitative reasoning (Area 2). (Title 5 Sections 40803, 40804, 40804.1).
- b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining GE courses subject to reciprocity requirements specified in Section 5.3.6 of this policy.

2.2.3. Upper-Division Requirement

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- a. Subject Area 2 Mathematical Concepts and Quantitative Reasoning or Subject Area 5 Physical and Biological Sciences (3 semester or 4 quarter units)
- b. Subject Area 3 Arts and Humanities (3 semester or 4 quarter units)
- c. Subject Area 4 Social and Behavioral Sciences (3 semester or 4 quarter units)

Upper-division GE courses are designed to be taken after upper-division status is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in English composition, critical thinking, oral communication, and mathematical concepts and quantitative reasoning. Campuses shall require no more than 9 upper-division GE semester units (or 12 upper-division GE quarter units).

2.2.4. Residency Requirement

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

2.2.5. Exceptions

- a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have a clearly stated policy regarding such waivers.
- b. In the case of high-unit major degree programs, the chancellor may grant substitutions to one or more GE requirements for students completing the particular degree program. Such substitution requests must be approved at the campus level prior to submitting the request to the Office of the Chancellor. A full academic justification shall be submitted to the executive vice chancellor for Academic and Student Affairs who shall submit their recommendation and the campus recommendation (along with all relevant documents) to the chancellor.
- c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:
 - i. The student has previously earned a baccalaureate or higher degree from an institutionally accredited college or university; or
 - ii. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

The total number of GE units required shall not be allowed to be fewer than nor required to be greater than 43 semester units (or 57 quarter units) in the subject areas described in Article 4.

2.2.6. Double Counting

- a. GE, Major and Other Requirements
Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.
- b. GE and US History, Constitution, and American Ideals Statutory Requirement
CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to double count for lower- or upper-division GE requirements.

Article 3. Premises of CSU GE

3.1. Background

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons. These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience. Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills in areas including, but not limited to, quantitative reasoning, information literacy, intellectual inquiry, creative and artistic appreciation and/or expression, global awareness and understanding, human diversity including ethnic studies, civic engagement, communication competence, ethical decision-making, scientific literacy, environmental systems, and technology.

3.2. Instructional Modality

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or fully online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

3.3. CSU GE Program Learning Outcomes

Each CSU campus shall define GE student learning outcomes within a programmatic structure. GE program learning outcomes should be assessed on a regular, periodic basis.

Article 4. Subject Area Distribution

Courses approved to fulfill the following GE subject area distribution requirements should address the

contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups. Campuses shall not exceed area unit requirements as detailed below.

Subject Area 1 English Communication

9 semester units (12 quarter units).

One course in each area.

Area Label	Course	Unit Requirement
Area 1A	English Composition	3 semester or 4 quarter units
Area 1B	Critical Thinking	3 semester or 4 quarter units
Area 1C	Oral Communication	3 semester or 4 quarter units

Subject Area 1 requires 9 semester units or 12 quarter units in English composition (1A), critical thinking (1B) and oral communication (1C). Students taking courses in fulfillment of Areas 1A and 1C will develop knowledge and understanding of the form, content, context, and effectiveness of communication.

Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (1B) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion. In 1B courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Subject Area 2 Mathematical Concepts and Quantitative Reasoning

3 lower-division semester units (4 quarter units).

Additionally, 3 upper-division semester (4 quarter) units may be taken in Subject Area 2 or Subject Area 5 (see Subject Area 5 below).

One lower-division course in this subject area, and one upper-division course in either Subject Area 2 or 5.

Area Label	Course	Unit Requirement
Area 2	Mathematical Concepts and Quantitative Reasoning	3 semester or 4 quarter units
Upper-Division	Mathematical Concepts and Quantitative Reasoning	3 semester or 4 quarter units (or 0 units if the requirement is met in Subject Area 5)

Through courses in Subject Area 2, students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics, Subject Area 2 courses may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses.

Subject Area 3 Arts and Humanities

9 semester units (12 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level.

