Academic Senate Meeting – Spring 2024

Thursday, May 9, 2024
Agenda – Session 1
10:00 a.m. – 11:00 a.m.

Location: Dezember Leadership and Development Center, Room 409-411 and virtual
Zoom Link: https://csub.zoom.us/j/89839397226?pwd=NkxIZ241eC8vK3J5Z2R5ZXJBZDg1dz09

Members: Chair A. Hegde, Vice-Chair M. Danforth, Senator M. Ayuso (alt. for A. Rodriquez), Senator D. Alamillo, Senator J. Cornelison, Senator E. Correa, Senator J. Deal, Senator J. Dong, Senator H. He, Senator A. Jacobsen (alt for A. Lauer), Senator S. Marks (alt for A. Sawyer), Senator M. Rees, Senator M. Rush, Senator T. Salisbury, Senator S. Sarma, Senator D. Solano, Senator M. Taylor (virtual), Senator T. Tsantsoulas, Senator D. Wu, Senator Z. Zenko, Interim Provost J. Rodriguez, and Senate Analyst K. Van Grinsven.

Guests: Interim President V. Harper, E. Montoya,

A. Call to Order

B. Approval of Minutes
   a. April 11, 2024 **(handout)**
   b. April 25, 2024 **(handout)**

C. Announcements and Information
   a. Interim President's Report – V. Harper (**Time Certain: 10:05 AM**)
   b. GECCo Report – E. Montoya **(Time Certain: 10:15 AM) (handout)**
   c. FTLC Report – Informational only **(handout)**
   d. UPRC Report – Informational only **(handout)**
   e. Elections and Appointments – M. Danforth **(handout)**

D. Approval of Agenda (**Time Certain: 10:03 AM**).

E. Reports

a. Interim Provost's Report – J. Rodriguez
b. ASCSU Report (tabled)
c. Committee Reports: (Minutes from AAC, AS&SS, BPC and FAC posted on the Academic Senate webpage; Senate Log attached)
   i. ASI Report – D. Alamillo
   ii. Executive Committee – M. Danforth
   iii. Academic Affairs Committee (AAC) – D. Solano **(handout)**
   iv. Academic Support & Student Services Committee (AS&SS) – E. Correa **(handout)**
   v. Budget and Planning Committee (BPC) – D. Wu **(handout)**
   vi. Faculty Affairs Committee (FAC) – M. Rush **(handout)**
   vii. Staff Report – J. Cornelison

F. Resolutions **(Time Certain: 10:25 AM)**
   a. Consent Agenda
      i. RES 232430 Commencement – Spring 2024 **(handout)**
      ii. RES 232434 Commendation of Senate Chair Dr. Aaron Hegde **(handout)**
   b. New Business
      i. No items.
   c. Old Business
      i. RES 232427 Discontinuation of the Minor in Organizational Studies – AAC **(handout)**
      ii. RES 232428 Policy on Credit-Bearing Certificate Programs – AAC **(handout)**
      iii. RES232432 Sabbatical Leave and Release Time – FAC **(handout)**
      iv. RES 232425 Academic Prioritization Policy – AAC and BPC **(handout)**
      v. RES 232431 Search and Screening Procedures for Administrators – BPC and FAC **(handout)**

G. Open Forum **(Time Certain: 10:50 AM)**

H. Faculty Recognition **(Time Certain: 10:55 AM)**

I. Adjournment **(Time Certain: 11:00 AM)**

MEMORANDUM

DATE: May 9, 2024

TO: Dr. Aaron Hegde, Chair, Academic Senate

FROM: The University Program Review Committee
Dr. Ángel M. Vázquez-Ramos, Chair; Dr. Hager El Hadidi; Dr. Jacquelyn Ann K. Kegley; Dr. Yeunjoo Lee; Dr. Dayanand Saini; Dr. Danielle Solano; Dr. Jinping Sun; Dr. Debra Jackson (ex officio)

CC: Dr. James Rodríguez, Interim Provost and Vice President for Academic Affairs
Dr. Debra Jackson, Associate Vice President for Academic Affairs, Dean of Academic Programs

SUBJECT: Annual Report of the University Program Review Committee, AY 2023-2024

This memorandum summarizes the activities of the University Program Review Committee (UPRC) for the Academic Year (AY) 2023-2024. Members of the UPRC have work diligently this year to make the program review process meaningful and helpful to academic programs and the university.

Program Reviews Completed

- Interdisciplinary Studies – completed October 23, 2023
- Natural Science, BS – completed October 23, 2023
- Social Work, MSW – completed April 14, 2024
- Helen Hawk Honors Program – completed May 9, 2024

MOUAPs Completed

- Interdisciplinary Studies – signed March 9, 2024
- Natural Sciences, BS – program discontinued

University Program Review Committee
California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

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Program Reviews That Could Not Be Completed and Moved to AY 2024-2025

MOUAP Meeting Held, but MOUAP Not Yet Signed
- Environmental Resource Management, BA – MOUAP meeting held February 28, 2022
- Physics, BS – MOUAP meeting held December 19, 2022
- Anthropology, BA – MOUAP meeting held December 13, 2022
- Anthropology, MA – MOUAP meeting held December 13, 2022
- Liberal Studies, BA – MOUAP meeting held May 17, 2023

MOUAP Meeting Has Not taken Place Yet
- Social Work, MSW – scheduled for May 15, 2024

Dean's Review Pending

- English, BA – external reviewer visit held May 8, 2024
- English, MA – external reviewer visit held May 8, 2024

UPRC Report Pending
- Spanish, BA and MA – response to UPRC questions received March 27, 2024
- Educational Administration, MA – self-study received February 13, 2024
- Educational Counseling, MA – self-study received February 13, 2024
- Special Education, MA – self-study received February 29, 2024
- Education Curriculum & Instruction, MA –self-study received April 8, 2024
- Teacher Education, Multiple Subjects – self-study received April 8, 2024
- Teacher Education, Single Subject – self-study received April 8, 2024

External Review Visit Pending
- Art, BA – planned for fall 2024
- Educational Counseling, MA – planned for fall 2024
- Theatre, BA – planned for fall 2024

Self-Study Extension Approved
- Computer Science – permanent cycle change approved; self-study due September 15, 2025
- Kinesiology, BS– Self-Study originally due 9/15/2023; extension approved for November 15, 2024

- Kinesiology, MS – Self-Study originally due 9/15/2023; extension approved for November 15, 2024
- Political Science – Self-Study originally due 9/15/2018; extension approved for May 24, 2024
- Child, Adolescent, and Family Studies, BA: Originally due 09/15/2023; extension approved for September 15, 2024

Self-Study Delinquent
- History, BA– Self-Study originally due 9/15/2021; extension request received May 2, 2024
- History, MA – Self-Study originally due 9/15/2021; extension request received May 2, 2024
- Business Administration, BS –self-study originally due 9/15/2021; extension approved to November 15, 2023
- Business Administration, MBA –self-study originally due 9/15/2021
- Criminal Justice, BA – Self-Study originally due 09/15/2022; extension approved to September 15, 2023
- Educational Leadership, EdD – Self-Study originally due 09/15/2022; extension approved to September 15, 2023
- Health Care Administration, MS – Self-Study originally due 09/15/2018; Extension approved to January 18, 2024
- Public Administration, BA – Self-Study originally due on 09/15/2023
- Public Administration, MPA – Self-Study originally due on 09/15/2023

Program Reviews Scheduled for AY 2024-2025
- Computer Engineering, BS – Self-Study due September 15, 2024
- Electrical Engineering, BS – Self-Study due September 15, 2024
- Engineering, BS – Self-Study due September 15, 2024

Commendations

The UPRC appreciates the Senate for addressing the issue of credit-bearing certificate programs.

