

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

## **ICAS VIDEOCONFERENCE MINUTES**

### **Friday, September 6, 2024, 1 PM – 4 PM**

#### **Attendance**

**Academic Senate California Community Colleges (ASCCC):** Cheryl Aschenbach, President; LaTonya Parker, Vice President; Stephanie Curry, Secretary; Robert L. Stewart, Jr., Treasurer; Eric Wada, North Representative; Krystinne Mica, Executive Director

**Academic Senate California State University (ASCSU):** Elizabeth Boyd, Chair; Adam Swenson, Vice Chair; Tracy Dawn Hamilton, Secretary; Nola Butler-Byrd, Member-at-Large; Reem Osman, Administrative Support Specialist

**University of California Academic Senate:** Steven W. Cheung, Chair; Ahmet Palazoglu, Vice Chair; Deborah Swenson, BOARS Chair; Rachael Goodhue, UCEP Chair; Jim Chalfant, ACSCOTI Chair; Monica Lin, Executive Director; Ken Feer, Principal Policy Analyst; Brenda Abrams, Principal Policy Analyst

**Guests:** Michelle Grimes-Hillman, CCC Chancellor's Office; Quajuana Chapman, CSU Chancellor's Office; Kieran Mulholland, CSU Chancellor's Office; Marci Sanchez, CSU Chancellor's Office; Chase Fischerhall, UC Office of the President

#### **I. Welcome and Introductions**

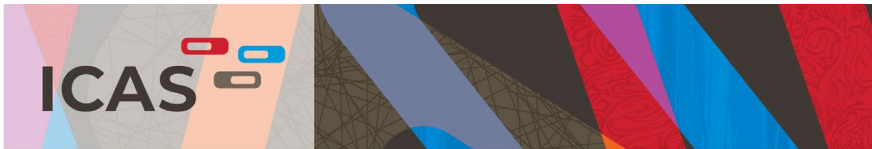
Chair Cheung welcomed members and guests to the first ICAS meeting of the academic year and introductions followed.

#### **II. Consent Calendar**

**Action:** The May 29, 2024 minutes were approved.

#### **III. General Announcements**

**ASCCC:** President Aschenbach acknowledged the new and continuing ASCCC board officers, noting that the first full executive committee meeting included cultural humility training and refinement of the 2024-2025 workplan. Faculty are being appointed to the ASCCC's 16 standing committees, CCC Chancellor's Office (CCCCO) advisory committees, and other systemwide groups. The theme for the November plenary is "Cultivating Student Success through Faculty Engagement, Practice, and Community." Artificial intelligence (AI) is a hot topic and questions include how it can be used in classrooms to benefit students but there are concerns about academic integrity. The ASCCC is partnering with the CCCCCO on a number of AI-related projects focused on professional development and how different tools can be used in teaching and learning spaces. A quarterly rostrum with updates written by executive members on standing committees and highlights across the field will be released in September. Planning is underway for a spring 2025 academic academy that will explore AI from policy and practice perspectives.



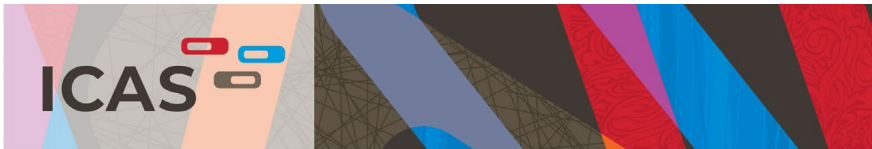
The Intersegmental Committee of the Academic Senates - University of California - The California State University - California Community Colleges

A major effort this summer was Common Course Numbering (CCN) and President Aschenbach thanked the ICAS members who have participated in this initiative or helped recruit others. A phase one activity to create course templates for six commonly numbered courses resulted in over a thousand responses across the segments to input surveys. In May, over 550 faculty across the segments participated on 50 facilitating teams and in July nearly 100 groups were convened to finalize the templates for the six courses. Those templates were just released by the CCCCCO this week. Local faculty and articulation officers are preparing course revisions, especially in communications and public speaking, to submit for California General Education Transfer Curriculum (Cal-GETC) review in December. In addition, adjustments are being made to local general education (GE) patterns to align with Cal-GETC.

