



Steven W. Cheung
Chair, Assembly of the
Academic Senate
Faculty Representative,
UC Board of Regents
Academic Senate

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September 9, 2024

CHAIRS OF SENATE DIVISIONS
CHAIRS OF SYSTEMWIDE SENATE COMMITTEES

Re: Systemwide Senate Review of Proposed Revisions to Senate Regulation
479

Dear Colleagues,

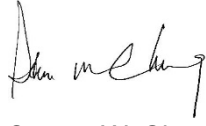
I am forwarding for systemwide Senate review proposed revisions to [Senate Regulation 479](#) (regarding the California General Education Transfer Curriculum, or Cal-GETC), presented by the Academic Council Special Committee on Transfer Issues, and approved by the Academic Council for systemwide review.

The revisions aim to enhance transfer student preparedness, especially in high-unit majors where [Associate Degrees for Transfer \(ADTs\)](#) that fully align with [UC's Transfer Pathways](#) have not yet been developed because including the essential courses for UC major preparation would exceed the state-legislated ADT unit cap (60 maximum lower-division units). By allowing prospective transfer students to defer up to two additional (four maximum) general education courses until UC enrollment, and to complete the Cal-GETC science requirements with two courses in different science disciplines (instead of one course in physical science and one in biological science), new ADTs will have greater flexibility to prioritize UC major preparation and balance those courses with general education requirements.

Please submit comments to the systemwide Academic Senate office at SenateReview@ucop.edu by December 10, 2024, to allow us to compile and summarize comments for the Academic Council's December 18 meeting, when next steps for this proposal will be considered. As always, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Steven W. Cheung". The signature is fluid and cursive, with a prominent initial "S" and a long, sweeping underline.

Steven W. Cheung, Chair
Academic Council

Cc: ACSCOTI Chair Chalfant
Senate Division Executive Directors
Senate Executive Director Lin



ACADEMIC COUNCIL SPECIAL COMMITTEE ON TRANSFER ISSUES (ACSCOTI)
James Chalfant, Chair
jim@primal.ucdavis.edu

ACADEMIC SENATE
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

April 15, 2024

RE: Proposed Amendment to SR 479 (Cal-GETC)

Dear Jim,

Attached is a proposed amendment to Academic Senate Regulation 479, from the Academic Council Special Committee on Transfer Issues (ACSCOTI). We request that the Academic Council endorse the amendment and initiate a systemwide review process. This amendment follows from our discussion at the January 31 Academic Council meeting, and we have incorporated specific language into the existing regulation, in the attached document. This amendment is intended to expand transfer opportunities in majors where Associate Degrees for Transfer (ADTs) that fully align with UC's Transfer Pathways do not currently exist.

Assembly Bill 928 brought about the new general-education (GE) pattern known as Cal-GETC, replacing IGETC. In approving SR 479, the Academic Senate adapted Senate Regulation 478, pertaining to the previous model, IGETC, to accommodate this new GE pattern, intended by the legislation to become the "singular pattern" for transfer. Our proposal is limited to SR 479 only because IGETC is to be phased out, making SR 478 unnecessary at some point in the future, but ACSCOTI's concerns would otherwise apply to both regulations.

These concerns pertain to the interaction of Cal-GETC with the policies that govern Transfer Model Curricula (TMCs), the templates that define ADTs. Senate Bill 1440, which created the TMC/ADT model for transfer to CSU, requires completion of GE along with a minimum of 18 semester units of major preparation, for these associate degrees. The advantages of this model are clear: proponents hope that an easily understood checklist of courses will guide course selection and reduce accumulation of excess units before transfer. The problem is that many STEM majors require far more than 18 units of courses for major preparation, to the point where the cap of 60 semester units becomes a binding constraint. The student cannot simultaneously prepare fully for some majors at UC and also meet GE requirements. The provision known as IGETC for STEM allowed some deferral of GE units, which helped but did not fully avoid the problem. The provision in AB 928 to extend the unit cap by as many as six units also helps, but again falls short of what is needed.

