

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

ICAS VIDEOCONFERENCE MINUTES **Thursday, January 30, 2025, 1 PM – 4 PM**

Attendance

Academic Senate for California Community Colleges (ASCCC): Cheryl Aschenbach, President; LaTonya Parker, Vice President; Stephanie Curry, Secretary; Eric Wada, North Representative; and Krystinne Mica, Executive Director

Academic Senate of the California State University (ASCSU): Elizabeth Boyd, Chair; Adam Swenson, Vice Chair; Tracy Dawn Hamilton, Secretary; Julia Curry Rodriguez, Member-at-Large; Nola Butler-Byrd, Member-at-Large; and Joe Salcido, Interim Program Manager

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

Guests: John Freitas, LA City College, SCIAC Chair; Mai Her, College of the Sequoias; Megan Bevens, American River College; Michael West, West Valley College, NCIAC Chair; and Holly Demé, CCN Project Manager

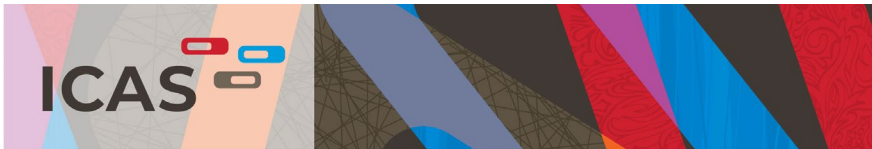
I. Consent Calendar

Action: Today's agenda items and their priorities were approved.

Action: The December 2, 2024 videoconference minutes were approved.

II. General Announcements

ASCCC: There are serious concerns about the potential impacts of recent executive orders on students and communities, and the CCC system is trying to identify ways to protect and hold ground. The ASCCC is curious how research at the CSUs and UCs will be affected if the order to cease federal funding is reinstated. Currently, the governor's proposed budget for the CCCs suggests stability although the situation could change. Budget cuts to the other segments also put CCC students at risk and threaten ease of transfer. The master plan for career education has not been released but it does include an emphasis on credit for prior learning and a skills-based transcript which is of interest to the ASCCC. The budget calls for an agency to guide coordination across higher education, K-12, and labor as well as improved regional workforce development structures. The ASCCC is hearing about bots creating fake student enrollments and the CCC Chancellor's Office is trying to use advanced filtering and artificial intelligence (AI) to address this problem. The Senate continues to have conversations about transfer reform and the Intersegmental Curriculum Committee will consider recommendations from the Course Identification Numbering System (C-ID) and Transfer Alignment Project to update some Associate Degrees for Transfer (ADT) processes as requested by the Assembly Bill 928



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

Implementation Committee. The second phase of the Common Course Numbering (CCN) project involving template development is occurring in February 2025 and a tentative list of phase three courses will be communicated to CSU and UC soon. Upcoming events include an academic academy on AI in February and an institute focused on part-time faculty in April 2025.

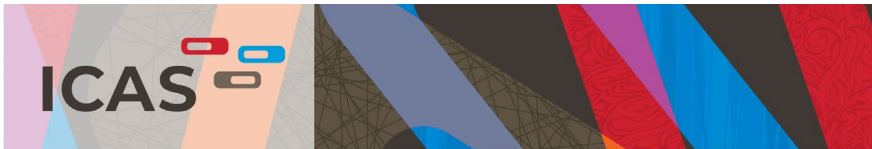
ASCSU: Chair Boyd suggested that the three segments should spend time during ICAS meetings to discuss strategies for response to actions of the new federal administration. The governor’s proposed 2025-2026 budget calls for a 7.95% decrease to CSU’s budget, which is a concern along with the decline of enrollment in the CSU system. Sonoma State’s budget situation will impact about 100 tenure track and lecturer faculty members and several majors, and all athletic programs will be eliminated. The ASCSU is concerned about the decision-making process. Chair Boyd shared that legislators and donors are now mobilizing in response to this situation. CSU’s enrollment budgetary strategy will impose a 5% reduction on campuses that do not meet their targets and some campuses are already thousands of students below the targets. There are fears about raids by Immigration and Customs Enforcement and the ASCSU is trying to support vulnerable students. During the recent plenary, nine resolutions were reviewed and five were approved which pertained to Math for Teachers, budget transparency, and financial aid. The agenda also included a first read of a resolution requesting additional support for ASSIST to ensure the transparency of transfer articulation agreements. Chair Boyd described several strategic planning groups which are in place. The ASCSU presented a constitutional amendment to the CSU Board of Trustees to add three dedicated lecturer seats to serve as at-large representatives across the university system.

