

Cal Poly Humboldt  
Integrated Curriculum Committee Meeting Minutes  
21/22:9 02/08/2022

Tuesday, February 8, 2022, 9:00am, Zoom

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, February 8, 2022, via Zoom Meeting ID: 81034195588; a quorum was present.

**Members Present**

Ramesh Adhikari, Jill Anderson (Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Travis Brunner, Carmen Bustos-Works, Christine Cass, Eden Donahue, Heather Madar, Cindy Moyer, Marissa Ramsier, Cutcha Risling-Baldy, Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Marisol Ruiz-Gonzalez, Mark Wicklund, George Wrenn, Rick Zechman

**GEAR Chair:** Lisa Tremain

**CDC Chair:** Lucy Kerhoulas

**APC Chair:** Maxwell Schnurer

**Student Representatives:** Vacant

**Administrative Coordinator:** Mary Watson

**Curriculum Coordinator:** Bella Gray

Current Vacancies: Graduate Council representative, Student representatives (2)

**Approval of Minutes from the Meeting of January 25, 2022**

Motion carried via General Consent

**MS in Engineering and Community Practice**

Chair Anderson introduced the curriculum and the Resolution for the Senate to the committee. She noted that there is a request pending to update the catalog copy so that students are aware that they have to take qualifying exams and spend a specific amount of time working under the supervision of a certified engineer before they are considered fully fledged engineers in the field. She also explained that since they're not limiting students to the bachelor's in engineering programs for an insurance requirement we're asking that that language be added to the catalog just so students can see it and be fully aware of the commitment they're making to become an engineer in either in either sense, so we are awaiting that pending edit.

Dean Oberlander asked whether new programs are able to request additional library resources if needed, which Chair Anderson confirmed.

Lucy noted that if the ICC is making the change from one of the NAS courses from 695 to 692 it might affect S factor units that are associated with those courses per grad student, perhaps the department of the program needs to consider that.

**Discussion Item: CSU's new Credit for Prior Learning Policy:**

Dean Cyril Oberlander and Assoc. Director for Academic Resources Mark Wicklund shared the attached presentation.

Cindy Moyer asked whether this law will affect the Music Department's current practice of waiving the requirement for beginning music theory courses or similar things, will the department be required to give students credit if they test out or if they can waive the requirement as normal so students are able to get three other units somewhere else.

Jenni Robison noted the department is more placing or evaluating if the students are ready to enter a particular level, which is a distinction. The law does not say that you must it's not saying that placement has to go away, and so I guess that would just be something to consider is, do you think that the way that you're placing students that they could or should be earning credit.

### **Program Reviews**

Assoc. Dir. Wicklund went over the attached document regarding Program review processes at Humboldt.

### **AB 928:**

Jenni Robison gave the attached presentation, briefly reviewed the new bill, also known as the Student Transfer Achievement Reform Act, and provided the committee with the attached Considerations Chart (comparison of CCCC, CSU, UC LD GE approaches).

She also shared the feedback portal (individual survey for faculty) and encouraged everyone to take the survey as soon as possible.

### **Subcommittee Reports**

APC – Maxwell reported the committee continues work on the Minors and Certificates Policy with the hope to send it to the Senate for ratification at the next meeting

APPC – Chair Anderson reported the committee is looking at new programs in parallel with GEAR, looking at the GEAR components of the programs.

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## *Pathways to Cal Poly Humboldt*

CSU's new Credit for Prior Learning Policy ([Link](#))

Prior Learning supports recruitment, improves student completion, saves students time and money spent on a degree; although studies show students with PLA are often taking more credit than required.

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## CELEBRATING THE ADULT LEARNER



## CSU's Credit for Prior Learning Policy

<https://calstate.policystat.com/policy/9817841/latest/>

### CSU Policy on Credit for Prior Learning (formerly known as EO 1036)

Last revised in 2008, EO 1036 addresses how externally-earned credits should be evaluated and applied toward CSU admissions, transfer, and credits toward a degree. The current EO 1036 addresses credits earned from three sources: examinations, experiences, and learning in non-collegiate settings, i.e. military and workplace. Revised Policy Proposed revisions to the executive order include:

- Revised title to reflect updated nomenclature and common terminology (Credit for Prior Learning)

- The policy makes

- The introduction i

- Replace the term

- Updated referenc

- Strengthened lan

- Affirm articulation  
Transfer policy

- Description of wo

- Added [Glossary](#)

#### Credit for Prior Learning (CPL)

**Academic credit granted for demonstrated college-level equivalencies gained through learning experiences outside of the college classroom, using one of the well-established methods for assessing extra-institutional learning, including third-party validation of formal training or individualized assessment, such as portfolios (ACE).**

**Credit for prior learning is a practice used by institutions, typically at or near the time of a student's enrollment, to recognize or award credit for demonstrated college-level learning gained in settings outside of higher education. ([CSU Glossary Link](#))**

## PLA boosted credential completion



- Home
- Graduation Initiative
  - Are We On Track To Meet Our Goals?
  - Are Students Advancing Quickly Enough to Meet Our Grad Goals?
- What Do We Know About Students Who Leave?
- Which Courses Have the Lowest Passage Rates?
- Which Courses Have the Largest GPA Equity Gaps?
- Which Students Enroll in Postgraduate Programs?
- Faculty Dashboard
- CSU by the Numbers
- Equity Gaps Dashboard
- Co-Curricular Activities

### What Do We Know About Students Who Leave?

Humboldt All Colleges 2015

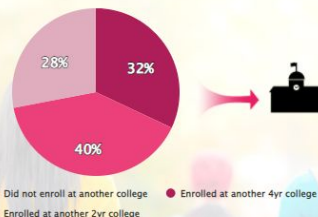
Charts Data Tables Chart FAQ Applying These Data Methods

Download Data

For the 47% (654 of 1,400) of Freshmen who enrolled in 2015 and left within 4 years without graduating...

