

Executive Board

(Systemwide Senate Review) Proposed Senate Regulation  
479 (Cal-GETC)

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November 4, 2022

Susan Cochran  
Chair, UC Senate

Re: (Systemwide Senate Review) Proposed Senate Regulation 479 (Cal-GETC)

Dear Chair Cochran,

At the November 3, 2022, meeting of the Executive Board, members reviewed the proposed Senate Regulation 479 (Cal-GETC), and divisional committee and council responses. Members appreciated the major intersegmental coordination and collaboration required, and they appreciated the importance of Academic Senate authority and completing the initiative by spring 2023. They noted the concern expressed by the Undergraduate Council about the need to ensure that transfer students not only are smoothly admitted to our campuses but also are set up to succeed rather than be burdened with additional requirements after enrolling. After positive discussion, members voted unanimously to support the proposal.

Sincerely,



Jessica Cattelino  
Chair  
UCLA Academic Senate

Encl.

Cc: April de Stefano, Executive Director, UCLA Academic Senate  
Andrea Kasko, Vice Chair/Chair Elect, UCLA Academic Senate  
Shane White, Immediate Past Chair, UCLA Academic Senate

October 25, 2022

To: Jessica Cattelino, Chair, Academic Senate

From: Robert Watson, Chair, Committee on Undergraduate Admissions and Relations with Schools

**Re: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)**

Per your request, during its meeting on September 23, 2022, the Committee on Undergraduate Admissions and Relations with Schools (CUARS) reviewed the Proposed Senate Regulation 479 creating the California General Education Transfer Curriculum (Cal-GETC).

Overall, members are supportive of efforts to streamline course requirements for transfer students.

Members also appreciated that the proposed language of the regulation maintains the authority of each individual campus to determine whether or not to accept specific pathway requirements—a provision that is particularly important for the School of Engineering. Recognizing that undergraduate campuses across the UC system differ in competitiveness, the committee notes that it is important to preserve their ability to set local policies on transfer requirements and equivalencies.

Thank you for the opportunity to opine. If you have any questions, please do not hesitate to contact me via Committee Analyst Julia Nelsen at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

cc: April de Stefano, Executive Director, Academic Senate  
Andrew Fuligni, Vice-Chair, Committee on Undergraduate Admission and Relations with Schools  
Andrea Kasko, Vice-Chair/ Chair-Elect, Academic Senate  
Julia Nelsen, Committee Analyst  
Shane White, Immediate Past Chair, Academic Senate

October 25, 2022

To: Jessica Cattelino, Chair, Academic Senate

From: Kathleen Bawn, Chair, Undergraduate Council

**Re: Systemwide Senate Review: Proposed Senate Regulation 479 (Cal-GETC)**

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At its meeting on October 21, 2022, the Undergraduate Council reviewed Senate Regulation 479, proposed by the Intersegmental Committee of the Academic Senates, which establishes a single lower-division general education pathway that meets California community college transfer requirements for admission to the University of California and California State University.

Members generally support efforts to streamline course requirements for transfer students. Some members clarification as to how UCLA's unique Diversity course requirement would differ from the Cal-GETC Ethnic Studies requirement. Others expressed concern about UC's stipulation to remove the Language Other than English proficiency requirement from the pathway pattern, noting that it would be best from an instructional resource standpoint for students to fulfill this requirement before transferring. Reducing pathway requirements means that students will have to take more classes upon transferring to UC, resulting in additional costs and time-to-degree for students compared to taking the courses at a community college, and for the University to provide the classes.

Although California AB 928 legislation states that Cal-GETC can be used to satisfy General Education/Breadth requirements (similar to the current IGETC pattern), it also states that each school can determine whether or not they would accept it. But if the requirements are significantly lower than what the University requires of first year admits, that puts us in the position of either not supporting transfers or having vastly different requirements for the same degree. Increasing the number of students transfer to UC is just one measure of success; an equally important measure of success is the number of students who graduate.