UC Academic Senate: Some members of the UC Board of Regents are questioning faculty self-governance and the Senate’s ability to manage faculty misconduct reviews, and the Senate is working with the systemwide Provost’s Office to develop a response to this concern. Academic Council approved a revision to Senate Regulation (SR) 479 proposed by the Academic Council Special Committee on Transfer Issues (ACSCOTI) to relax the requirement regarding courses that satisfy Area 5 – Physical and Biological Sciences of the California General Education Transfer Curriculum (Cal-GETC). ACSCOTI’s proposal to allow students to defer up to four general education (GE) courses until after transfer was sent back to that committee with a request that it assess faculty workload increases and investigate administrative costs. Chair Cheung indicated that UC would like the Cal-GETC Standards Review Committee to provide a definition of “discipline” as it relates to Area 5.

III. Common Course Numbering (CCN) Update

Cheryl Aschenbach, President, ASCCC; John Freitas, LA City College, SCIAAC Chair; Mai Her, College of the Sequoias; Megan Bevens, American River College; Michael West, West Valley College, NCIAC Chair; and Holly Demé, CCN Project Manager

President Aschenbach explained that CCC articulation officers have been invited to share their perspectives on articulation and the positive and negative impacts on students. Articulation reform, including the use of common course numbers, will benefit students. Articulation is the formal process of the receiving institution accepting the CCC courses for equivalent course credit. Courses being



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

developed should meet the CSU, UC, or in-state private institutions' standards for rigor at a minimum. There are differing levels at which courses can be articulated. The challenges for the CCCs are tied to the fact that each CSU and UC campus independently decides the GE area a course is approved for and there are differences between campuses within each system. The CCCs must align to UC's transfer course prerequisite guidelines, the Cal-GETC standards, and the CSU Executive Order 0167 regarding transferability. The course-to-course major preparation articulation is the most difficult for the CCCs. The timelines for systemwide articulation are established but response times to course-to-course articulation requests vary by individual departments. A specific challenge for CCC students is that they need to find out whether a course they took will or will not articulate at a UC or CSU. The CSU and UC faculty who participate in the discussions about the CCN templates are addressing this challenge.

Discussion: Some of the concerns raised by the articulation officers are related to process issues in terms of whether there are clear shared mechanisms for various types of articulation. Executive Director Lin posited that ASSIST should be the repository that houses the processes. The business processes for systemwide articulation are systematic, but for course-to-course articulation there is no easy way to identify which CSU or UC courses may match. The idea is that a system-level template becomes the vehicle used by the 115 CCC colleges to articulate to the CSU and UC. Utilizing the template enables the CSU and UC departments to articulate to the CCC as a system rather than to each individual CCC campus.

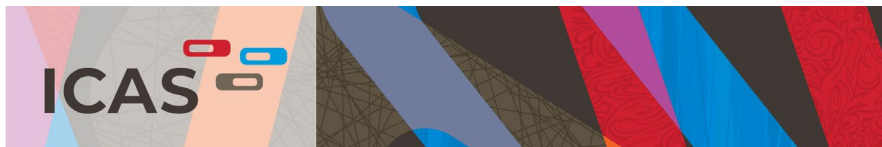
State Assembly Bill 1111 calls for CCN but critical details are wanting. Chair Boyd observed that an entirely new process is being initiated to compile information across the CCCs. It may have been more efficient to enlist the CSU faculty currently engaged in efforts such as C-ID, faculty discipline review groups, and GE review to evaluate the course templates. Whether the content of the new templates differs from the courses that have been previously approved might not be clear and this necessitates a new approval process at the CSU. Individual CSU departments only determine if courses articulate to majors at that campus, and the ASCSU does not interfere in departmental decisions about what articulates. Direct faculty involvement in reviewing courses varies across and within UC campuses, and it is not clear where the bottlenecks in the UC system may lie.

