

Academic Senate Meeting – Spring 2024

Agenda

THURSDAY, MARCH 21, 2024

10:00 A.M. – 11:30 A.M.

LOCATION: DEZEMBER LEADERSHIP AND DEVELOPMENT CENTER, ROOM 409-411 AND VIRTUAL

Zoom Link: <https://csub.zoom.us/j/89839397226?pwd=NkxlZ241eC8vK3J5Z2R5ZXBZDg1dz09>

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

Guests: E. Montoya, GECCO Director, V. Harper, Interim President

- A. Call to Order
- B. Approval of Minutes
 - a. March 7, 2024 (tabled)
- C. Announcements and Information
 - a. Interim President's Report – V. Harper (**Time Certain: 10:10 AM**).
 - b. Eduardo Montoya – GECCO Director (**Time Certain: 10:20 AM**) (**handout1; handout2**)
 - c. Elections and Appointments- M. Danforth (**handout**)
 - d. Update on Statement about Homophobic Attack by CSUB Volunteer (**handout**)
- D. Approval of Agenda (**Time Certain: 10:05 AM**).
- E. Reports
 - a. Interim Provost's Report – J. Rodriguez
 - b. ASCSU Report (tabled)
 - c. Committee Reports: (Minutes from AAC, AS&SS, BPC and FAC posted on the Academic Senate webpage; Senate Log attached)
 - i. ASI Report- D. Alamillo
 - ii. Executive Committee- M. Danforth

- iii. Academic Affairs Committee (AAC) - D. Solano **(handout)**
- iv. Academic Support & Student Services Committee (AS&SS) – E. Correa **(handout)**
- v. Budget and Planning Committee (BPC) - D. Wu **(handout)**
- vi. Faculty Affairs Committee (FAC) - M. Rush **(handout)**
- vii. Staff Report- J. Cornelison

F. Resolutions **(Time Certain: 10:45 AM)**

- a. Consent Agenda
- b. New Business
 - i. RES 232420 Discontinuation of BS in Natural Sciences – AAC **(handout)**
 - ii. RES 232421 Discontinuation of Integrated Teacher Education Pathways (ITEP) Programs- AAC **(handout)**
- c. Old Business
 - i. RES 232419 Approval of New Minor in Human Resource Management – AAC **(handout)**
 - ii. RES 232407 Pilot of Interfolio – FAC and EC **(handout)** Tabled.

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

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

I. Adjournment

Academic Senate

Elections and Appointments

March 21, 2024

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Spring 2024 Call Cycle

1. Senate chair and Vice-Chair (*complete*)
2. Senators for Schools (*complete*)
3. Senators At-Large (*complete*)
4. School elected positions on committees (*In progress; run by SEC*)
5. At-Large and unfilled elected positions
6. School appointed positions on committees (*run by SEC chairs*)
7. At-Large and unfilled school appointed positions (*including any elected positions that had no nominations after second calls*)

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At-Large Senators: *Complete*

- ❖ One (1) At-Large Faculty Member to replace or re-elect Heidi He to serve a two-year term, May 2024- 2026.

Elected: Heidi He - Nursing

- ❖ One (1) At-Large Faculty Member to replace or re-elect Tracey Salisbury to serve a two-year term, May 2024- 2026.

Elected: Tracey Salisbury - Ethnic Studies

- ❖ One (1) At-Large Faculty Member to replace Antje Lauer to serve a two-year term, May 2024- 2026. (Note: Senator Lauer has reached term limits)

Elected: Amanda Grombly - Library

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Elected School Positions: *In progress*

- ❖ Committee on Professional Responsibility (CPR)

One (1) Full-time tenured AH Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

One (1) Full-time tenured SSE Faculty member to serve May 2024-2026.

- Elected: Tracey Salisbury - Ethnic Studies

- ❖ Distributed Learning Committee (DLC)

One (1) AH Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

One (1) BPA Faculty member to serve May 2024-2026.

- Elected: Dan Zhou - Finance and Accounting

One (1) NSME Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

One (1) SSE Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

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Elected School Positions: *In progress*

❖ Faculty Honors and Awards Committee (FHAC)

One (1) Full-time tenured NSME Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

One (1) Full-time tenured NSME Faculty member to serve as alternate May 2024-2026.

- No nominations received. 2nd Call Issued.

One (1) Full-time tenured SSE Faculty member to serve May 2024-2026.

- Elected: Marisa Sanchez- Sociology

One (1) Full-time tenured SSE Faculty member to serve as alternate May 2024-2026.

- Elected: Yvonne Ortiz-Bush - Advanced Education

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Elected School Positions: *In progress*

❖ Faculty Teaching and Learning Center Advisory Board (FTLC)

One (1) Full-time AH Faculty member to serve May 2024-2026.

- Elected: Joseph Florez- Religious Studies

One (1) Full-time BPA Faculty member to serve May 2024-2026.

Election TBA

- Nominees:

Pratigya Sigdyaal - Management and Marketing

Ankita Agarwal - Management and Marketing

One (1) Full-time NSME Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

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Elected School Positions: *In progress*

❖ General Education Curriculum Committee (GECCo)

One (1) Full-time AH Faculty member to serve May 2024-2026.

Election TBA

▪ Nominees:

Kyle Shaw- Music

Kelly O'Bannon- Communications

One (1) Full-time BPA Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

One (1) Full-time NSME Faculty member to serve May 2024-2026.

- Elected: Candice Banducci - Nursing

One (1) Full-time SSE Faculty member to serve May 2024-2026.

- No nominations received. 2nd Call Issued.

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Elected School Positions: *In progress*

❖ Research Council of the University (RCU)

One (1) Tenured or Tenured-track AH Faculty Member to serve May 2024-2026.

- Elected: Joseph Florez- Religious Studies

One (1) Tenured or Tenured-track BPA Faculty Member to serve May 2024-2026.

Election TBA

▪ Nominees:

Pratigya Sigdyaal - Management and Marketing

Ankita Agarwal - Management and Marketing

One (1) Tenured or Tenured-track Librarian to serve May 2024-2026.

- Elected: Kristi Chavez- Library

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Elected School Positions: *In progress*

❖ University Program Review Committee (UPRC)

One (1) Tenured BPA Faculty member to serve May 2022-2024.

- No nominations received. 2nd Call Issued

❖ University Review Committee (URC) - Complete

One (1) Tenured BPA Faculty member to serve May 2022-2024.

- Elected: Mahdy Elhousseiny - Finance and Accounting

One (1) Tenured SSE Faculty member to serve May 2022-2024.

- Elected: Anne Duran- Psychology

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Urgent Election: *In progress*

❖ Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP)

Two (2) faculty members to serve on the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP).

Election in progress - closes Friday, March 22, 2024

Nominees:

- Tracey Salisbury – Ethnic Studies
- Melissa Danforth – Computer and Electrical Engineering and Computer Science
- David Olson – Management and Marketing
- John Tarjan – Management and Marketing
- Kyle Susa – Psychology
- Yize Li – Physics and Engineering

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School Election Committees 2023-2024

Arts and Humanities

Joseph Florez (Chair)

Joel Haney

Douglas Dodd

Business and Public Administration

Di Wu (Chair)

Atieh Poushneh

Margaret Malixi-Leong

Natural Sciences, Mathematics and Engineering

Prosper Torsu (Chair)

Sophia Raczkowski

Alberto Cruz

Social Sciences and Education

Dirk Horn (Chair)

Yvonne Ortiz- Bush

Patrick O'Neill

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Exercise Your Influence 2023-24

56 Committees with Faculty Representation

282 Faculty positions

Strengthen and Expand Ideas

Elected and Appointed positions

Info available

- Your School Election Committee
- Election Committee Chair - Melissa Danforth
- Academic Senate webpage
- Academic Senate office

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Academic Affairs Committee (AAC)

Report to the Academic Senate

Thursday, March 14th, 2024

AAC addressed the following resolutions and referrals:

- **RES 232419 (Referral 2023-2024 #28) Proposal for a New Minor – Human Resource Management:** AAC discussed the comments from Senate regarding the pre/co-requisites for MGMT 3000 (Organizational Behavior), a required course for the minor. We decided to include the emails we received from the program regarding the issue along with the resolution. AAC briefly discussed the program's policy to enforce the prerequisites for majors, but not for minors, and ultimately decided that this decision should be up to the program.
- **Referral 2023-2024 #29 Proposal to add New Minors – Ethnic Studies, Feminist Ethnic Studies, Queer Ethnic Studies:** AAC received a response from BPC indicating that they did not have any major concerns related to resources and voted to support the proposal. Eduardo Montoya followed up with the courses that require GECCo approval and let the program know what items are needed. He will work with GEECo to get those approved ASAP once the program responds. AAC will submit a resolution to full senate as soon as we have notification that the courses have been approved.
- **2023-2024 #30 Academic Integrity Policies - Graduate and Undergraduate:** The Academic Integrity Group sent two items for approval: (1) revised the CSUB Undergraduate Academic Integrity Policy to add a policy for Artificial Intelligence and (2) CSUB Graduate Academic Integrity Policy and the recently revised. AAC decided to add the word explicit (i.e., “without the permission of the instructor” to “without the explicit permission of the instructor”) for the artificial intelligence policy in both documents. Additionally, AAC decided to add recommend syllabus language for Artificial Intelligence in the CSUB Undergraduate Academic Integrity. AAC drafted and approved two resolutions (one for each policy).
- **2023-2024 #34 Program Discontinuations:** AAC discussed discontinuation requests from several programs. Integrated Teacher Education Pathways (ITEP) allow for students to get both the undergraduate degree and the credential. The Department of Education (DOE) policy now requires that campuses with ITEPs must ensure that postbaccalaureate students do not receive Pell or TEACH grants. Previously, the DOE had waived this rule for California teacher preparation programs allowing both undergraduate and post-baccalaureate students to receive federal financial aid, but that waiver has now ended. Thus, all four programs that offer these pathways are requesting discontinuation so that their students can receive financial aid while they pursue their undergraduate degrees. The BS in Natural Sciences was designed to give students pursuing a career in teaching a pathway to achieve Subject matter certification in the sciences by preparing them to pass the California Subject Exams for Teaching (CSET) in science. The passage of AB 130 by the California State Legislature now allows candidates for teacher credential programs to achieve subject matter certification in science by holding a traditional disciplinary degree in a scientific discipline, and thus the BS in Natural Sciences is no

longer needed. AAC drafted and approved two resolutions (one for the ITEPs and one for the BS Natural Sciences).

- **2023-2024 2023-2024 #35 Administering SOCI:** AAC drafted a memo with several recommendations for SOCI: (1) The window for SOCI should be the same whether online or physical; (2) SOCI be completed before finals week; (3) Faculty should receive the directions on how to access online SOCI via Canvas so they can pass this information on to their students (ideally, a link to SOCI would be provided in the Canvas course); (4) Quantitative (rankings) and qualitative data (comments) for online SOCI should be linked as they currently are for physical SOCI; and (5) Averages for quantitative data (rankings) should be provided both for individual questions as well as overall. AAC will continue to discuss this referral and recommend additional action if necessary.



ACADEMIC SENATE
CSU BAKERSFIELD

To: Aaron Hegde, Academic Senate Chair

From: Danielle Solano, Academic Affairs Committee Chair

CC: Academic Affairs Committee
Katherine Van Grinsven, Academic Senate Administrative Analyst

RE: Referral 2023-2024 #35 Administering SOCI's

At their meeting on March 14th, the Academic Affairs Committee (AAC) decided to recommend the following procedures regarding SOCI's:

1. The window for SOCI's should be the same whether online or physical.
2. SOCI's be completed before finals week.
3. Faculty should receive the directions on how to access online SOCI's via Canvas so they can pass this information on to their students (ideally, a link to SOCI's would be provided in the Canvas course).
4. Quantitative (rankings) and qualitative data (comments) for online SOCI's should be linked as they currently are for physical SOCI's.
5. Averages for quantitative data (rankings) should be provided both for individual questions as well as overall.

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311

Report to Academic Senate for AS&SS

March 14, 2024

AS&SS committee members discussed Referral #31 on the Need for Academic Testing Center and voted on the recommendations in response to Referral #30 on Academic Integrity Policies. For Referral #31, the committee made final edits to a faculty survey on proctoring service/testing center at CSUB. The survey will be sent to the Executive Senate for final review and distribution. Special note of appreciation to Prof. Matt McCoy for his work on creating the Qualtrics survey. For Referral #30 on Academic Integrity Policies, the committee voted to unanimously approve the addition of language regarding Artificial Intelligence to the CSUB Undergraduate Academic Integrity Policy and provided recommendations with edits and resource links that could be considered in finalizing the policy document.



2023-2024 Referral #30

Academic Integrity Policies

FROM Dr. Elaine Correa and Dr. Melanie Taylor
Academic Support and Student Services Chair and Vice Chair

TO Dr. Aaron Hegde
Academic Senate Chair

DATE March 14, 2024

cc: Katherine Van Grinsven, ASC

RE Memo on 'Academic Integrity Policies' related to Artificial Intelligence

At its February 15^h 2024 meeting, under the Vice Chair, Dr. Melanie Taylor, the AS&SS committee members voted to unanimously approve the addition of language regarding Artificial Intelligence to CSUB Undergraduate Academic Integrity Policy.

The committee also voted unanimously to approve the Graduate Academic Integrity Policy but with the following recommended changes:

- 1.) Language should be added to the policy regarding the grievance process for students.
- 2.) Language added to the proposed syllabus language regarding the grievance process.
- 3.) Editorial change: the committee suggests on page 3 the line that reads "when a faculty member discovers a violation" be changed to read "when a faculty member imposes a penalty for a violation".

Recommended Links:

- [National Institute on Artificial Intelligence in Society | Sacramento State \(csus.edu\)](#)
- [Resources | Sacramento State \(csus.edu\)](#)



AY2023-2024 Budget and Planning Committee Report

Thursday, March 14, 2024

10:00-11:30 AM

BDC 134A-Conference Room

BPC committee met on March 14 and focused on the following issues:

- The committee talked about the Spring 2024 Budget Open Forum. The Budget Forum PowerPoint was shared; discussion about the State deferring the CSU Compact funds – what does that mean for the CSU and CSUB – CSUB receives about 2% of the total CSU budget; CSUB’s reserves has gone down over previous years due to funding unfunded mandates, inflation, mandatory costs, fewer funds going in, and declining enrollment

- Referrals

Old Business

2023-2024 Referral 23 New Degree Program Proposal- Bachelor of Music in Music Education: waiting for the title change from AAC

2023-2024 Referral 26 New Department Proposal_Public Health_AAC BPC FAC: waiting on the 3 items that have been requested

2023-2024 Referral 11 – Academic Administrators Search & Screening -Handbook change: reschedule joint meeting with FAC until after Spring Break

New Business

2023-2024 Referral 31 Need for an Academic Testing Center

2023-2024 Referral 33 Academic Prioritization – AAC and BPC

2023-2024 Referral 36 Faculty Hiring Prioritization- Position Control – BPC

Faculty Affairs Committee

Thursday, March 14, 2024, 10:00 –11:30 AM

The goal of this meeting was to finalize referral 2023-24 Referral #02 Digitizing the Performance Review Process by addressing the issues raised last semester in the first reading of the recommendation by the Task Force, reflecting on what we learned during our pilot experiment with Canvas in Fall, examining the contents of the Task Force report, and discussing how to move forward in the current practice of the review process. Our meeting notes include:

Summary:

The Task Force report and findings were reviewed. The Task Force reviewed and ranked the following 7 platforms. Each platform was compared to BOX: Interfolio (44.5), OnBase (37.5), Box (34), Live Binders (33.1), Faculty Success (32.0), Adobe Binder, Mahara, and Scholarly Software. Each platform was evaluated according to 4 Required Capabilities: Secure, tracks access and changes, aids in ease of organization, and easily reviewed by all levels of review. Cost was not included among these criteria nor was ease of use for practitioners.