Issues for Concern

An issue of concern is regarding delinquent self-studies and uncompleted MOUAPs. The UPRC will work with the Provost in Fall 2024 to address these issues.

Date: May 6, 2024

From: Dr. Rebecca Weller, Director, Faculty Teaching & Learning Center

To: The Academic Senate

Subject: Faculty Teaching & Learning Center Activities (Fall 2023 and Spring 2024)

The Faculty Teaching and Learning Center (FTLC) aims to foster a campus community that values and supports excellence in teaching, learning, and research. Our programming and collaborations have been known to focus on innovative instructional methods, including effective uses of educational technologies, and offering mini-grants for professional development. In the last few years, the FTLC has expanded its offerings to include programs that support the career lifespan of faculty. With support from the Academic Senate, we hope to become a true faculty development center.

FTLC support for innovative teaching:

- Interdisciplinary Teaching Group
    - This group meets weekly at the FTLC to discuss teaching strategies (led by Anne Duran and Rebecca Weller)
- *AI + AI: Upholding Academic Integrity in the Age of Artificial Intelligence*
    - This series began face-to-face during University Week in August 2024 and has continued asynchronously (led by Emily Callahan and Rebecca Weller)
- Reading and Writing Across the Curriculum
    - Series of workshops and December with participants implementing work in the Spring (led by Kim Flachmann)
- Quality Online Teaching
    - A series of asynchronous courses offered by the Chancellor's Office.
- *Introduction to Artificial Intelligence (AI) for Teaching and Learning*
    - An asynchronous course offered by the Chancellor's Office.
- HIPs Institute
    - This will be a pilot program beginning with FYE instructors, led by Shaylyn Marks—under the guidance of the FTLC director.

FTLC support for faculty development:

- New Faculty Foundations
    - This is a series of workshops that begins with New Faculty Orientation in August and meets monthly in Fall and Spring. Topics covered include Foundations in Teaching, Processing Feedback, Developing a Research Agenda, and Navigating Service.

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- o Most sessions are led by Rebecca Weller, in addition to the 1:1 mentoring of new faculty.
- Faculty Leadership Academy
  - o This series was designed to give faculty a sense of the types of academic leadership opportunities available and to explore their unique style. FLA was founded by Brian Street and is now directed by Rebecca Weller.
- Interdisciplinary Research Group
  - o This group meets weekly at the FTLC to discuss research and set goals for completing major projects. It has several subgroups that also meet at the FTLC for quiet writing time (led by Rebecca Weller and Anne Duran).
- FTLC Mini-Grant Program
  - o This was established to support faculty in both of FTLC's main objectives: supporting faculty and bringing faculty together to inspire and learn from each other.
  - o Mini-grants are awarded in Fall and in Spring—applications are reviewed by the FTLC Advisory Board as well as the FTLC Director.
- Winter Writing Retreat
  - o Established by Joseph Florez and Tiffany Tsantsoulas, this group brings together 15 – 20 faculty members seeking quiet space and a supportive group to work on scholarship. This group has an impressive list of publications already, and will be expanding into a Summer Writing Retreat too.
- *Reconnect: the CSU Symposium on Teaching and Learning*
  - o Held in San Bernardino on Feb 23-24, 2024—two instructors presented at this event with support from the FTLC director.

For additional information, please contact Dr. Rebecca Weller (rweller@csub.edu).

Academic Senate

Elections and Appointments

May 9, 2024

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Spring 2024 Call Cycle

1. Senate chair and Vice-Chair *(complete)*

2. Senators for Schools *(complete)*

3. Senators At-Large *(complete)*

4. School elected positions on committees *(complete)*

5. At-Large and unfilled elected positions *(complete)*

6. School appointed positions on committees *(complete)*

7. At-Large and unfilled school appointed positions *(including any elected positions that reverted to appointment)* _In progress_

   Call Closes on Friday, May 10 at 5:00 PM

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At-Large and Unfilled Appointed Positions: *Calls in Progress*

❖ **Accessible Technology Initiative (ATI) Working Group**

One (1) Full-time Faculty Member to reappoint or replace Rebecca Penrose to serve a two-year term, May 2024-2026.

❖ **ADA Accessibility Policies Manual Task Force**

One (1) Full-time Faculty Member to reappoint or replace Rebecca Penrose to serve a two-year term, May 2024-2026.

❖ **Graduation Writing Assessment Requirement (GWAR) Committee**

One (1) Full-time NSME Faculty Member to replace or re-appoint Becky Larson for a three-year term, May 2024 – May 2027.

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At-Large and Unfilled Appointed Positions: *Calls in Progress*

❖ **Intercollegiate Athletics Advisory Committee (IAAC)**

One (1) At-Large Faculty Members to replace or reappoint Craig Harnetiaux and Eric Lord, each to serve three-year terms, May 2024-2027.

❖ **Instructionally Related Activities Committee (IRA)**

One (1) Representative of the Faculty to replace or reappoint Jing Wang to serve a one-year term, May 2024-2025.

❖ **Transportation Committee**

One (1) At-Large Faculty Member to replace or re-elect Joseph Florez, to serve a two-year term, May 2024-2026.

❖ **Web Governance Committee**

One (1) Faculty Senate Member reappointing or replacing Nick Toothman, to serve a two-year term, May 2024-2026.

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School Election Committees 2023-2024

Arts and Humanities

Joseph Florez (Chair)

Joel Haney

Douglas Dodd

Business and Public Administration

Di Wu (Chair)

Atieh Poushneh

Margaret Malixi-Leong

Natural Sciences, Mathematics and Engineering

Prosper Torsu (Chair)

Sophia Raczkowski

Alberto Cruz

Social Sciences and Education

Dirk Horn (Chair)

Yvonne Ortiz- Bush

Patrick O'Neill

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Thank You !