IV. Cambridge International and Cal-GETC

The committee will finalize a draft memo to Cambridge International in response to a request for Cambridge exams to be used to fulfill Cal-GETC subject area requirements.

Discussion: In June 2024, the UC Academic Senate's University Committee on Educational Policy issued a position statement indicating that an exam score cannot substitute for the student learning experience in a course. In addition, external exams have to be reviewed by UC faculty, which is a workload issue. Chair Boyd provided the ASCSU perspective to add to the ICAS memo.

Action: The draft memo with the addition of the text from the ASCSU was unanimously approved.



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

V. Planning for 2025 ICAS Legislative Day

Chair Cheung asked members to confirm that they are available for the April 1, 2025 ICAS Legislative Day and mentioned that a dinner meeting is held the night before. Analyst Abrams compiled lists of members of the state Assembly and Senate serving on relevant committees including higher education and education finance. The lists also include key committee staff and consultants. ICAS members should determine if anyone has been overlooked and the leads of each Academic Senate should prioritize who should be invited to visit with ICAS.

Discussion: Members suggested people to add to the list and Analyst Abrams requested that the list of priority visitors should be finalized during the next ICAS meeting on February 24, 2025. Invitations might be sent to legislators whose district does not include a CCC, CSU, or UC campus. On April 1, ICAS will be in a conference room at the UC Student and Policy Center and visitors will join the committee there. A document indicating the shared priorities or requests across the segments will be prepared by President Aschenbach, Chair Boyd, and Chair Cheung.

VI. Cal-GETC Standards and Math for Teachers

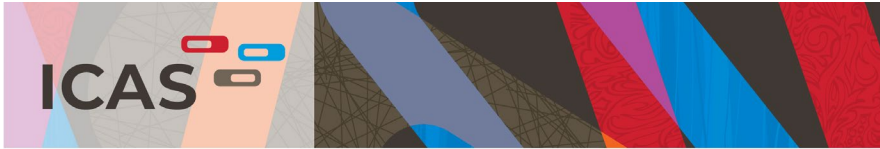
Betsy Boyd, Chair, ASCSU

Chair Boyd explained the recent CSU resolution, Addressing Exclusion of the Mathematics for Elementary School Teachers. In 2023, the CSU passed a resolution stating that the title of a course should not be utilized to determine if it can satisfy Area 2 – Mathematical Concepts and Quantitative Reasoning in the Cal-GETC Standards. This new resolution focuses on Math for Teachers courses not being accepted because its content presumably does not exceed elementary mathematics and this is incorrect. The course description refers to how it prepares instructors for elementary school mathematics teaching and it is not the only level of math content instruction they receive. The ASCSU would like this course to be reconsidered for potential inclusion in Cal-GETC.

Discussion: A member reported that courses less rigorous than or with the same content as Math for Teachers have been approved by UC faculty in the past. Failure to approve this course affects liberal studies and early education majors, and it is difficult to advise students about what to take instead. The ASCSU has concerns about the preparation of future elementary school teachers. It was noted that the three systems are heterogeneous and legislation that dictates a “one size fits all” approach should be resisted. A member observed that Math for Teachers will not be adequate preparation to support students for Science, Technology, Engineering, and Mathematics (STEM) majors. There is agreement that a course should not be evaluated based on its title but on the content, and this is similar to discussions about nutrition courses and the Cal-GETC areas in which those may be approved. There is a version of the Intersegmental General Education Transfer Curriculum (IGETC) for STEM, so there could be an analogous Cal-GETC for STEM.

VII. New Business

Related to UC’s Senate Regulation (SR) 479, which addresses Cal-GETC requirements, Chair Cheung asked if the CCC system has a repository of data on the GE courses that students defer until after



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

transfer that could inform UC's discussions about proposed revisions to the regulation. UC's Academic Council had questions about the potentially increased workload for UC faculty to teach more GE courses for incoming UC transfer students and if the deferral might affect time to degree post-transfer.

Discussion: The deferral of two courses is allowed in IGETC but no course deferrals have yet been approved for Cal-GETC.

Videoconference adjourned at: 4:05 PM
Minutes prepared by: Brenda Abrams
Attest: Steven W. Cheung