One lower-division course in each area, and one upper-division course in either area.

Area Label	Course	Unit Requirement
Area 3A	Arts	3 semester or 4 quarter units
Area 3B	Humanities	3 semester or 4 quarter units
Upper-Division	Arts or Humanities	3 semester or 4 quarter units

Subject Area 3 requires 9 semester units or 12 quarter units among the arts, literature, philosophy and languages other than English.

Across the disciplines in Subject Area 3 coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Activities may include participation in individual aesthetic, creative experiences; however, Area 3 excludes courses that exclusively emphasize skills development. Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition and integrate a substantial cultural component. This may include literature, among other content.

Subject Area 4 Social and Behavioral Sciences

9 semester units (12 quarter units), with 3 semester (4 quarter) units taken at the upper-division level.

Two lower-division courses and one upper-division course in this subject area. Courses shall be completed in at least 2 different disciplines among the 9 required semester (or 12 required quarter) units.

Area Label	Course	Unit Requirement
Area 4	Social and Behavioral Sciences	6 semester or 8 quarter units
Upper-Division	Social and Behavioral Sciences	3 semester or 4 quarter units

Subject Area 4 requires 9 semester (or 12 quarter) units focused on human social, political and

economic institutions and behavior, and their historical background.

Students learn from courses in multiple Subject Area 4 disciplines that human social, political and economic institutions, and behavior are inextricably interwoven. Through fulfillment of the Subject Area 4 requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Subject Area 4.

Subject Area 5 Physical and Biological Sciences

7 lower-division semester units (9 quarter units), which includes 1 semester (1 quarter) unit allocated for a laboratory.

Additionally, 3 upper-division semester (4 quarter) units may be taken in Subject Area 5 or Subject Area 2 (see Subject Area 2 above).

One lower-division course in each area. One of the two lower-division courses must be associated with a 1 semester (1 quarter) unit laboratory. In addition, one upper-division course in either Subject Area 5 or 2.

Area Label	Course	Unit Requirement
Area 5A	Physical Science	3 semester or 4 quarter units
Area 5B	Biological Science	3 semester or 4 quarter units
Area 5C	Laboratory*	1 semester or 1 quarter unit
Upper-Division	Physical or Biological Science	3 semester or 4 quarter units (or 0 units if the requirement is met in Subject Area 2)

Subject Area 5 courses focus on scientific theories, concepts and data about the physical and biological aspects of the world. Through their courses in Subject Area 5 disciplines, students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

The Subject Area 5 laboratory must support learning by exposing students to scientific inquiry, the empirical nature of science, and hands-on experiences in any instructional modality (see 3.2).

**Three semester (or 4 quarter) unit science courses with an embedded laboratory may be used to meet the laboratory requirement as long as the minimum unit value is met for Subject Area 5. Stand-alone laboratories shall be a minimum of 1 semester (or 1 quarter) unit and shall have a prerequisite or co-requisite of the associated lecture course.*

Subject Area 6 Ethnic Studies

3 semester units (4 quarter units).

One course in this subject area.

Area Label	Course	Unit Requirement
Area 6	Ethnic Studies	3 semester or 4 quarter units

This lower-division, 3 semester (4 quarter) unit requirement fulfills [Education Code Section 89032](#). The requirement to take a 3 semester (4 quarter) unit course in this area shall not be waived or substituted.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latino/a American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicano/a 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, ethnocentrism, 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, or 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 to build a just and equitable society.

As described in Article 6, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Subject Area 6 requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2, ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for Subject Area 6 credit shall also fulfill (double count for) this requirement.

Article 5. Transfer and Articulation

This article pertains to the single GE transfer pattern for students with full Cal-GETC certification from the CCC's, and transfer coursework from institutionally accredited colleges and universities.

5.1. Premises of GE Transfer and Certification

5.1.1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

5.1.2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

5.1.3. There shall ordinarily be a high degree of reciprocity among institutionally accredited colleges or universities unless there are specific indications that such reciprocity is not appropriate.