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2023-2024 Academic Senate: Referral and Resolution Log

Date	Referral	Status	Committee/s Charg	Action	Resolution	Handbook/ Bylaws Change	Approved by Senate	Sent to President	Approved by President
2/21/2023 9/6/2023	2023-2024 #07 Concentration vs. Emphasis to Describe Size of Program	**Complete**	AAC	Use of the terms "Concentration" and "Emphasis" and whether CSUB is using appropriate term(s) in reporting. *Carry over referral 2022-2023 #21 Concentration vs. Emphasis to Describe Size of Program*	**RES 232403** Definitions of Undergraduate Concentrations and Emphases	n/a	9/28/2023	10/6/2023	10/9/2023
9/6/2023	2023-2024 #18 Posthumous Degree Policy	**Complete**	AAC	Review the proposed policy regarding the considering and granting an Posthumous Degree.	**RES 232404** Posthumous Degree Policy	n/a	10/26/2023	11/13/2023	11/17/2023
2/7/2024	2023-2024 #28 Proposal of New Minor - Human Resource Management	**Complete**	AAC	Whether to approve the proposal for a new minor in Human Resource Management.	**RES 232419** Approval of Minor in Human Resource Management	n/a	3/21/2024	4/8/2024	(highlighted yellow)
3/11/2024	2023-2024 #34 Academic Program Discontinuations	**Complete**	AAC	Review the submitted Program Discontinuations: B.S. in Natural Sciences, Integrated Teacher Education Pathway (ITEP) for Child, Adolescent and Family Studies Special Education Pathway (CSPED), Integrated Teacher Education Pathway (ITEP) for Multiple Subject Credential in Liberal Studies (IBEST), Integrated Teacher Education	**RES 232420** Discontinuation of BS in Natural Sciences **RES 232421**	n/a	4/11/2024	4/23/2024	(highlighted yellow)
4/12/2024	2023-2024 #40 ECE Minor in HD-CAFS Appeal	**Complete**	AAC	Review the submitted appeal for a new minor in HD-CAFS previously denied by SSE SEC. *Update: AAC sent recommendations; included in Senate agenda packet for 4/25/2024*	-	-	-	-	-
2/26/2024	2023-2024 #30 Academic Integrity Policies	**Complete**	AAC and AS&SS	Review Graduate Academic Integrity Policy and revised Undergraduate Integrity Policy with revisions regarding AI. *Update: AS&SS and AAC memorandums included in Senate agenda 4/11/2024 regarding Undergraduate Integrity Policy AI revision (no resolution needed). Resolution IP for*	**RES 232422** Graduate Academic Integrity Policy *(2nd reading scheduled*	n/a	4/25/2024		
3/7/2023 9/6/2023	2023-2024 #10 Standing Committee- Bylaws Change Section IV	**Complete**	AAC, AS&SS, BPC, FA	Whether statements of interest in Chair required, two-year experience required, term limits, and qualifications. *Recommendations drafted; carry over referral 2022-2023 #27 Standing Committee Bylaws Change Section IV*	**RES 232405** Standing Committee	Bylaws change- Section IV	10/26/2023	11/13/2023	11/17/2023
1/31/2024	2023-2024 #26 Proposal for the Creation of a Department of Public Health	**Complete**	AAC, BPC, and FAC	To review and address the proposal for the creation of a new department, the Department of Public Health.	**RES 232424** New Department of Public Health	-	4/25/2024		
10/19/2021 09/6/2023	2023-2024 #01 Academic Testing Center Exploratory Sub-Committee	**Complete**	AS&SS	Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path; *Carry over referral 2021-2022 #28 Academic Testing Center Exploratory Sub-Committee* *Update: Senate Chair and EC drafted memo to Testing Center 2024-02-26; complete. No*	n/a	n/a	-	-	-
1/9/2023 9/6/2023	2023-2024 #06 ATI Instructional Materials - Handbook Change Appendix K	**Complete**	AS&SS	New goals and metrics from the CO *Carry over referral 2022-2023 #19 ATI Instructional Materials - Handbook Appendix K*	**RES 232408** ATI Instructional Materials- Handbook Change	Handbook; Appendix K	11/9/2023	11/27/2023	11/28/2023
3/14/2023 9/6/2023	2023-2024 #13 Advisor and Student Initiated Course Add/Drops in Adobe Sign	**Complete**	AS&SS	Whether there is a need for guidance or policy when student initiates form, when there is compound input from faculty, etc. *Carry over referral 2022-2023 #34 Advisor and Student Initiated Course Add/Drops in*	n/a	n/a	-	-	-
3/14/2023 9/6/2023	2023-2024 #14 Skipping Course Waitlist	**Complete**	AS&SS	Whether it's possible to skip queue, roll students off waitlist, policy change, etc. *Carry over referral 2022-2023 #35 Skipping Course Waitlist* *Recommendations included in Senate Agenda 12/7/23. No further action needed.*	n/a	n/a	-	-	-

Date	Referral	Status	Committee	Description	Resolution				
3/14/2023 9/6/2023	2023-2024 #15 Academic Integrity Pledge	**Complete**	AS&SS	Creating an Academic Integrity Pledge to be included in matriculation, place in student file, etc. *Carry over referral 2022-2023 #37 Academic Integrity Pledge* *Recommendations emailed 11/27/2023; included in Senate Agenda 12/7/2023. No further action.*	n/a	n/a	-	-	-
3/21/2023 9/6/2023	2023-2024 #16 Statement on Open Educational Resources (OER)	**Complete**	AS&SS	Support and obligation to reduce costs for students, ways to incorporate OER, Bookstore terminology change. *Carry over referral 2022-2023 #41 Statement on Open Educational Resources (OER).*	**RES 232402** Statement on Reducing Educational	n/a	11/9/2023	11/27/2023	11/28/2023
4/3/2024	2023-2024 #37 ITS Software Retention Policies	**Complete**	AS&SS	Review and approval of the proposed ITS software retention policies for Zoom Video and Panopto. (Update: referred to AAC as well- in error. Withdrew. 4/8/24). Udpate: AS&SS sent recommendations; included in Senate agenda packet for	-	-	-	-	-
11/7/2023	2023-2024 #00	**Complete**	BPC	Adoption of Academic Calendar: 2024-25, Summer 2025, 2025-26	**RES 232413** Academic Calendar	n/a	12/7/2023	12/15/2023	12/21/2023
10/31/2023	2023-2024 #24 New Degree Program Proposal- Doctor of Nursing Practice	**Complete**	BPC and AAC	Review the new degree program proposal – Doctor of Nursing Practice	**RES 232410** Doctor of Nursing Practice	n/a	2/8/2024	2/19/2024	2/26/2024
10/31/2023	2023-2024 #25 Academic Master Plan (AMP) 2024-25 through 2033-34	**Complete**	BPC and AAC	Review and approval of the Academic Master Plan (AMP) for 2024-2025 through 2033 2034.	**RES 232411** Academic Master Plan	n/a	12/7/2023	12/15/2023	12/21/2023
11/30/2023	2023-2024 #00	**Complete**	EC	Commencement- Fall 2023; conferring of degrees	**RES 232414** Commencement- Fall 2023	n/a	12/7/2023	12/15/2023	12/21/2023
2/7/2024	2023-2024 #00	**Complete**	EC	RES 232418 Commendation of CFA Bakersfield Executive Board	**RES 232418** Commendation of CFA Bakersfield	n/a	2/8/2024	2/19/2024	-
12/7/2023	2023-2024 #00	**Complete**	EC	RES 232455 Commendation of President Lynnette Zelezny; retirement.	**RES 232455** Commendation of President Lynnette Zelezny	n/a	12/7/2023	2/19/2024	2/26/2024
4/23/2024	2023-2024 #00	**Complete**	EC	Commendation for Dr. Jacquelyn Kegley - Senate Chair Emerita	**RES 232425** Commendation for Dr. Jacquelyn Kegley - Senate Chair Emerita	-	4/25/2024		
4/23/2024	2023-2024 #00	**Complete**	EC	Spring 2024 Commencement	**RES 232430** Commencement- Spring 2024	-	On consent agenda for 5/9/2024		
3/7/2023 9/6/2023	2023-2024 #12 Three-Year Lecturers and PTR Committee – Handbook Change	**Complete**	FAC	Language regarding 3rd-Yr Lecturers and post-tenure faculty, PTR Committee Structure, and outside department procedures. *Carry over referral 2022-2023 #32 Three-Year Lecturers and PTR Committee – Handbook Change*	**RES 232406** RTP and PTR Committees	Handbook; 305.6.1, 305.6.3	11/9/2023	11/27/2023	11/28/2023
9/6/2023	2023-2024 #17 Option to Retreat Policy - Handbook Change	**Complete**	FAC	Review the proposed CSUB policy regarding administrator's options to retreat.	**RES 232409** Option to Retreat Policy- Handbook Change	Handbook	11/9/2023	11/27/2023	11/28/2023