The FAC would like to table the recommendation by the Task Force and the current resolution for the following reasons:

- 1) The costs were a major issue during the first reading, and in light of the current, dire financial situation of the campus (faculty lines put on hold), the FAC believes that cost needs to be a factor, particularly when there are other platforms that meet the required capabilities with lower, or no costs. The cost for Interfolio begins at \$28k and increases each year (5-15% depending on inflation and number of users).
- 2) Costs are not just the cost of the software, but also the time of faculty who may need to be trained in a new system.
- 3) We also foresee workload issues with a pilot program. Even though a faculty member undergoing review could opt for the pilot program, all other levels of review would have to access two platforms, regardless.
- 4) It is not clear that the full capabilities of BOX were considered (in comparison to other platforms), or if the early and unexamined implementation of BOX, as currently used, formed the basis of comparisons in the report. There are additional capabilities of BOX that are not currently used, including the use of templates to organize folders, the blocking of downloads to increase file security, etc.
- 5) In addition to BOX, which is already used on campus, CANVAS was not evaluated by the Task Force. It is widely used on the campus by faculty, is of no additional cost, and does meet the 4 required capabilities (degree to be determined).
- 6) Interfolio, recommended by the Task Force, permits the downloading of files and thus does not fix one of the primary concerns about file security.
- 7) Additional concerns are with the long-term filing and maintaining of files. When do faculty “get their files back” and have control of their files, versus what needs to be stored for longer term access.
- 8) An argument made in favor of adopting Interfolio is that many CSU campuses already use this platform and seem to find it adequate for their needs, but this does not indicate what options they considered before making the decision to implement Interfolio as their selected platform.

Considering all of these comments and concerns, FAC votes unanimously to withdraw our committee support for the currently considered resolution on the use of Interfolio.

The committee expressed deep thanks and gratitude to the Task Force for their thorough and thoughtful evaluation of different potential platforms.

2023-2024 Academic Senate Log

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws	Approved by Senate	Sent to President	Approved by
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
2/7/2024	2023-2024 #00	Complete	EC	RES 232418 Commendation of CFA Bakersfield Executive Board	RES 232418 Commendation of CFA Bakersfield Executive Board		2/8/2024	2/19/2024	
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
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; Carry over referral 2021-2022 #28 Academic Testing Center Exploratory Sub-Committee <i>Update: Senate Chair and EC drafted memo to Testing Center 2024-02-26; complete. No resolution needed.</i>	-	-	-	-	-
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 Carry over referral 2022-2023 #19 ATI Instructional Materials - Handbook Appendix K	RES 232408 ATI Instructional Materials- Handbook Change	Handbook; Appendix K	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. Carry over referral 2022-2023 #21 Concentration vs. Emphasis to Describe Size of Program	RES 232403 Definitions of Undergraduate Concentrations and Emphases	n/a	9/28/2023	10/6/2023	10/9/2023
3/7/2023 9/6/2023	2023-2024 #10 Standing Committee- Bylaws Change Section IV	Complete	AAC, AS&SS, BPC, FAC	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. Carry over referral 2022-2023 #32 Three-Year Lecturers and PTR Committee - Handbook Change	RES 232406 RTP and PTR Committees	Handbook; 305.6.1, 305.6.3	11/9/2023	11/27/2023	11/28/2023
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. Carry over referral 2022-2023 #34 Advisor and Student Initiated Course Add/Drops in Adobe Sign <i>Recommendations emailed 11/27/2023; included in Senate Agenda 12/7/23. No further action.</i>	-	-	-	-	-
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. Carry over referral 2022-2023 #35 Skipping Course Waitlist <i>Recommendations emailed 11/27/2023; included in Senate Agenda 12/7/23. No further action.</i>	-	-	-	-	-
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. Carry over referral 2022-2023 #37 Academic Integrity Pledge <i>Recommendations emailed 11/27/2023; included in Senate Agenda 12/7/2023. No further action.</i>	-	-	-	-	-
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. Carry over referral 2022-2023 #41 Statement on Open Educational Resources (OER).	RES 232402 Statement on Reducing Educational Material Costs at CSUB	n/a	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
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
10/3/2023	2023-2024 #19 HSIIRB and IACUC Policy Updates- Handbook Change	Complete	FAC	Review the proposed policy and procedure updates for HSIIRB and IACUC for proposed handbook changes.	RES 232417 HSIIRB and IACUC Policy Updates- Handbook Change	Handbook; 303.9.2	2/22/20024	3/12/2024	
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	
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
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-	Complete	BPC and AAC	Review and approval of the Academic Master Plan (AMP) for 2024-2025 through 2033-2034.	RES 232411 Academic Master Plan	n/a	12/7/2023	12/15/2023	12/21/2023

10/2/2023	2023-2024 #20 Proposal for emphasis in Biochemistry B.S. <u>Hold</u>		AAC	Whether to approve the proposal for an emphasis in Biochemistry B.S. Update: Per D. Solano, department will be sending revised proposal reflecting RES232403 pending review and approval from NSME curriculum committee- 10/03/2023.	
2/26/2024	2023-2024 #30 Academic Integrity Policies	IP	AAC and AS&SS	Review Graduate Academic Integrity Policy and revised Undergraduate Integrity Policy with revisions regarding AI. Update: AS&SS sent memorandum for inclusion in Senate agenda packet 3/14/2024.	
10/31/2023	2023-2024 #23 New Degree Program Proposal- Bachelor of Music in Music Education	IP; RES 232416 drafted	BPC and AAC	Review the new degree program proposal – Bachelor of Music in Music Education AAC proposed RES 232416 to BPC; BPC still discussing 2/6/24. Resolution has not had first reading yet.	RES 232416 New Degree Program Proposal- Bachelor of Music in Music Education
2/7/2024	2023-2024 #28 Proposal of New Minor - Human Resource Management	IP; RES 232419	AAC	Whether to approve the proposal for a new minor in Human Resource Management.	RES 232419 Approval of Minor in Human Resource Management (2nd reading scheduled 3/21/24)
3/11/2024	2023-2024 #34 Academic Program Discontinuations	IP; RES 232420 and RES 232421	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 (First reading scheduled for 3/21/2024)
9/6/2023	2023-2024 #00	RES 232401; on hold	EC	Carry over from 2022-2023	RES 232401 Statement on Campus Modality (1st Reading 09/06/2023; hold for second reading) n/a
3/1/2022 9/6/2023	2023-2024 #02 Digitizing the Performance Review Process	RES 232407; tabled	FAC	Access, process, CFA & HR perspective, training of chairs & deans. FAC recommends that discussion be postponed until new software is selected. Carry over referral 2021-2022 #40 Digitizing the Performance Review Process Resolution drafted and went through first reading; held for second reading. On Senate Agenda for 3/21/2024 to be tabled. FAC will draft a memorandum with EC for distribution and rationale.	RES 232407 Pilot of Interfolio (1st reading 10/12/2023) n/a
3/1/2022 9/6/2023	2023-2024 #03 Sixth-year Lecturer Review – Handbook Change		FAC	Purpose and outcome(s) of the Sixth-year Lecturer Review, etc. Notes drafted; Carry over referral 2021-2022 #41 Sixth-year Lecturer Review – Handbook Change	
6/1/2022 9/6/2023	2023-2024 #04 Time Blocks and Space Utilization		BPC	The need to reconsider Time Blocks for classes. Memo received 05/03/2023; carry over referral 2022-2023 #01 Time Blocks and Space Utilization	
2/21/2023 9/6/2023	2023-2024 #08 GECCo Review and Appointment		FAC	Whether GECCo draws the review of Faculty Director etc. and whether the position is open for another three-year appointment. Carry over referral 2022-2023 #22 GECCo Review and Appointment	
3/1/2023 9/6/2023	2023-2024 #09 Effect of Sabbatical on Assigned Time and Release Time		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. Carry over referral 2022-2023 #23 Effect of Sabbatical on Assigned Time and Release Time	
3/7/2023 9/6/2023	2023-2024 #11 Academic Administrators Search & Screening - Handbook Change		FAC and BPC	Whether to add use of search firms, add language regarding exceptions, and add an option for university to retreat. Carry over referral 2022-2023 #31 Academic Administrators Search & Screening -Handbook Change	Handbook; 311.1, 311.2, 311.3
1/31/2024	2023-2024 #26 Proposal for the Creation of a Department of Public Health	IP	AAC, BPC, and FAC	To review and address the proposal for the creation of a new department, the Department of Public Health.	
1/31/2024	2023-2024 #27 Faculty Director Performance Reviews - Handbook Change		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;
2/7/2024	2023-2024 #29 Proposal of New Minors- Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies	IP	AAC	Whether to approve the proposal for new minors in Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies 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	
2/26/2024	2023-2024 #31 Need for an Academic Testing Center		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.	
2/28/2024	2023-2024 #32 University Review Committee Alternates - Handbook Change		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.	Handbook;
3/11/2024	2023-2024 #33 Academic Prioritization Policy		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.	

3/11/2024	2023-2024 #35 Administering SOCl	AAC and FAC	<p>AAC: Discuss SOCl process and timelines, taking in to consideration the efficacy and fairness of student evaluations, time frame for distribution and student evaluation scores, provision of SOCl 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.</p> <p><i>AAC: sent memorandum for inclusion in Senate packet for mtg 3/21/2024</i></p>
3/11/2024	2023-2024 #36 Faculty Hiring Prioritization- Position Control	BPC	<p>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).</p>



Discontinuation of the BS in Natural Sciences

RES 232420

AAC

RESOLVED: That the BS in Natural Sciences be discontinued.

RESOLVED: That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

RATIONALE: The BS in Natural Sciences was designed to give students pursuing a career in teaching a pathway to achieve Subject matter certification in the sciences by preparing them to pass the California Subject Exams for Teaching (CSET) in science. The passage of AB 130 by the California State Legislature now allows candidates for teacher credential programs to achieve subject matter certification in science by holding a traditional disciplinary degree in a scientific discipline, and thus the BS in Natural Sciences is no longer needed.

Attachments:

Email_Program discontinuation proposal--BS in Natural Sciences_2024-02-22

Natural Sciences Program Discontinuation Memo

UPRC Letter_BS in Natural Sciences_October 23, 2023

Distribution List:

President

Provost and VP for Academic Affairs

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AVP Faculty Affairs

AVP Academic Affairs and Dean of Academic Programs

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Dean of Extended University and Global Outreach

Department Chairs

General Faculty

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311

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

From: [Debra Jackson](#)
To: [Aaron Hegde](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#)
Subject: Program discontinuation proposal--BS in Natural Sciences
Date: Thursday, February 22, 2024 3:41:29 PM
Attachments: [Natural Sciences Program Discontinuation memo.pdf](#)
[UPRC Letter BS in Natural Sciences October 23, 2023.pdf](#)
[Program Review 2023 -- Natural Sciences.pdf](#)

Dear Dr. Hegde,

The Director of the Natural Sciences program has proposed the discontinuation of the B.S. in Natural Sciences degree program. This proposal was shared with the Interim Provost, Dr. Rodriguez, on February 6, 2024. After a 14 day response period had elapsed with no objections, Dr. Rodriguez consented on February 22, 2024 for the proposal to be forwarded to the Academic Senate for review and approval.

Please find attached a memorandum from the Director of the Natural Sciences program dated February 7, 2024, the recent Natural Sciences program self-study dated February 21, 2023, and the report from the University Program Review Committee dated October 23, 2023.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs

Dean of Academic Programs

Accreditation Liaison Officer

(661) 654-3420

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 22 EDUC

Bakersfield, CA 93311

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



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Date: 2/7/2024

To: Dr. James L. Rodríguez, Interim Provost and Vice President for Academic Affairs

From: Dr. Carl Kloock, Chair, Department of Biology; Program Director, Interdepartmental Program in Natural Sciences and Chair, Natural Sciences Advisory Committee.

CC: Dr. Aaron Hegde, Chair, Academic senate
Dr. Debra Jackson, AVP for Academic Affairs
Dr. Denver Fowler, Associate Dean for Graduate and Undergraduate studies
Dr. Jane Dong, Dean, NSME
Dr. Maureen Rush, Chair, Dept of Mathematics and Member Natural Sciences Advisory Committee
Dr. William Krugh, Chair, Dept. of Geological and member Natural Science Advisory Committee
Dr. Sarah Forester, Chair, Dept. of Chemistry and Biochemistry
Dr. Andreas Gebauer, Dept. of Chemistry and Member, Natural Sciences Advisory Committee
Dr. Travis Moore, Chair, Dept. of Physics and Engineering
Dr. Luis Vega, Interim Dean, SSE
Dr. BreAnna Evans-Santiago, Chair, Department of teacher education
Ms. Debbie Meadows, Director of education accreditation and member, Natural Sciences Advisory Committee

Department Chairs above: Please distribute to the faculty in the departments of Biology, Chemistry and Biochemistry, Geological Sciences, Mathematics, Physics and Engineering, and Teacher Education

Attachments: Natural Science Program Review Self-study, 2022-23
University Program Review Committee report.

Subject: Discontinuation of the Interdisciplinary Program in Natural Sciences

Pursuant to the CSUB Policy on Discontinuance of Academic degree programs, this memorandum is sent to all constituents above. The department chairs referenced above are asked to distribute to their faculty to ensure that all faculty members who may teach courses in the program are informed of the proposed discontinuance.

Any of the above, or individual Faculty who disagree with the discontinuation of the program have fourteen (14) days from the date above

Rationale for discontinuation.

Summary:

The reason the BS in Natural Sciences exists is to give students pursuing a career in teaching a pathway to achieve Subject matter certification in the sciences by preparing them to pass the California Subject Exams for Teaching (CSET) in science. The passage of AB 130 by the California State Legislature now allows candidates for teacher credential programs to achieve subject matter certification in science by holding a traditional disciplinary degree in a scientific discipline. Given this reality, The Natural Sciences program has become redundant with the traditional science degrees, which provide an alternative pathway to achieving subject matter certification and provide more potential career flexibility for these student outside of education.

Detailed rationale:

Assembly Bill 130 (AB 130). (see link: https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-12/2021-12-2f.pdf?sfvrsn=611925b1_2) was passed in December 2021, and regulations pertaining to this bill were adopted and signed by the governor in July 2021 (https://www.ctc.ca.gov/docs/default-source/commission/coded/2021/coded-21-05.pdf?sfvrsn=ac402ab1_2). AB 130 changes the way that subject matter requirements may be satisfied. On the next page, please find excerpted relevant portions of section 80096 with language pertaining specifically to science credentials highlighted for reference:

AB 130 presents an existential issue for the program. Students earning any appropriate degree will be considered subject matter competent with no need to pass the CSET (though CSET will remain as an option for candidates whose degrees do not fit the defined criteria). Given that the Natural Science degree is designed specifically as preparation for the CSET, this change brings the need for the degree into question.

§ 80096. Determination of Subject Matter Competency.

- (a) When reviewing official transcripts for subject matter competency under sections 44259(b)(5)(A)(iii) (and (v) of the Education Code, acceptable coursework shall be defined as:
- (1) Coursework earned with a grade of “C” or higher. Courses earned with “Pass,” “Credit,” or another designation deemed by the institution of higher education to be equivalent to a grade “C” or higher is also acceptable.
 - (2) Coursework that is degree-applicable to an Associate or higher degree and credit-bearing. Remedial coursework is not acceptable.
 - (3) Coursework that was completed at a regionally accredited institution of higher education.
 - (4) Upper division or graduate coursework that exceeds one or more subject matter domain, if the course content requires existing knowledge of the subject matter domain.
- (b) When reviewing official transcripts for subject matter competency for a Single Subject Credential under section 44259(b)(5)(A)(iv)(I) of the Education Code, a major in one of the subject areas in which the commission credentials candidates shall mean:
- ...
- (3) For the single subject area of Science, successful completion of a baccalaureate or higher degree at a regionally accredited institution of higher education where the title of the degree earned includes the science concentration subject area of the credential to be earned in the name of the major, as follows:
 - (A) For the Foundational-Level Science credential, successful completion of any degree major offered by the science department of a regionally accredited institution of higher education.
 - (B) For the Biological Science credential, the title of the degree must include the area of Biology.
 - (C) For the Chemistry credential, the title of the degree must include the area of Chemistry.
 - (D) For the Geoscience credential, the title of the degree must include the area of Geoscience or Earth Science.
 - (E) For the Physics credential, the title of the degree must include the area of Physics.

...