The CCCs continue to implement ethnic studies and more faculty in this discipline are being hired across the system. The CCCCCO recently released the modern policing model curriculum and associate degree which is based on recommendations from the state Assembly Bill (AB) 89 task force. Individuals in the CCCCCO participated on the initial workgroup and the model curriculum workgroup included faculty in administration of justice and faculty in affiliated law enforcement academies. A new requirement is that law enforcement officers must earn either an associate degree in modern policing or a baccalaureate degree within two or three years of being hired. The goal of this educational development is to train more well-rounded officers who are better able to respond in stressful situations involving victims and perpetrators with different cultural backgrounds.

Craig Rutan is the new director of the Course Identification (C-ID) Project this year and there is a continued need for faculty participation on discipline review and input groups. These groups work on course descriptor shells and transfer model curricula (TMC) updates, which might include alignment of TMCs with UC Transfer Pathways (UCTPs). In response to the AB 928 Implementation Committee, the Transfer Alignment Project (TAP) is focusing on alignment on Science, Technology, Engineering, and Mathematics majors. The CCCCCO and ASCCC are still advancing Vision 2030 which calls for equitable success, support, and completion. President Aschenbach expressed gratitude for last year's intersegmental workgroup that made recommendations to the CCCCCO regarding the review of baccalaureate degree program proposals and managing disagreements about duplication.

**ASCSU:** Chair Boyd reported that state Senate Bill (SB) 108 required the CSU system to create a time, place, and manner policy and the ASCSU was given under 10 days by CSU Legal to offer feedback. The new policy, which has a number of shortcomings, was implemented at the beginning of the school year. With this being an election year, there are concerns about student rights to assemble peacefully and be civically engaged. The CSU has a projected 8% budget cut in 2025-2026 and the ASCSU is collaborating with the CSU Chancellor's Office with the support of the Board of Trustees in an effort to reduce the budget cut. In July 2024, the Trustees considered a proposal to integrate Cal State Maritime Academy into Cal Poly San Luis Obispo. Cal Maritime is the only maritime academy on the west coast and many academies (most of which are on the east coast) have experienced declining enrollment. This proposal was put forward without other mitigating measures being publicly discussed prior to this, which has dramatic implications for shared governance practices. Cal Maritime faculty have their own senate but have been told there will only be one senate at Cal Poly San Luis Obispo, and this is an issue



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

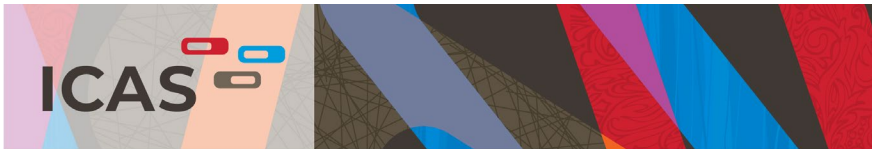
ASCSU will address. The ASCSU anticipates this could be the first of similar actions in response to shortcomings in the State budget.

Over the summer, the ASCSU has been writing letters to the Legislature asking for a veto of AB 2104 and SB 895 that call for the creation of nursing programs. Chair Boyd indicated that the parameters for offering bachelor degree programs set by AB 927 raise concerns about the precedent these new bills will set. A new issue for ICAS to address is establishing a process for the CSUs to create doctoral degree programs that do not duplicate such programs already offered by UC. As a result of the Trustees' decision to align CSU's GE with Cal-GETC, campuses are working hard to implement these changes by fall 2025. Immediate Past Chair Steffel is one of three specialists who will work on legislative advocacy this year and there are also two communication specialists. The ASCSU has approved changes to its bylaws and constitution to allow for three dedicated lecturer seats, and these changes will be voted on by each campus and approved by the Trustees. This year, the ASCSU will organize a committee to select and forward at least two names to the governor for appointment as the faculty trustee. Chair Boyd remarked that the ASCSU will pay attention to students, staff, and faculty well-being particularly this fall when there may be potential anxiety in response to the presidential election.