Thank you for the opportunity to opine. With questions, please contact us via the Undergraduate Council's analyst, Julia Nelsen, at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

cc: April de Stefano, Executive Director, Academic Senate  
Andrea Kasko, Vice Chair/Chair-Elect, Academic Senate  
Julia Nelsen, Committee Analyst, Undergraduate Council  
Anne Warlaumont, Vice Chair, Undergraduate Council  
Shane White, Immediate Past Chair, Academic Senate



*Susan Cochran*  
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*Chair of the Assembly of the Academic Senate  
Faculty Representative to the Regents  
University of California  
1111 Franklin Street, 12th Floor  
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September 1, 2022

**CHAIRS OF SENATE DIVISIONS AND COMMITTEES:**

Re: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)

Dear Colleagues,

I am forwarding for systemwide Senate review a proposed new Senate Regulation 479 creating the California General Education Transfer Curriculum (Cal-GETC). The Intersegmental Committee of the Academic Senates (ICAS) designed Cal-GETC in response to State Assembly Bill 928 (AB 928), a new law which calls for the establishment of a single lower-division general education pathway that can meet the academic requirements necessary for transfer admission from the California Community Colleges (CCC) to both UC and the California State University (CSU).

Cal-GETC is based on the longstanding Intersegmental General Education Transfer Curriculum (IGETC, UC Senate Regulation 478<sup>1</sup>). It aligns UC and CSU transfer requirements without increasing the 34-unit ceiling for the course pattern, as mandated by AB 928, and will take effect for students entering a community college as of fall 2025 and beyond. Senate Regulation 478 eventually will sunset once it is replaced by Cal-GETC as the primary lower-division general education pathway used by prospective CCC transfer applicants to the CSU and UC systems.

The enclosed packet includes background information about AB 928, a summary of the process followed by ICAS, an excerpt from the IGETC Standards Manual about the Oral Communication criteria for CCC courses that currently meet the CSU's Oral Communication requirement, and examples of CCC courses approved for the requirement that are UC transferable for unit credit at all UCs and also articulated with specific lower-division UC courses. Divisional Senates are asked to approve the proposed language for Senate Regulation 479.

The CSU and CCC Academic Senates are also reviewing the same Cal-GETC proposal. Importantly, under AB 928 if the three Academic Senates are unable to reach agreement on a singular lower-division general education transfer pathway by May 31, 2023, AB 928 would shift authority for doing so from the faculty to the respective administrations of the three segments.

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<sup>1</sup> <https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart2.html#r478>

Please submit comments to the Academic Senate office at [SenateReview@ucop.edu](mailto:SenateReview@ucop.edu) by November 14, 2022 to allow us to compile and summarize comments for the Academic Council's November 21 meeting. As always, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Cochran".

Susan Cochran, Chair  
Academic Council

Cc: Senate Directors  
Executive Director Lin

Encl.

## Proposed Senate Regulation 479

*Note: The language for the new Senate Regulation 479, which creates the California General Education Transfer Curriculum (Cal-GETC), mirrors that of the existing Senate Regulation 478 for the long-standing Intersegmental General Education Transfer Curriculum (IGETC) because the intent is to sunset Senate Regulation 478 once IGETC is fully replaced by Cal-GETC. Until then, both regulations are required to outline the GE transfer curriculum requirements for California Community College students planning for transfer admission to UC and CSU.*

**479.** Students who begin at a California Community College in fall 2025 or later and are planning for admission to the University by transfer can fulfill the lower-division Breadth and General Education (B/GE) requirements by completion of the California General Education Transfer Curriculum (Cal-GETC) or by fulfilling the specific requirements of the college or school to which the student will apply.

### A. Cal-GETC Course and Unit Requirements

All courses used in satisfying Cal-GETC must be accepted for baccalaureate credit at the University, and be of at least 3 semester units or 4 quarter units. The laboratory portion of science courses must be of at least 1 unit. Quarter courses worth 3 units may be used only in the subject areas of English Communication and Mathematical Concepts and Quantitative Reasoning when at least two such courses are part of a sequence. All courses that are part of such a sequence must be completed to satisfy Cal-GETC.