Date	Referral	Status	Committee	Description	Resolution	Handbook Ref	Date 1	Date 2	Date 3
10/3/2023	2023-2024 #19 HSIRB and IACUC Policy Updates- Handbook Change	**Complete**	FAC	Review the proposed policy and procedure updates for HSIRB and IACUC for proposed handbook changes.	**RES 232417** HSIRB and IACUC Policy Updates- Handbook Change	Handbook; 303.9.2	2/22/20024	3/12/2024	
10/17/2023	2023-2024 #21 Graduate Policies and Curriculum Committee- Handbook Change	**Complete**	FAC	Proposed changes to the handbook regarding Graduate Policies and Curriculum and requests for description of graduate faculty criteria to be added with language for an appeal process.	**RES 232415** Graduate Policies and Curriculum Committee-	Handbook; 308	2/22/20024	3/12/2024	
10/17/2023	2023-2024 #22 Evaluation of Academic Administrators- Handbook Change	**Complete**	FAC	Review of 311 Evaluation of Academic Administrators; consideration of proposed edits to 311.1, inclusion of AVP IRPA and AVP EM to 311.2 and review of 311.3 committee membership. Update of AVP of GRASP.	**RES 232412** Evaluation of Academic Administrators- Handbook Change	Handbook; 311	12/7/2023	12/15/2023	12/21/2023
2/28/2024	2023-2024 #32 University Review Committee Alternates - Handbook Change	**Complete**	FAC	The creation of a mechanism for the identification of alternates on the University Review Committee to address the challenges when committee members are out due to sabbatical, interim MPP appointments, etc.	-	-	-	-	-
4/23/2024	2023-2024 #00	**Complete**	FAC	Updates to the handbook for references to "quarters."	**RES 232433** Handbook Mention of Quarters	Handbook Changes; Misc.	4/25/2024		
10/2/2023	2023-2024 #20 Proposal for emphasis in Biochemistry B.S.	*Incomplete*	AAC	Whether to approve the proposal for an emphasis in Biochemistry B.S. *Update: Per D. Solano, department will be sending revised proposal reflecting RES232403 pending review and approval from NSME curriculum committee- 10/03/2023.*	n/a	n/a	-	-	-
2/7/2024	2023-2024 #29 Proposal of New Minors- Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies	*Incomplete*	AAC	Whether to approve the proposal for new minors in Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies *Update: Per D. Solano email to Senate Chair, AAC is requesting BPC to look at referral from a resource perspective; specifically faculty resources 2/20/2024; Still in discussion in AAC and BPC.*					
3/11/2024	2023-2024 #35 Administering SOCIs	*Incomplete*	AAC and FAC	AAC: Discuss SOCI process and timelines, taking in to consideration the efficacy and fairness of student evaluations, time frame for distribution and student evaluation scores, provision of SOCI quantitative scores and qualitative comments, development of a system to identify and flag biased, discriminatory, or prejudiced responses, explore feasibility of automatically excluding students with multiple occurrences of such responses. FAC: Impact of the above items on RTP. **Update**: AAC sent memorandum for inclusion in Senate packet 3/21/2024. No further action needed. FAC to send memo?					
2/26/2024	2023-2024 #31 Need for an Academic Testing Center	*Incomplete*	AS&SS and BPC	Whether there remains a need for an Academic Testing Center to assist with proctoring exams and perhaps full-fledge entrance testing. Consider resources and structure. **Update:** Testing Survey sent out by AS&SS April 2024.					
6/1/2022 9/6/2023	2023-2024 #04 Time Blocks and Space Utilization	*Incomplete*	BPC	The need to reconsider Time Blocks for classes. *Memo received 05/03/2023; carry over referral 2022-2023 #01 Time Blocks and Space Utilization*					

Date	Referral	Status	Committee	Description	Resolution	Handbook
3/11/2024	2023-2024 #36 Faculty Hiring Prioritization- Position Control	*Incomplete*	BPC	Discuss the administration's commitment to the hiring of tenured and tenure-track faculty to match the growth trends of student enrollments and the demographic make up of the student population, and to match or exceed growth in administrative positions (MPPs).		
3/1/2022 9/6/2023	2023-2024 #03 Sixth-year Lecturer Review – Handbook Change	*Incomplete*	FAC	Purpose and outcome(s) of the Sixth-year Lecturer Review, etc. *Update: Notes drafted; Carry over referral 2021-2022 #41 Sixth-year Lecturer Review – Handbook Change*		
2/21/2023 9/6/2023	2023-2024 #08 GECCo Review and Appointment	*Incomplete*	FAC	Whether GECCo draws the review of Faculty Director etc. and whether the position is open for another three-year appointment. *Carry over referral 2022-2023 #22 GECCo Review and Appointment*		
1/31/2024	2023-2024 #27 Faculty Director Performance Reviews - Handbook Change	*Incomplete*	FAC	Review and address the Faculty Director performance review process; including which centers and positions need to be reviewed, review committee formation and composition, consideration of Faculty Board Committees to develop their own criteria		Handbook;
3/11/2024	2023-2024 #33 Academic Prioritization Policy	**IP; RES 232426**	AAC and BPC	The creation of a campus policy and implementation process for the regular review of academic program performance, including consideration and identification of the data to be used in this process, and how often it would take place. Consideration also needed for the memorandum sent by the Chancellor's Office, as well as the timeline of May 2024.	**RES 232426** Academic Prioritization Policy *(2nd reading 5/9/2024)*	-
4/12/2024	2023-2024 #39 Academic Program Discontinuations- Organizational Studies Minor	**IP; RES 232427** *(1st reading scheduled for 4/25/2024)*	AAC	Review the submitted program discontinuation for a Minor in Organizational Studies.	**RES 232427** Discontinuation of Minor in Organizational Studies *(1st reading*	-
4/3/2024	2023-2024 #38 Review of Programs Offered Through Extended Education	**IP; RES 232428**	AAC	To develop a process for the review of certificate and other programs offered through Extended Education.	**RES 232428** Policy on Credit-Bearing Certificate Programs *(2nd reading 5/9/2024)*	-
3/7/2023 9/6/2023	2023-2024 #11 Academic Administrators Search & Screening -Handbook Change	**IP; RES 232431**	FAC and BPC	Whether to add use of search firms, add language regarding exceptions, and add an option for university to retreat. *Carry over referral 2022-2023 #31 Academic Administrators Search & Screening - Handbook Change*	**RES 232431** Search and Screening Procedures for Administrators-Handbook Change *(2nd reading 5/9/2024)*	Handbook 309
3/1/2023 9/6/2023	2023-2024 #09 Effect of Sabbatical on Assigned Time and Release Time	**IP; RES 232432**	FAC	Where a person serving on a committee should step down. What is effect on assigned time & release time. FAC recommends consulting with URC and UPRC to see if a policy is preferred. *Carry over referral 2022-2023 #23 Effect of Sabbatical on Assigned Time and Release Time*	**RES 232432** Sabbatical Leave and Release Time-Handbook Change *(2nd reading 5/9/2024)*	Handbook 202.4.1, 305.8
9/6/2023	2023-2024 #00	**TABLED; RES 232401**	EC	*Carry over from 2022-2023* *Update: 1st Reading took place on 09/06/2023; held for second reading and never revisted.*	**RES 232401** Statement on Campus Modality **TABLED**	n/a - - -