Changes to Education Code § 44259 (b) (5) are also relevant, and available as appendix A in the document linked above. Excerpt:

Education Code § 44259 (b) (5) (A) Verification of subject matter competence, demonstrated through one of the following methods:

- ...
- (iv) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable:
 - (I) For single subject credentials, a major in one of the subject areas in which the commission credentials candidates.
-

AB 130 makes the disciplinary concentrations of the BS in Natural Sciences unnecessary for prospective teachers. If students can achieve subject matter certification with a degree in any of the disciplinary fields, the Natural Sciences degree becomes much less desirable for students. Few students decide to become science teachers early in their academic career, and with this change, there would not be an advantage, even for first-year student, to major in Natural Sciences: they could pursue a teaching career with a traditional degree in the discipline. In addition, because of the broad recognition and acceptance of traditional degrees outside of California's Educational system, traditional degrees serve students better than Natural Science degrees because they make it easier for students to pursue other career goals should they change their minds about teaching or be unable to meet the requirements to enter a credential program.

The foundational concentration was designed to meet the very specific need of producing high-quality middle school teachers. While it clearly meets the spirit of AB 130, it may encounter some bureaucratic difficulty as it is not technically offered by a "science department" (see § 80096-b3A, above). It is unclear whether an offering by an interdepartmental program would qualify. A larger problem for the Foundational concentration is the current extremely low enrollment in this concentration. A program that serves 1-2 majors per year is simply not viable. In addition, students seeking the foundational science credential have other routes available to them, as discussed in detail in the program review, which is attached (see section 1D-2b). And, with the language of AB130, any science degree would grant an individual subject-matter competency acceptable for foundational science. Despite its small niche, the foundational concentration is also un-desirable for students because, even more so than the disciplinary concentrations, it limits career options: the only relevant career route available to graduates with this degree is teaching middle school science.

Given the new reality for subject matter certification under AB 130, the previously favorable cost:benefit ratio of the program must be re-evaluated. The Natural Science degree is no longer beneficial for students pursuing a teaching career and limits student's career option more than the alternative degrees available to them. Thus it is the recommendation of the Natural science Advisory Committee that the Natural Science program be placed on moratorium and accept no new students. Students currently in the program should be informed of this and given the option to change their major or complete coursework necessary to earn the Natural Science degree. The University Program review committee has completed their review of the Natural Science program self-study and concurs with this recommendation (see attached).



MEMORANDUM

DATE: October 23, 2023

TO: Dr. Carl Kloock, Chair, Department of Biology & Director of BS in Natural Sciences

FROM: The University Program Review Committee
Dr. Ángel Vázquez-Ramos, Chair; Dr. Hager El Hadidi; Dr. Jacquelyn Ann K. Kegley; Dr. Yeunjoo Lee; Dr. Dayanand Saini; Dr. Danielle Solano; Dr. Jinping Sun; Dr. Debra Jackson, ex officio

CC: Dr. Vernon Harper, Provost and Vice President for Academic Affairs
Dr. Debra Jackson, Associate Vice President for Academic Affairs, Dean of Academic Programs
Dr. Aaron Hegde, Chair, Academic Senate
Dean Jane Dong, School of Natural Sciences and Mathematics

SUBJECT: Interdisciplinary Program in Natural Sciences (BS in Natural Sciences)
Self-Study and Program Plan

Introduction

The BS in Natural Sciences is an interdepartmental program in the School of Natural Sciences, Mathematics and Engineering (NSME) designed specifically for students who wish to pursue a career as a Middle- or High-School teacher. The program consists of courses offered by the Departments of Biology, Chemistry, Engineering, Geology, Mathematics, and Physics.

Currently, to meet the State Subject Matter requirements to enter a teacher credential program, students complete a series of exams (the California Subject Exams for Teachers, or CSET) in science. Prospective middle school teachers (Foundational Science Concentration) take a single exam in general science, while prospective High school teachers take the general science exam plus an exam in the discipline(s) they plan to teach. These disciplines correspond to the four disciplinary concentrations in the Natural Science major: Biology, Chemistry, Geology, or Physics.

The basic structure of the program follows the CSET structure: Students take a core of majors-level science courses consisting of 11-12 units in each of the core disciplines to provide general breadth in science, followed by a depth concentration of 28-32 units in one discipline, or for middle school teachers only, a foundational concentration consisting of the single subject teacher credential program (46-50 units), resulting in a four-year

University Program Review Committee

California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

blended program that includes both the BS degree and the Foundational Science Credential. High school teachers take credential coursework as a 5th-year, post-graduate program.

Although students can enter the credential program as science teachers with a major as long as they pass the appropriate CSET exams and have a bachelor's degree, the BS in Natural Science provides students with a more focused and efficient preparation for meeting the state subject matter requirements. In traditional disciplines-based majors, students would generally not get the breadth of preparation offered by the Natural Science program.

In reviewing the BS in Natural Sciences, the University Program Review Committee (UPRC) examined the following documents:

- The BS in Natural Sciences Self Study and Program Plan AY 2014-2015 through 2021-2022: received February 21, 2023
- Dean's Review dated August 1, 2023

The program has requested discontinuance, so no external review is needed.

Response to Previous Reviews

The BS in Natural Sciences has provided responses to the UPRC recommendations from the previous review. A summary of those responses is provided below.

- It was recommended that an engineering faculty representative be recruited to the Advisory Board. The program notes that this has not been done.
- It was recommended that the program monitor CSET results to shed light on the effectiveness of the program. The program has done this, and the results are reported and discussed in Evidence of Program Quality.
- It was recommended that the program track student scholarship. This has proven difficult both due to the pandemic and to the nature of the students and their focus on a career in teaching.
- It was recommended that the program hire a part-time administrative support to assist with outreach, monitor CSET results and to track student research and career goals. This has not been done. The program has no budget beyond the 3 WTUs a year provided the program coordinator. The Self Study commends Ms. Vanessa Mayorga, the ASC for Biology, who provides administrative assistance when necessary.
- It was recommended that the program develop an outreach plan and work with CSUB's Center for Career Education & Community Engagement (CECE) and Enrollment Management to increase the visibility of the program. This has not been done.
- It was recommended that the program explore the possibility of a minor or certificate program. This possibility was explored, a proposal was developed and received tentative approval from the NSME Curriculum Committee pending certain modifications. This item slipped through the cracks during the pandemic and never came to fruition.

Relevant Changes in the Program

The only significant change in the curriculum was to add a course in Engineering (SCI 3210, Fab Lab Teaching Internship) to the core curriculum. This course provides students with exposure to engineering concepts and processes, and students act as guides for school groups visiting the Fab Lab facility, so it fits nicely into the teacher education mission of the program by giving students experience with this audience in an educational setting.

The biggest change is not in the program itself, but in the context in which the program operates: the implementation of the provisions of Assembly Bill 130 (AB 130). AB 130 changes the way that subject matter requirements may be satisfied. AB 130 presents an existential issue for the program. Students earning any appropriate degree will be considered subject matter competent with no need to pass the CSET (though CSET will remain as an option for candidates whose degrees do not fit the criteria above). Given that the Natural Science degree is designed specifically as preparation for the CSET, this change brings the need for the degree into question.

Given the new reality for subject matter certification under AB 130, the previously favorable cost: benefit ratio of the program must be re-evaluated. The Natural Science degree is no longer beneficial for students pursuing a teaching career and limits student's career option more than the alternative degrees available to them.

Given these new circumstances, the Interdisciplinary Program in Natural Sciences recommends that the Natural science program be placed on moratorium and accept no new students. Students currently in the program should be informed of this and given the option to change their major or complete their current Interdisciplinary program.

The UPRC commends the program for providing this thorough and honest assessment of the current situation.

Program's Role in Relation to the University

The mission of the BS in Natural Sciences is to prepare program graduates with the subject matter knowledge necessary to become highly skilled science teachers in the State of California. The Self-Study notes that the program's mission was well aligned with the University's until AB 130 was enacted by the state. AB 130 has made the program redundant as the benefits of producing teachers (Goal 2) can now be more readily realized by students earning traditional degrees in the individual scientific disciplines. AB 130 has also eliminated the need for Goal 3 for prospective teachers. Hence, the program does not make significant contributions to the University's mission anymore.

Per the alignment matrix (Appendix 5), every course in the BS in Natural Sciences advances the University Goals. In particular, the BS in Natural Sciences is the most well-rounded science major on campus. It includes extensive coursework in four basic science disciplines: Biology, Chemistry, Geology, and Physics, as well as Engineering and Mathematics.

The program's curriculum is designed around the State of California's requirements for science teachers, as exemplified by the California Subject Exams for Teachers (CSET) in science. The program excellently prepares students in general science, with a pass rate of >90%. However, the CSET will soon no longer be required for

prospective teachers (Middle or High School), which makes the program's design and purpose obsolete. The UPRC agrees with this assessment.

Because the program is interdisciplinary and does not offer courses in general education, service, or certificate categories, its small resource base (i.e., its reliance on the course offerings by the departments of Biology, Chemistry and Biochemistry, Geological Sciences, Physics and Engineering, and Mathematics and their faculty) does not impact these associated programs. Hence, the recommended termination of the program will not affect these functions of the University. The UPRC agrees with this assessment.

Evidence of Program Quality

The BS in Natural Sciences program primarily uses student performance on the CSET in Science exam as the assessment criteria. Before a change in CSET exam structure in 2017, between 2010 and 2016, the passage rate of Natural Science students was generally higher than that of other CSUB STEM students (especially, as expected, on the general science exams) and above or comparable to the statewide average, (Table 1, p. 9). Hence, the program was successful at its primary goal. On the other hand, the passage rate for the disciplinary exams was lower than that for the general science exams. The program recognizes this deficiency and has focused on program improvement accordingly. The program hoped that the change to a Semester-based BS program, accompanied by an increase in the number of units within each disciplinary concentration, will help with this issue.

The program's student learning outcomes (SLOs) are tied directly to the CSET assessment. The first student learning objective (i.e., Objective 1) is assessed directly by the CSET General Science exam, for which Natural Sciences students have >92% pass rate from 2010-2016, plus one additional student passing in 2020. The second student learning objective (i.e., Objective 2) is assessed directly by the four disciplinary CSET exams for which Natural Sciences students have >83% pass rate from 2010-2016.

The UPRC commends the program faculty for its continued commitment to student success and focused efforts for program improvement.

The small enrollment and the small size of the program's graduating class in most academic years (<5) make it difficult to get reliable data on the placement of students in careers and graduate/professional programs. However, anecdotally, many graduates enter the credential program and often get jobs as teachers before they finish the credential program. Given the recommendation to terminate the program, any efforts to seek such data in the future will be irrelevant.

Because the Natural Science program does not have any faculty in the program itself, measures of student involvement in scholarship or creative activities are reported at the departmental level. Similarly, the achievements of individual faculty who teach courses in this program are more appropriately indicated in the reports of their home departments. Further, the program does not administer alumni satisfaction or employer satisfaction surveys.

Data related to student retention, graduation rates, time-to-degree, etc., largely unavailable due to the small size of the graduating class in most academic years. Where data is available, such as median time to degree, the program's numbers are identical to the School of Natural Sciences, Mathematics, and Engineering (NSME) for first-time freshmen but quite a bit higher for upper-division transfer students. Most transfer students lack

prerequisites and essentially begin a new, four-year degree program when they change their major to Natural Sciences.

CSULA and CSU Fresno have similar programs, and they follow a very similar overall approach of requiring both breadth and depth components in their programs. On the other hand, CSUB's core course sequence includes an engineering course, which is unique. CSUB's Natural Sciences program is unique in offering a degree concentration specifically targeted towards Middle-school teachers, including the bachelor's degree and the credential in an integrated program.

CSU East Bay used to have a subject matter sequence like CSUB's Foundational concentration, but not as a separate degree. Its program no longer appears to exist. CSU Stanislaus offers the foundational credential and claims that the foundational credential is for "students strong in science but not necessarily with a science degree." However, CSUB's Foundational Concentration is a science degree.

The program has previously provided its students with opportunities to teach in summer programs such as Camp BLAST for rural middle school students. The other options include the Math Science Teacher Initiative (MSTI), which provides \$3000/year to students who meet the basic requirements. In exchange, students must provide 100 hours of tutoring at the Middle or High school level, providing them with valuable practical experience with students of an appropriate age.

The Noyce Scholarship program and MSTI, which had specific diversity goals and criteria, previously supported the enrolled students. Unfortunately, the Noyce Scholarship program no longer exists, and although MSTI still exists, the program has chosen to focus on Elementary teachers rather than Middle/High school teachers and no longer accept Natural Science students, even as part of credential program support. Further, the Natural Sciences program is an independent entity. Typically, a few students are enrolled in the program; hence, the program needs no targeted recruiting efforts with specific diversity goals. Similarly, the interdepartmental nature of the program does not allow it to play a role in faculty recruitment or hiring. Hence, efforts to recruit faculty who reflect the community's diversity are not warranted.

Evidence of Program Viability and Sustainability

The numbers of both Natural Science majors and graduates have declined from an average of over twenty majors per term and ~4 graduates per year to ~11 majors per term and ~2 graduates per academic year. While science teachers are in high demand and low supply, it is expected that enrollment will drop even further due to AB 130.

As an interdepartmental program with no faculty of its own (the Natural Science Advisory Committee serves as the primary planning entity for the program) the Natural Science program has no control over faculty, financial, and other resources; it has no operational budget and no dedicated administrative support. While dedicated administrative support could potentially be helpful, the current recommendation to terminate the program renders such effort a waste of resources.

Program Plan

The Natural Science Advisory Committee recommends that the program should be put on moratorium and stop accepting new students. Existing students should be given the option of completing the degree or changing

their major. The Natural Science program should be terminated upon degree completion of the last remaining students. Specifically, the Dean recommends that the program ensure all impacted programs are fully consulted, prepare a proposal to place Natural Sciences Program on moratorium with a teach out plan, and communicate the upcoming changes to stakeholders (e.g., high schools). The UPRC concurs. The Dean also suggests exploring the possibility of creating a minor in Science Education, however the UPRC does not see this as necessary; students interested in teaching would be better served by taking the prerequisites and foundational requirements for admission to the credential program.

Commendations

The UPRC commends the Natural Science program for the following:

- A thorough and honest assessment of how AB 130 affects the program.
- Commitment to student success and focused efforts for program improvement.

Recommendations

The UPRC recommends the Natural Sciences program:

- Be placed on moratorium and stop accepting new students.
- Work with existing students to complete their degree and terminate the program upon degree completion of the last students.



Discontinuation of the Integrated Teacher Education Pathways (ITEP) Programs

RES 232421

AAC

RESOLVED: That all Integrated Teacher Education Pathways (ITEP) associated with the following programs be discontinued:

- ITEP for Child, Adolescent and Family Studies Special Education (CSPED)
- ITEP for Multiple Subject Credential in Liberal Studies (IBEST)
- ITEP in Education Specialist Credential, Liberal Studies Special Education (ISPED)
- ITEP for Single Subject Credential in Mathematics

RESOLVED: That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

RATIONALE: The United States Department of Education (DOE) changed the enforcement of rules affecting student eligibility for federal financial aid such as Pell and TEACH Grants. Previously, the DOE had waived financial aid eligibility requirements for post-baccalaureate students enrolled in institutions offering Integrated Teaching Education Programs (ITEP). DOE policy now requires that campuses with ITEPs must ensure that postbaccalaureate students do not receive Pell or Teach grants. If there is an ITEP for any given credential, the Pell can only be received by undergraduate but not post-baccalaureate students. Previously, DOE had waived this rule for California teacher preparation programs such as ours allowing both undergraduate and post-baccalaureate students to receive federal financial aid, but that waiver has now ended.

Attachments:

FW_Pathway Discontinuation Letter, CSPED_2024-02-02
Pathway Discontinuation Letter CSPED – signed
ITEP AES Dean Support -Discontinuance
Email_Program discontinuation proposal--IBEST_2024-02-22
Discontinuance of ITEP LBST-TED – signed
ITEP TED Dean Support -Discontinuance

Email_Program discontinuation proposal--2024-02-23 _Pathway Discontinuation ITEP AES Dean Support
ITEP AES Dean Support -Discontinuance
Pathway Discontinuation Letter ISPED – signed
Discontinuance of ITEP Math-TED – signed
Email_Program discontinuation proposal--ITEP in Mathematics_2024-02-22
Support letter from NSME Dean

Distribution List:

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Director of Academic Operations
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Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

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



Approval of the Minor in Human Resource Management

RES 232419

AAC

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

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

Attachments:

Changes to BSBA Program Form - HR Minor – signed
AAC MEMO_RES 232419 Proposal for a New Minor in Human Resource Management

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
Director of Academic Operations
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311



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: Management & Marketing
 Proposed by: JT Chen

RATIONALE FOR DEGREE PROPOSAL (Required):

Provide Rationale for Degree Proposal:

The HRM minor will attract students from related fields and majors such as those in the School of Arts and Humanity and the School of Social Sciences and Education. We believe that the minor can enhance students' career opportunities in the job market and does not impact the growth of other existing academic programs.