### B. Cal-GETC Subject Requirements

The minimum number of courses and units in each of the following six subject areas constitute the California General Education Transfer Curriculum:

1. English Communication. 3 courses: 9 semester units, 12 quarter units. One course must be in English Composition. The second course must be in Critical Thinking and Composition, and the third course must be in Oral Communication; these two courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement.
2. Mathematical Concepts and Quantitative Reasoning. 1 course: 3 semester units, 4 quarter units. This course should be in mathematics or statistics, with the exception that courses in the application of statistics to specific disciplines may not be used to fulfill this requirement.
3. Arts and Humanities. 2 courses: 6 semester units, 8 quarter units. One of the courses must be completed in the Arts and one of the courses must be completed in the Humanities. Courses that are primarily performance or studio art courses cannot be used to fulfill this requirement.
4. Social and Behavioral Sciences. 2 courses: 6 semester units, 8 quarter units. Courses must be from two different disciplines.

5. Physical and Biological Sciences. 2 courses: 7 semester units, 9 quarter units. One course must be in a physical science, the other in a biological science, and at least one must include a laboratory.
6. Ethnic Studies. 1 course: 3 semester units, 4 quarter units. This course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.

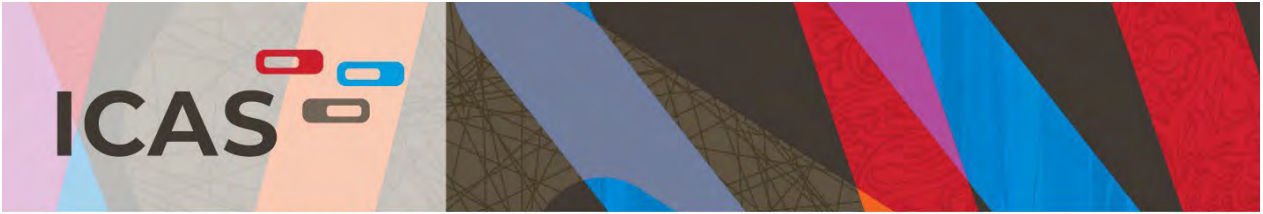
### C. Scholarship Requirements

Only courses in which a grade of C or better has been attained can be used for fulfillment of Cal-GETC. Credit by external exams may satisfy portions of the Cal-GETC pattern of courses upon approval of the Board of Admissions and Relations with Schools.

### D. University Policy for the Cal-GETC

1. Students must have their coursework fulfilling Cal-GETC certified by the last California Community College they attended for a regular term prior to transfer.
2. If the lower-division B/GE requirements are not fully satisfied prior to transfer, the student will be subject to the regulations regarding B/GE lower-division requirements of the school or college of the campus to which the student transfers, with the following two exceptions.
  - a. A transfer student accepted into a college or school that recognizes Cal-GETC as satisfying the B/GE requirements may complete a maximum of two courses of the Cal-GETC pattern after transfer (i.e., "Partial Cal-GETC Certification") if all other conditions in Section 479.B are met. Neither of the courses to be completed after transfer may be in English Communication or Mathematical Concepts and Quantitative Reasoning (Cal-GETC Areas 1 & 2).
  - b. A transfer student intending to major in science, engineering, or mathematics in a college or school that recognizes Cal-GETC as satisfying the B/GE requirements may complete up to three courses after transfer. The courses to be completed after transfer may consist of at most one in each of Area 3 - Arts and Humanities and Area 4 - Social and Behavioral Sciences, and one course from Area 6 - Ethnic Studies.
3. A student who has been approved to complete the Cal-GETC after transfer may take a certified Cal-GETC course in the areas remaining to be completed at any California Community College subject to the UC campus rules regarding concurrent enrollment or, at the option of the UC campus, may take approved substitute courses at that UC campus.
4. The Cal-GETC must be completed within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.
5. Consistent with SR 414, each college or school retains the right to accept or not accept Cal-GETC as satisfactory completion of its lower-division B/GE requirements.





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

## **Summary of Intersegmental Committee of the Academic Senates (ICAS) Actions on Assembly Bill 928 June 15, 2022**

### Background

The California Master Plan for Higher Education stipulates different roles or purposes for the different segments (California Community Colleges [CCC], the California State University [CSU], and the University of California [UC]) of higher education. The Master Plan embraces successful transfer from community colleges to a four-year postsecondary educational institution as an essential component of higher education access for California students. Judging the transfer process unnecessarily complex, confusing, and difficult for community college students to navigate, the Legislature passed AB 928 (Berman, 2021), the Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee. Governor Newsom signed the bill October 6, 2021.