**UC Academic Senate:** Chair Cheung began with an acknowledgement of the hard work of the Academic Council Special Committee on Transfer Issues (ACSCOTI) to develop 10 new UCTPs and revise several others approved by the Academic Council. ASCCC and ASCSU will soon receive formal communications about the new and updated UCTPs. UC is actively dealing with the issue of expressive activities and implementation of campus climate plans that balance the rights to free speech with the rights of community members to have unimpeded participation in higher education opportunities on campus. This is taking shape in the form of consultation with faculty and the administration on the development of a plan for calibrated responses to protests, and to make recommendations that aim to provide consistent procedures for all campuses to deal with any individuals who may have violated policy. Chair Cheung noted that next year's State budget will not be good for UC, so campuses, departments, and units are starting to prepare accordingly.

Immediate Past Chair Steintrager will lead a Senate workgroup on integrating AI into academic programs and this might be a topic for ICAS also to consider this year. UC President Michael Drake announced his plan to retire in July 2025 and, per Regental policy, Chair Cheung will lead the Academic Advisory Committee that will vet prospects. UC is considering fully online undergraduate degree programs and Chair Cheung recently finalized a report from the Presidential Task Force on Instructional Modalities and UC Quality Undergraduate Degrees. One recommendation of note is to abide by a set of foundational principles for online programs and other instructional modalities. The task force was time-limited and was unable to provide a set of recommendations to campuses for developing and implementing such programs, so it recommended that a successor task force address the more detailed items, such as infrastructure needs and resources.

**Discussion:** President Aschenbach explained that the Intersegmental Curriculum Council (ICC) approves TMCs. The ICC, which will also be chaired by Craig Rutan, will handle the C-ID work and going forward, the need for the C-ID Advisory Committee will ramp down. President Aschenbach reported that there is tension on the CCC campuses related to international politics and conflicts.



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

#### **IV. Orientation and Priorities for 2024-2025**

Chair Cheung explained that the items on today’s agenda will continue to be priorities for ICAS throughout this academic year. In addition, ICAS will consider the forthcoming ICAS Mathematics Competencies Subcommittee’s report, which will include presenting an updated ICAS Mathematics Competencies Statement as they were charged to develop.

**Discussion:** Priorities should include activities related to transfer and legislative advocacy.

#### **V. AB 928 Implementation Committee’s Draft Recommendations**

- Ahmet Palazoglu, Vice Chair, UC Academic Senate

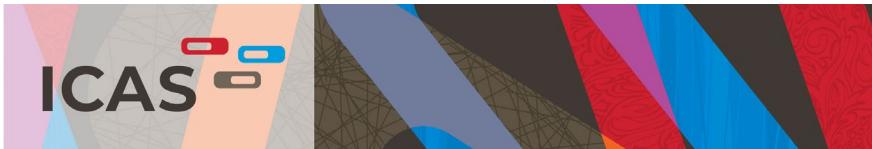
As UC’s Academic Senate representative on the AB 928 Implementation Committee, Vice Chair Palazoglu invited ICAS members to provide feedback on the four draft recommendations. It would be beneficial to have an intersegmental response to the recommendations if the segments can reach consensus. The first recommendation—the proposal for a new council to oversee articulation and other curriculum review matters—raises questions about oversight and potential effectiveness.

**Discussion:** Members considered the implications related to the AB 928 Implementation Committee’s recommendations and offered constructive feedback. ICAS needs to become more valuable to the legislators than the non-practitioners on the AB 928 Implementation Committee and may wish to focus on legislative communications, as well as being more vocal during public comment. It was noted that ICAS members communications during last year’s Legislative Day were effective. A recommendation from the AB 928 Implementation Committee that may be worth further consideration is for UC to use the similarity criterion to evaluate new TMC drafts. ICAS might want to write a charge for the proposed new council which articulates what could be improved and indicates the issues best handled by existing structures. Vice Chair Palazoglu indicated that ICAS could recommend resources are directed to ASSIST instead of to a new council. ICAS may want to send a letter to the AB 928 Implementation Committee outlining members’ concerns, and ICAS should participate in preparing the CCC, CSU and UC representatives for implementation committee meetings.

