ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-941-22

RESOLUTION ON AB 928 AND CSU GE GOLDEN FOUR

Impact on Existing Policy: None

WHEREAS, Assembly Bill 928 (AB 928), the “Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee,” was signed into legislation in October 2021; and

WHEREAS, AB 928 requires a common lower-division General Education (GE) transfer pathway that will meet transfer requirements into both the California State University (CSU) and University of California (UC) systems; and

WHEREAS, AB 928 requires the establishment of the “Intersegmental Committee of Academic Senates” (ICAS) to develop the common GE pathway for transfer students by May 31, 2023; and

WHEREAS, For the Intersegmental General Education Transfer Curriculum (IGETC), the UC system seems to require 11 lower-division courses while the CSU requires 12 lower-division courses; and

WHEREAS, The CSU has announced that, following the completion of the common GE pathway for transfer students, systemwide GE policy will be changed to conform with the common GE pathway by summer 2024; and

WHEREAS, It is likely the ICAS will recommend an 11-course lower-division GE transfer pathway; and

WHEREAS, The current CSU GE policy requires that all students successfully complete the “Golden Four” (A1: Oral Communication, A2: Written Communication, A3: Critical Thinking, and B4: Quantitative Reasoning); and
WHEREAS, It is the impression of many CSU faculty and Academic Senates that the Chancellor’s Office, based on the ICAS template, will consolidate some of the learning outcomes of the Golden Four; and

WHEREAS, In particular, CSU Oral Communication (Area A1) is suspected to be absorbed by some of the other courses in the Golden Four because the UC does not require a course in oral communication; and

WHEREAS, Other possible courses to be dropped from CSU GE are Area E: Lifelong Learning and Self-Development, which is outside of the Golden Four, and Area A3: Critical Thinking (even though critical thinking is part of the UC IGETC pathway) (UC transfer IGETC advice); and

WHEREAS, Courses in these areas are important to student learning because they provide students with employable skills, teach them how to advocate for social justice, function as an equalizer for students from all backgrounds and experiences, and help to prepare students to respond to misinformation; and

WHEREAS, Both oral communication and critical thinking are core competencies for WASC Senior College and University Commission (WSCUC), the CSU and UC accrediting agency (WSCUC Core Competencies); and

WHEREAS, The remaining two courses in the Golden Four are already full of content in order to satisfy their learning objectives and cannot absorb the A1: Oral Communication or the A3: Critical Thinking learning objectives in an educationally effective manner; and

WHEREAS, The Academic Senate notes that it is misleading to say that the UC requires 11 lower-division courses for IGETC because very few UC campuses actually require 11 lower-division courses for transfers; and

WHEREAS, Complying with AB 928 by dropping one or two courses from the CSU IGETC list will not and can not secure a common transfer pathway for transfer students as long as IGETC decisions can be made not just at a UC campus level, but at a UC college level, let alone consideration of the UC “Basic Requirements”; therefore be it

RESOLVED, The disciplines in the CSU Golden Four represent essential, foundational learning not only for the GE curriculum, but for every major curriculum as well; and be it

RESOLVED, That in light of the decades-long educational value the CSU has many times confirmed, courses in oral communication, lifelong learning, and
critical thinking should be upheld, and the Golden Four disciplines should be retained as distinct areas within CSU GE and IGETC; and be it

RESOLVED: That this resolution be forwarded to the Office of the Chancellor, all CSU Academic Senate Chairs, and the Academic Senate Statewide Executive Committee.

Proposed by: General Education Governance Board
Date: March 18, 2022

(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.