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

Degree Title:
 Human Resource Management Minor

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):

The Human Resource Management minor would be a 12 unit (4 courses) minor drawing from University wide students. They will be required to complete three core courses; organizational behavior, introduction to human resource management, and current topics in human resource management (California Labor Law). They will choose from four other human resource course for their elective: compensation and benefit administration; staffing, selection and workforce development; Negotiation ADR and conflict management; and public human resource administration. These are practical courses applicable to all workplaces.

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:

A student must take four upper division courses (12 units), including three core courses and one elective.

Required: MGMT 3000 Organizational Behavior (3), MGMT 3100 Human Resource Management (3), and MGMT 4280 Current Topics in Human Resource Management (3)

One elective from the following: MGMT 4200 Compensation and Benefits Administration (3), MGMT 4220 Staffing, Selection, and Workforce Development (3), MGMT 4300 Negotiation, ADR, and Conflict Management (3), or PPA 4660 Public Human Resource Administration (3)

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:

The Human Resource Management minor does not impact the growth or development of other existing academic programs.

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

Detailed proposal is attached.

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: 	Date: Sep 19, 2023
School/Program Curriculum Committee Chair: 	Date: Sep 25, 2023
Dean of School:  <small>Deborah Cours (Sep 26, 2023 09:45 PDT)</small>	Date: Sep 26, 2023
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:	

BSBA Committee Chair 
Joanne Choi (Sep 23, 2023 21:39 PDT)

Sep 23, 2023

Proposal for the Human Resource Management Minor

1. Program Identification

Full and exact degree designation and title: Human Resource Management Minor

Term and Academic Year of Implementation: Fall 2024

Total number of units required for graduation: 12 units

The Department of Management and Marketing proposes the Human Resource Management (HRM) minor. This minor consists of four courses of three units each for a total of twelve units. The HRM minor will attract students from related fields and majors such as those in the School of Social Sciences and Education. We believe that the minor can enhance students' career opportunities in the job market and does not impact the growth of other existing academic programs.

The HRM minor aligns with the mission of the University by offering “excellent undergraduate and graduate programs that advance the intellectual and personal development of its students.” Students who complete the HRM minor will receive the foundational knowledge and skills in human resource management, including human capital management, recruitment and selection, compensation and benefits administration, and state and federal labor laws. Knowledge in those areas is important not only for students pursuing a business degree, but also for those who plan to work in non-business environment such as governmental and non-profit organizations.

CIP Code: 52.1099

CSU Code: 05153

2. Program Overview and Rationale

Description

The Human Resource Management minor would be a 12-unit (4 courses) minor drawing from university-wide students. Students will complete three core courses; organizational behavior, introduction to human resource management, and current topics in human resource management (California Labor Law). They will choose one from four other HRM courses as an elective. The four courses are: Compensation and Benefit Administration; Staffing, Selection and Workforce Development, Negotiation ADR and Conflict Management, and Public Human Resource Administration.

Audience

In the past, students from English, Psychology, and Communication have completed the Human Resource Management concentration (a fifteen unit – 5 course program). Several department chairpersons have commented that they like the option for their students to have this minor available to them. Students from the schools of Social Sciences and Education, Arts and

Humanities, and Natural Sciences, Mathematics and Engineering could all benefit from these courses.

Rationale

The HRM minor has particular relevance to students majoring in Public Policy and Administration, Psychology, Criminal Justice, English, and Communication.

Public Policy and Administration – many private sector HRM principles apply to the public sector.

Psychology – psychology aims to understand human thinking and behavior, which are important in human resource management. For this reason, some HR professionals have a psychology background given its focus on people.

English –the HRM minor can provide an opportunity for those students in English major to become HR professionals with a focus on workplace policy writing.

Communication – all training and development professionals must be competent presenters.

Human resource management is a multi-disciplinary profession. This minor provides students in another major with knowledge in HR and thus enhances their job prospect in the labor market.

In addition, the minor does not require any new courses to be created. The minor can also create a feeder group into the MBA program. The demand for human resource professional continues to be strong. The HRM concentration has the second highest placement rate behind Accounting in the school of Business and Public Administration.

Catalog Copy

A student must take four upper division courses (12 units), including three core courses and one elective.

Required:

MGMT 3000 Organizational Behavior (3)

MGMT 3100 Human Resource Management (3)

MGMT 4280 Current Topics in Human Resource Management (3)

One elective from the following:

MGMT 4200 Compensation and Benefits Administration (3)

MGMT 4220 Staffing, Selection, and Workforce Development (3)

MGMT 4300 Negotiation, ADR, and Conflict Management (3)

PPA 4660 Public Human Resource Administration (3)

3. Curriculum

Goals:

The Human Resource Management minor prepares non-business major undergraduate students for careers related to Training and Development, Employee Relations, and Compensation and Benefits Administration.

Student Learning Outcomes for the Human Resource Management Minor:

Objective 1. Communication Skills

Objective 1a. Students will be able to orally present opinions in a professional manner.

Objective 1b. Students will be able to produce focused, coherent, and grammatically correct written communications applicable to management and human resource management.

Objective 1c. Students will be able to collaborate effectively in team work.

Objective 2. Functional Knowledge in Human Resource Management

Objective 2a. Students will have a theoretical and practical understanding of the primary human resource management functions, including job analysis, recruitment, selection, training and development, performance management, compensation and benefits, and employee and labor relations.

Objective 2b. Students will be able to understand and discuss US federal and California specific employment and labor law.

Objective 2c. Students will be able demonstrate an understanding of basic theories and concepts in management related to diversity, perception, learning, motivation, group concepts, leadership basics, decision-making, power and conflict, and culture.

Typical Course Sequencing

First Year:

Fall 2024

MGMT 3000 (Organizational Behavior) – Pratigya Sigdyaal

Spring 2025

MGMT 3100 (Human Resource Management) - J.T. Chen, Sunjin Pak

Second Year:

Fall 2025

MGMT 4200 (Compensation and Benefits Administration) – J.T. Chen

OR

MGMT 4220 (Staffing, Selection, and Workforce Development) – Sunjin Pak

OR

MGMT 4300 (Negotiation, ADR, and Conflict Management) - Angela Titi Amaya or Tom See

OR

PPA 4660 (Public Human Resource Administration) – Steven Daniels or another faculty member from PPA.

Spring 2026

MGMT 4280 (Current Topics in Human Resource Management) – J.T. Chen

Pedagogy

In the first year of the minor program, students take the MGMT 3000 and MGMT 3100. MGMT 3000 prepares students with general management skills required to be effective organizational employees and managers. MGMT 3000 serves as a prerequisite for the MGMT 3100. MGMT 3100 is an introductory course that provides students with an overview of the common practices and current research in core human resource management functions. MGMT 3100 serves as a prerequisite for all the upper division courses offered for the HRM minor students. In the second year of the minor program, students will choose one elective course to specialize in one of four human resource management areas: 1) compensation and benefits, 2) staffing, 3) conflict management and negotiation, or 4) public human resource administration. During the second semester of second year of the minor program, students take MGMT 4280. This course provides students with the knowledge in employment and labor laws that are specific in the state of California. This will give students with the HRM minor an advantage in the job market.

Students will complete the sequence in 12 credits.

Assessment Plans

Student learning outcomes will be assessed using methods including quizzes, exams, group projects and presentations, in-class practice exercises, and case analysis assignment as is shown in the table below.

HR Minor Assessment Plan Matrix			
Objective 1. Communication Skills	MGMT 3000 Organizational Behavior	MGMT 3100 Human Resource Management	MGMT 4280 Current Topics in HRM - California Labor Law
1a. Oral Communication		Team presentations	Team presentations
1b. Written Communication	Case analysis assignment	Case analysis assignment	Project analysis and report
1c. Collaboration Skills	In-class exercises	In-class exercises; Team presentations	California labor law project
Objective 2. Functional Knowledge in HRM			
2a. Major HR functions		In-class exercises; Case analysis; Quizzes; Exams	Chapter presentations; Exams
2b. Employment and Labor Law		In-class exercises; Quizzes; Exams	Labor Law Digest assignment; California employment law project; Exams
2c. Theories in managing people	Case Analysis Assignment; Exams	Quizzes; Exams	Exams; Practical exercises
<i>Note.</i> Elective courses are not included.			

Other BSBA Minors and Relevant Minors

None of the coursework in other minors overlap or conflict with the HRM minor.

Articulation with Community College Programs

The HRM minor contains no lower division courses.

Accreditation

The addition of a minor will not produce a substantive change under WASC policies and will not affect WASC accreditation. AACSB accreditation will require Management and Marketing faculty to meet the School of Business and Public Administration standards for academic qualification and professional qualification (50% academically qualified and 90% academically and professional qualified).

4. Need for the Proposed Program

Other Programs Offering Human Resource Management-Related Minors

In the California State University system, there are three universities who currently offer a Human Resource Management minor. These are California State Polytechnic University, Pomona, CSU Northridge, and CSU Long Beach. In addition, the University of Southern California offers a Human Resource Management minor too.

1. Cal Poly Pomona

Their HRM minor requires non-business students to take six courses among the following:

Principles of Management, Human Resource Management, Training and Development, Human Resource Staffing, Employee Compensation, Employee benefits, Managing Diversity in Organization, Human Resource Information Management, Management Union Relations.

2. CSU Northridge

Non-management majors take six courses to declare an HRM minor. Five required courses and one elective:

Required: Organizational Behavior, Management Skills, Employment Practices, Strategic HRM, & Industrial Psychology

Electives (Choose one): Organization Change, Leadership, Negotiation and Conflict Management, Strategic Leadership of Sustainability, Internship, Independent Study.

3. CSU Long Beach

Non-business students take two required courses and four electives to declare a minor in HRM.

Required: Organizational Behavior, The Human Resource Function

Electives (Choose four): Compensation Administration, Leadership, Managing Diversity, Employment Law, Training and Development, Staffing, Labor-Management Relations, Current Issues in Human Resource Management.

4. University of Southern California

Non-business majors take two required courses and three electives to have a minor in HRM.

Required: Organizational Behavior, Managing and Developing People

Electives (Choose three): Employment Law, Corporate Governance, Ethical Issues in Business, Design of Effective Organization, Organization Change, Negotiation, Power and Politics, Designing and Leading Teams

Other Curricula at CSUB Similar to the Human Resource Management Minor

There are no other curricula similar to the Human Resource Management minor

Community participation, if any, in the planning process. This may include prospective employers of graduates.

We have been advised by BPA leadership that the HRM Concentration has had the second highest placement rate for students in the local and national labor markets.

Applicable workforce demand projections and other relevant data

The U.S. Bureau of Labor Statistics predicted faster than average growth in the next decade (2021-2031) for HR related professional such as:

- Human Resources Specialists — 8 percent, faster than average
- Training and Development Managers — 8 percent, faster than average
- Human Resources Managers — 7 percent, as fast as average

5. Student Demand

Evidence of Student Interest

In the recent past, five students from English, Psychology and Public Policy Administration majors have double majored in BPA with a concentration in Human Resource Management. The program coordinator for Communication and Public Policy Administration and the Dean of Arts and Humanities stated that they believe the minor is a good idea.

Diversity and Access

We believe providing the minor to schools outside of BSBA will create access for students with a major other than business to benefit from this program and add to this school's diversity. Three of the crossover students, in the past, were of color and four of the five were female.

Professional Uses for the HRM Minor

Students graduating with the HRM minor will improved eligibility for entry level professional positions with private and public sector human resource departments across the country in training and development, employee relations, and compensation and benefits careers.

Expected Number of Students

Based on anecdotal evidence and feedback from Communication and Public Policy Administration faculty, there will be three to five students the first year and additional students in following years as knowledge of the minor becomes more widespread.

6. Existing Resources

Faculty in the Program

Tom See, Management and Marketing, Full-time Lecturer

Jiatian “J.T.” Chen, Ph.D. Management and Marketing, Assistant Professor

Sunjin Pak, Ph.D., Management and Marketing, Assistant Professor

Angela Titi Amaya, Ph.D., Management and Marketing, Assistant Professor

One adjunct professor with appropriate degree qualifications from the existing pool of adjunct professors may be utilized.

Existing Facilities

The minor will use existing facilities, offices, library, and other resources.

7. Additional Support Resources Required

Additional Faculty Resources

The proposed minor does not require any additional resources since all the courses included in the minor are currently offered in the School of Business and Public Administration.

Additional Lecture/Laboratory Space

None

Additional Library Resources

None

Additional Academic Technology

None

Fw: Minor in Human Resource Management

Jing Wang <jwang13@csub.edu>

Mon 2/19/2024 4:17 PM

To: Danielle Solano <dsolano@csub.edu>

Cc: J.T. Chen <jchen34@csub.edu>; John Tarjan <jtarjan@csub.edu>; Jing Wang <jwang13@csub.edu>

Dear Chair Solano,

I have forwarded AAC's feedback on the minor in Human Resource Management proposal to BPA. Below is their response. If you believe it would be more beneficial for them to personally attend the next AAC meeting for further clarification, please advise accordingly.

Thanks!

Jing

Jing Wang, PhD, CPA
School of Business and Public Administration
California State University-Bakersfield

From: Jing Wang <jwang13@csub.edu>
Sent: Monday, February 19, 2024 4:02 PM
To: J.T. Chen <jchen34@csub.edu>
Cc: Lori Paris <lparis@csub.edu>; John Tarjan <jtarjan@csub.edu>
Subject: Re: Minor in Human Resource Management

Thank you, JT and John, for the clarification! I will forward your feedback to AAC for their consideration.

Jing

Jing Wang, PhD, CPA
School of Business and Public Administration
California State University-Bakersfield

From: J.T. Chen <jchen34@csub.edu>
Sent: Monday, February 19, 2024 3:30 PM
To: Jing Wang <jwang13@csub.edu>
Cc: Lori Paris <lparis@csub.edu>; John Tarjan <jtarjan@csub.edu>
Subject: RE: Minor in Human Resource Management

Hi Jing,

Thank you for the email. I agree with John that the intent has always been to waive the business lower division prerequisites for students outside BPA who chooses a minor (Marketing, Org studies, etc) in the school. It would be unreasonable to require a non-business student to complete 24-27 credits of business lower division cores before attempting the minor. From the pedagogical standpoint, MGMT 3000 (Organizational Behavior) is a perfect first course for non-business majors who possess the baseline skills required of a junior college student. It introduces the psychological principles used in business management and does not depend on knowledge in, for example, micro and macro-economics, accounting principles, and statistics, which many of the lower division cores focus on.

JT "Jiatian" Chen, Ph.D
Assistant Professor
School of Business and Public Administration
California State University, Bakersfield

From: John Tarjan <jtarjan@csb.edu>
Sent: Monday, February 19, 2024 1:09 PM
To: Jing Wang <jwang13@csb.edu>; J.T. Chen <jchen34@csb.edu>
Cc: Lori Paris <lparis@csb.edu>; Jing Wang <jwang13@csb.edu>
Subject: Re: Minor in Human Resource Management

While there are prerequisites for business majors, the intent has always been to waive them for both business and organizational studies minors. As it turns out, PeopleSoft does not enforce any prerequisites for MGMT 3000. It is designated as one of the ud business core courses that we allow majors to take prior to completing the Id business core. JTarjan

Get [Outlook](#) for iOStpkbnbnkmm

From: Jing Wang <jwang13@csb.edu>
Sent: Monday, February 19, 2024 1:02:51 PM
To: J.T. Chen <jchen34@csb.edu>
Cc: John Tarjan <jtarjan@csb.edu>; Lori Paris <lparis@csb.edu>; Jing Wang <jwang13@csb.edu>
Subject: Minor in Human Resource Management

Hi JT,

Hope this email finds you well. In a recent Academic Affairs (AAC) meeting, the committee discussed the Minor in Humane Resource Management proposal. Given that the main rationale of this minor proposal is to attract students from outside of BPA, the committee expressed reservations regarding the probability of enrolling students from non-business majors. The main concern revolved around the potential barriers posed by the prerequisites for MGMT3000, which may hinder non-business students from participating in this program.