#### **VI. UC’s A-G Ethnic Studies Proposal**

UC’s proposal for a new A-G ethnic studies requirement has been a multi-year effort and has been through multiple reviews by the Senate. Concerns that the content harbored unreasonable bias have been addressed in the revised proposal but there are questions about the ability of under-resourced high schools to produce high-quality courses that would meet the standards being proposed by UC. The other side of the argument is that, in light of the State’s ethnic studies graduation requirement, this might be an opportunity to design college-preparation courses at high schools. Chair Cheung explained that the proposal is for an ethnic studies overlay, meaning one of the courses from among the existing minimum 15 required A-G courses must be at least a half-year course in ethnic studies.

In the spring, Academic Council decided to forward the proposal to the Assembly of the Academic Senate for discussion this December. Given the intersegmental implications of this requirement, UC’s Academic Senate wanted to provide ICAS with an update on the process. Executive Director Lin added that today’s discussion can jumpstart additional consultations on this proposal between UC’s Board of



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

Admissions and Relations with Schools (BOARS) and the ASCSU since it impacts the A-G course pattern for first year students enrolling in both systems. One group BOARS will connect with is the CSU's Admission Advisory Council. ICAS members asked if other entities should be consulted.

**Discussion:** Chair Boyd met with the coordinator of the Ethnic Studies Council for CSU and the Council is reportedly in support of the proposal and appreciates the inclusion of student learning outcomes. The Council met this morning and plans to send a formal letter of support. The ASCSU's Academic Preparation and Educational Programs committee could discuss this as an information item. Implementation of UC's proposal would occur after the rollout of the state-mandated ethnic studies high school graduation requirement in the 2029-2030 academic year.

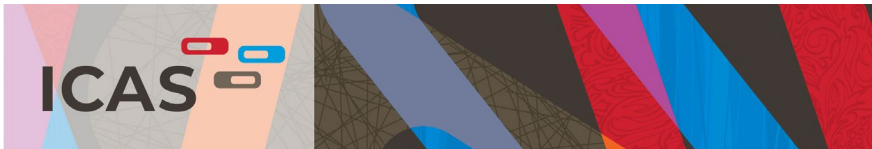
#### **VII. Cal-GETC Standards Review Subcommittee**

- Cheryl Aschenbach, President, ASCCC
- Eric Wada, Chair, Cal-GETC Standards Review Subcommittee, ASCCC

President Aschenbach explained the three logistical matters related to the Cal-GETC Standards Review Subcommittee. These include setting timelines for the subcommittee's work; the need to create policy or process documents to guide the standards review; and the need for each segment to appoint representatives to the subcommittee. Subcommittee Chair Wada noted his participation last year on a subject area review team for the Cal-GETC Standards and indicated that there are two main goals for this year. The first is to review and revise the Cal-GETC Standards document which will involve some work that carries over from last year and recent ASCCC resolutions ask the subcommittee to reconsider certain subject areas. The second goal is to develop a separate document or an appendix to the Standards outlining the revision process and timelines which will be helpful as the membership of ICAS turns over every year.

The ASCCC has a resolution to explore adding a provision for partial Cal-GETC certification since students are able to partially certify the Intersegmental General Education Transfer Curriculum (IGETC). The aim would be to ensure that the ability to partially certify Cal-GETC is seamless for students, and this should be addressed before the fall 2025 Cal-GETC implementation date. Subcommittee Chair Wada noted that there could potentially be one or two years when students will not be able to partially certify Cal-GETC. Another issue that has come to the attention of ASCCC practitioners is that a student might have taken a course that meets IGETC criteria but does not meet the criteria for UC's transfer eligibility areas (i.e., the 7-course pattern). This potential misalignment for students seeking transfer to UC is something that should be considered either in the context of Cal-GETC or separately with UC. Carryover work from last year includes Subject Area 2, which is math and quantitative reasoning, and a decision about whether a course such as math for teachers might be approved for this subject area.