For CSU, 29% (18,829 of 63,832) of Freshmen who enrolled in 2015 and left within 4 years without graduating, of these 5,272 did not enroll at another college...

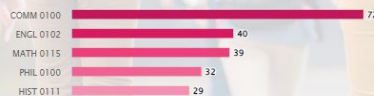
#### 2 72% Enrolled At Another 2-Year or 4-Year University



#### 4 Those Who Left Received 3.2 x More DFW Grades In Year 1\*



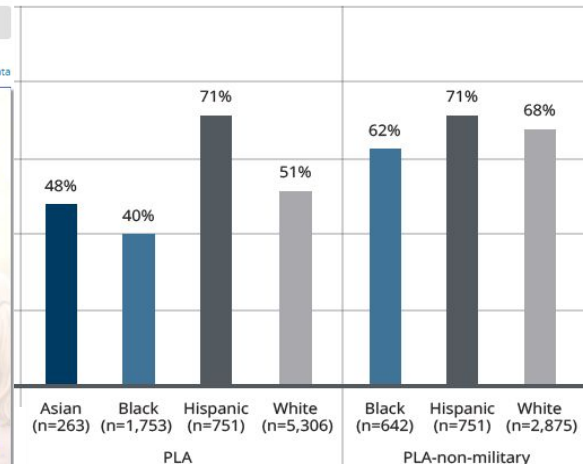
#### Top DFW Courses For Students Who Left In Year 1



\* Comparisons are between students who left in Year 1 and those who were still enrolled or graduated after Year 4.

Students had higher overall credential completion with PLA credit. Hispanic, Black and White adult students had still higher completion students without such credit.

#### COMPLETION BY RACE/ETHNICITY



Completion by Race and Ethnicity and PLA credit-earning

\* Data for some groups was not possible due to small sample sizes.

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accessible to students who could benefit the most. ([LINK](#))

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## Jan. 2022 Council for Adult & Experiential Learning (CAEL) Announces shift from Prior Learning Assessment to Credit for Prior Learning...

- **CPL is a More Inclusive Term.** CPL is a term that is more inclusive of all methods used to evaluate learning... review of OOCs.

tely understandable (what kind of  
erstandable to someone who might be  
t for things that students already know and

d clients have raised with CAEL is that  
for some students.

[from-pla-to-cpl](#)



### THE PRIOR LEARNING ASSESSMENT UMBRELLA

#### Transfer Credit

- Course-to-Course
- Block
- CCAF Transcripts

#### Military Credit

- Joint Services  
Transcript (JST)

#### Proficiency Credit

- Standardized Exams
- Training & Certifications
- Institutional Exams &

#### Individualized Assessments

- Summative Course Exams
- Written Portfolios
- Skills Demonstrations
- Oral Interviews
- Combination of Above



cael.org

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## HSU 2021 CSU CAEL/PLA Workshop Attendees

Jenny Cappuccio	College of Natural Resources & Sciences, Professor
Chris Hopper	Professor, Leadership Studies Coordinator, CEEGE & College of Professional Studies
Heather Madar	Associate Dean, College of Arts, Humanities, & Social Sciences, Professor
Cyril Oberlander	Interim Dean, College of Extended Ed & Global Engagement
Clint Rebik	Registrar, Office of the Registrar
Jenni Robinson	Assistant Registrar
Sheila Rocker Heppe	Director of Extended Ed, College of Extended Ed & Global Engagement
Mark Wicklund	Associate Director, Academic Programs
Carmen Works	Interim Vice Provost, Academic Programs

## Current Prior Learning processes @ Cal Poly Humboldt

Office of the Registrar ([Transfer Credit website](#), see Other Credit)

- Challenging a Course (Internal Examination Credit): requires approval
  - "A Credit by Examination form must be submitted to the Office of the Registrar within the first two weeks of the semester. Do not register for the course until the credit is approved. Not all courses are available to be challenged. The instructor or department chair must first approve the credit by exam. Approval by the Registrar will be based upon consideration of preparation and background knowledge covered, and the availability of qualified staff members to give the examination will not count toward the residency requirement. Students challenging courses must be enrolled in other courses as mandated by the catalog.
  - Form: Credit by Examination, Request for *Use to request credit for a course*
- Standardized (External) Examination Credit (AP, IB, CLEP, DSST, DLPT)
  - [Examination Info in HSU Catalog](#)
  - We must accept & award the same minimum credits as established in the [memo on credit for external standardized exams](#)
  - Additional GE, DCG or course articulation credits are approved if listed in the catalog.
  - Care is taken to reduce credit if content is duplicated

- Military Credit (website says contact VETS, however, as of Jan. 2021, the Office of the Registrar processes these credit requests. Melissa Tafoya evaluates the credit
  - Area E credit for basic training for all
  - Students submit JST
  - From historical memo's ~2007, "HSU began using the APL program in the 90's to assist veterans in obtaining Area E credit for their military experience. Veterans could enroll in SP 350/351, write a timeline and a portfolio about their military experience, petition courses for Area E and receive credit. However, this program was underutilized due to the reluctance of most veterans to write/talk about their military experiences."
- Credit for non-collegiate instruction
  - No formal HSU policy definition besides statement in catalog (most of which is just from the CSU mandatory catalog copy), this could definitely use some attention at HSU, catalog text "Humboldt State University grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The numbers of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

The National Guide to Educational Credit for Training Programs recommends the number of units allowed. Appropriate documentation of instruction/coursework must be submitted to the registrar through the Office of the Registrar before credit can be awarded.”