3/1/2022 9/6/2023	2023-2024 #02 Digitizing the Performance Review Process	**TABLED; RES 232407**	FAC	Access, process, CFA & HR perspective, training of chairs & deans. FAC recommends that discussion be postponed until new software is selected. *Carry over referral 2021-2022 #40 Digitizing the Performance Review Process* *Update: Resolution drafted and went through first reading 10/12/2023. Tabled at Senate on 3/21/2024.* **FAC will draft a memorandum with EC for distribution and rationale. TABLED 3/21/2024 .**	**RES 232407** Pilot of Interfolio - **TABLED.**	n/a	-	-	-
10/31/2023	2023-2024 #23 New Degree Program Proposal- Bachelor of Music in Music Education	*Incomplete*; RES 232416 Drafted (no 1st reading)	BPC and AAC	Review the new degree program proposal – Bachelor of Music in Music Education **Update:** *AAC proposed RES 232416 to BPC; BPC still discussing 2/6/24. Resolution has not had first reading yet.*	**RES 232416** New Degree Program Proposal- Bachelor of Music in Music Education	n/a	-	-	-
6/1/2022 9/6/2023	2023-2024 #05 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility	***Withdrawn***	AAC, AS&SS, BPC, FAC	Whether one person serving as Faculty Ombudsperson is enough; funding to support position; ways the committee Professional Responsibility works with the Faculty Ombudsperson; *carry over referral 2022-2023 #02 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility WITHDRAWN at Summer Senate 05/25/2023.*					
	2023-2024 #00		EC		RES 232434				

Academic Affairs Committee (AAC)
Report to the Academic Senate
Thursday, May 2nd, 2024

AAC addressed the following resolutions and referrals:

- **RES 232425 (Referral 2023-2024 #33) Academic Prioritization:** AAC updated the resolution based on the feedback received at the last Senate meeting. We added a resolved opposing the Chancellor's Office dictating how the process should be completed and added details regarding taskforce composition. The resolution edits were approved by AAC was forwarded to BPC for feedback/edits.

- **RES 232428 (2023-2024 #38) Review of Programs Offered Through Extended Education:** The resolution was forwarded to Dr. Watson (no response received) and the UPRC. The UPRC had some suggestions which were incorporated into the resolution. AAC also discussed if existing certificates should be grandfathered in or not and added some wording to reflect "official" recognition.

- **RES 232427 (2023-20024 #39) Program Discontinuation- Minor in Organizational Studies:** There was no feedback at Senate and no additional discussion.

- **Referral 2023-2024 #35 Administering SOCIs:** AAC discussed concerns about paper versus online SOCIs. Paper SOCIs have good response rates but high cost. Concerns expressed with online SOCIs were the lack of linkage between quantitative and qualitative data, low response rates, students have a hard time finding them, and the timing compared to paper (one week versus three weeks). There was also discussion regarding bias in SOCIs (due to gender, race/ethnicity, accent, course, etc.) and the feeling was that SOCIs should be weighted less. AAC decided to defer the issue until year and recommended that all these issues be discussed at once.

Report to Academic Senate for AS&SS

May 2, 2024

AS&SS committee members meet to review the survey data that was distributed to the faculty on the interest and need of an Academic Testing Center for CSUB. The committee discussed the finds, with a Qualtrics report presented by Prof. Matt McCoy. Based on the review of both quantitative and qualitative data, the committee provided recommendations that were submitted to the Executive Senate and the Chair of BPC. The data from the survey indicates faculty interest and need for an Academic Testing Center. The meeting ended with recognition of the work that committee members offered throughout the academic year and appreciation for the contributions of AS&SS.

2023-2024 Referral #31

Need for an Academic Testing Center

FROM Dr. Elaine Correa
Academic Support and Student Services Chair

TO Dr. Aaron Hegde
Academic Senate Chair

cc: Katie Van Grinsven, ASC

DATE May 2, 2024

At its May 2nd 2024 meeting, AS&SS committee members discussed referral #31 related to the Need for an Academic Testing Center at CSUB. In consultation with the Executive Senate, the committee administered a survey to CSUB campus faculty to ascertain feedback on interest and usage needs if CSUB had an Academic Testing Center to assist with proctoring exams and possibly full-fledge entrance testing.

Based on the feedback of 110 faculty members (Qualtrics Report attached), AS&SS committee members agree that an expanded testing center from our existing testing center, offering both academic and general (e.g., entrance exams) proctoring services, should be offered at CSUB. This decision reflects the interests and needs of the faculty. AS&SS would defer to BPC for the budgetary findings needed to support the creation of an Academic Testing Center at CSUB.

Fifty-nine percent of faculty indicated support for an academic testing center. The survey indicated that faculty were in support of using the center for online (31%), makeup (42%), and in-person (19%) exams.

We acknowledge that space and alternative solutions should be made available for testing in online courses because a recent court decision (Ogletree v. Cleveland State) has determined that scanning of students' private spaces during online exams violates their 4th Amendment rights. In addition, in 2021, the California State University Academic Senate passed two resolutions urging faculty to avoid using facial recognition software and e-proctoring in their classrooms due to privacy concerns.

Recommendations:
Based upon these findings, the committee recommends that the university expand the function of the existing testing center to accommodate academic testing.