A discussion about language in Subject Area 5 as it pertains to online labs might be necessary. Cal-GETC specifies that approval of a course is independent of the instructional modalities but there are persistent questions regarding lab sciences. The ASCCC has a resolution asking that the criteria for Subject Area 5 be revisited. Currently, there is a laboratory science requirement and a requirement for a course in either the physical or life sciences. The social and behavioral sciences Subject Area 4 requires two courses from different disciplines. The question is whether it is feasible to have wording in



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

Subject Area 5 that aligns with the language for Subject Area 4 about courses from two different disciplines.

**Discussion:** A query in the ASSIST system generates a list of courses in each of the UC transfer eligibility areas that do not meet the criteria for IGETC or Cal-GETC. ACSCOTI Chair Chalfant would support simplifying the criteria for the transfer eligibility areas so the courses meet Cal-GETC standards. The eligibility areas were recently discussed by BOARS and, while there is support for simplification, Chair Swenson asserted the need to balance it with faculty autonomy. There is interest in including different topics in Subject Area 5 and making it similar to Area 4. Last year, the TAP members discussed whether some of the science units could be double counted which might allow some new TMCs to be created. Chair Cheung suggested that spreading GE courses over four years might lead to a less stressful experience for students.

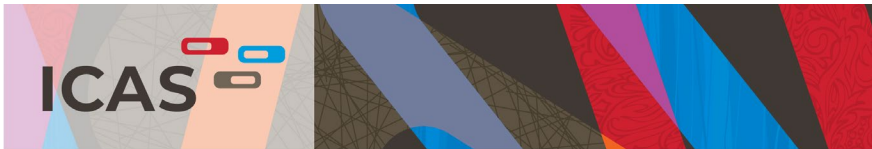
It was noted that any future changes to Cal-GETC will have implications for the CSU campuses which adopted the Cal-GETC Standards for their GE programs, and this includes any tweaks to Subject Areas 4 and 5. The review of the Standards should be done in the context of what will be best for students. One suggestion is to look at language in the first paragraph of Subject Area 5 that implies that the lab needs to be connected to a lecture course which seems to conflict with language in section 9.5.3 about standalone lab courses. Subcommittee Chair Wada indicated that a timeline for the review cycle will establish when activities need to be completed and for communicating when changes go into effect. In addition, policies for training reviewers including the discipline faculty who establish the criteria for the subject areas should be in place. There will be an opportunity to engage articulation officers from each segment and a survey will gather their input on elements of the Cal-GETC Standards that might require attention.

The goal will be for ICAS to review the updated document during the April 14<sup>th</sup> meeting and take action on it then or during the May meeting to ensure the work is finalized in the spring term. This timeline will guarantee that partial Cal-GETC certification is in effect for fall 2025 which could require curricular changes if any standards are revised. Subcommittee Chair Wada would like to continue the practice of publishing the changes made to the Standards document. The UC and CSU are each asked to identify three faculty by October 4<sup>th</sup> to participate in the review process along with articulation officers to serve as non-voting members. Subcommittee meetings are proposed for Wednesday mornings.

#### **VIII. Common Course Numbering (CCN) Initiative**

- *Cheryl Aschenbach, President, ASCCC*

President Aschenbach shared that phase one of the CCN initiative has been completed with the development of templates for six courses which are the most enrolled courses at the CCCs. The 115 credit-granting CCC campuses are updating existing course outlines for the six courses for submission to the CCCCCO later this fall. The next phases are heavily dependent on the participation of faculty in different ways and from the beginning this has been an intersegmental effort. The initiative is driven by the CCCCCO because CCN was legislated, but it impacts all three segments as well as independent colleges and universities in California. This project is not just about changing numbers for courses, but utilizing course templates as the vehicle for articulation. The templates will also be the vehicle for ensuring stronger consistency of commonly numbered courses across the CCCs. Administrative