5.2. Conditions for Participation in Cal-GETC Certification

CSU campuses may continue to articulate courses that meet GE requirements from other institutionally accredited colleges or universities. However, only CCC's may participate in the annual Cal-GETC certification process, subject to the following provisions:

5.2.1. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

5.2.2. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this policy and any additional objectives implemented by the CSU chancellor.

- a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding and appreciation as interrelated elements, not as isolated fragments.
- b. A course or an integrated set of courses that meet multiple GE objectives may be used to satisfy Cal-GETC requirements.
- c. A course approved to meet multiple GE areas shall only fulfill one Cal-GETC area requirement for certification.
- d. Units earned through an integrated set of courses may be distributed among different GE areas, as appropriate.

5.2.3. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain lists of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.

- a. Each entry on each list shall specify the area to which the course or examination relates, and the number of units associated with each area.
- b. The certification course list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the official course outline of record. If a course is part of an integrated set of

- courses, the submission shall identify the set and describe how the course complements the others in the set.
- c. A copy of each list shall be made available in electronic form to any CSU campus or institution.
 - d. The CCC shall be responsible for periodically reviewing its portion of the certification course list to assure that entries continue to be appropriate and to meet the GE area objectives.
 - e. The CCC shall report certification for individual students to the CSU in an appropriate format.

5.3. Cal-GETC Certification Requirements

5.3.1. Definition

Cal-GETC certification indicates that a CCC transfer student has met CSU lower-division GE requirements.

5.3.2. Full Certification

a. Fulfillment of Lower-Division Requirements

Students admitted to a CSU campus with full certification shall not be held to additional lower-division GE requirements.

b. Additional Lower-Division Graduation Requirements

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree. For Associate Degree for Transfer (ADT) students on a similar pathway, campus graduation requirements shall be accommodated within the remaining 60 units to graduate.

c. Qualification for Full Certification

To qualify for full certification, a student must satisfactorily complete 34 lower-division semester units, or 45 quarter units, of instruction appropriate to meet the objectives of Articles 3 and 4. California Community College (CCC) GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows:

- i. In Subject Area 1, 9 semester units (or the quarter equivalent), including instruction in English composition, critical thinking and composition and oral communication.
- ii. In Subject Area 2, 3 semester units (or the quarter equivalent) in mathematical concepts and quantitative reasoning.
- iii. In Subject Area 3, 6 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- iv. In Subject Area 4, 6 semester units (or the quarter equivalent) in social and behavioral sciences, with two courses from two academic disciplines or an interdisciplinary sequence.
- v. In Subject Area 5, 7 semester units (or the quarter equivalent), with one course in physical science and one course in biological science, and one of the two courses must be associated with a 1 semester (1 quarter) unit laboratory.
- vi. In Subject Area 6, 3 semester units (or the quarter equivalent) in ethnic studies.

5.3.3. Approved Associate Degree for Transfer

Students are considered certified for lower-division GE if they successfully complete and are awarded a California Community College (CCC) Associate Degree for Transfer (ADT) that includes Cal-GETC certification, as specified in Article 2, Section 1.

5.3.4. Certification of Cal-GETC Courses and Non-California Community College Courses

- a. A CCC may certify coursework completed at another CCC if the courses were on the approved certification list at the CCC. The course shall be certified in the Cal-GETC area that is on the official certification list for the CCC at which the course was completed.
- b. A CCC may include upper-division courses taken at institutionally accredited colleges or universities in certification of Cal-GETC.
- c. Coursework completed at institutionally accredited colleges or universities shall be reviewed for certification purposes by the CCC faculty in the discipline or their designee (e.g., Articulation Officer) to determine if the course is comparable to current Cal-GETC subject area requirements.
- d. CCC's may certify coursework taken at institutionally accredited colleges or universities if the CCC faculty in the discipline or their designee (e.g., Articulation Officer) of that CCC determines that the coursework is equivalent to the coursework on their college's official Cal-GETC certification list.
- e. If the comparable non-CCC course was completed prior to the CCC course's Cal-GETC effective date and meets current Cal-GETC subject area requirements, the non-CCC course may be applied to Cal-GETC.