The AB 928 legislation has two essential objectives:

1. A revision of the Intersegmental General Education Transfer Curriculum (IGETC).  
The IGETC established lower-division general education subject area and course requirements for CCC students to transfer to CSU and UC. Though there is significant course overlap between the two four-year university systems in the current IGETC, the requirements for transfer to the CSU and UC do differ slightly. AB 928 requires a single set of requirements, without increasing the 34-unit ceiling.
2. The promotion of a tighter alignment between the segments with regard to the Associate Degree for Transfer (ADT) pathway from CCC to CSU and UC, and the development of a comprehensive communications plan and guidance to inform community college students about the pathway.

In the 2021-22 academic year, ICAS engaged in discussion of AB 928 objective #1. This memo explains the consensus that ICAS reached in creation of the proposed singular, lower-division general education transfer curriculum framework. It does not address AB 928 objective #2 – action on ADT – both because that process does not belong to ICAS and because deliberations on the issue are just beginning. Readers are advised to scrutinize the legislation closely, inasmuch as the ADT implementation is entrusted to a committee created by the Legislature in which faculty play only a minor role.

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928)

Objective #1: The singular lower-division general education curriculum framework task

AB 928 reads:

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

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

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

In sum, the statute stipulates that there be one lower-division general education curriculum pattern for transfer that does not lengthen the time to degree and does not require more units than currently required (34 units) under IGETC. The process by which this will be determined is through ICAS. If ICAS is unable to complete the task, administrations of the respective segments will assume responsibility for it.

#### The ICAS process

ICAS began discussing its task in the fall of 2021. We consulted with CCC, CSU, and UC administrators on their understanding of AB 928. These consultations included, among others:

Daisy Gonzales, Deputy Chancellor, California Community Colleges Chancellor's Office (CCCCO);

Marty Alvarado, Executive Vice Chancellor of Educational Services, CCCCCO;

Alison Wrynn, Associate Vice Chancellor of Academic Programs, Innovations & Faculty Development, California State University Office of the Chancellor;

Liz Halimah, Associate Vice Provost for Graduate, Undergraduate and Equity Affairs, University of California Office of the President (UCOP);

Monica Lin, Director, A-G and Transfer Policy Analysis & Coordination, UCOP.

ICAS also conferred with:

- Assemblymember Marc Berman, author of AB 928;
- Leadership of the CCC, CSU, and UC Student Associations;
- Other Legislators and their staffs;
- Jessie Ryan, Executive Vice President, Campaign for College Opportunity.

ICAS established a Special Committee on AB 928 to discuss and develop a recommendation to ICAS on the new singular GE framework. Membership included select members of ICAS (including segment Academic Senate chairs), transfer specialists and articulation officers from the segment administrations, and, notably, student representatives from each segment.

The Special Committee met three times in the winter of 2022. After extensive discussion, the Special Committee arrived at a consensus. The committee forwarded to ICAS a recommendation for a single general education transfer curriculum framework while keeping the total number of course units to 34. ICAS voted unanimously to accept the recommendation.

The recommendation retains key elements of each segment's pedagogical visions yet embeds distinct compromises in the realization of the unit-restricted singular general education transfer course pattern.

#### The Outcome: California General Education Transfer Curriculum or "Cal-GETC"

The name Cal-GETC was proposed by student representatives from the three segments. ICAS voted unanimously to adopt the name.

The proposed Cal-GETC pathway pattern stipulates the following (attached is a colored graph to facilitate further understanding):

- Following approval by the UC Academic Senate, UC will accept Oral Communication as a new (third) course in Area 1 – English Communication.
- Following approval by the CCC Academic Senate, the CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new (forthcoming) core competencies.
- Following approval by the CSU Academic Senate, the Lifelong Learning and Self-Development requirement will not be part of the Cal-GETC.
- UC will remove its Language Other than English proficiency requirement and treat it as a UC graduation requirement.
- The number of courses in Area 3 – Arts and Humanities will decrease from three to two (one in Arts; one in Humanities).
- The number of courses in Area 4 – Social and Behavioral Sciences will decrease from three to two.
- The pattern includes a new Area 7 – Ethnic Studies requirement.