As the first course in a sequence of four required for this minor, MGMT3000 is an upper division core course. To be eligible for enrollment, students must satisfy the prerequisites consisting of lower-division core courses in business (24-27 credits according to the catalog). Given these requirements, it could be very challenging for non-business students to enroll in this minor program.

Consequently, the committee advises the Department of Management and Marketing to take this barrier into account for this minor proposal. One recommendation is to consider revising the prerequisites for MGMT3000. Dr. Tarjan may have received feedback from Dr. Dani Solano (chair of AAC) regarding this matter.

Please let me know if you have any questions about this discussion or need more information.

Regards,

Jing

Jing Wang, PhD, CPA
School of Business and Public Administration
California State University-Bakersfield



Pilot of Interfolio for Faculty Performance Review

RES 232407

EC and FAC

RESOLVED: That the Academic Senate conduct a one-year pilot of Interfolio for faculty performance review (RTP, PTR, and PEF¹).

RESOLVED: That faculty have the option of using Box without penalty during the pilot period.

RATIONALE: The selection of an electronic repository and review system for faculty performance review is a critical issue for faculty and requires a careful and fully executed process of consultation and shared governance. Per RES 202219 (Submission of Electronic Faculty Performance Review Files), the Academic Senate established an exploratory committee to evaluate software options for a new electronic repository and review system for faculty performance review (RTP, PTR, and PEF*) files, and recommend the best available option that meets our campus requirements. After evaluating several options, the committee concluded that a pilot period of the top-rated option, Interfolio, is best to give interested faculty the opportunity to fully experience the system and provide feedback before committing to a three-year contract.

Attachments:

Faculty Performance Review Software Exploratory Committee Report
Faculty Performance Review Software Exploratory Committee Recommended Questions
Interfolio Quote
OnBase/Hyland Quote
Watermark/Faculty Success Quote

¹ RTP: Retention, Tenure and Promotion; PTR: Post-Tenure Review; PEF: Periodic Evaluation File

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Dean of Extended University and Global Outreach
Department Chairs
General Faculty
AVP Information Technology Services & Chief Information Officer

Approved by the Academic Senate:

Sent to the President:

President Approved:

Faculty Performance Review Software Exploratory Committee Report

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Description

The Academic Senate convened the Faculty Performance Review Software Exploratory Committee to evaluate software options for a new electronic repository and review system for faculty performance review (RTP, PTR, and PEF¹) files, and recommend the best available option that meets our campus requirements, per RES 212219 (Submission of Electronic Performance Review Files).

Membership

Per RES 212219 (Submission of Electronic Performance Review Files), the exploratory committee is to be composed of faculty members from all schools, and with additional representation from other faculty units including the library. Faculty on this committee should represent differing ranks, and it is recommended that tenured, tenure-track, and lecturers all be represented. The AVP Faculty Affairs should be included on this committee as well as representatives of the CFA. ITS staff should be consulted as required. The following is the list of the initial committee membership:

Membership Position	Name	Rank
FT Tenured Faculty A&H	Leo Sakomoto	Associate Professor
FT Probationary Faculty A&H	Gladys Gillam	Lecturer
FT Tenured Faculty BPA	Chandra Commuri	Professor
FT Probationary Faculty BPA	Atieh Poushneh	Assistant Professor
FT Tenured Faculty NSME	Danielle Solano	Professor
FT Probationary Faculty NSME	Jonathan Troup	Assistant Professor
FT Tenured Faculty SSE	Gitika Commuri	Associate Professor

¹ RTP: Retention, Tenure and Promotion; PTR: Post-Tenure Review; PEF: Periodic Evaluation File

FT Probationary Faculty SSE	Tzu-Fen Chang	Assistant Professor
FT Librarian	Andrea Anderson	Associate Librarian
CFA Representative	Zachary Zenko	Assistant Professor
AVP of Faculty Affairs	Deborah Boschini	Administrator

The first meeting was convened by the AVP of Faculty Affairs, Dr. Deborah Boschini. During the first meeting, Dr. Danielle Solano was elected chair of the committee. After discussions at the initial meetings, the committee decided it needed feedback from the URC, ITS, and FTLC. The following members were added to the committee:

Membership Position	Name
University Review Committee (URC)	Emerson Case
Information Technology Services (ITS)	Jaimi Paschal
Faculty Teaching and Learning Center (FTLC)	Alex Slabey

The committee also consulted other ITS staff during the process including Brian Chen and Jason Ferguson. Additionally, Andrea Anderson left CSUB at the end of spring 2023 and was replaced by Chris Livingston in fall 2023.

Current Platform Issues

Per RES 212219 and committee discussions, the following issues of concern were identified:

1. The quick change to Box from physical files during pandemic-related shifts to virtual campus activities was not a careful and fully executed process.
2. A survey conducted in Spring 2021 by the Faculty Affairs Committee and additional consultation revealed potential concerns about the accessibility, security, ease of use, tracking of access and records, and the ownership of files within Box.
3. Some faculty are exceeding the physical “3-inch” requirement and including an extensive number of files in Box.
4. PAFs will eventually be digitized and thus a platform compatible with electronic PAFs would be ideal.
5. Committee members who had experience submitting RTP files in Box found the process to very time consuming and had issues organizing files in Box.
6. Committee members who had experience reviewing RTP files in Box stressed that organization (i.e., finding things) was a very large issues as different departments often organize files differently; there were also concerns with the lack of completion of access sheets and log sheets.

Platform Requirements

Per RES 212219, the committee developed a list of required and preferred capabilities of the selected electronic faculty review platform.

Required Capabilities

1. Secure
2. Tracks access & file changes
3. Aids in the ease of faculty organization

4. Be easily reviewed by all levels of the review process

Preferred Capabilities

1. Compatible with PAF
2. Limits the number of documents
3. Not clunky/ugly
4. Easy to post/upload CV
5. Easy to re-organize folders & files
6. Easy to export items (i.e., in the event we convert to a new system)
7. Workflow is easy to use
8. Minimal cost

Platform Exploration

The committee started by consulting other CSUs to see what platforms are utilized across the system and their experiences with those platforms (Appendix A). Committee members also consulted with their constituents to develop an initial list of software solutions for consideration. The following is a list of all platforms evaluated to some degree. In evaluating these platforms, the committee considered both the process of preparing an RTP file and the process of reviewing it. Three of these systems will be discussed in extensive detail in the following section.

Platform	Comments
Adobe Binder/Portfolio	While this platform is free with Adobe CS license, it is primarily meant for creating a personal website portfolio and there would likely be a significant learning curve to use it. After discussion, we decided not to request a demo.
Faculty Success (Digital Measures)	One of our top three choices. See detailed discussion later in this section.
OnBase/Hyland	One of our top three choices. See detailed discussion later in this section.
Interfolio	One of our top three choices. See detailed discussion later in this section.
Live Binders	This platform is used by some universities for RTP; we requested a demo, but learned this system is incompatible with SSO and it also did not seem to be able to track views; additionally, it seems more like a way to organize Box documents rather than a full RTP review. We do not recommend further consideration.
Mahara	This platform is an eportfolio design; after discussion, there was not a lot of excitement about this option, so we decided not to request a demo.
Scholarly Software	Scholarly is a higher ed startup building software for faculty affairs to compete with Interfolio and Watermark (Digital Measures). Their Tenure & Promotion module does not appear to be available yet.

Faculty Success (Digital Measures) by Watermark

A summary of committee evaluations ranked this platform 3rd, and similar in comparison to Box. Monetary costs include a one-time implementation fee of \$6,300 and an annual fee of \$31,132 (includes optional \$5,400 Silver Service Package). The annual fee is based on FTE and thus subject to change. Additionally, in the quote we received, the annual fee increases by approximately \$800 each year. (While the university is already planning to adopt some aspects of this system for use in annual reports, these costs would be additional.)

Pros

1. The university is already planning to adopt some aspects of this system for use in annual reports, so faculty will need to learn to use the platform anyway (BPA uses it already for accreditation reporting, so those faculty would already be familiar with it).
2. Uses information already existing in the system (CVs, publications) for RTP.
3. Pulls data from LMS and other systems.

Cons

1. Most faculty will need to be trained how to use the system; also, faculty members who are already familiar with it may need to learn how to use the additional modules.
2. Some committee members did not find the system visually appealing and referred to it as “ugly”.
3. Some committee members did not find the system easy to use and referred to it as “clunky”.

Technical support

Watermark has email, phone, and chat support. The Silver Service Package is optional but allows for group training or post-implementation meetings with WM's implementation experts.

OnBase/Hyland

A summary of committee evaluations ranked this system 2nd, and higher in comparison to Box. Since we already use OnBase and own the required modules, the only cost would be a one-time setup fee of \$140,500 to assist with configuration. Additionally, we currently pay for a certain number of concurrent user licenses; it is likely that we will need to add more concurrent user licenses if more people will be using the system (Hyland recommends 10 additional concurrent licenses which would cost \$5,416.61 annually). The committee inquired about the option to explore the system or do a trial run but was informed that this is not an option; OnBase/Hyland does not provide a “sandbox” option and the cost of \$140,500 is required to configure out system even for a small trial.

Pros

1. This system is already used on campus, so ITS is familiar with it and already supports it.
2. Currently, few faculty use OnBase for advising. Using the platform for RTP may increase faculty familiarity with it and increase its utilization for advising.
3. The platform is compatible with storing PAF files electronically.

Cons

1. Most faculty will need to be trained how to use it.
2. For off campus users, this system is accessible by VPN only.
3. Some committee members did not find the system easy to use and referred to it as “clunky”.

4. Many committee members felt the platform was not intuitive (i.e., would be harder for those unfamiliar with it to start using it).
5. Some committee members noted that the process for uploading files seemed complicated.
6. It was noted that OnBase sometimes freezes during advising.

Technical support

Hyland provides 24/7, 365 Technical Support for all emergency process down scenarios through a toll-free hotline; for all other non-emergency issues or even functionality questions, Technical Support Analysts are available to assist through the Hyland Community Customer Portal with typical response time to each ticket submitted within 24 hours. There is also a team of Customer Care Advocates that are engaged in the Customer Portal for any other request or support needed. Beyond these formal Technical Support resources – CSU Bakersfield’s current OnBase System Administrators are also trained by Hyland to be a good on-campus resource.

Interfolio

A summary of committee evaluations ranked this system 1st, and higher in comparison to Box. Annual cost is \$27,907 for year one (includes mandatory \$4,651 Client Advisory Service fee). The annual fee is based on FTE and thus subject to change. Additionally, in the quote we received, the annual fee increases by approximately \$1700 each year (6% inflationary rate increase).² The committee inquired about the option to explore the system or do a trial run, but was informed that this is not an option; Interfolio does not provide a “sandbox” option and the cost of \$27,907 for one year is the same regardless of the number of faculty who use it.

Pros

1. There was general agreement that this system was the most user friendly and intuitive.
2. Many committee members thought the system was the most aesthetically pleasing.
3. The platform seems be designed specifically for RTP.

Cons

1. Some campuses have reported issues with the slowness of the system and documents taking a while to load.
2. All faculty would have to be trained how to use this system.
3. Some campuses have expressed frustrations with the External Review functionality.³

Technical support

The "Client Advisory Service" is a mandatory fee that includes: Dedicated Client Success Manager to help provide best practices for usage across the campus; Technical and Product Roadmap consultation services around usage with API's, SSO and other configuration questions; access to Interfolio University LMS system to provide on-demand training; bi-annual executive briefing reports delivered to Provost; end user training either live or virtually; and access to best practices webinars to help inform decisions and support. They also provide a support desk called, Scholar Services, that not only supports the administrators who will manage the software from but also support faculty if they experience any technical issues.

² Other CSUs have reported higher annual escalations for their three-year renewal (as high as a 15% escalation each year).

³ Communicated via personal email to Jaimi Paschal.

Recommendations

1. Faculty Success (Digital Measures) by Watermark is **not recommended** as it was ranked similarly to Box and thus the committee feels that the additional cost is not justified.
2. The committee had mixed feelings about OnBase/Hyland as there were several cons to this platform, but overall, it was ranked higher than Box. The committee considered a pilot of OnBase/Hyland, but ultimately decided against it due to the high cost associated with the setup (\$140,500).
3. Interfolio was easily the highest ranked platform, but the committee had reservations due to the high annual cost. **Ultimately, the committee decided to recommend a one-year pilot of Interfolio to determine if the benefits of Interfolio outweigh the cost.**
4. The committee further recommends a Qualtrics survey for faculty to evaluate Interfolio during the pilot period (one for reviewers and one for faculty undergoing review) and reviewing the results of this survey during/after the pilot period to determine if Interfolio is worth the additional cost to using Box. The committee developed a list of recommended questions to use in the Qualtrics survey which are included in an attached file.

Appendix A: Survey of Other CSUs⁴

Platform	Response
Box	It's better than the paper system we used before, so I think most faculty are happy about that, but there are areas for improvement.
Interfolio	[Our campus] was one of the earlier adopters of Interfolio for our tenure-track RTP process and we have been very pleased; we are now using it for faculty awards and sabbaticals/DIPs as well. Unlike some campuses, though, we have not moved lecturer evaluations to Interfolio because of workload and staffing issues in our office and in the colleges.
Interfolio	...we use Interfolio RPT for all tenure-track evaluations, post-tenure review, promotions of tenured faculty, all lecturer evaluations, and range elevation evaluations. We are satisfied and able to run everything fairly smoothly—no plans to change. But, users do complain about the slowness of the system sometimes. And I wish the reporting features were better. Also, we manually archive the cases into our PAF storage, although our office does this for only the full-time employees. It's up to the colleges to deal with the part-time lecturers' PAFs.
Interfolio	...we are using Interfolio for our faculty evaluations – tenured/tenure-track and faculty lecturers. We also have complaints from reviewers about slowness and the character limit on evaluation forms...the campus views it as a great improvement over paper. We will be re-signing for our next contract soon. We have heard from faculty that the functionality is better at [another campus], so I will explore that some more and try to determine if it is something with our configuration or what the difference is.
Interfolio	...we are also using Interfolio for faculty evaluations and don't have any plans to change. Overall, it is a significant improvement from the hard copy files that were used pre-pandemic and the workflow system is really good. There are some complaints from reviewers (e.g., slowness) and we don't yet have integration with our PAF storage system (OnBase). But we have invested in the system and view it as our long-term solution.
Interfolio	We use Interfolio for our evaluation processes for both RTP and lecturers and like it very much. But we are having serious technical challenges getting the material from Interfolio to OnBase which we are just starting to use to digitize our PAFs.
OneDrive	...we implemented on the fly a homebuilt system in OneDrive (we were still using physical binders when COVID hit, fortunately in S20 all files were already to the deans/provost so it was manageable to move binders). The OneDrive system wasn't elegant, and I suspect it may be similar to what you've got in Box. The biggest concern that [we] had with that interim solution is the manual processing required for granting and removing access. But when we looked at other solutions, it was determined in discussion with other campuses that Interfolio was just as time consuming in that aspect. Ultimately, [we] decided to keep the "interim" homebuilt system for the time being because a) it didn't cost \$75k a year, b) wouldn't trigger folks to need to learn something new, c) was leveraging a tool that was otherwise commonly already in use, and d) the few extra features of Interfolio seems insignificant when taking a-c into consideration. "The grass is always

⁴ Responses are from the AVP of Faculty Affairs or equivalent position at the campus as sent via email to our AVP of Faculty Affairs, Dr. Deborah Boschini (not all campuses responded); they have been edited for clarity and to remove identifying information.