AY2023-2024 Budget and Planning Committee Report

Thursday, May 2, 2024
10:00-11:30 AM
BDC 134A-Conference Room

BPC committee met on May 2 and focused on the following issues:

- 2023-2024 Referral 33 Academic Prioritization – AAC and BPC
  The committee discussed about the feedback from the first reading and did not propose any changes;

- 2023-2024 Referral 11 – Academic Administrators Search & Screening -Handbook change
  The committee discussed about the feedback from the first reading and did not propose any changes;

- 2023-2024 Referral 31 Need for an Academic Testing Center
  The committee invited the current testing center director Lou Montano to visit our meeting, but he had a time conflict. The committee chair just met with Lou personally to talk about all the budget and planning issues related to different types of testing centers. The committee further discussed these issues.

Faculty Affairs Committee
Thursday, May 2, 2024

1. Focus on wrap up of second reading items.

2. Working on a future referral regarding credit toward tenure. How is service credited and evaluated? How is credit toward tenure handled in the RTP review process? Do we need to have clarity in how this applies toward years credit toward sabbaticals or retirement?

3. 2023-24 Referral #02 Digitizing the Performance Review Process. Drafting memo to Faculty Affairs on digitizing the performance review using enhanced features of BOX.

4. 2023-24 Referral #09 and #32: Effect of Sabbatical on Assigned Time and Release Time. No need to edit the resolution.

5. 2023-2024 #11 Academic Administrators Search and Screening – Handbook change. Reviewed comments/suggestions from first reading, and changes were made and appear in red.

6. The following referrals will be carried over to the next year:
   a. 2023-24 Referral #03: Sixth-year Lecturer Review - Handbook Change
   b. 2023-2024 #27 Faculty Director Performance Review – Handbook Change
   c. 2023-24 Referral #08: General Education Curriculum Committee (GECCo) Review and Appointments

Commencement – Spring 2024

RES 232430

EC

RESOLVED:	That the Academic Senate recommend to the President those appropriate degrees be conferred to students satisfying the requirements of their programs of study.
RATIONALE:	Faculty are responsible for designing curriculum, establishing program and degree requirements, teaching classes, advising and mentoring students, and ensuring standards are met. Let us join together as a university community in celebrating the accomplishments of these graduates and candidates for graduation.

Distribution List:
President
Provost and VP Academic Affairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

Commendation of Senate Chair Aaron Hegde

RES 232434

Whereas: Dr. Aaron Hegde began his term as Academic Senate Chair in 2020, and has served honorably as the Academic Senate Chair for four years; and

Whereas: Dr. Hegde has served for many years on the Academic Senate of California State University, Bakersfield in multiple roles beyond Senate Chair, including Chair of the Budget and Planning Committee and Vice Chair of the Academic Senate; and

Whereas: Dr. Hegde provided steady leadership to the Academic Senate and the General Faculty through many challenges during the COVID-19 pandemic; and

Whereas: Dr. Hegde effectively represented the General Faculty and Academic Senate through his engaged service on many campus committees, at campus and community events, and on the CSU Academic Senate Chairs council; and

Whereas: Dr. Hegde's calm demeanor, wisdom, thoughtful approach, good humor, hard work, and strong character were key to the success of the Academic Senate and the mission of the university; be it

Resolved that: The Academic Senate of California State University, Bakersfield commends and expresses its deep appreciation to Dr. Hegde for his outstanding leadership and exceptional dedication to shared governance; and be it further

Resolved that: The Academic Senate of California State University, Bakersfield does hereby thank, give due honor, and commend Dr. Aaron Hegde for his many contributions and years of dedicated service to the Academic Senate, the General Faculty, and our campus community.

Approved by the Academic Senate: May 9, 2024

Discontinuation of the Minor in Organizational Studies

RES 232427

AAC

RESOLVED: That the Minor in Organizational Studies be discontinued.

RESOLVED: That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

RATIONALE: The Minor in Organizational Studies has had low student demand with only a few students enrolled over the past five years.

Attachments:
Organizational Studies Minor - Discontinuation

Distribution List:
President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
Director of Academic Operations
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

California State University, Bakersfield
Academic Operations in Enrollment Systems
Mail Stop: EDUC 22, 9001 Stockdale Highway
Bakersfield, California 93311-1022
Email: curriculum@csub.edu
Tel. (661) 654-2285

CHANGES TO PROGRAM FORM

Form Number

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL Fall 2024

○ **PROGRAM REVISION**   ● **PROGRAM CANCELLATION**

○ **PROGRAM PLACED IN MORATORIUM**   ○ **ADD CONCENTRATION**   ○ **ADD EMPHASIS**

○ **ADD OPTION**   ○ **ADD MINOR**

PROGRAM OR SCHOOL & DEPARTMENT *(Required)*

School/Program: Minor in Organizational Studies

Department: Management & Marketing (M&M)

Proposed by: M&M

RATIONALE FOR DEGREE PROPOSAL *(Required)*:

Provide Rationale for Degree Proposal:
The minor in organizational studies has had low student demand. There have been only a few students enrolled in this minor in the past five years. Therefore, the M&M department has proposed to discontinue offering this minor.

DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

Degree Title:
The Minor in Organizational Studies requires MGMT 3000, 3080, 3090, and 3100.

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Degree Description *(Attach or copy catalog copy; Use Track Changes to Add/Revise Details)*:

N/A

ADDING AN OPTION, CONCENTRATION OR SPECIAL EMPHASIS (ATTACH APPROPRIATE DOCUMENTS):

Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development (degrees@calstate.edu). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);

- A list of courses and required units constituting that new subprogram;

- Total units required to complete the entire degree, including the combination of subprogram and major program;

- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;

- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;

- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;

- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);

- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and

- Documentation of all campus-required curricular approvals.

ADDING A MINOR

Provide the Program Description and Minor Requirements:

N/A

IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

Little impact on other programs or departments given extremely low enrollment in the minor.

IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

Attach/Submit All the Course Proposal Forms and Catalog Copy Together with This Form for Curricular Review and Approval

Little impact on any course given extremely low enrollment in the minor.

NEXT STEPS

- **Attach Course Proposal Form(s) to This Proposal (If Applicable)**

- **Attach Catalog Copy w/ revisions (using track changes) to This Proposal**

- **Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis**

- **Attach Revised Academic Roadmap**

- **Submit to Department/Program Curriculum Committee for Review & Approval**

- **Department Submits to School/Program Curriculum Committee for Review & Approval**

- **School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)**

- **Chancellor's Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis**

- **If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded. *See Annual Catalog & Curriculum Deadlines Dates***

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director:	**Date:** Nov 21, 2023
School/Program Curriculum Committee Chair: Joanne Choi (Nov 21, 2023 14:13 PST) BSBA Committee Chair *Jing Wang* Jing Wang (Nov 21, 2023 16:58 PST) AARC Committee Chair	**Date:** Nov 21, 2023 Nov 21, 2023
Dean of School: Deborah Cours (Nov 23, 2023 20:41 EST)	**Date:** Nov 23, 2023
Director of GE:	**Date:**
CO Notification for Implementation of Option, Concentration or Special Emphasis:	**Date:**
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	**Date:**
President's Approval for Minor:	**Date:**
WSCUC Approval:	**Date:**
Director of Academic Operations:	**Date:**

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	**Catalog Year:**
CIP Code:	**HEGIS Code:**
Program Code:	**Plan Code:**
SubPlan Code:	

Policy on Credit-Bearing Certificate Programs

RES 232428

AAC

RESOLVED: That new credit-bearing certificate programs undergo the same process for approval as new degree programs (apart from submission to the Chancellor's Office).

