



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

INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES
Summary Report: Policy Positions, Publications, and Projects
May 2025

The Intersegmental Committee of the Academic Senates (ICAS) was established by faculty in 1980 as a voluntary organization consisting of Academic Senate leaders from the three public higher education segments in California: California Community Colleges (CCC), California State University (CSU), and University of California (UC). ICAS addresses a variety of issues of mutual interest, such as college readiness, higher education access, student transfer, course articulation, general education, and overall postsecondary educational quality and standards. ICAS meets on a regular basis throughout the academic year, with the chair role rotating among the three segments. ICAS has collaborated on a multitude of projects in support of student success and transfer. Some ongoing and recently completed examples are highlighted below.

Common Course Numbering Project

During the 2024–25 academic year, ICAS received regular updates on the progress of the Common Course Numbering (CCN) Project, including the completion of Phase 1, development of Phase 2 templates, and early planning for Phase 3. While ICAS did not have a direct role in implementing or planning these phases, the committee served as a forum for intersegmental dialogue, raising awareness of faculty perspectives and encouraging broader participation from CSU and UC faculty to ensure the effort remained inclusive and representative. These discussions helped surface key issues around communication, workload, and faculty governance, reinforcing the need for sustained academic senate involvement as the project moves forward.

ICAS 2025 Position Paper: [Statement on Competencies in Mathematics Expected of Entering College Students](#)

In 2023–24, ICAS convened a Mathematics Competencies Subcommittee to update the 2013 version of this Statement that was released when California was preparing for the implementation of Common Core Mathematics Standards. Subcommittee members included representatives from the CCCs, CSU, UC, and California Department of Education who contributed to each stage of the work over nearly two years. The resulting updated Statement aligns with the newer K–12 approaches to college readiness and focuses on the fundamental mathematical knowledge and skills necessary for entering college students to perform well in their postsecondary studies. It also offers recommendations for college-prep mathematics coursework based on the student’s intended college major. This student-centric approach supports high-quality and equitable educational offerings for all students. The ICAS Statement was delivered broadly to approximately 15,000 K–12 educators and leaders statewide; CCC, CSU, and UC faculty; and organizations and policymaking bodies across the K–16 spectrum in California to inform ongoing work to design, develop, and deliver curriculum, teacher/faculty



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professional development, and other sustained activities that will help students gain the competencies outlined in the Statement.

California Intersegmental General Education Transfer Curriculum (Cal-GETC)

The initial 2023 Cal-GETC Standards, Policies, and Procedures Manual (Version 1.0) was responsive to the requirement that ICAS establish a “singular lower division general education pathway” that meets the academic requirements necessary for transfer admission to the CSU and UC per Assembly Bill 928 (Berman, 2021). The document captures current ICAS policies, procedures, and practices, and is reviewed annually by the ICAS Cal-GETC Standards Review Committee, which includes CCC, CSU, and UC faculty, as well as respective system office administrators and campus articulation officers. Each year, the review offers the opportunity for shared policy development and revision, clarifications, and/or streamlining that each segment is then responsible for implementing accordingly. Since 2023, ICAS has approved three additional versions of the manual, with the latest copy (Version 1.3) approved as of May 2025.

ICAS Special Workgroup on Baccalaureate Degrees

Assembly Bill 927 (Medina, 2021) authorizes the Board of Governors (BOG) of the California Community Colleges to establish permanent district-based baccalaureate degree programs that will help close gaps in California’s workforce development and that also do not duplicate programs offered at the CSU or UC. In 2023, ICAS convened an intersegmental faculty workgroup that delineated a process and created a rubric to assess potential duplication of CCC-proposed baccalaureate programs. ICAS approved the workgroup’s [recommendations](#) in November 2023.

ICAS English as a Second Language (ESL) Task Force Report: [ESL Students in California Public Higher Education](#)

In 2018-19, ICAS convened a follow-up English as a Second Language (ESL) Task Force to update the 2006 study that yielded an accompanying ESL Task Force report that same year. An updated report, issued in 2020, reflects intersegmental faculty collaboration to address articulation practices, questions raised by educators, and support service concerns from across the CCC, CSU, and UC systems. Central in the 2020 report is the goal of addressing the status of ESL students and the state of ESL education within the context of public higher education in California. The Task Force’s research findings reveal institutional responses—and ongoing challenges—to meeting the needs of non-native speakers of English, as they pursue their educational goals (i.e., advanced training, A.A., B.A. M.A., Ph.D., lifelong learning, vocational certificates, etc.) at any of the CCC, CSU, and UC campuses.