5.3.5. Maximum Number of Credits Allowed for Certification

Full certification shall not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer (ADT).

- a. **Limit on Certification on Total GE Units**
A CCC shall not certify a student for more than 34 semester units or 45 quarter units. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 34 semester units or the quarter equivalent.
- b. **Restrictions on Certification of Upper-Division Courses**
No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409).

5.3.6. GE Reciprocity Among CSU Campuses

a. Lower-Division Reciprocity

- i. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.
- ii. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

b. Upper-Division Reciprocity

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

c. Subject Area Reciprocity

- i. Subject area courses accepted for CSU GE requirements at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject area is fulfilled.
- ii. Students seeking to transfer to another CSU campus under the provisions of this section shall be responsible for requesting verification that lower-division GE program or subject area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE requirements in each subject area and shall provide official documentation of such completion.
- iii. Transfer students admitted with documentation of completion of one or more GE areas at another CSU campus may not be held to any additional lower-division GE requirements in that area by the campus awarding the degree.

d. Reciprocity Limitations

The provisions of 5.3.6 do not exempt students from fulfilling unmet lower- or upper- division graduation requirements at the CSU campus awarding the degree or from lower- or upper- division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

Article 6. Implementation and Governance

6.1. GE Advisory Committee

Each member of the systemwide Chancellor's GE Advisory Committee (GEAC) shall have an equal vote. The membership shall include:

- At minimum, six CSU faculty to be appointed by the Academic Senate of the CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the Cal State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor for the California State University (CSU) or the executive vice chancellor for Academic and Student Affairs will request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

- a. Report as appropriate to the chancellor.
- b. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
- c. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.
- d. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality GE.

6.2. Campus Responsibility

6.2.1. Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

a. GE Program Development

- i. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
- ii. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
- iii. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

b. GE Course Development

- i. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
- ii. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
- iii. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.
- iv. Consider designing GE courses to be inclusive and open to all students regardless of disciplinary lens, with GE learning outcomes as the primary focus. Upper-division GE courses should generally not be major-level courses with multiple major-level prerequisites.

c. GE Course Administration

- i. Provide sufficient numbers of Area 1A English composition and Area 2 mathematical concepts and quantitative reasoning course sections to allow first-time, first-year students to complete these requirements in the first year of enrollment.
- ii. Review courses approved for GE credit on a regular, periodic basis to assure these courses continue to meet campus GE outcomes and expectations.
- iii. Remove GE status from GE courses that have not been offered within a five-year period.
- iv. Allow upper-division GE courses to fulfill lower-division GE requirements so long as adequate numbers of lower-division course options are available to students.

6.2.2. Campus GE Committee

The effectiveness of a campus GE program depends on the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this policy.

6.2.3. GE Requirements and the Development of New Baccalaureate Degrees

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate the required GE units, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

6.2.4. GE Academic Advising

Each campus shall provide for systematic, readily accessible academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

- a. GE Website
Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: campus GE program requirements, campus and systemwide GE policy, student learning outcomes for GE and courses certified for GE.
- b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE subject area.

6.2.5. GE Review and Assessment

Campuses shall:

- a. Develop an assessment plan that:
 1. Aligns the GE curriculum with campus GE outcomes;
 2. Specifies explicit criteria for assessing the stated outcomes;

3. Identifies when and how each outcome shall be assessed;
 4. Organizes and analyzes the collection of evidence; and
 5. Uses the assessment results to make improvements to the GE program, courses and pedagogy.
- b. Provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should address the meaning, quality and integrity of the campus GE program and how ongoing assessment informs improvements to the delivery of and student learning experiences in GE.
 - c. Provide for regular periodic review of GE courses for continuing GE approval (see also 6.2.1.c).

History

Executive Order #338 (GE-Breadth Requirements) was approved on October 29, 1980 and has gone through several iterations since then. Timeline of the historical changes and updates.