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# LEADERSHIP STUDIES & Prior Learning for Cal Fire



Fire Service Elective Courses <sup>2</sup>	Course Modules	Units <sup>3</sup>
Human Resources and Labor Management	CFO 3A: Human Resources Management	3
	Labor Management + 3 Labor Scenarios	
Fire Service Administration	CFO 3B: Budget and Fiscal Responsibilities	3
	CFO 3C: General Administrative Functions	
	NFA 2-day Course: F0520-Exercising Leadership Within Communities	
Incident Leadership	CFO 3D: Emergency Service Delivery	3
	1-300: Intermediate Incident Command for Expanding Incidents	
Fire Service Certification Capstone <sup>4</sup>	Cert. Task Book Completion Capstone Portfolio	3
Total Elective Units		12

## State Fire Training & HSU Pathway (2019)

- Students apply to HSU LDRS
- Provide Academic Advisor SFT Chief Fire Officer diploma, HSU elective course LDRS 480 transfer cost: \$50/unit
- LDRS approved the SFT Chief Fire Officer Curriculum to fulfill 12 elective course units for the B.A. in Interdisciplinary Studies.

<https://osfm.fire.ca.gov/divisions/state-fire-training/csu-humboldt-state-bachelor-program/>

2. Follow the application process as required by the university; submit transcripts for 60-70 lower division (community college) units with CSU-transferable general education.

3. Provide the CSU Academic Advisor with copies of your SFT Chief Fire Officer diplomas upon request. CSU elective course transfer cost, \$50/unit.



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# LEADERSHIP STUDIES & Prior Learning

Challenge Exams & Portfolio Options a work in progress.

- The LDRS curriculum has a portfolio for capstone, however, the portfolio option is being discussed as a future for specific LDRS courses; likely project management & technology courses.
- Challenge exams will also be discussed
- *Keep in mind... some can be Transfer Credit: Project Management example*

Example

Student has Project Management [PMP](#) Certification, or 3 years of project manager experience, the student can apply for a portfolio for **LDRS 351 Project Implementation/Evaluation**

# Prior-Prior Learning @ HSU

In addition to challenge exams, military credit, HSU used to offer a portfolio class, last listed 2008/09

## Special Programs SP 350 and SP 351

### SP350

Conceptualizing Prior Learning (2). Analyze non classroom learning; conceptualize it in academic terms. Develop a portfolio that could lead to up to 8 units of undesignated, ungraded, upper division credit.

### SP 351

Portfolio on Prior Learning (1-8). Under close individual supervision by faculty, construct a portfolio translating learning from prior experience into academically acceptable terms. [Prereq: SP 350. Rep up to 8 units.]

Need: current policy for portfolio assessment

## Next Steps with New Policy? APC, ICC, Senate

### The Request

Academic Policies Committee or ad-hoc committee review and recommend campus policies for University Senate consideration; *we need a policy or set of resolutions that address each article of the new CSU Credit for Prior Learning Policy (exams, portfolio, outside Higher Ed & ACE recommended, and military credit).*

Some next steps or questions identified by Workshop Attendees for consideration:

#### Article 2 A. Designation of Authority

Each **campus shall establish a process to determine how may earn academic credit toward the degree for learning, knowledge, or skills acquired through experience.** However, academic credit for learning, knowledge, or skills acquired through experience shall not be used in determining eligibility for admission, unless it was previously transcribed on the student's academic record.

## **Next Steps with New Policy? APC, ICC, Senate**

Article 2 C. Verification and Evaluation of Learning, Knowledge, or Skills Acquired through Experience

**Campus policy shall be established to award such credit, which shall be verified through a variety of assessment methodologies including written examinations, portfolios, personal interviews, demonstrations, and/or other appropriate means of documentation. Assessments shall be created and evaluated in accordance with academic standards by faculty and/or subject matter experts. Supporting information may be supplied by a field supervisor and/or employer.**

### Article 3. Credit for prior learning acquired outside of traditional higher education

Students can also earn academic credit based on recommendations provided by, for example, the National College Credit Recommendation Service (NCCRS) and the American Council on Education (ACE) that conduct evaluations of training that is offered by employers or the military. Academic credit may also be earned through other prior learning assessment methods such as **portfolio assessment**. Examples of industry-recognized credentials that are listed in [the ACE National Guide](#) include SHRM (Society of Human Resource Management), IBM Corporation, Google IT and Fire and Rescue Training.

A. Types of Instruction Approved for the Awarding of Credit for Workforce and Industry Learning  
**Students shall be granted credit toward the degree for the following types of learning acquired outside of traditional higher education:**

1. Completion of learning acquired outside traditional higher education, such as recommended by American Council on Education's National Guide.
2. Successful completion of other learning outside of traditional higher education that utilizes prior learning assessment methods such as portfolio assessment, attempted independently or as part of a course.

B. Application of Credit for Learning Acquired outside traditional higher education:

1. **Campuses shall accept and award course credit as recommended by ACE National Guide to College Credit for Workforce Training, as appropriate for a student's academic objectives.**
2. Credit shall be awarded for a specific university course or a specific category of university degree credit. **Each campus shall determine the extent to which units earned for learning acquired outside of traditional higher education shall be applied as major, general education, or elective credit according to established campus procedures.** For students who enter with an ADT, full or partial certification in CSU General Education Breadth, and consistent with CSU [policy on transfer](#), transcribed credit awarded for learning acquired outside of traditional higher education shall be accepted for articulation and transfer, including credits for CSU-GE breadth and CSU-IGETC based on current system-wide articulation guidance.