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

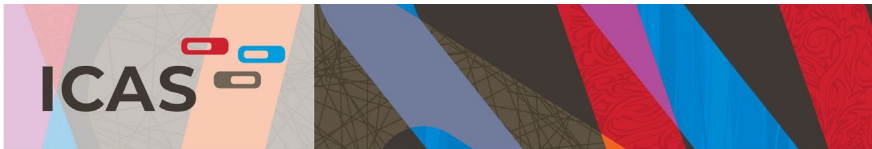
Consultant Grimes-Hillman with the CCCCCO will be working on the CCN project for the next few years. AB 1111 was passed in 2021 and language codified into the Education Code includes a provision that the CCCs would have CCN for all required GE and transfer pathway courses. It can take two or more years to move from the idea of a course to a course being in a program and ensuring it will transfer to a four-year institution. The goal is for students to have consistent courses and consistent information about how those courses transfer.

President Aschenbach explained that the CCN effort started in September 2022 with a task force comprised of intersegmental representatives and individuals who have a variety of roles providing input into the design. The task force produced a report and recommendations in December 2023, which led to the convening of a steering committee and workgroups in February 2024. The makeup of these groups differs depending on who is critical to the conversations but they continue to be intersegmental and cross-functional. Secretary Hamilton commented that it is critical for faculty from all three segments to participate in this work because the CCC coursework will be counted towards CSU and UC degrees. Post-convening evaluation responses indicated that faculty enjoyed the chance to engage with intersegmental colleagues.

Director Fischerhall noted that the goal is to implement CCN in a way that benefits students by simplifying instead of complicating student planning for transfer. The CCN task force determined that existing articulations could indicate existing similarities in curriculum, but also wanted to identify an approach that will allow for curricular innovation, for appropriate courses to be aligned in a way that supports student progress into upper division work, and for new articulation to be built. In service to this vision, the task force developed guiding principles and goals including the priority to support the aspiration for the acceptance that CCN templates serve as the primary pathway to system articulation of individual courses. To achieve this goal, mechanisms must be established at the system and campus levels to articulate appropriate courses based on approval of the template rather than on individual course outlines of record (CORs).

For full implementation of CCN, a course would receive approval for baseline transferability in a particular GE area if it aligns sufficiently with an approved template. Faculty participation at the campus level for receiving institutions is important as is systemwide participation and decision-making from academic senate faculty bodies and systemwide administration. Director Fischerhall clarified that articulation is a general term with many specific applications, and any CCN effort will need to consider these varying dimensions, which include baseline transferability, IGETC/Cal-GETC approval, UC's 7-course pattern eligibility, campus-based GE pattern approval, and course-to-course articulation for major preparation. Currently, some of these determinations are made systemwide and based in Senate policy, while others are campus and department specific, but with these guiding principles aspects of the articulation processes can be simplified.

President Aschenbach observed that the CORs provide official guidance to CCC faculty for what is expected in a course in terms of content, outcomes, or objectives to meet and even in some cases exceed the standard for specific types of evaluations, based on Title IV regulations. The president emphasized that this effort is about common course numbering, not dictating every aspect of courses, but there is a need for greater consistency in order to achieve the type of articulation being sought and that students deserve. The course templates will have one section with the same subject, identifier



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

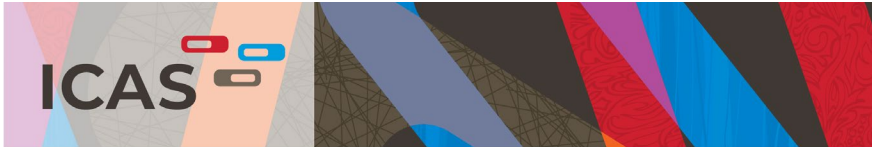
and title, number of units, and prerequisites. The task force concluded that it is critical to be able to evaluate these elements of the course outline. In limited cases, a second section will include additional information for a course. The plan is to share the templates with CSU and UC to prompt conversations about articulation. The CCCCO has sent them to the colleges which will look at courses that align with them and make revisions as necessary to existing courses. The identical elements will be pre-populated in the system and the colleges will add other material they deem appropriate to clarify the information in the first section. While the first six courses are well-aligned in terms of how they articulate, using the template will help ensure the courses are serving transferring students.