	<p>greener...." When I taught electronics I reminded folks that for every benefit found there is a cost: that could be a cost in more money, longer to develop, or at the expense of other performance characteristics. Finding the right balance is the key. As I was the one that spend a long weekend developing and doing the primary testing of the OneDrive system, I'll say that I'm personally extremely proud of finding this solution in the middle of a crisis and it has stood the test of time. The biggest issue we've had with it, to be honest, is the challenges with building an access log that everyone was satisfied with.</p>
Interfolio	<p><u>Systems and Issues.</u> [Here] we use Interfolio for all collectively bargained for faculty evaluations. Faculty put career information into their F180, reviewers use their RPT interface. Most faculty are settled in with and appreciate the Interfolio products.</p> <p>The F180 interface isn't intuitive, which leaves us having to provide lots of training on using it. RPT is integrated with F180 in that it can retrieve all information within specified semesters/terms. RPT is often slow for reviewers--it takes quite some time for pdfs to load. Also, there are restrictions on the size and types of files that can be warehoused within the Interfolio product.</p> <p><u>We use OnBase to host the faculty PAFs.</u> OnBase is okay, but there is a certain level of clunkiness in how items are stored and viewed. I highly recommend the packet reader for OnBase to deliver PAFs to any party, relieving them of having to enter OnBase itself to review the PAF other than to log the view (as we configured that [here]). The packet reader creates a single pdf with a table of contents that can be exported.</p> <p><u>Getting items into OnBase presents problems for us.</u> There are a lot of steps/obstacles to getting stray documents into PAFs. We have begun using OnBase for more processes (appointments, additional employment) from start to finish because the documents must end up in OnBase eventually. OnBase wasn't really built for workflow, but there are some simple routing configurations that allow approval within OnBase.</p> <p>Our biggest issues with OnBase have to do with our campus's IT having extreme restrictions on users making modifications. My team must meet with IT staff to redraft forms or add features. We can use an IT ticket to change simple things like toggles (required or not) or change a few words or correct grammar. There are systems integrations marketed by OnBase (e.g., DocuSign from/to OnBase) that our IT group has been very slow to help us implement. So my frustrations are more with our local systems administration than with OnBase itself.</p> <p><u>Getting information from Interfolio to PAFs.</u> Faculty Services partnered with IT about 2 years ago to develop a system to retrieve review materials from Interfolio to deposit them into OnBase PAFs. The IT team worked with us and Interfolio to leverage Interfolio's APIs (which had some errors) to create a solution. Unfortunately, the OnBase side still requires "manual" steps which should be automated.</p> <p>The solution includes:</p>

	<ul style="list-style-type: none"> • A web-based dashboard to order the retrieval of evaluation materials from RPT. (We also have a "legal" option to retrieve all submitted materials rather than the PAF version). • The files are downloaded to a drive with proper naming convention for OnBase. • The team member requesting the download notifies the OnBase team at IT and requests a sweep the files into OnBase. After they developed the solutions for Faculty Services, I told the IT team leader that other campuses will wish to get his team's assistance with Interfolio and its APIs. He volunteered to help out, so if you could use IT help with moving files from Interfolio to OnBase, just send me a message and I will connect you with that IT group.
Interfolio	Overall we are pleased with the platform, but there are things we would like to change. For instance, our current configuration does not integrate with our Canvas, our LMS. Additionally, the platform is often slow to load/view pdfs, which slows down the review process.
Interfolio	The items [noted directly above] are similar to what we've seen, but I don't see any traction for us to move to something else due to the "cost of change."
Canvas	We never had funding for Interfolio, or other programs, so we developed an in-house approach to create e-Working Personnel Action File/review folders. Originally it was in Moodle and recently migrated to Canvas. Downside is it is a little clunky and somewhat time intensive. Upside is we owned the programs so we incurred no additional cost...We are mostly satisfied - occasional person who is not well versed in using it and have issues with creating their file.
OnBase/ Google Drive	I think campus satisfaction ranges from neutral to dissatisfied. It is hard to navigate and find what you are looking for. It is also difficult to manage and change or add workflows to it. We are not in a position to change this year, but I suspect we will in the near future. We also use OnBase to store our PAFs. I am still learning about that.
Interfolio	I can't say that we are satisfied, but we are not dissatisfied.

Appendix B: Average Committee Rankings

Summary of Rankings⁵

Platform	TOTAL Required	TOTAL Preferred	GRAND TOTAL
Box.com	14.9	17.6	32.4
Faculty Success (Digital Measures)	15.5	16.5	32.0
OnBase/Hyland	15.8	21.6	37.5
Interfolio	19.1	25.4	44.5
Live Binders	13.8	19.3	33.1

Required Capabilities⁶

Platform	Secure	Tracks Access & File Changes	Ease of Faculty Organization	Easily Reviewed	TOTAL Required
Box.com	4.9	3.6	2.9	3.5	14.9
Faculty Success (Digital Measures)	4.7	4.2	3.6	3.0	15.5
OnBase/Hyland	4.4	4.4	3.3	3.8	15.8
Interfolio	4.9	4.8	4.7	4.8	19.1
Live Binders	4.1	3.0	3.3	3.4	13.8

⁵ Ranked 1-5 with 5 being the best

⁶ Ranked 1-5 with 5 being the best

Preferred Capabilities⁷

Platform	Compatible with PAF	Limits # of documents	Not Clunky/Ugly	Easy to post CV	Easy to re-organize files/folders	Workflow Easy to Use	TOTAL Preferred
Box.com	1.0	3.4	2.8	4.7	3.2	2.5	17.6
Faculty Success (Digital Measures)	1.0	2.5	3.0	3.6	3.2	3.2	16.5
OnBase/Hyland	4.5	4.0	2.4	4.0	3.1	3.6	21.6
Interfolio	2.3	4.3	4.6	4.8	4.8	4.8	25.4
Live Binders	2.5	3.2	3.4	3.8	3.5	2.9	19.3

⁷ Ranked 1-5 with 5 being the best

Faculty Performance Review Software Exploratory Committee Recommended Questions

For those undergoing RTP review:

1. What platforms have you used for submitting your RTP files? (Box only/Interfolio only/Both)
2. **Display Logic: Q1 answer (Both)** → Which tool would you prefer for RTP files? (Prefer Box/Prefer Interfolio /no preference) Why? (comment box)
3. How did you learn how to prepare your RTP file in Interfolio? (check all that apply: guide/videos/CSUB ITS or FTLC/other)
4. Which training method helped you prepare to use Interfolio the most? (guides/videos/CSUB ITS or FTLC/other)
5. How easy was it to upload your documents? (1-5 scale - easy to hard)
6. How easy was it to organize your documents into your RTP portfolio? (1-5 scale - easy to hard)
7. Did you feel that Interfolio kept your files secure? (yes/no)
8. Did you feel that CSUB configured your Interfolio access privileges to your RTP file correctly? (yes/no)
9. What aspect(s) of Interfolio did you like? (comment box)
10. What aspect(s) need improvement? (comment box)
11. Would you recommend Interfolio as CSUB's official RTP review software? (yes/no)

For those reviewing RTP files:

1. What platforms have you used for reviewing RTP files? (Box only/Interfolio only/both)
2. **Display Logic: Q1 answer (Both)** → Which tool would you prefer for reviewing RTP files? (Prefer Box/Prefer Interfolio /no preference) Why? (comment box)
3. How did you learn how to review RTP files in Interfolio? (guides/videos/CSUB ITS or FTLC/other)
4. Which training method helped you prepare to review RTPs in Interfolio the most? (guides/videos/CSUB ITS or FTLC/other)
5. Was it easy to navigate through RTP files? (1-5 scale - easy to hard)
6. Was it easy to update access logs and upload committee letters? (1-5 scale - easy to hard)
7. Did you feel that Interfolio kept your files secure? (yes/no)
8. Did you feel that CSUB configure your Interfolio access privileges to the RTP files you reviewed correctly? (yes/no)
9. What aspect(s) of Interfolio did you like? (comment box)
10. What aspect(s) need improvement? (comment box)
11. Would you recommend Interfolio as CSUB's official RTP review software? (yes/no)

March 18, 2024

On behalf of the Co-Chairs of the LBGTQ+ Faculty and Staff Affinity Group and the Executive Board of the California Faculty Association (CFA) at California State University, Bakersfield:

On November 16, the Co-Chairs of the LBGTQ+ Faculty and Staff Affinity Group at CSUB finalized and began to disseminate the statement below regarding the homophobic assault by a volunteer previously associated with CSUB Athletics. This current update is to hold administration accountable for actionable items that they agreed to on December 8, 2023, but on which, have yet to follow through. We also provide many more details of the efforts we have made throughout this time since the homophobic assault, and the resistance and lack of communication from administration with which these efforts have been met in our [Timeline of Administration Lack of Response to Homophobic Attack](#) document.

On December 8, 2023 the majority of the signers of our original statement, along with other stakeholders such as the current Interim President Dr. Vernon Harper, Claudia Catota, (Chief Diversity Officer and Special Assistant to the President), Lori Blodorn (AVP for Human Resources), and Kyle Conder (Athletics) met to discuss our demands and actionable items regarding this violent, homophobic act that clearly affected our campus. These agreed upon demands are listed below.

Agreed upon actions from meeting on December 8, 2023:

- Write and send a statement from our Interim President and the Office of Equity, Inclusion, and Compliance to the entire campus in support of our LBGTQ+ community after this violent attack
- Include in the above statement, an explanation from Kyle Conder and Athletics about how they are working to develop their inclusivity training and in what ways they are creating a safe space for our LBGTQ+ athletes and community on campus
- Increase budget for Faculty and Staff Affinity Groups from \$1,000 to \$2,500 annually
- Improve and strengthen CSUB volunteer policy and review all current volunteers (e.g., investigate how they were “hired”, what training they have completed), as there is apparently no record of how Mike Duncan was “hired” or in what capacity he worked as a volunteer with our baseball program
- Develop protocol/practice for checking in with Affinity Groups when incidents occur instead of releasing statements from the university without this consultation
- Improve diversity related campus programming coordination and support (so our Affinity Groups and cultural student clubs are not the main/only organizers of Cultural Diversity Events on campus such as OUTober). This includes more support:
 - **From** Campus Programming in organizing these events/cultural celebration months
 - **For** the Multicultural Alliance and Gender Equity Center (MAGEC) at CSUB, which houses a resource which “aims to uplift, validate and support students of all cultural backgrounds, religious beliefs, sexual orientations, and gender identities.” As an important note, we are only one of two campuses in the entire CSU system without a designated Pride Center <https://www.sjsu.edu/pride/about-us/csu-pride-centers.php>). This is even more of a reason to either increase funding for MAGEC or to establish a different designated Pride Center for our campus community.

As of March 18, there has been no real update or movement by Claudia Catota nor any administrator on these demands, except that we have been informed the increase in Affinity Group funding will not be implemented until Fall 2024. We are beyond disappointed at the lack of movement by our administration following such a violent homophobic attack by a campus volunteer. As the LGBTQ+ PRIDE Affinity Group, LGBTQ+ Student Network, and other stakeholders have attempted to initiate action with administration failing to follow through on agreed upon demands, this update echoes the original statement, with the support of our California Faculty Association Executive Board at CSUB: The university claims to value inclusion and diversity - This is an opportunity for our institution to have a supportive and appropriate response to the reality that is living as a LGBTQ+ person in today's society. We do not feel safe on campus or in our local community. We will not be silenced. We are needing answers to the questions posed in our statement, and we demand movement on the agreed upon action list that is provided above.

In solidarity,

Aubrey Kemp and Jeremiah Sataraka

Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Kris Grappendorf and Bre Evans-Santiago

Previous Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Vanessa Zepeda

Faculty Advisor, LGBTQ+ Student Network at CSUB

and

Jovanna Penuelas

President, LGBTQ+ Student Network at CSUB

and

The Executive Board of the California Faculty Association at CSUB

November 16, 2023

On behalf of the Co-Chairs of the LGBTQ+ Faculty and Staff Affinity Group at California State University, Bakersfield:

We begin this statement by denouncing the clearly homophobic attack by Mike Duncan, who is associated with CSUB, on a gay couple this early November. We stand with the LGBTQ+ community, especially on our campus, as we work to process and heal from this horrible event that happened so close to us. There are some resources at the end of this statement for those who may be interested. Our group is committed to working towards a safe and

inclusive campus, and acknowledges that there is always work to be done. This event has made clear ways in which our campus can improve our processes of working with volunteers and hiring employees at the university. We clearly have progress to make in this area, and our group is always ready and willing to work with the university to give guidance on ways we can improve. The LGBTQ+ Faculty and Staff Affinity Group, along with the LGBTQ+ Student Network, are working on some events for our campus community in the near future to offer a space for healing and to find ways to improve the campus culture for our community - we will send out information once we have these planned. We have also received information that some members of our campus community are receiving death threats because of this event - we absolutely denounce this behavior and do not condone death threats or disrespect to *anyone* in response to this event. As a campus community, we need to come together to recognize the overarching issue and we will not solve this by taking our anger or hurt out on any individual.

Regardless of the official employment status of Mike Duncan at California State University, Bakersfield (CSUB), his affiliation with our university is still an association; where he represents our campus and had access to and interacted with our students, faculty, and staff. More specifically, he was involved with our student athletes, as the official titles of this “unofficial employee” indicate on the [now removed] Staff Directory webpage; he was the “Director of Program Development” and labeled as a “Baseball Coach.” In that regard, the implication that our institution is one in which there is no homophobia (or racism, sexism, etc.) present is absurd. Additionally, [at the time this statement was written and disseminated] no one from the university has reached out to the co-chairs of the LGBTQ+ PRIDE Faculty and Staff Affinity Group nor the LGBTQ+ Student Network to ask for guidance on a proper response to such an aggressively homophobic attack. There has not been a campus-wide email sent to offer information about counseling services (see the end of this statement for resources if you are seeking help) or ways the campus is offering support to the LGBTQ+ students, faculty, and staff after watching (or hearing about) such a homophobic attack by someone associated with our campus. In fact, they seem to not even acknowledge it was a homophobic assault, as in their official statement released on their Instagram page on Saturday, November 11, CSUB and Kyle Conder, Director of Athletics at CSUB, only referred to the attack as “an off-campus altercation” and an “unfortunate incident.” This minimization of the experiences of the LGBTQ+ community is an attempt to gaslight and silence the anger felt by our community from this clearly homophobic assault.

The first part of the university’s statement is simply attempting to remove association of Mike Duncan with the university, which is impossible. As explained previously, regardless of official employment status, he represented our university on a webpage (before it was completely removed from the internet after the incident) and interacted with our athletes and campus community, and as such cannot be simply disassociated from the university. We demand answers to his “volunteer” status, as the university claims: In what capacity did he volunteer? How was he involved with students and athletes? Where did his title come from? Did he undergo any vetting process when he volunteered? Is there any inclusion and diversity training (or training at all for that matter) for volunteers who will be interacting with our campus community? The university simply apologized for the “confusion caused by a webpage that gave the impression he is an employee,” and not for the fact that this person possibly could have impacted our

LGBTQ+ community in a negative way. Further, if the university truly believes this person had no association with our campus community, then they should be willing to denounce the act and call it what it is, a homophobic assault, rather than feeding into the narrative that this was simply an "unfortunate incident."

Kyle Conder's contribution to this statement, where he referred to the homophobic attack as an "unfortunate incident," is extremely disappointing. We are glad to know he has felt welcome at CSUB since he began his work here about a year ago, but that does not become a monolith for all students, faculty, and staff at CSUB. In his statement, he says he is "proud to lead our student-athletes, coaches, and staff in a way that values diverse perspectives, experiences, and identities for a thriving community." We would like answers as to how Athletics is doing this? What training is being implemented? What are the ways in which you are leading this group of people to value diversity and respect all identities? How are you training your volunteers, since it is claimed they are not "officially" staff? Without any action or clarification on how this is happening, we hear these simply as words meant to cool down a situation that is uncomfortable for some in positions of power; and while "uncomfortable" is not a preferred feeling, feeling unsafe on campus, being gaslit, and reading words that imply our campus does not have any problems in this area is a much worse feeling.