**Students shall be allowed to appeal decisions regarding credit for demonstrated learning, knowledge, or skills acquired through experience through existing campus grade appeal procedures.**

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## Resources of Interest

AACRAO, Evaluating Prior Learning [Link](#)

ACE, About Credit for Prior Learning [Link](#)

CAEL, A brighter Future Through Credit for Prior Learning [Link](#)

CAEL, CAEL & WICHE PLA & Adult Student Outcomes The PLA Boost report & Fact Sheet 2020 [Link](#)

Cal Poly Humboldt

- Credit by Examination [website](#)
- Credit by Examination/Evaluation 2018 [assign time policy](#)

California Community Colleges, Credit for Prior Learning Policy Implementation Toolkit [Link](#) **Excellent resource!**

Sheppard, Anthony, PRIOR LEARNING ASSESSMENT AND CREDIT FOR PRIOR LEARNING IN THE CALIFORNIA STATE UNIVERSITY SYSTEM AND CONSIDERATIONS FOR SACRAMENTO STATE September 2020 [Link](#)

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Thank you!  
Discussions & Questions

I sincerely appreciate your time and discussion about how to establish campus policies and processes that supports student success and makes sense for workloads.

# **ICC Internal Peer Review**

## **Is this your first time serving as an ICC peer reviewer?**

If so, please take a few minutes to read [this info sheet](#), which will explain the purpose and process and point you to examples of good peer review letters.

## **Ready to begin?**

Follow the instructions below.

### **Preparation:**

[This spreadsheet](#) identifies your program assignments.

[This folder](#) contains subfolders with everything you need: each program's self-study, links to IRAR data workbooks, and any separate documents submitted, such as an assessment plan.

### **Process:**

Read the program's self-study and action plan, consulting the data workbooks if you see fit. You are welcome to read and critique the assessment plan and curriculum matrix, but that is not required, as the director of academic assessment will give those close scrutiny.

### **Submission:**

Submit your feedback via this [form](#), which is organized by each section in the self-study.

## **Assembly Bill No. 928**

### **CHAPTER 566**

An act to add, repeal, and add Section 66749.8 of the Education Code, relating to postsecondary education.

[Approved by Governor October 6, 2021. Filed with Secretary  
of State October 6, 2021.]

#### **LEGISLATIVE COUNSEL'S DIGEST**

AB 928, Berman. Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of postsecondary education in this state. The California Community Colleges system provides instruction to students at 116 campuses operated by community college districts throughout the state and, among other things, provides its students with a transfer pathway, facilitated by mechanisms such as the associate degree for transfer, allowing students to apply academic credit earned at a community college toward receipt of a bachelor's degree at a 4-year postsecondary educational institution.

The Donahoe Higher Education Act requires a student who earns an associate degree for transfer (ADT) to be deemed eligible for transfer into a California State University baccalaureate program when the student meets certain requirements. Provisions of the Donahoe Higher Education Act apply to the University of California only to the extent that the Regents of the University of California act, by resolution, to make them applicable.

Existing law establishes the California Community College Guided Pathways Grant Program under the administration of the office of the Chancellor of the California Community Colleges and requires the chancellor's office to distribute grants, upon appropriation by the Legislature, to community colleges that meet certain requirements, to integrate existing student-success programs and develop clearly structured, coherent guided pathways programs.

This bill would express findings and declarations of the Legislature related to the process of transfer from community colleges to 4-year postsecondary educational institutions. The bill would express the intent of the Legislature to enact legislation related to a student-centered transfer process.

This bill would establish, until July 1, 2025, the Associate Degree for Transfer Intersegmental Implementation Committee to serve as the primary entity charged with the oversight of the ADT. The bill would specify the committee's membership. The bill would assign numerous duties to the committee, including the duty to establish timelines and reporting deadlines

relating to reviews of transfer model curricula, and the duty to develop a comprehensive communications plan and guidance to inform students about the ADT pathway. The bill would also require the committee, on or before December 31, 2023, to provide the Legislature with recommendations on certain issues impeding the scaling of the ADT and streamlining transfer across segments for students.

The bill would require the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges, on or before May 31, 2023, to 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, and would require, if the committee is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments to establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023. The bill would require the singular lower division general education pathway, commencing with the fall term of the 2025–26 academic year, to be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments, and to not lengthen the time-to-degree or include more units than those required under the Intersegmental General Education Transfer Curriculum on July 1, 2021. These requirements pertaining to the singular lower division general education pathway would apply to the University of California only if the regents adopt an appropriate resolution, as required by existing law.

Where ADTs for major pathways exist, the bill would require the California Community Colleges, on or before August 1, 2024, to place students who declare a goal of transfer on their mandatory education plans on the ADT pathway if the student has not opted out, as specified, and if such a pathway exists for their intended major. To the extent that this provision would impose new duties on community college districts, it would constitute a state-mandated local program.

This bill would authorize community colleges to use funds appropriated in the Budget Act of 2021 or subsequent budget acts to support the continued implementation of the California Community College Guided Pathways Grant Program to implement the bill.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

*The people of the State of California do enact as follows:*

SECTION 1. (a) The Legislature finds and declares all of the following:

(1) The 1960 Master Plan for Higher Education promised an accessible, affordable, and high-quality higher education for all California students who qualify. The transfer pathway, from community college to four-year postsecondary educational institution, is an integral component of the master plan’s commitment to access and affordability.

(2) Many students attend community college with the hope of transferring to complete a bachelor’s degree. However, the master plan did not say how transfer would work in practice for students.

(3) While recent efforts such as the Associate Degree for Transfer and remedial education reform have led to important gains, the transfer process is still unnecessarily complex, confusing, and difficult for the vast majority of students to navigate.

(4) Transfer students are more often Black and Latinx as well as first generation, highlighting transfer as an important way to close equity gaps.