RESOLVED: That existing credit-bearing certificate programs must go through this process to be officially recognized.

RESOLVED: That credit-bearing certificate programs be added to the program review schedule to be reviewed along with other degree programs for review by the University Program Review Committee (UPRC) every seven years.

RESOLVED: That the Office of the Registrar establish a process for the awarding of certificates including listing certificates on student transcripts and issuing of a document upon program completion.

RESOLVED: That IRPA develop a process for tracking students enrolled in credit-bearing certificate programs and other relevant program review data.

RATIONALE: There is currently no process for the awarding of most credit-bearing certificate programs and no formal process for review of credit-bearing certificate programs. Establishing this process will allow for formal recognition of certificate programs for students. Additionally, while there is no required Chancellor's Office notification of certificate implementation, WSCUC requires campuses to report academic credit bearing certificates.

Attachments:
UPRC Request to Senate Extended Education Programs
Certificates and Certificate Programs

Distribution List:
President
Provost and VP for Academic Affairs

VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
AVP of IRPA
Director of Academic Operations
Office of the Registrar
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

M E M O R A N D U M

DATE: March 11, 2024

TO: Dr. Aaron Hegde, Chair, Academic Senate

FROM: The University Program Review Committee
Dr. Ángel Vázquez-Ramos, Chair; Dr. Hager El Hadidi; Dr. Jacquelyn Ann K. Kegley; Dr. Yeunjoo Lee; Dr. Dayanand Saini; Dr. Danielle Solano; Dr. Jinping Sun; Dr. Denver Fowler (ex officio)

SUBJECT: Review Of Programs Offered Through Extended Education

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During discussion in a recent University Program Review Committee (UPRC) meeting, the committee discussed the review of certificate programs offered through Extended Education. It became apparent to the committee that these (and other programs on self-support) do not have a process for program review. The UPRC respectfully asks the Academic Senate to develop a process for the review of certificate and other programs offered through Extended Education.

University Program Review Committee
California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

661.654.3420   *csub.edu/academicprograms/Program Review/index.html*   THE CALIFORNIA STATE UNIVERSITY

The California State University
OFFICE OF THE CHANCELLOR

Academic Programs, Innovations and Faculty Development
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Phone   562-951-4677
Fax   562-951-4982

www.calstate.edu/app

Email   degrees@calstate.edu

June 2022

Certificates and Certificate Programs

Campuses are delegated the authority to establish certificates and certificate programs. Please see Policy 806.

There is no required Chancellor's Office notification of certificate implementation, enrollment suspension, or discontinuation.

WSCUC requires campuses to report academic credit bearing certificates. All qualifying certificates in existence prior to July 1, 2016 were grandfathered in. New qualifying certificates must be reported and are subject to varying degrees of review. If the certificate represents a significant departure from the campus' current offerings, it will be subject to substantive change review. Certificates that do not reflect a significant departure must be reported, and WSCUC staff will verify that the new certificate does not represent a significant departure. See the WSCUC guide Non-degree Programs Process and Procedure for more information.

Since system approval is not required for certificates, until and unless this WSCUC policy is changed there is no need to notify the Chancellor's Office of new certificate programs.

Please direct questions to APIFD at (562) 951-4677 or degrees@calstate.edu.

CSU Campuses			
Bakersfield	Fresno	Monterey Bay	San Francisco
Channel Islands	Fullerton	Northridge	San José
Chico	Humboldt	Pomona	San Luis Obispo
Dominguez Hills	Long Beach	Sacramento	San Marcos
East Bay	Los Angeles	San Bernardino	Sonoma
	Maritime Academy	San Diego	Stanislaus

Effect of Sabbatical on Assigned Time and Release Time- Handbook Change

RES 232432

FAC

RESOLVED: That the Academic Senate recommend revisions to the University Handbook regarding the assigned time for members of the UPRC and URC (additions in **bold underline,** deletions in ~~strikethrough~~). Changes have been made to reflect the current compositions of these committees. Additionally, language reflecting the WTU in assigned time associated with service on these committees is being added.

202.4.1 University Program Review (UPRC)

The University Program Review Committee (UPRC) is a faculty committee that is responsible for all CSUB degree and credential programs. UPRC reviews all documents submitted to it from the program, dean, and external reviewer (accreditation findings), in order to assess the extent to which CSUB's programs adopt reasoned strategies and resource allocation decisions for continuous improvement. Thus, it is expected that program faculty will use UPRC feedback to improve program quality.

The UPRC is regarded as an important committee with respect to program continuity and, in that capacity, UPRC can make recommendations for program improvement and advancement. However, from time to time, the UPRC may determine that it is necessary for the campus to stop offering a particular program either on a temporary or permanent basis. In such a circumstance, UPRC may recommend a program moratorium (temporary) or discontinuation.

The UPRC is also responsible for monitoring the overall program review process, recommending changes in the policy and procedures of that process, and assuring that program review findings are used transparently and with accountability to inform university-wide curricular and budgetary planning processes. Finally, at the end of the academic year the chair of the UPRC shall submit to the Academic Senate a summary of the major findings and recommendations for all programs reviewed.

The UPRC is composed of seven committee members; Four (4) Tenured Faculty members, one (1) elected from and by each of the four Schools to serve staggered two-year calendar terms; Two (2) At-Large Tenured Faculty members elected by the General Faculty; and One (1) Tenured Faculty member selected by the Senate Executive Committee. Each member is given three WTUs of assigned time for his/her service each year of their service. If a committee member is awarded and

takes a sabbatical during their term, they will forfeit their position on the committee and an election shall be run by the Academic Senate for a replacement representative to serve during the year of the sabbatical and complete any remaining term associated with the replaced position.

305.8 The University Review Committee (URC)

305.8.1 Membership on the URC

The six (6) members of the URC shall be tenured professors, librarians, or counselors. The committee shall select its own chair, who participates in the evaluations and votes on the recommendations. No member of the URC may serve on a unit RTP committee.

Faculty members serving as Chair of the Academic Senate/Faculty, President of the CFA, or Director of the Teaching and Learning Center are not eligible to serve on the URC. Department chairs, faculty members who have served on the URC within the last six years, and faculty members who have served two terms on the URC may choose to accept or decline nomination for election to the URC. A faculty member may decline nomination if he/she is the *only* tenured professor available to serve on the unit RTP committee. All other tenured professors and librarians and counselors of equivalent rank are obligated to accept nomination for election to the URC.

Each member is given three WTUs of assigned time for each year of service. If a committee member is awarded and takes a sabbatical during their term, they will forfeit their position on the committee and an election shall be run by the Academic Senate for a replacement representative to serve during the year of the sabbatical and complete any remaining term associated with the replaced position.