10/29/1980 – EO 338 established

04/01/1981 – EO 342 established

11/20/1992 – EO 595 supersedes EO 338 and EO 342

06/18/2008 – EO 1033 supersedes EO 595

09/16/2011 – EO 1065 supersedes EO 1033

02/16/2015 – EO 1100 supersedes EO 1065

08/23/2017 – EO 1100 Revised supersedes EO 1100

12/03/2020 – CSU GE Breadth Requirements (EO 1100) Updated (Attached)

05/02/2024 – CSU General Education (GE) Requirements

Authority

This policy is issued pursuant to Education Code 66763, 89032, 66745-66749.7. Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, , 40405.3, 40405.4, 40405.5, and 40508, and the Standing Orders of the Board of Trustees, Section II(a). [Section II of the Standing Orders of the Board of Trustees of the California State University](#) as further delegated by the [Standing Delegations of Administrative Authority](#).

All Revision Dates

5/6/2024, 12/3/2020, 8/23/2017

Attachments

[12032020 - CSU General Education Breadth Requirements \(EO 1100\) Updated.pdf](#)

Approval Signatures

Step Description	Approver	Date
EVC	Nathan Evans: Deputy VC ASA ,Chief Acad Offc	5/6/2024
Area Manager	Christina Cruz: Comm Spclst, Acad & Sdnt Affrs	5/2/2024
Owner	Laura Massa: Interim Assoc VC Acd&Fac Prgms	5/2/2024

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living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

Area C Arts and Humanities

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

One lower-division course completed in each of these 2 Subareas, plus one lower-division course completed in either subarea based on student choice, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

C1 Arts: (e.g., Arts, Cinema, Dance, Music, Theater)

C2 Humanities: (e.g., Literature, Philosophy, Languages Other than English)

Area C requires 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages. Campuses shall not exceed these unit requirements.

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Area D Social Sciences

9 semester units (12 quarter units), with 3 semester (4 quarter) units taken at the upper-division

Six semester lower-division units (8 quarter units) and 3 additional semester units (4 quarter units) at the upper-division. Courses shall be completed in at least 2 different disciplines among the 9 required semester units (or 12 required quarter units).

Area D requires 9 semester units or 12 quarter units dealing with human social, political and economic institutions and behavior, and their historical background. Courses shall be completed from at least two different disciplines among the 9 required semester units (and 12 required quarter units). One upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

Area E Lifelong Learning and Self-Development

3 semester units (4 quarter units)

Area E requires 3 semester units (4 quarter units) of study at the lower-division, and campuses shall not exceed this unit requirement.

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

Area F Ethnic Studies

3 semester units (4 quarter units)

This lower-division, 3 semester (4 quarter) unit requirement fulfills [Education Code Section 89032](#). The requirement to take a 3 semester (4 quarter) unit course in Area F 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 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, 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, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Area F requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2, ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for GE Area F credit shall also fulfill (double count for) this requirement.

Article 5. Transfer and Articulation

This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements.

1. Premises of General Education Breadth Transfer and Certification

- a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
- b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.
- c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not

appropriate.

2. Conditions for Participation in CSU General Education Breadth Certification

CSU campuses may continue to articulate courses that meet GE requirements from other regionally accredited institutions. However, only CCC may participate in the annual CSU GE certification process, subject to the following provisions:

- a. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this policy and any additional objectives implemented by the CSU Chancellor.
 1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
 2. Interdisciplinary courses or integrated sets of courses that meet multiple CSU GE Breadth objectives may be used to satisfy CSU GE requirements.
 3. Units earned through an interdisciplinary course or integrated set of courses may be distributed among different GE Areas, as appropriate.
- c. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain a list of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.
 1. Each entry in the list shall specify the area to which the course or examination relates and the number of units associated with each area.
 2. The list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.
 3. A copy of the list shall be made available in electronic form to any CSU campus or institution. CCC are free to share with other institutions their course outlines and communications about those course outlines.
 4. The CCC shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field.
 5. The CCC shall report certification for individual students in a format to be specified.