(5) A report released in September 2020 by the Public Policy Institute of California found that a large gap exists between the number of students who hope to transfer and those who do: 19 percent of students with a stated transfer goal do so within four years; 28 percent do so within six years.

(6) The Public Policy Institute of California also found that equity gaps are a big concern. While Latino students represent 51 percent of students who declare a degree or transfer goal, they represent 35 percent of those who transfer within four years; African American students represent 7 and 5 percent, respectively.

(7) There is a clear need to further streamline and make the transfer process easier for students to navigate, especially during these challenging and unprecedented times.

(b) It is the intent of the Legislature to enact legislation related to a student-centered transfer process.

SEC. 2. Section 66749.8 is added to the Education Code, immediately following Section 66749.7, to read:

66749.8. (a) (1) This section shall be known, and may be cited, as the Student Transfer Achievement Reform Act of 2021.

(2) For purposes of this section, the following definitions apply:

(A) “ADT” means associate degree for transfer.

(B) “Committee” means the Associate Degree for Transfer Intersegmental Implementation Committee established in subdivision (b).

(C) “Four-year postsecondary educational institution” means a campus of the University of California or California State University or an independent institution of higher education defined in subdivision (b) of Section 66010.

(D) “STEM” means science, technology, engineering, and mathematics.

(b) The Associate Degree for Transfer Intersegmental Implementation Committee is hereby established for the following purposes:

(1) To serve as the primary entity charged with the oversight of the associate degree for transfer for the sole purpose of strengthening the pathway for students and to ensure it becomes the primary transfer pathway in California between campuses of the California Community Colleges and the University of California, the California State University, and participating independent institutions of higher education defined in subdivision (b) of Section 66010, so that more students can avail themselves of the pathway's benefits. The oversight shall include, but is not limited to, all of the following:

(A) Ensuring a reduction in the number of excess units accumulated by California Community College students before transferring to four-year postsecondary educational institutions.

(B) Eliminating repetition of courses at four-year postsecondary educational institutions taken by California Community College students who successfully transfer into four-year postsecondary educational institutions.

(C) Increasing the number of California Community College students who transfer into a four-year postsecondary educational institution through an ADT pathway.

(2) To enhance coordination and communication between four-year postsecondary educational institutions and the California Community Colleges by providing a venue by which they can regularly meet and address issues that are impeding the purpose described in paragraph (1).

(3) To provide the Legislature and the Governor with recommendations to support the purpose described in paragraph (1).

(c) Meetings of the committee are subject to the Bagley-Keene Open Meeting Act established under Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code.

(d) (1) The committee shall be convened by a third-party planning facilitator. The third-party planning facilitator shall perform all of the following duties:

(A) Provide facilitation and staff support to the committee.

(B) Develop written reports of the committee's recommendations and progress pursuant to subdivisions (g) and (h).

(C) Facilitate advisory groups as needed to support the committee's goals.

(2) For purposes of paragraph (1), the Office of Planning and Research may enter into an exclusive or nonexclusive contract with a third-party planning facilitator on a bid or negotiated basis. A contract entered into or amended pursuant to this paragraph shall be exempt from Chapter 6 (commencing with Section 14825) of Part 5.5 of Division 3 of Title 2 of the Government Code, Section 19130 of the Government Code, Part 2 (commencing with Section 10100) of Division 2 of the Public Contract Code, and from the review or approval of any division of the Department of General Services.

(3) The Office of Planning and Research shall report to the Department of Finance and relevant subcommittees of the Legislature on a contract awarded pursuant to paragraph (2) within 30 days of awarding the contract.

The report shall include information on funding amounts provided to the contractor.

(e) (1) The membership of the committee shall reflect its intersegmental function by including a cross-section of the stakeholders who will be needed to fulfill the committee's responsibilities.

(2) (A) Each of the following entities shall designate, on or before March 1, 2022, one representative to serve on the committee:

- (i) The Office of the Chancellor of the California Community Colleges.
- (ii) The Office of the Chancellor of the California State University.
- (iii) The Office of the President of the University of California.
- (iv) The Association of Independent California Colleges and Universities.
- (v) The State Department of Education.
- (vi) The Student Senate for the California Community Colleges.
- (vii) The California State Student Association.
- (viii) The University of California Student Association.
- (ix) The Academic Senate for the California Community Colleges.
- (x) The Academic Senate of the California State University.
- (xi) The Academic Senate of the University of California.

(B) Designating entities described in subparagraph (A) shall fill vacancies when their representative member positions on the committee are vacant.

(3) (A) On or before March 1, 2022, five members of the committee shall be appointed as follows:

(i) The Senate Committee on Rules shall appoint one member from the workforce sector with expertise in the fields of science, technology, engineering, or mathematics.

(ii) The Speaker of the Assembly shall appoint one member with a background in higher education research that includes scholarship on student transfer issues in the state.

(iii) The Lieutenant Governor shall appoint one member from an educational equity and social justice organization.

(iv) The Governor shall appoint one member from an educational equity and social justice organization.

(v) The Governor shall appoint one member who is a California community college student.

(B) Appointing entities described in subparagraph (A) shall fill vacancies when their appointed member positions on the committee are vacant.

(C) Members appointed pursuant to subparagraph (A) shall serve at the pleasure of their respective appointing entities.

(4) The first chair of the committee shall be the representative from the Office of the Chancellor of the California Community Colleges and shall serve a two-year term. Following the first chair's two-year term, the committee shall elect a chair from its members to serve a two-year term. A member shall not serve consecutive terms as chair of the committee and the position of chair shall rotate among the members of the committee.