Modify the Definition of Area 5

Our proposal to modify Area 5 of Cal-GETC makes it possible to reduce the units devoted to general education before transfer, in a number of STEM majors. For instance, students who already complete requirements in chemistry and physics would automatically satisfy the broader Area 5 requirement, without

adding a course from the biological sciences. In some cases, relaxing this requirement will permit the creation of an ADT that fully aligns with UC's Transfer Pathway, within the unit cap. In others, it will simply reduce the number of GE units that would have to be deferred. (Of course there are other STEM majors, biology being the obvious example, where the major requirements in both biology and chemistry make this point moot; the amendment would affect most engineering majors, chemistry, and physics.) This added flexibility is already under consideration for majors currently being considered under the ASCCC's Transfer Alignment Project, so making that change would convey Academic Senate support for the idea. ACSCOTI was open to extending the policy to students in all majors, and UCR&J favored broader application, so our proposed amendment applies to all majors, not just selected STEM majors. While three semester units may seem trivial, those units have a high opportunity cost for majors featuring significant units devoted to major preparation. Of course, students who are not so constrained and prefer one course, or even two, in biological sciences will remain free to use them to fulfill Area 5.

Deferring Additional Cal-GETC Units

The value of our proposal to allow additional GE courses to be deferred until after transfer can be illustrated with an example. The case of Chemical Engineering is instructive. The unit cap makes it infeasible to create an ADT for this major: there is no combination of 60 (or 66) semester units that would both satisfy GE requirements for an ADT and prepare a student to graduate from a major in the field in two years after transfer. The UC Transfer Pathway we are developing for this major includes approximately 53 semester units in courses that fully prepare a student for their junior year, and for timely degree completion post-transfer. The requirements are fairly uniform across all UC campuses. At least 10 of the 53 units fulfill GE requirements; an additional four GE courses would fit within a 66-unit cap, but that would leave the student four courses short of completing Cal-GETC. We see no reason for this student to delay transfer just to complete Cal-GETC. Another student who substitutes 12 GE units for 12 units of major preparation may still be able to transfer to some UC campuses, but will not be ready for junior-year coursework. In short, the structure of ADTs in STEM fields ignores the fact that the order in which some courses are taken matters more than for others.

Analysis

A four-year student at UC is not required to complete GE before the junior year. In effect, this issue is one of equity; insisting that transfer students complete all GE courses, or all but two, as permitted in the current SR 479, asks transfer students to do something UC does not expect of four-year students, who are free to take longer to complete GE requirements, leaving more room in the first two years for major preparation. Indeed, the need to prioritize major preparation over GE seems self-evident in many fields, and mirrors advice that UC already gives. We do not want to create a significant post-transfer burden, but to keep our proposal in perspective, our proposal for deferring a maximum of four (not the current two) courses represents one per semester, post-transfer, or fewer than one per quarter. We anticipate hearing that this will create work for admissions offices, but it is difficult to see that the increment to four courses, from two deferrals already allowed, represents a significant burden. If it does, we prefer that the Senate advocate for funding the work that is needed, rather than limit student options to fit an administrative budget. We hope that by approving these amendments, the Senate also will begin a conversation with the other two systems that leads to reform of the policies governing ADTs to allow CSU students to also have the opportunity to defer additional Cal-GETC courses, and for such deferrals to no longer prevent receiving an associate's degree.

Moreover, regardless of their intended major, our amendment could benefit a student who is on track to complete Cal-GETC before transfer, but then experiences some personal circumstances that preclude completion. If the student is otherwise still eligible for UC, and admitted, it does not seem to be in anyone's

interests to ask that the student either come to UC and conform instead to the campus GE pattern, or extend time at a CCC, solely to complete GE. If Cal-GETC is an appropriate choice for fulfilling general-education requirements before transfer, it stands to reason that it remains an appropriate choice even if the student transfers without completing it.

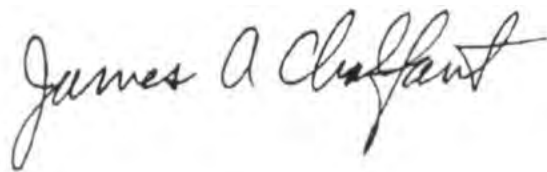
An ADT is not the best way to prepare to transfer to UC, if it would require reducing major preparation to accommodate GE, so that the ADT does not align fully with the corresponding UC Transfer Pathway. It is our committee's view that students should opt out of the ADT pathway, in such cases. They would be better off completing the entire UC Transfer Pathway, and as much of the Cal-GETC pattern as is feasible. They would not receive an associate degree, under current arrangements, but they would be better prepared for academic success post transfer, and for timely completion of a bachelor's degree at UC. The choice to forego the associate degree is already made for students, in majors where there no ADT is feasible, but our proposed amendment reduces difficulty in preparing to transfer, by extending Cal-GETC.

Of course, the status quo option, foregoing GE certification and completing the campus pattern, remains a choice available to the student; this change would simply not impose that choice on the student. Given the number of upper division units in such majors (in some cases more than 80 quarter units), students typically can ill-afford the inefficiency of changing the GE pattern they are following midstream. In that sense, ACSCOTI's view is that the proposed amendment is supportive of transfer by simplifying the student's academic planning, and it strengthens UC's commitment to Cal-GETC as the singular GE pathway for transfer students. In effect, our proposed amendment simply creates a third GE pattern, which an individual campus could already do, by extending Cal-GETC to a four-year window.