We will also take this opportunity to provide an example of how our campus community could improve in being more actively inclusive for LGBTQ+ students, faculty, and staff. We are coming off of the heels of OUTober, a month meant to celebrate the LGBTQ+ Community, especially on our campus and in the surrounding area. During this month, the CSUB Instagram page posted about a few of the events. On these posts, there were numerous homophobic and transphobic comments - ranging anywhere from claiming the queer community is "taking over another month" to overtly homophobic and transphobic statements that we feel are inappropriate to write here as they could be triggering to some in our community. To our knowledge, there was no moderation of these comments by CSUB, and we observed what seemed to be many of our own LGBTQ+ students, faculty, and staff having to defend the fact that we are holding these events. The statement released on November 11 reads, "CSUB treats all people with dignity, humanity, and respect," and that CSUB is a "safe space for all who wish to study, work, or gather here." The [lack of] responses to posts on social media about OUTober is a prime example of how this is not entirely true, and to insinuate the campus is completely safe for all and that everyone should *feel* safe, is actually harmful and dangerous. Further, we want to know exactly how the university believes they are contributing to a completely inclusive and equitable campus? What programs are actively being implemented? Are they successful and, if so, how do you know? What training in LGBTQ+ sensitivity, allyship, and/or anti-racism is being utilized for faculty, staff, students, and volunteers? What incentives is the university providing to faculty, staff, students, and volunteers to take such training?

We feel the statement by CSUB is not sufficient for meeting our needs of support in response to this homophobic event. Releasing a statement denying the experiences of our community and minimizing the effect this has on our campus is not acceptable. The university claims to value inclusion and diversity - This is an opportunity for our institution to have a supportive and appropriate response to the reality that is living as a LGBTQ+ person in today's society. We do not feel safe right now on campus. We will not be silenced. We are needing

answers to the questions posed above, and we demand action. Our Affinity Group is happy to offer a space or welcomes the opportunity for stakeholders with CSUB, Athletics, and the community to open a discussion about how to respond appropriately to events like this, what steps can be taken to improve our inclusion on campus for the LGBTQ+ community, and to establish a working relationship to move forward.

In solidarity,

Aubrey Kemp and Jeremiah Sataraka

Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Kris Grappendorf and Bre Evans-Santiago

Previous Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Vanessa Zepeda

Faculty Advisor, LGBTQ+ Student Network at CSUB

“My silences had not protected me. Your silence will not protect you.” – Audre Lorde

Resources:

CSUB Counseling Center (to make an appointment or find information):

<https://www.csub.edu/counselingcenter/>

Psychology Today (to help find a therapist/counselor based on insurance; can filter for individual needs like LGBTQ+):

<https://www.psychologytoday.com/us/therapists>

The Trevor Project (for mental health support for LGBTQ+ youth)

<https://www.thetrevorproject.org/>



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

Cal-GETC STANDARDS Version 1.1

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

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1 History

1.1 Purpose

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

1.2 Background

Since the development of the 1960 Master Plan for Higher Education, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of legislators and members of the Commission to Review the Master Plan ("the Commission"), who examined and renewed the Master Plan for Higher Education in California in the 1980s.

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

In response to the concerns raised by the Commission and the Legislature, embodied in Assembly Bill 1725 (Chapter 973, Statutes of 1988), faculty from the California Community Colleges, the California State University, and the University of California developed IGETC (Intersegmental General Education Transfer Curriculum) to provide a statewide, lower-division general education transfer curriculum applicable to all California Community College (CCC) students transferring to a California State University (CSU) or University of California (UC) campus.

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

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

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

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

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

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

2 Areas of Distribution for Cal-GETC

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary table for areas of Distribution for Cal-GETC

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

3 Students Who May Use Cal-GETC

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

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

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

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

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

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

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

3.2 Students who are eligible to use Cal-GETC

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

3.3 Restrictions for returning Students

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

4 Cal-GETC Course Database

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

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

5.1 Cal-GETC Course Submission and Review Process

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

5.1.1 Continuing approvals from prior GE patterns

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

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

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

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

5.1.2 Effective Date

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

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

5.1.3 Re-evaluation of existing approvals

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

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

5.1.4 Review of new course submissions

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

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

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

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

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

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

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

5.1.6 California Community College Course Application Rights

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

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

5.1.7 Non-California Community College Courses on Cal-GETC

Appropriate non-CCC general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States Institutionally accredited institutions should be routinely included in Cal-GETC. For example, California Community Colleges should not hesitate to include such traditional introductory general education courses as Psychology, Sociology, Economics, Political Science, Biology, or Chemistry that have been completed at non-CCC colleges. Such courses should be from accredited institutions if in the United States.

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

1. Cal-GETC Area 1B (*Critical Thinking and Composition*) – few non-CCC colleges offer a second semester course that combines Critical Thinking and Composition
2. Cal-GETC Area 1C (*Oral Communication*) – note differences from CSU GE Area A1 requirements, or
3. Cal-GETC Area 6 (*Ethnic Studies*) – where there are narrow constraints on course eligibility and required competencies that are unlikely to be met by any one course not specifically targeted to the requirements.

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

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

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

5.1.8 Upper Division Courses

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

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

5.1.9 International coursework

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

5.1.10 Coursework Taught in a Language Other Than English

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

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

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

5.1.11 Distance and Correspondence Education

5.1.11.A CCC Courses

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

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

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

Section 55260, Correspondence Education Definition and Application, states:

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

5.1.11.B Non-CCC Courses

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

5.1.12 Textbooks

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

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

5.2 Courses Appropriate for Cal-GETC

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

5.3 Courses Not Appropriate for Cal-GETC

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

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

5.3.2 Introductory Courses to Professional Programs

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

5.3.3 Independent Study or Topics Courses

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

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

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

5.3.5 Unit Restrictions on courses for Cal-GETC certification

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

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

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

6 Credit by External Exams

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

6.1 Advanced Placement (AP)

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

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

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

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

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

Advanced Placement Table

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

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

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

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

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

6.2 International Baccalaureate (IB)

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

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

International Baccalaureate (HL) Table

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

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

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

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

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

6.3 College Level Examination Program (CLEP)

CLEP cannot be used for Cal-GETC.

6.4 Other Exams

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

Credit by exam is acceptable provided that a United States institutionally accredited college or university transcript specifies the course title, unit value, grade and is posted to a specific term. A "Credit/Pass" designation is acceptable provided that the institution's policy states that a "Credit/Pass" designation is equivalent to a "C" grade or higher (2.0 grade points on a 4.0 scale). The course must be deemed comparable by the CCC faculty in the discipline or its designee (e.g., Articulation Officer) as defined in Section 5.1.

7 Unit Value

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

Exception: 3 quarter unit or 2 semester unit Math and English courses that satisfy Cal-GETC Area 1A (*English Composition*) or Cal-GETC Area 2 (*Mathematics and Quantitative Reasoning*) may be applied if:

1. they are a part of a sequence,
2. at least two of the 3 quarter unit or 2 semester unit courses as part of the same sequence have each been completed with "C" grade or higher (2.0 on a 4.0 scale), and
3. the course sequence meets the rigor and breadth of Cal-GETC Standards (see Section/s 9.1.1 and/or 9.2).

Example 1: If a student takes English 101, 102, and 103 (3 quarter units each). The CCC certifying college may apply any combination of 101, 102, or 103 that have been completed with a "C" grade or higher (2.0 on a 4.0 scale) for a total of six quarter units to satisfy Cal-GETC Area 1A (*English Composition*) as long as the combination of courses meet the rigor and breadth of the Cal-GETC Standards in Section 9.1.1.

Example 2: Student takes Math 121 - Calculus A (3 quarter units) and Math 122 - Calculus B (3 quarter units) and completes each course with a "C" grade or higher (2.0 on a 4.0 scale). Calculus 121 and 122 are the same as Calculus 120 - Calculus (6 quarter units). The certifying CCC campus may apply Math 121 and 122, for a total of 6 quarter units, to Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) as long as the courses meet the rigor and breadth of the Cal-GETC Standards in Section 9.2.

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

7.1 Combining Quarter and Semester Units

When combining quarter and semester unit values within a Cal-GETC area, units shall be converted to either all quarter units or all semester units to benefit the student. For example, for Cal-GETC Area 4 (*Social and Behavioral Sciences*), a student needs either a minimum of 6 semester units or 8 quarter units. If a student has satisfactorily completed (C grade or higher, 2.0 on a 4.0 scale) one 4-quarter unit course and one 3-semester unit courses, convert the semester units to quarter units (3 units x 1.5 quarter units = 4.5 quarter units). The student will be credited with 8.5 quarter units in Area 4 and will have satisfied the requirement (>8 quarter units).

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

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

8 Grades

8.1 Minimum Grade Requirements

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

8.2 Credit/No Credit-Pass/No Pass

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

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

9 Subject Areas and Course Guidelines

All courses offered towards satisfaction of the requirements of the California General Education Transfer Curriculum (Cal-GETC) must be baccalaureate in level and must be acceptable for transfer among all segments of California public postsecondary education. Courses listed in more than one area can only be applied in one area (*Laboratory* exception, see Section 9.5.3).

Courses in Cal-GETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women, and members of various ethnic or cultural groups.

Cal-GETC courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

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

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

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester or quarter units so represented.

9.1 Subject Area 1: English Communication

(3 courses: 9 semester or 12 quarter units)

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

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

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

9.1.1 Subject Area 1A: English Composition

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

9.1.1.A Course Content

Processes and Practices of Writing

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

Rhetorical Approach to Writing Instruction

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

Types of Writings

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

Main writing assignments should not include creative writing genres.

Quantity of Writing

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

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

Literature courses

Humanities content-focused courses Creative writing courses

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

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

9.1.1.B Non-Traditional Course Structures

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

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

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

9.1.2 Subject Area 1B: Critical Thinking and Composition

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

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

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

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

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

9.1.2.A Restriction on Unit Distribution

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

9.1.2.B Critical Thinking/Composition Courses from Institutions Other Than the California Community College (CCC) System

In most cases (but not all), courses are found lacking in instruction in critical thinking if the course description and objectives do not specifically include or incorporate critical thinking and composition skills. Introduction to principles of inductive and deductive processes, the relationship of language to logic, and the abilities to analyze, criticize, and advocate ideas often are not evident. The critical thinking component should go beyond critical reasoning or literary criticism.

When certifying completion of coursework taken at non-CCC United States institutionally accredited institutions, the community college faculty in the discipline or their designee (e.g., Articulation Officer) determines that the coursework is comparable to courses approved for Cal-GETC at a California Community College.

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

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

9.1.3 Subject Area 1C: Oral Communication

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

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

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

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

9.1.4 Restriction on Unit Distribution

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

9.2 Subject Area 2: Mathematical Concepts and Quantitative Reasoning

(1 course: 3 semester or 4 quarter units)

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

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

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

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

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

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

9.2.1 Restriction on Unit Distribution

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

9.3 Subject Area 3: Arts and Humanities

(2 courses: 6 semester or 8 quarter units)

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

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

- is designed to develop and advance historical understanding of major civilizations and cultures, both Western and non-Western, through the study of philosophy, language, literature, religion and the fine arts.
- recognizes the contributions to knowledge, civilization, and society that have been made by men and women as well as members of various ethnic or cultural groups.
- encourages students to analyze and appreciate works of philosophical, historical, literary, religious and cultural importance.
- historically constitutes the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person.

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

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

9.3.1 Courses That Fulfill the Arts Requirement

Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism (e.g., courses in dance history, film art, history of architecture, history of modern art, the history of or introduction to theatre, multicultural theatre, music history, the jazz experience, music theory and analysis).

9.3.2 Courses That Do Not Fulfill the Arts Requirement

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

9.3.3 Courses That Fulfill the Humanities Requirement

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious, and cultural importance. Advanced foreign language and ESL courses (which do not have a principal focus on skills acquisition) may be approved if they include substantial literary or cultural aspects. Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects.

9.3.4 Courses That Do Not Fulfill the Humanities Requirement

Courses such as English Composition⁵, logic, speech, creative writing, oral interpretation, readers theatre, and all elementary language other than English courses are skills or performance courses that do not meet the curricular specifications for Cal-GETC Area 3B (*Humanities*).

9.3.5 Restriction on Unit Distribution

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

9.4 Subject Area 4: Social and Behavioral Sciences

(2 courses: 6 semester or 8 quarter units)

Two academic disciplines are required.

The Cal-GETC Area 4 (*Social and Behavioral Sciences*) requirement shall be fulfilled by completion of two courses focusing on how individuals, organizations, institutions, and societies interact and/or behave within socially-constructed dynamics. The two courses used must be from two academic disciplines or in an interdisciplinary sequence (e.g., an inherently interdisciplinary prefix [cf., Social Justice Studies or Global Studies] or if one of the two courses is cross-listed [cf., Psychology and Women's Studies]). The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of individuals and groups, including but not limited to diverse genders, sexualities, races, ethnicities, classes, countries, cultures, and societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.

Courses in Cal-GETC Area 4 (*Social and Behavioral Sciences*) provide students with the opportunity to gain a basic knowledge of the cultural and social organizations in which they exist as well as

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

the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by different genders as well as members of various ethnic or cultural groups as part of such study will provide a more complete and diverse view of the world.

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

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

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

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

9.4.2 Restriction on Unit Distribution

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

9.5 Subject Area 5: Physical and Biological Sciences

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

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

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

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

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

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

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

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

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

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

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

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

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

9.6 Ethnic Studies

(1 course: 3 semester or 4 quarter units)

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

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

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

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

As described in Article 6 in the CSU General Education Breadth Requirements, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Area F (Ethnic Studies) requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2 in the CSU General Education Breadth Requirements, Ethnic Studies courses required in majors, minors or that satisfy

campus-wide requirements and are approved for GE Area F (Ethnic Studies) credit shall also fulfill (double count for) this requirement.

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

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, antiblackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the abovementioned fields.
2. Apply theory and knowledge produced by the above-mentioned Populations to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above-mentioned Populations.
4. Critically situated, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the above-mentioned Populations are relevant to current and structural issues at the local, national, international, and transnational levels. Such issues may include, for example, immigration, reparations, settler colonialism, multiculturalism, and language policies.
5. Describe and engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in communities of the above-mentioned Populations seeking a more just and equitable society.

9.7 Requirements outside of Cal-GETC

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

The CSU U.S. History, Constitution, and American Ideals (AI) graduation requirement is not part of Cal-GETC. Courses used to satisfy this requirement may also be listed and applied to Cal-GETC Subject Areas. CSU campuses have the discretion on whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI)

graduation requirement to also count for GE. UC may require students to meet (some) AI graduation requirements if the student did not graduate from a high school in California.

9.7.2 Language Other Than English (LOTE)

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

10 Certification Processes

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

10.1 Who Certifies Cal-GETC?

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

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

10.2 Reviewing Coursework from Other Institutions

10.2.1 Coursework from another California Community College

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

10.2.2 Coursework from all Other United States institutionally accredited institutions

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

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

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

10.4 Cal-GETC Certification Form

California General Education Transfer Curriculum Cal-GETC Certification

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

Certifying School _____ Date of Birth _____

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

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

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

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

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

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

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

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

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

Course _____ College _____ AP / IB Units Comp. _____

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

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

Course _____ College _____ AP / IB Units Comp. _____

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

Course _____ College _____ AP / IB Units Comp. _____

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

Course _____ College _____ AP / IB Units Comp. _____

Course _____ College _____ AP / IB Units Comp. _____

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

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

Course _____ College _____ AP / IB Units Comp. _____

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

Course _____ College _____ AP / IB Units Comp. _____

5C LABORATORY (1 semester or 1 quarter unit)

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

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

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

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

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

2. Completed in High School _____ 3. Other _____

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

Course _____ College _____ AP / IB Units Comp. _____

Course _____ College _____ AP / IB Units Comp. _____

SIGNATURE: _____ Phone #: _____ Date: _____

Certified by: _____ Title: _____

11 Revision History

Version 1.0 Approved May 22, 2023

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

12 Cal-GETC Standards Committee

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

California Community Colleges:

Cheryl Aschenbach

LaTonya Parker

Robert L. Stewart, Jr.