3. Certification Requirements

1. Definition

GE certification indicates that a transfer student has met CSU lower-division GE requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

2. Full Certification

1. Fulfillment of Lower-Division Requirements

Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements.

2. Additional Lower-Division Graduation Requirements

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer (when applicable).

3. Qualification for Full Certification

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

- a. In Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, 9 semester units (or the quarter equivalent), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).
- c. In Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. In Area D, 6 semester units (or the quarter equivalent).
- e. Area E, 3 semester units (or the quarter equivalent).
- f. Area F, 3 semester units (or the quarter equivalent).

3. Lower-Division Subject-Area (Partial) Certification

1. Fulfillment of Lower-Division Requirements by Area

Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

2. Certification Limits on Credits that Exceed Minimum Subject-Area Requirements

For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the six Subject Areas—A through F.

3. Additional Lower-Division Graduation Requirements

Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the GE requirements at the campus awarding the degree.

4. Qualification for Subject-Area Certification

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in 5.3.5, the units shall be distributed as follows:

- a. For Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one Subarea within Area A for any given student.
- b. For Area B, 9 semester units (or the quarter equivalent), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one Subarea within Area B for any given student, except for laboratory components incorporated into a physical or life science course. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester (or the quarter equivalent) units.
- c. For Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. For Area D, 6 semester units (or the quarter equivalent).
- e. For Area E, 3 semester units (or the quarter equivalent).
- f. For Area F, 3 semester units (or the quarter equivalent).

4. **Approved Associate Degree for Transfer**

Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU GE Breadth Patterns, as specified in Article 2, Section 1.

5. **General Education Breadth for STEM Majors within ADTs**

Students pursuing certain ADTs may be eligible to take "GE Breadth for STEM," deferring one lower-division course in Subarea C and one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM.

CCC preparing a CSU GE Breadth for STEM certification as part of an ADT shall ensure that the student has completed:

- a. All courses in Areas A, B, E and F of the traditional GE curriculum; and
- b. One course in Area C1 Arts and one course in Area C2 Humanities; and
- c. One course in Area D.

Details of each Transfer Model Curriculum are maintained and published at www.c-id.net.

6. **Exceptions to Certification Requirements**

At the discretion of the CSU campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

4. **Certification of Courses**

1. **Qualification for Certification**

A CCC may certify coursework completed at another CCC if the courses were on the approved certification list at the CCC. The course shall be certified in the CSU GE Breadth Area or Subarea that is on the official certification list for the CCC at which the course was completed.

2. If so identified by a CCC, those courses shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.
3. A CCC may include upper-division courses taken at regionally-accredited institutions in certification of lower-division CSU GE or IGETC.
4. Coursework completed at regionally-accredited institutions shall be reviewed for certification purposes by the CCC faculty in the discipline or their designee (e.g., Articulation Officer) to determine if the course is comparable to current CSU GE Breadth requirements.

5. A CCC may certify coursework taken at regionally accredited institutions if the faculty of that CCC or the Articulation Officer determine that the coursework is equivalent to the coursework on their college's approved CSU GE Breadth certification list.

5. Limitations of Certification

1. Restriction to General Education Requirements

Subject-area certification shall not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

2. Full certification shall not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer.

3. Maximum Number of Credits Allowed

1. Limit on Certification on Total General Education Units

A CCC shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester (or the quarter equivalent) units.

2. Restrictions on Certification of Upper-Division Courses

No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409.)

6. General Education Certification Reciprocity Among CSU Campuses

1. Lower-Division Reciprocity

- a. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.
- b. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

2. Subject-Area Reciprocity

- a. Subject-area course certification accepted for CSU GE at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject areas certified.
- b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division GE program or

subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE requirements in each subject area, and shall provide official documentation of such completion.

- c. For the purposes of this section, completion of lower-division GE subject-area requirements is equivalent to qualification for subject-area certification, as defined in 5.3.3.
- d. Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.