(f) To support the goals of the committee described in subdivision (g) and obtain additional input from other interested stakeholders, the third-party planning facilitator identified pursuant to paragraph (2) of subdivision (d)

may engage with the expertise of faculty through existing intersegmental oversight bodies and workgroups, including, but not limited to, the Intersegmental Committee of the Academic Senates, the Intersegmental Curriculum Workgroup, the Intersegmental Coordinating Committee, and the California Intersegmental Articulation Council. The committee shall also use the members designated pursuant to clauses (ix) to (xi), inclusive, of subparagraph (A) of paragraph (2) of subdivision (e) as liaisons to their respective curriculum workgroups to ensure better coordination and alignment.

(g) On or before December 31, 2023, the committee shall provide the Legislature with recommendations on all of the following issues impeding the scaling of the ADT and streamlining transfer across segments for students:

(1) Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state. Specifically, these goals shall include all of the following:

(A) Annual goals for improving transfer attainment needed to meet the state's workforce demands.

(B) Goals for closing gaps in transfer outcomes by race.

(C) Goals for closing regional opportunity gaps to access ADT pathways.

(D) Annual goals to meet the statewide degree attainment goal of 70 percent.

(2) Proposing a new unit threshold for STEM degree pathways that meet the requirements for admission to the California State University and the University of California. The recommendations made pursuant to this paragraph shall comply with both of the following requirements:

(A) The recommendations shall include sufficient evidence supporting a higher unit threshold for each STEM degree pathway, including an analysis of colleges that have succeeded in adopting similar pathways within the 60-unit framework for lower division units taken at the California Community Colleges.

(B) A recommendation for a differing unit threshold within a STEM degree pathway shall not recommend a change of more than six units.

(3) Reengaging ADT earners who do not transfer or apply for transfer into a four-year postsecondary educational institution.

(h) On or before December 31, 2024, the committee shall achieve all of the following:

(1) Establish timelines and reporting deadlines for the existing regular review of declaring or matching transfer model curricula similar to the California State University majors for admissions purposes. In doing this, the committee shall develop a plan to establish reporting and accountability requirements to ensure that transfer model curricula are aligned with the ADT.

(2) Develop a plan for the periodic analysis and creation of additional transfer model curricula for the ADT to respond to evolving workforce demands, including STEM degree pathways, and degree pathways that will aid in the economic recovery from the COVID-19 pandemic, such as nursing

and cybersecurity. The plan shall establish venues for professional collaboration in consultation with academic senates and appropriate discipline faculty on degree production, major alignment, and workforce- or industry-specific relevance.

(3) (A) Develop a comprehensive communications plan and guidance on student-centered outreach to inform students about the ADT pathway and to ensure prompt and accurate information is communicated across four-year postsecondary educational institutions, the California Community Colleges, and elementary and secondary education.

(B) The plan developed under subparagraph (A) shall include, but not be limited to, guidance to community college counselors and articulation officers on their role in communicating the value of the ADT pathway, guidance to high school counselors on incorporating the ADT pathway into their menu of college options, and templates that can be customized for outreach in local contexts. The communications plan shall also address how updates about the ADT pathways, including new majors and new participating four-year postsecondary educational institutions, will be communicated to four-year postsecondary educational institutions, the California Community Colleges, and high schools.

(C) The plan developed under subparagraph (A) shall address how updates about the ADT pathway will be regularly communicated to four-year postsecondary educational institutions, the California Community Colleges, and high schools so that counselors, advisers, and student support staff engaged in educating students about their college options, participating four-year postsecondary educational institutions, and degree options, have the most current information about the ADT pathway, and are aware of updates to the program such as new majors or new participating four-year postsecondary educational institutions.

(4) Provide feedback for the regular review and identification of updates needed to the ADT internet website maintained by the California Community Colleges to ensure current information and updates are communicated to students, families, and student support staff engaged in educating students about their college options, participating four-year postsecondary educational institutions, and degree options.

(i) (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.

(j) (1) On or before August 1, 2024, where ADTs for major pathways exist, the California Community Colleges shall place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans pursuant to the Seymour-Campbell Student Success Act of 2012 (Article 1 (commencing with Section 78210) of Chapter 2 of Part 48 of Division 7) and such a pathway exists for their intended major, to maximize the probability that students will transfer into a four-year postsecondary educational institution and earn a degree in their chosen field of study in a timely manner, and to minimize the accrual of excess units.

(2) A student may opt out of the ADT pathway for a local associate degree or if the student plans to apply to transfer to a University of California campus or an independent institution of higher education defined in subdivision (b) of Section 66010. Each community college shall use their existing processes for student education plans pursuant to the Seymour-Campbell Student Success Act of 2012 (Article 1 (commencing with Section 78210) of Chapter 2 of Part 48 of Division 7) and enrollments to implement the opt out feature where an ADT exists.

(3) This section shall not be construed to prohibit a student from being on the ADT pathway and also applying to transfer to a University of California campus or an independent institution of higher education defined in subdivision (b) of Section 66010.

(4) If an ADT pathway does not exist in the student's chosen major, then there is no ADT pathway on which to place the student. This subdivision does not apply to students seeking to complete a community college baccalaureate degree program or a career technical education program that does not have an ADT pathway.

(k) Funding appropriated in the Budget Act of 2021 or subsequent budget acts to support the continued implementation of a guided pathways program pursuant to the California Community College Guided Pathways Grant Program established pursuant to Part 54.81 (commencing with Section 88920) of Division 7 may be used by community colleges to implement this section. It is the intent of the Legislature that community colleges also prioritize additional funding received in the 2021–22 fiscal year or a subsequent fiscal year to assist students' success through transfer programs to the extent the activities performed pursuant to this section are not prohibited by the legislative appropriations.

(l) This section shall remain in effect only until July 1, 2025, and, as of January 1, 2026, is repealed.