We recognize that Cal-GETC is shared between all three segments of higher education in California. Our view is that UC can make an exception for Area 5 or extend Cal-GETC to four years without requiring that CSU grant the same exception. We hope to be persuasive in that regard, so that CSU agrees, but our proposed amendment would benefit students interested in transferring to UC either way. Students who want to preserve the CSU option can of course still follow the status quo for Area 5.

Also, this amendment is not sufficient to change the rules governing ADTs, but it is helpful to students who are interested in transferring to UC and who opt out of the "ADT pathway," as AB 928 allows. We hope that this amendment to UC's regulations will also stimulate an intersegmental effort to work with the state to modify the constraints that govern ADTs. In that should be case, our proposal would have far-reaching effects to improve the transfer process for both UC and CSU, and for all majors.

Sincerely,

A handwritten signature in black ink that reads "James A. Chalfant". The signature is written in a cursive, flowing style.

James A. Chalfant
Professor Emeritus, Agricultural and Resource Economics, Davis Campus, and
Chair, Academic Council Special Committee on Transfer Issues ([ACSCOTI](#)).

[479](#). (En 8 Dec 2022, Am 8 June 2023)

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

A. Cal-GETC Course and Unit Requirements

All courses used in satisfying Cal-GETC must be accepted for baccalaureate credit at the University and be of at least 3 semester units or 4 quarter units. The laboratory portion of science courses must be of at least 1 unit. English and mathematics/statistics courses that are 2 semester units or 3 quarter units can satisfy the Area 1A: English Composition requirement or the Area 2: Mathematical Concepts and Quantitative Reasoning requirement, respectively, if they are part of a sequence. All courses that are part of such a sequence must be completed to satisfy Cal-GETC.

B. Cal-GETC Subject Requirements

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

1. Subject Area 1 - English Communication. 3 courses: 9 semester or 12 quarter units. One course must be in Area 1A: English Composition; one course must be in Area 1B: Critical Thinking and Composition; one course must be in Area 1C: Oral Communication. The Area 1B course must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of composition at lower than the college level cannot be counted toward fulfillment of the English Composition requirement.
2. Subject Area 2 - Mathematical Concepts and Quantitative Reasoning. 1 course: 3 semester or 4 quarter units. This course should be in mathematics, statistics, or other quantitative disciplines (e.g., applied statistics, data science). Course will have its primary purpose and content focused on mathematics and quantitative reasoning.
3. Subject Area 3 - Arts and Humanities. 2 courses: 6 semester or 8 quarter units. One of the courses must be completed in Area 3A: Arts and one of the courses must be completed in Area 3B: Humanities. Courses that are primarily focused on technique, skills, or performance, with little emphasis on the integration of

history, theory, aesthetics, and criticism, cannot be used to fulfill this requirement.

4. Subject Area 4 - Social and Behavioral Sciences. 2 courses: 6 semester or 8 quarter units. Courses must be from two academic disciplines or an interdisciplinary sequence.
5. Subject Area 5 - Physical and Biological Sciences. 2 courses: 7 semester or 9 quarter units. ~~One course must be in Area 5A: Physical Science, the other in Area 5B: Biological Science~~ **The courses must be from two distinct academic disciplines**, and at least one of these two courses must include a laboratory (Area 5C: Laboratory).
6. Subject Area 6 - Ethnic Studies. 1 course: 3 semester 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.

C. Scholarship Requirements

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

D. University Policy for Cal-GETC

1. Students who have completed courses fulfilling Cal-GETC requirements should have their coursework certified by the last California Community College they attended for a regular term prior to transfer.
2. If Cal-GETC requirements are not fully satisfied prior to transfer, the student will be subject to the regulations regarding lower division B/GE requirements of the school or college of the campus to which the student transfers, with the following exception: A transfer student accepted into a college or school that recognizes Cal-GETC as satisfying the B/GE requirements may complete a maximum of ~~two~~ **four** courses of Cal-GETC pattern after transfer if all other conditions in Section 479.B are met. ~~Neither~~ **None** of the courses to be completed after transfer may be in English Communication (Area 1) or Mathematical Concepts, or Quantitative Reasoning (Area 2).
3. Consistent with SR 414, each college or school retains the right to accept or not accept Cal-GETC as satisfactory completion of its lower division B/GE requirements.