California State University:

Elizabeth (Betsy) Boyd

Eniko Csomay (Chair of the committee)

Beth A. Steffel

University of California:

Steven W. Cheung

James Steintrager

Deborah Swenson

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

California Community Colleges:

Virginia May

LaTonya Parker

Cheryl Aschenbach

California State University:

Beth A. Steffel

Mark Van Selst (Secretary for the committee)

Eniko Csomay (Chair of the committee)

University of California:

James Steintrager

Jingsong Zhang

Steven W. Cheung

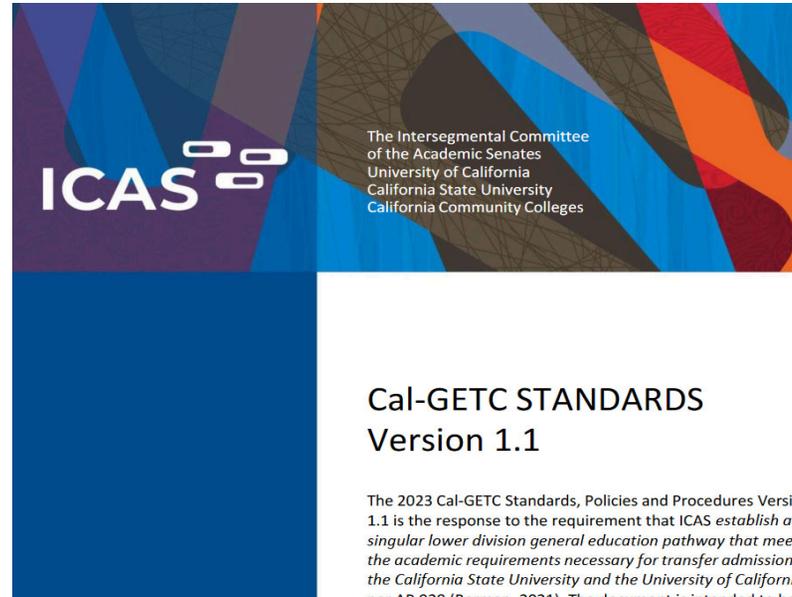
13 Cal-GETC Standards Ongoing Governance

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

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

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

Cal-GETC



<https://icas-ca.org/standards-policies-and-procedures-manual/>

- AB 928 requires the CCC, UC, and CSU to adopt the California General Education Transfer Curriculum (Cal-GETC) as the “singular lower division general education transfer pathway”

Cal-GETC cont.

- Representatives of the Board of Trustees and the Chancellor's Office have discussed alignment of **CSU GE Breadth** with **Cal-GETC**
- Our lower-division GE program aligns with **CSU GE Breadth**. **CSU GE Breadth** is a **39** semester-unit pattern of lower-division GE courses
- The **Cal-GETC** pattern requires 5 fewer units than **CSU GE Breadth**. **Cal-GETC** consists of **34** semester units.

Potential structural changes for alignment

- **First-Year Seminar:** Cal-GETC does not have an FYS area.
 - **Recommendation:** FYS be removed from lower-division (LD) GE and become a 2-unit institutional requirement.
- **Area E:** Cal-GETC does not have a SELF area.
 - **Recommendation:** SELF be removed from the LD GE.
- **Area C:** Cal-GETC prescribes 2 courses, whereas CSU GE Breadth has 3 courses (2 courses and AI-History).
 - **Recommendation:** AI-History course be removed from LD GE program, but it remains a CSU graduation requirement.
- **Area B3 (Laboratory):** Cal-GETC has a stand-alone 1-unit B3 course. Our GE program meets area B3 through B1 and B2 courses.
 - **Recommendation:** This practice continue. However, the total unit count for Area B1/B2/B3 must be 7 units for alignment.

Resulting unit count: 34 units of lower division GE

More on Cal-GETC

From the Cal-GETC Standards, Policies, and Procedures Manual:

- “Completion of the Cal-GETC is **not an admission requirement or admission guarantee for transfer** to the CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements for students at the CSU or UC. However, Cal-GETC may be a requirement for some programs (e.g., if an ADT is required) and under AB 928 is the singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California.” (page 7)

More on Cal-GETC cont.

From the Cal-GETC Standards, Policies, and Procedures Manual:

- “Completion of the Cal-GETC lower-division General Education Transfer pathway **may not be appropriate** for some engineering, math, or science students or for students completing majors that have a high number of lower-division unit requirements (especially those without a Transfer Model Curriculum for the Associate Degree for Transfer). Such students may be advised to focus on completing their lower-division major preparation requirements while meeting minimum admission requirement.” (page 7)

More on Cal-GETC cont..

From the Cal-GETC Standards, Policies, and Procedures Manual:

- “The use of the Cal-GETC transfer pathway is intended to begin Fall 2025 of the 2025-26 Academic Year. Under Cal-GETC, every student will be designated simply as having achieved, or not having achieved, Cal-GETC certification irrespective of their transfer destination...” (page 8)

More on Cal-GETC cont...

From the Cal-GETC Standards, Policies, and Procedures Manual:

- **Cal-GETC Area 1B (Critical Thinking and Composition):** "... shall emphasize the development and refinement of critical thinking skills necessary to evaluate and produce academic and argumentative writing." (page 21)
- **Cal-GETC Area 1A (English Composition) and 1B:** "... (English Composition) develops reading and written composition skills that shall be prerequisite to the course in Cal-GETC Area 1B (Critical Thinking and Composition)..." (page 21)
- **Subject Area 5: Physical and Biological Sciences:** "A minimum of one course in each area is required, and at least one must include a lab...as long as the minimum unit value is met for this area (7 semester or 9 quarter units)" (pages 27 and 28)

More on Cal-GETC cont....

From the Cal-GETC Standards, Policies, and Procedures Manual:

- **Minimum Grade Requirements:** “A minimum ‘C’ grade is required in each college course for Cal-GETC. A ‘C’ is defined as a minimum of 2.0 grade points on a 4.0 scale. A ‘C-’ grade valued at less than 2.0 grade points on a 4.0 scale cannot be used for Cal-GETC certification.” (page 19)

March 18, 2024

On behalf of the Co-Chairs of the LBGTQ+ Faculty and Staff Affinity Group and the Executive Board of the California Faculty Association (CFA) at California State University, Bakersfield:

On November 16, the Co-Chairs of the LBGTQ+ Faculty and Staff Affinity Group at CSUB finalized and began to disseminate the statement below regarding the homophobic assault by a volunteer previously associated with CSUB Athletics. This current update is to hold administration accountable for actionable items that they agreed to on December 8, 2023, but on which, have yet to follow through. We also provide many more details of the efforts we have made throughout this time since the homophobic assault, and the resistance and lack of communication from administration with which these efforts have been met in our [Timeline of Administration Lack of Response to Homophobic Attack](#) document.

On December 8, 2023 the majority of the signers of our original statement, along with other stakeholders such as the current Interim President Dr. Vernon Harper, Claudia Catota, (Chief Diversity Officer and Special Assistant to the President), Lori Blodorn (AVP for Human Resources), and Kyle Conder (Athletics) met to discuss our demands and actionable items regarding this violent, homophobic act that clearly affected our campus. These agreed upon demands are listed below.

Agreed upon actions from meeting on December 8, 2023:

- Write and send a statement from our Interim President and the Office of Equity, Inclusion, and Compliance to the entire campus in support of our LBGTQ+ community after this violent attack
- Include in the above statement, an explanation from Kyle Conder and Athletics about how they are working to develop their inclusivity training and in what ways they are creating a safe space for our LBGTQ+ athletes and community on campus
- Increase budget for Faculty and Staff Affinity Groups from \$1,000 to \$2,500 annually
- Improve and strengthen CSUB volunteer policy and review all current volunteers (e.g., investigate how they were “hired”, what training they have completed), as there is apparently no record of how Mike Duncan was “hired” or in what capacity he worked as a volunteer with our baseball program
- Develop protocol/practice for checking in with Affinity Groups when incidents occur instead of releasing statements from the university without this consultation
- Improve diversity related campus programming coordination and support (so our Affinity Groups and cultural student clubs are not the main/only organizers of Cultural Diversity Events on campus such as OUTober). This includes more support:
 - **From** Campus Programming in organizing these events/cultural celebration months
 - **For** the Multicultural Alliance and Gender Equity Center (MAGEC) at CSUB, which houses a resource which “aims to uplift, validate and support students of all cultural backgrounds, religious beliefs, sexual orientations, and gender identities.” As an important note, we are only one of two campuses in the entire CSU system without a designated Pride Center <https://www.sjsu.edu/pride/about-us/csu-pride-centers.php>). This is even more of a reason to either increase funding for MAGEC or to establish a different designated Pride Center for our campus community.

As of March 18, there has been no real update or movement by Claudia Catota nor any administrator on these demands, except that we have been informed the increase in Affinity Group funding will not be implemented until Fall 2024. We are beyond disappointed at the lack of movement by our administration following such a violent homophobic attack by a campus volunteer. As the LGBTQ+ PRIDE Affinity Group, LGBTQ+ Student Network, and other stakeholders have attempted to initiate action with administration failing to follow through on agreed upon demands, this update echoes the original statement, with the support of our California Faculty Association Executive Board at CSUB: The university claims to value inclusion and diversity - This is an opportunity for our institution to have a supportive and appropriate response to the reality that is living as a LGBTQ+ person in today's society. We do not feel safe on campus or in our local community. We will not be silenced. We are needing answers to the questions posed in our statement, and we demand movement on the agreed upon action list that is provided above.

In solidarity,

Aubrey Kemp and Jeremiah Sataraka

Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Kris Grappendorf and Bre Evans-Santiago

Previous Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Vanessa Zepeda

Faculty Advisor, LGBTQ+ Student Network at CSUB

and

Jovanna Penuelas

President, LGBTQ+ Student Network at CSUB

and

The Executive Board of the California Faculty Association at CSUB

November 16, 2023

On behalf of the Co-Chairs of the LGBTQ+ Faculty and Staff Affinity Group at California State University, Bakersfield:

We begin this statement by denouncing the clearly homophobic attack by Mike Duncan, who is associated with CSUB, on a gay couple this early November. We stand with the LGBTQ+ community, especially on our campus, as we work to process and heal from this horrible event that happened so close to us. There are some resources at the end of this statement for those who may be interested. Our group is committed to working towards a safe and

inclusive campus, and acknowledges that there is always work to be done. This event has made clear ways in which our campus can improve our processes of working with volunteers and hiring employees at the university. We clearly have progress to make in this area, and our group is always ready and willing to work with the university to give guidance on ways we can improve. The LGBTQ+ Faculty and Staff Affinity Group, along with the LGBTQ+ Student Network, are working on some events for our campus community in the near future to offer a space for healing and to find ways to improve the campus culture for our community - we will send out information once we have these planned. We have also received information that some members of our campus community are receiving death threats because of this event - we absolutely denounce this behavior and do not condone death threats or disrespect to *anyone* in response to this event. As a campus community, we need to come together to recognize the overarching issue and we will not solve this by taking our anger or hurt out on any individual.

Regardless of the official employment status of Mike Duncan at California State University, Bakersfield (CSUB), his affiliation with our university is still an association; where he represents our campus and had access to and interacted with our students, faculty, and staff. More specifically, he was involved with our student athletes, as the official titles of this “unofficial employee” indicate on the [now removed] Staff Directory webpage; he was the “Director of Program Development” and labeled as a “Baseball Coach.” In that regard, the implication that our institution is one in which there is no homophobia (or racism, sexism, etc.) present is absurd. Additionally, [at the time this statement was written and disseminated] no one from the university has reached out to the co-chairs of the LGBTQ+ PRIDE Faculty and Staff Affinity Group nor the LGBTQ+ Student Network to ask for guidance on a proper response to such an aggressively homophobic attack. There has not been a campus-wide email sent to offer information about counseling services (see the end of this statement for resources if you are seeking help) or ways the campus is offering support to the LGBTQ+ students, faculty, and staff after watching (or hearing about) such a homophobic attack by someone associated with our campus. In fact, they seem to not even acknowledge it was a homophobic assault, as in their official statement released on their Instagram page on Saturday, November 11, CSUB and Kyle Conder, Director of Athletics at CSUB, only referred to the attack as “an off-campus altercation” and an “unfortunate incident.” This minimization of the experiences of the LGBTQ+ community is an attempt to gaslight and silence the anger felt by our community from this clearly homophobic assault.

The first part of the university’s statement is simply attempting to remove association of Mike Duncan with the university, which is impossible. As explained previously, regardless of official employment status, he represented our university on a webpage (before it was completely removed from the internet after the incident) and interacted with our athletes and campus community, and as such cannot be simply disassociated from the university. We demand answers to his “volunteer” status, as the university claims: In what capacity did he volunteer? How was he involved with students and athletes? Where did his title come from? Did he undergo any vetting process when he volunteered? Is there any inclusion and diversity training (or training at all for that matter) for volunteers who will be interacting with our campus community? The university simply apologized for the “confusion caused by a webpage that gave the impression he is an employee,” and not for the fact that this person possibly could have impacted our

LGBTQ+ community in a negative way. Further, if the university truly believes this person had no association with our campus community, then they should be willing to denounce the act and call it what it is, a homophobic assault, rather than feeding into the narrative that this was simply an "unfortunate incident."

Kyle Conder's contribution to this statement, where he referred to the homophobic attack as an "unfortunate incident," is extremely disappointing. We are glad to know he has felt welcome at CSUB since he began his work here about a year ago, but that does not become a monolith for all students, faculty, and staff at CSUB. In his statement, he says he is "proud to lead our student-athletes, coaches, and staff in a way that values diverse perspectives, experiences, and identities for a thriving community." We would like answers as to how Athletics is doing this? What training is being implemented? What are the ways in which you are leading this group of people to value diversity and respect all identities? How are you training your volunteers, since it is claimed they are not "officially" staff? Without any action or clarification on how this is happening, we hear these simply as words meant to cool down a situation that is uncomfortable for some in positions of power; and while "uncomfortable" is not a preferred feeling, feeling unsafe on campus, being gaslit, and reading words that imply our campus does not have any problems in this area is a much worse feeling.

We will also take this opportunity to provide an example of how our campus community could improve in being more actively inclusive for LGBTQ+ students, faculty, and staff. We are coming off of the heels of OUTober, a month meant to celebrate the LGBTQ+ Community, especially on our campus and in the surrounding area. During this month, the CSUB Instagram page posted about a few of the events. On these posts, there were numerous homophobic and transphobic comments - ranging anywhere from claiming the queer community is "taking over another month" to overtly homophobic and transphobic statements that we feel are inappropriate to write here as they could be triggering to some in our community. To our knowledge, there was no moderation of these comments by CSUB, and we observed what seemed to be many of our own LGBTQ+ students, faculty, and staff having to defend the fact that we are holding these events. The statement released on November 11 reads, "CSUB treats all people with dignity, humanity, and respect," and that CSUB is a "safe space for all who wish to study, work, or gather here." The [lack of] responses to posts on social media about OUTober is a prime example of how this is not entirely true, and to insinuate the campus is completely safe for all and that everyone should *feel* safe, is actually harmful and dangerous. Further, we want to know exactly how the university believes they are contributing to a completely inclusive and equitable campus? What programs are actively being implemented? Are they successful and, if so, how do you know? What training in LGBTQ+ sensitivity, allyship, and/or anti-racism is being utilized for faculty, staff, students, and volunteers? What incentives is the university providing to faculty, staff, students, and volunteers to take such training?

We feel the statement by CSUB is not sufficient for meeting our needs of support in response to this homophobic event. Releasing a statement denying the experiences of our community and minimizing the effect this has on our campus is not acceptable. The university claims to value inclusion and diversity - This is an opportunity for our institution to have a supportive and appropriate response to the reality that is living as a LGBTQ+ person in today's society. We do not feel safe right now on campus. We will not be silenced. We are needing

answers to the questions posed above, and we demand action. Our Affinity Group is happy to offer a space or welcomes the opportunity for stakeholders with CSUB, Athletics, and the community to open a discussion about how to respond appropriately to events like this, what steps can be taken to improve our inclusion on campus for the LGBTQ+ community, and to establish a working relationship to move forward.

In solidarity,

Aubrey Kemp and Jeremiah Sataraka

Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Kris Grappendorf and Bre Evans-Santiago

Previous Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB

and

Vanessa Zepeda

Faculty Advisor, LGBTQ+ Student Network at CSUB

“My silences had not protected me. Your silence will not protect you.” – Audre Lorde

Resources:

CSUB Counseling Center (to make an appointment or find information):

<https://www.csub.edu/counselingcenter/>

Psychology Today (to help find a therapist/counselor based on insurance; can filter for individual needs like LGBTQ+):

<https://www.psychologytoday.com/us/therapists>

The Trevor Project (for mental health support for LGBTQ+ youth)

<https://www.thetrevorproject.org/>