SEC. 3. Section 66749.8 is added to the Education Code, immediately following Section 66749.7, to read:

66749.8. (a) (1) This section shall be known, and may be cited, as the Student Transfer Achievement Reform Act of 2021.

(2) For purposes of this section, the following definitions apply:

(A) “ADT” means associate degree for transfer.

(B) “Four-year postsecondary educational institution” means a campus of the University of California or California State University or an independent institution of higher education defined in subdivision (b) of Section 66010.

(C) “STEM” means science, technology, engineering, and mathematics.

(b) (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.

(c) (1) On or before August 1, 2024, where ADTs for major pathways exist, the California Community Colleges shall place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans pursuant to the Seymour-Campbell Student Success Act of 2012 (Article 1 (commencing with Section 78210) of Chapter 2 of Part 48 of Division 7) and such a pathway exists for their intended major, to maximize the probability that students will transfer into a four-year postsecondary educational institution and earn a degree in their chosen field of study in a timely manner, and to minimize the accrual of excess units.

(2) A student may opt out of the ADT pathway for a local associate degree or if the student plans to apply to transfer to a University of California

campus or an independent institution of higher education defined in subdivision (b) of Section 66010. Each community college shall use their existing processes for student education plans pursuant to the Seymour-Campbell Student Success Act of 2012 (Article 1 (commencing with Section 78210) of Chapter 2 of Part 48 of Division 7) and enrollments to implement the opt out feature where an ADT exists.

(3) This section shall not be construed to prohibit a student from being on the ADT pathway and also applying to transfer to a University of California campus or an independent institution of higher education defined in subdivision (b) of Section 66010.


(4) If an ADT pathway does not exist in the student's chosen major, then there is no ADT pathway on which to place the student. This subdivision does not apply to students seeking to complete a community college baccalaureate degree program or a career technical education program that does not have an ADT pathway.

(d) Funding appropriated in the Budget Act of 2021 or subsequent budget acts to support the continued implementation of a guided pathways program pursuant to the California Community College Guided Pathways Grant Program established pursuant to Part 54.81 (commencing with Section 88920) of Division 7 may be used by community colleges to implement this section. It is the intent of the Legislature that community colleges also prioritize additional funding received in the 2021–22 fiscal year or a subsequent fiscal year to assist students' success through transfer programs to the extent the activities performed pursuant to this section are not prohibited by the legislative appropriations.

(e) This section shall become operative on July 1, 2025.

SEC. 4. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

UC-IGETC Areas (34 units)	CSU GE Breadth Areas (39 units)	Considerations for developing one GE pattern
1A English Composition	A2 Written Communication	
1B Critical Thinking and Composition <ul style="list-style-type: none"> <li>• Must have a pre-requisite of English Composition</li> <li>• Written work evaluated for both composition and critical thinking</li> <li>• Minimum 5000 words of writing is required</li> <li>• Texts chosen should reflect an awareness of cultural diversity (Source: CSU Guiding Notes 2020)</li> </ul>	A3 Critical Thinking Courses are in critical thinking not writing <ul style="list-style-type: none"> <li>• No minimum word count</li> <li>• Courses include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought</li> <li>• Literary criticism courses are typically not accepted in this area (Source: CSU Guiding Notes 2020)</li> </ul>	Many CCCs have courses approved for Area A3 that are not approved for IGETC 1B such as: <ul style="list-style-type: none"> <li>• Logic</li> <li>• Argumentation and Debate</li> <li>• Critical Reading</li> <li>• Critical Thinking in Psychology</li> <li>• Persuasion</li> </ul>
N/A	A1 Oral Communication	This is a requirement at the CSU and not required for the UC.
2A Math & Quantitative reasoning courses require intermediate algebra or equivalent course (which meets the common core state standards for math)	B4 Quantitative Reasoning Courses will have prerequisite reflective only of the skills and knowledge needed to succeed in the course.	CSU GE allows personal finance, mathematics for elementary school teachers, and trigonometry courses. UC does not accept personal finance or trigonometry
3A Arts	C1 Arts	CSU GE and UC-IGTETC requires 9 units of courses across Arts& Humanities.
3B Humanities	C2 Humanities	CSU GE allows level one language courses. UC-IGETC requires level two.
4 Social & Behavioral Sciences	D Social Sciences	CSU D GE reduced from 3 to 2 courses to accommodate Area F, Ethnic Studies. IGETC requires 3 courses in this Area.
5A Physical Sciences	B1 Physical Sciences	CSU GE requires a minimum of 6 units with a lab while IGETC requires 7 units.
5B Life Sciences	B2 Life Sciences	
5C Lab	B3 Lab	
6 Language Other Than English (UC students only)	N/A	Met at UC by demonstrated high school proficiency so requirement is not counted in 34-unit IGETC
Not required	E Lifelong Learning and Self-Development	Courses explore humans from physiological, sociological, and psychological perspectives.
Not currently required but Area 7 Pending- might add 3 units	F Ethnic Studies	
U.S. History, Constitution, and American Institutions (1 course) met at high school.	Institutions Graduation Requirement: U.S. History& Government (2 courses)	Institutions is "all university requirement" ( <b>not GE</b> ) so not part of common GE pathway.

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# AB 928, Humboldt GEAR Considerations

*Presented at ICC 2/8/2022*

# AB 928 - what & when

- By May 31, 2023 - “shall establish a singular lower division general education pathway”
  - Otherwise, by Dec. 31, 2023 “the respective administrative bodies” will create the GE pattern
- New pattern begins AY 2025-26
- No more than 34 units<sup>1</sup>
- CCs shall place students on ADT pathways...