The work on phase two this fall will involve 20 to 24 courses and, in the spring, phase three will involve 50 courses. Executive Director Mica remarked that the timeline for the fall is aggressive and the work will focus on the first of four clusters of disciplines: history, English, economics and art history. The second cluster is biology, chemistry, math, astronomy, and the third is anthropology, communication studies, sociology and child development. The meeting dates for each cluster have been set and the final versions of the templates will be reviewed and submitted to the CCCCO by January 2025. The phase one effort involved over a thousand faculty from the CCC, CSU and UC systems and from the Association of Independent California Colleges and Universities (AICCU) and Historically Black College and University (HBCU) partners. Phase two will be scaled back so there will be a team of 12 faculty for each cluster with the exception of biology which will have two workgroups. Teams comprised of six CCC, two CSU, two UC, one AICCU, and one HBCU representatives will develop the templates.

The ASCCC hopes to send the call for faculty appointments to CSU and UC early next week with a request to have the representatives identified by October 9<sup>th</sup> so the teams are ready for late October meetings. Participating faculty will be asked to complete pre- and post-surveys which the CSU and UC senate offices will be asked to distribute. President Aschenbach expressed appreciation for the efforts of the guests who spoke today, ongoing collaborators in this significant intersegmental production. Administrative Consultant Grimes-Hillman encouraged ICAS members to visit the CCN website.

**Discussion:** One question is if courses that potentially will not get their common course number for a long time are in danger of disappearing since students will be channeled into a small number of the already popular courses selected for CCN project. Assistant Director Chapman indicated that courses that do not have the CCN still have systemwide articulation for Cal-GETC or through the major on the CSU campuses. Vice President Parker stated that CCC counselors will advise students based on their major and other parameters rather than just directing them into the CCN areas. Additionally, many of the courses with CCN are required for transfer. President Aschenbach does not think all courses will ever be commonly numbered as local courses that meet local needs and variations are necessary, and there will also be courses that are similar from college to college which will not warrant a system-level course template. Executive Director Mica confirmed that UC will be asked to appoint 26 faculty total across the cluster disciplines and that the teams will meet by videoconference. The ASCCC is finalizing the scope of work with the CCCCO and details about any financial compensation will be provided at a later date. A general invitation template will be provided so the segments will have standard language to communicate to faculty the benefits of participation.





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

## IX. New Business

Member-at-Large (MAL) Butler-Byrd reminded the committee that AB 656 expanded and broadened the CSU's ability to offer professional and applied doctoral degrees in areas where there is an identified workforce or accreditation need. The CSU is already offering a number of doctoral degrees and some of these will be expanded. Members of the AB 656 task force informed MAL Butler-Byrd about concerns that faculty expertise is not infused into the proposal selection process. ICAS could play a critical role in ensuring that there will be faculty expertise woven throughout the entire process. The ASCSU wants to collaborate with the UC on the entire selection process in order for Senate faculty to continue to have purview over the curriculum, an ongoing challenge given the focus on financial incentives instead of the quality of the education. The task force has distributed information with a process schema but the absence of a role for faculty is concerning. This process could be similar to what is done for the CCC baccalaureate degree program proposals.

**Discussion:** President Aschenbach shared that the CSU Chancellor's Office and CCCCO incorporated some of the ICAS workgroup's recommendations for the review of CCC baccalaureate degree proposals into the initial review for duplication. There have been some challenges related to the criteria for determining duplication. Elements of the guidelines for reviewing baccalaureate degree proposals could be helpful for the conversations about the doctoral degree proposals. Initially, CCC faculty did not participate in the review of the baccalaureate degree proposals for duplication but are now readers on the front end and there is an expectation of more faculty participation as curricular experts. It was suggested that faculty need to be compensated to take part in efforts such as these.

Videoconference adjourned at: 4:03 PM

Minutes prepared by: Brenda Abrams

Attest: Steven W. Cheung