#### Additional substantive explanation

The addition of a third course in English Communication will prepare students in the area of

written and oral communications. CCC and CSU have a longstanding commitment to oral communication and document its importance for students. It is not a skills course per se. While oral communication is designed to enhance students' competencies in different rhetorical contexts, it does so by exploring the linguistic, psychological, and cultural bases of communication, the social and political significance of communication, and how communication operates within and across a wide range of social contexts. In instances where CCC courses do not currently reflect this pedagogical rigor, the courses will be bolstered accordingly. (For more, please see attached document... "The Necessity of the Oral Communication Requirement in General Education.")

CSU has long been committed to its Lifelong Learning and Self-Development (LLSD) course requirement, believing it teaches students the ability to access, evaluate, and integrate information, and also understand the importance of the decisions they make throughout their lives. Because UC has no such requirement and does not wish to add one, CSU agreed to remove Lifelong Learning from the Cal-GETC. The CSU Academic Senate will revisit the role of that requirement and the reduction relative to CSU's general education in Humanities and Arts. The CSU Senate will evaluate the possibility of moving LLSD to the upper division and/or as a CSU graduation requirement. CCC is interested in having LLSD as a CSU graduation requirement instead of an upper division requirement so as to give CCC students an option to take LLSD coursework at a community college before transfer.

UC has a longstanding commitment for its students to learn a language other than English. Because CSU has no such requirement and prefers not to add one, UC agreed to maintain proficiency in a language other than English as a UC graduation requirement.

The required number of courses in Arts and Humanities and the Social and Behavioral Sciences will decrease from three to two. This aligns these areas with the Physical and Biological Sciences, which also requires two courses. It is important to note that based on current IGETC course data, the new Ethnic Studies requirement will likely be satisfied by an Ethnic Studies course that is cross-listed in Social and Behavioral Sciences or in Arts and Humanities, thus increasing one of those areas by another course.

ICAS believes the proposed Cal-GETC fulfills the mandate of AB 928 while maintaining each segment's key pedagogical vision and commitments. The CCC, CSU, and UC Academic Senates will review Cal-GETC this fall to finalize the recommendation by May 31, 2023.

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

Excerpt from the [2022 IGETC Standards, Policies and Procedures \(Version 2.3\)](#) (see p. 16):

### 10.1.3 Subject Area 1C: Oral Communication in the English Language (CSU Only Requirement)

(One course: 3 semester, 4 quarter units)

Instruction approved for fulfillment of the requirement in oral communication are courses designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective. This includes reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. Coursework must include faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually).

Interpersonal communication courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.

The requirements above are met by courses meeting the language in the CSU's policy on CSU General Education Breadth Requirements

<https://calstate.policystat.com/policy/8919100/latest/> (last updated 12/3/2020).

#### Examples of UC-Transferable Oral Communication Courses

Based on course searches conducted using [ASSIST](#),<sup>1</sup> the following is a sampling of California Community College (CCC) courses approved for the current CSU Oral Communication requirement that are also transferable for unit credit at all UC campuses:

- Bakersfield College – COMM B4: Persuasive Communication
- Compton College – COMS 120: Argumentation and Debate
- De Anza College – COMM 10: Fundamentals of Oral Communication
- Fresno City College – COMM 8: Group Communication
- Mount San Antonio College – SPCH 2: Survey of Communication Studies

In addition, below are examples of CCC courses meeting the CSU Oral Communication requirement that are articulated with lower-division courses at select UC campuses, as of 2022-23.

California Community College (CCC)	CCC Course Title	UC Campus	UC Course Title	Articulation Status
Berkeley City College	COMM 45: Public Speaking	UCLA	COMM 1: Principles of Oral Communication	Articulated
Long Beach City College	COMM 10: Elements of Public Speaking	UC Davis	CMN 001: Intro to Public Speaking	Articulated
Madera Community College	COMM 1: Public Speaking	UCLA	COMM 1: Principles of Oral Communication	Articulated
Santa Monica College	COM ST 11: Elements of Public Speaking	UCLA	COMM 1: Principles of Oral Communication	Articulated

<sup>1</sup> ASSIST is the official course transfer and articulation system for California's public colleges and universities.