1. no more than IGETC as of July 2021

# Who's doing what?

- ICAS - Intersegmental Committee of the Academic Senates (CCC, CSU & UC)
  - Seeking respective faculty feedback
  - Establish core competencies
  - ... reach agreement by May 2023

# GEAR=GE & All-University Requirements

## General Education

Lower Division CSU GE (A-F)  
Upper Division CSU GE (B,C,D)

American Institutions

Diversity & Common  
Ground

Unit requirements, residency  
requirements, etc.

# GEAR=GE & All-University Requirements

## General Education

Lower Division CSU GE (A-F)  
Upper Division CSU GE (B,C,D)

American Institutions

Diversity & Common  
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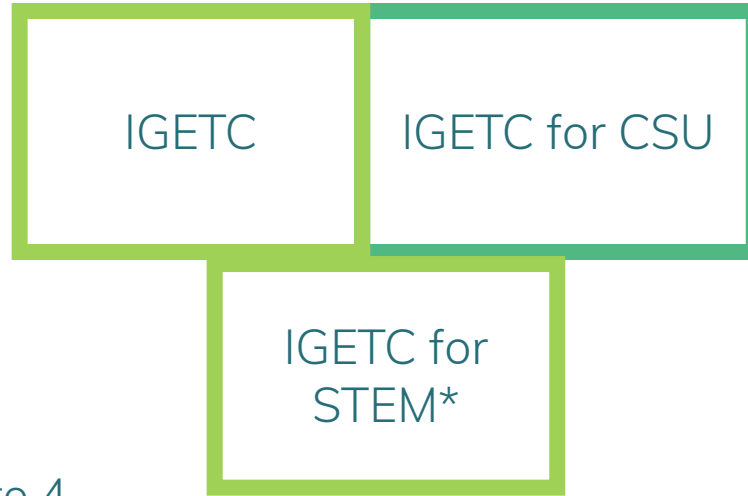
Unit requirements, residency  
requirements, etc.

# TODAY - accepted GE Patterns



\*defers 6 units of lower GE to 4 year institution

IGETC = Intersegmental Gen Ed  
Transfer Curriculum



# Key Distinctions to consider

CSU GE	IGETC
Generally 3 units	3 unit minimum
Golden 4 requires C- or higher	Requires a C in ALL courses
Oral comm, Ethnic Studies, Lifelong learning required	Not required for UC currently, although IGETC working to integrate ethnic studies
No language requirement	Requires Language Other than English (LOTE)

# English Communication

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA A	A1	Oral Communication	1C	[1C not UC required] AREA 1
	A2	Written Communication	1A	
	A3	Critical Thinking	1B	

- A1 Oral Comm - **no IGETC equivalent**
- IGETC 1A Written Comm:
  - 5,000 word count, substantial amount of reading & literature

# English Communication

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA A	A1	Oral Communication	1C	[1C not UC required] AREA 1
	A2	Written Communication	1A	
	A3	Critical Thinking	1B	

- A3 Critical Thinking
  - Explicit instruction & practice in inductive & deductive reasoning, and identification of formal & informal fallacies of language & thought
- 1B Critical Thinking & Composition
  - 5,000 word count, must have prereq of Written Comm, composition & critical thinking

# Sciences & Math

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA B	B1	Physical Sciences	5A	
	B2	Biological Sciences	5B	AREA 5
	B3	Laboratory Activity	5C	
	B4	Mathematics	2A	AREA 2

- Many similarities, except IGETC math 2A differences:
  - intermediate algebra prerequisite
  - Excludes math courses for elementary school teachers
  - Additional language around stats

# Arts & Humanities

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA C	C1	Arts	3A	AREA 3
	C2	Humanities	3B	
AREA D	D	Social Sciences	4	AREA 4

- IGETC Area 3 Arts & Humanities
  - “major emphasis” in history, theory, criticism.
  - Recognize contributions to knowledge, society, ... by men & Women, and members of various ethnic or cultural groups... western, non-Western

# Arts & Humanities

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA C	C1	Arts	3A	AREA 3
	C2	Humanities	3B	
AREA D	D	Social Sciences	4	AREA 4

- ARTS 3A
  - excludes beginning drawing, painting, readers theater, oral interpretation, performance
- HUMANITIES 3B
  - Excludes oral interpretation, creative writing, elementary language other than english, etc.

# Social Sciences

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA D	D	Social Sciences	4	AREA 4

- Area 4 SOCIAL SCIENCES
  - Comparative perspective on western & non-Western societies
  - Focuses “on core concepts and methods of the discipline rather than on personal, practical or applied aspects.”

# Other differences

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA D	D	Social Sciences	AREA D	
AREA E	E	Lifelong Learning	no area	[not UC required]
AREA F	F	Ethnic Studies	no area	[not UC required]
[not CSU required]	no area	Language Other than English	6A	[not CSU required]

- Area E not included in IGETC
- Area F not included, but discussions underway and expected (possible overlay)
- Language other than English
  - unique to IGETC, but met in High School, not in 34 unit totals

# Current Patterns: CSU GE & IGETC

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA A	A1	Oral Communication	1C	[1C not UC required] AREA 1
	A2	Written Communication	1A	
	A3	Critical Thinking	1B	
AREA B	B1	Physical Sciences	5A	AREA 5
	B2	Biological Sciences	5B	
	B3	Laboratory Activity	5C	
	B4	Mathematics	2A	AREA 2
AREA C	C1	Arts	3A	AREA 3
	C2	Humanities	3B	
AREA D	D	Social Sciences	4	AREA 4
AREA E	E	Lifelong Learning	no area	[not UC required]
AREA F	F	Ethnic Studies	no area	[not UC required]
[not CSU required]	no area	Language Other than English	6A	[not CSU required]

# ASCSU Survey

- Provide CSU / HSU faculty perspectives to inform discussion of core competencies and singular GE pattern to AS-CSU, for representation to ICAS