3. Upper-division Reciprocity

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

4. Reciprocity Limitations

The provisions of 5.6 do not exempt students from fulfilling unmet lower- or upper-division graduation requirements at the CSU campus awarding the degree or from lower or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

Article 6. Implementation and Governance

1. General Education Advisory Committee

A systemwide Chancellor's General Education Advisory Committee (GEAC) is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the CSU. Each member of the committee shall have an equal vote. The membership shall include

- At minimum, six CSU faculty to be appointed by the Academic Senate, CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the California State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor or the executive vice chancellor for Academic and Student Affairs Division may from time to time request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

- a. Report as appropriate to the chancellor.
- b. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer, and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
- c. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.
- d. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality general education.

2. Campus Responsibility

1. Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

- a. General Education Program Development
 1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
 2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
 3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
- b. General Education Course Development
 1. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
 2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
 3. Consider possibilities for innovative teaching and learning,

including activity as well as observation in all GE coursework.

c. **General Education Course Delivery**

1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.
2. Provide for at least one course in Ethnic Studies as stipulated in Education Code Section 89032.
3. Courses approved for GE that have not been offered within a five-year period shall have GE status removed.
4. CSU campuses may certify upper-division courses for lower-division CSU GE Breadth requirements so long as adequate numbers of lower-division course options are available to students.

2. **Campus General Education Committee**

The effectiveness of a campus GE program is dependent upon the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this policy.

3. **General Education Breadth Requirements and the Development of New Baccalaureate Degrees**

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate the required GE units, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

4. **General Education Academic Advising**

Each campus shall provide for systematic, readily available academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

a. **General Education Website**

Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus

GE policy, and campus GE program and GE Area student-learning outcomes.

- b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE Area and Subarea.

5. General Education Review and Assessment

In accordance with WASC Senior College and University Commission (WSCUC) accreditation requirements, campuses shall:

- a. develop an assessment plan that: (1) aligns the GE curriculum with campus GE outcomes; (2) specifies explicit criteria for assessing the stated outcomes; (3) identifies when and how each outcome shall be assessed; (4) organizes and analyzes the collection of evidence; (5) and uses the assessment results to make improvements to the GE program, courses and pedagogy.
- b. provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include a statement of the Meaning, Quality and Integrity of the campus GE program and the ongoing assessment of GE student learning outcomes.

History

Executive Order #338 (General Education-Breadth Requirements) was approved on October 29, 1980 and has gone through several iterations since then. Copies of those documents are attached.

Timeline of the historical changes and updates.

10/29/1980 - EO 338 established

04/01/1981 - EO 342 established

11/20/1992 - EO 595 supersedes EO 338 & EO 342

06/18/2008 - EO 1033 supersedes EO 595

09/16/2011 - EO 1065 supersedes EO 1033

02/16/2015 - EO 1100 supersedes EO 1065

08/23/2017 - EO 1100 Revised supersedes EO 1100

12/3/2020 - CSU General Education Breadth Requirements (EO 1100) updated

Authority

This policy is issued pursuant to Education Code 66763, 89032, 66745-66749.7. Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a). [Section II of the Standing Orders of the Board of Trustees of the California State University](#) as further delegated by the [Standing Delegations of Administrative Authority](#).

All Revision Dates

12/3/2020, 8/23/2017

Attachments

[CSU General Education Breadth Requirements \(updated 12-03-2020\).pdf](#)

[EO 0338.pdf](#)

[EO 0342.pdf](#)

[EO 0595 supersedes EO 338 & EO 342.pdf](#)

[EO 1033 supersedes EO 595.pdf](#)

[EO 1065 supersedes EO 1033.pdf](#)

[EO 1100 Revised supersedes EO 1100.pdf](#)

[EO 1100 supersedes EO 1065.pdf](#)

[New Attachment A 11-18-20.docx](#)

Approval Signatures

Step Description	Approver	Date
EVC	Loren Blanchard: EVC Academic/Student Affairs [NE]	12/3/2020
Area Manager/Owner	Christina Gutierrez: Comm Spclst, Acad & Sdnt Affrs	12/2/2020
Area Manager/Owner	Sara Zaragoza: Executive Assistant	12/2/2020