305.8.2 Election of URC Members

The six (6) members of the URC shall be full-time tenured faculty, at the rank of Full Professor or Full Librarian. The election of the ~~six (6)~~ members of the URC shall precede unit RTP committee elections. One member shall be elected by and from the School of Arts & Humanities, the School of Business and Public Administration, the School of Social Sciences & Education, and the School of Natural Sciences, Mathematics & Engineering. Two additional **faculty** members shall be elected at-large. Librarians and counselors (academically-related III) shall be eligible to serve as an at-large member and shall participate in the election of the at-large member**s**. **A liaison from the library will be elected by the faculty of the library if no other librarians are on the committee to assist with the review of librarian files.** Members shall be elected to over-lapping two-year terms.

Rationale: Current WTU in assigned time is awarded at the rate of 3 WTU for the second year of service as part of a two-year term for the UPRC, but according to the *Academic Program Review Policy and Procedures* (Fall 2020) each member of the UPRC "is given three WTUs of assigned time *per year* for the two-year service." The proposed language aligns with this and aligns the WTUs associated with URC service.

The newly proposed language addresses the occurrence of sabbaticals during a term of service on one of these committees. Currently, positions remain vacant during a sabbatical and this places an undue burden on remaining committee members. This also creates confusion related to who gets the assigned time (e.g., the elected member or an alternate member). We recommend that the new policy be adopted, which stipulates that a sabbatical will result in the forfeiture of a committee position and an election will be held to find a replacement to serve for the sabbatical year and to complete the term.

Distribution List: (update as needed)
President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

Academic Prioritization Policy

RES 232425

AAC & BPC

RESOLVED: That the Academic Senate opposes the Chancellor's Office definition of "low-degree conferring programs" and urges the Chancellor's Office to allow campuses to develop their own timeline, process, and measures for identifying programs in need of action.

RESOLVED: That the attached Budget Prioritization Task Force Final Report be reaffirmed.

RESOLVED: That an Annual Report Taskforce be formed by the Senate Executive Committee to revise the Annual Report process to address the Budget Prioritization Task Force recommendations for qualitative and quantitative data. This taskforce should be composed of at least one faculty member from each school and an additional faculty member from the UPRC. Faculty on this committee should be familiar with the annual report process (i.e., former or current department chairs) and include representation from "low-degree conferring programs". The AVP Academic Affairs and Dean of Academic Programs and one school Dean should be included on this committee as well. IRPA staff should be consulted as required.

RESOLVED: That IRPA provide the quantitative data recommended by the Budget Prioritization Task Force to Department Chairs and Program Directors at least 60 days prior to the deadline for annual reports.

RESOLVED: That the Annual Reports be reviewed and discussed collectively by the relevant program directors, department chairs, and Deans.

RESOLVED: That based on the review of the Annual Report, an action plan should be developed for programs at risk of being identified as "low degree-conferring" and must be developed for programs identified as "low degree-conferring".

RESOLVED: That recommendations made in an action plan should consider multiple factors, including, but not limited to, the protection of instruction, the mission of the university, contributions of the program to the discipline and the general education program,

financial and budget impacts, community needs, impacts of discontinuance of a program on other university programs and future prospects of a program.

RATIONALE: Given that the CSU is facing on-going fiscal challenges, a policy and process for the regular review of academic program performance separate from the academic program review process is needed. Review of annual reports can be inconsistent and best practices dictate that these reports should be reviewed, and feedback provided to programs. This stems from a memorandum from the Chancellor's Office to CSU Presidents, dated October 5, 2023, when campuses were asked to include a review of "low degree-conferring programs" in the academic planning reports. Per a 1971 memo, the Chancellor's Office defines "low degree-conferring programs" as those baccalaureate programs producing fewer than 10 degrees in a year and those post-baccalaureate programs producing fewer than 5 degrees in a year. Additionally, campuses were expected to develop and submit action plans for programs identified as in need of action.

Attachments:
Budget Prioritization Task Force Final Report

Distribution List:
President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

Budget Prioritization Task Force

Final Report

Preamble

As the CSUB campus deals with difficult budgetary times, the faculty and administration must work collaboratively to make CSUB's educational mission the first priority of all budget decisions. New academic programs that are not self-sustaining, new co-curricular programs or expansions that are not self-sustaining, and changes to the academic calendar should not be considered for the foreseeable future.

Introduction

The Budget Prioritization Task Force was formed in December 2009 and began meeting in April 2010 to develop a response to ever-decreasing state support for higher education. We began with the following working assumptions:

1. The budget will be poor for several years.
2. The budget is unpredictable, both in timing (when state budget information is received) and in dollars.
3. Personnel reductions (positions and/or base-time) may be unavoidable.
4. Student demand is increasing.
5. The campus will not close.
6. We have to work under the Chancellor's Office imperative to limit growth.

From there, we developed the following goals for the taskforce:

- Provide advice for additional necessary budget cuts, if any, within the Academic Affairs Division.
- Preserve our capacity to provide key programs to our service region.
- Suggest strategies for prioritization as we move forward in future years.
- Minimize disruption to the campus and maintain capacity for growth to the extent feasible.

Next we developed the following guiding principles:

- The campus must use multiple strategies to achieve reductions. This means that while we hate to see reductions in any area of campus, the highest priority has to be the protection

of instruction. Hence, any cuts must be disproportionally larger to non-instructional areas.

- There should be no across-the-board cuts. Cuts should be based on prioritization, not ease of implementation.
- All cuts and any associated programmatic changes must be managed in a way that prepares us for the future.
- All proposed changes must be supported by qualitative and quantitative evidence.
- Values driving decisions should be explicit and discussed, and transparency and shared decision making should be consistently exercised.

Recommendations

As the CSUB campus responds to budget cuts, the university must focus on its educational mission, and the faculty and administration must work collaboratively to determine the university's academic priorities. Decisions regarding budget priorities must reflect values about the role of the university, about humane treatment of individuals, about fiscal stewardship, and about the long-term survival of the institution. Quality of instruction must not be sacrificed, and further cuts to instruction must occur only after exercising every available option in other areas. Similarly, the university must retain a commitment to quality scholarship especially that which engages students, just as it also should continue to engage the community through ideas, cultural and artistic works, and athletic competition. We must ensure to the extent possible that cuts made today do not jeopardize the ability of the university to operate in the future

CSUB should review all academic programs using both qualitative and quantitative information. Examples of qualitative information that should be considered are:

- Importance of the program in regard to the mission of the university.
- Contributions of the program to the school, university, community, and discipline.
- Future prospects of the program.
- Currency of the program in regard to course requirements and the education it provides to students.

Examples of quantitative data that should be considered are:

- Full-time equivalent students (FTES), emphasizing the major.
- Student-faculty ratio (SFR), including a comparison to other programs in the school, university, and the CSU system.
- Dollar cost per FTES ($/FTES), including a comparison to other programs in the school, university, and the CSU system.

- Number of graduates, including trends and a comparison to other programs in the school, university, and the CSU system.
- Success in scholarship, especially that which engages students.

Neither of these lists shall be interpreted as being ordered by importance.

As a general principle, academic programs with larger or growing numbers of majors should receive priority. Opportunities to combine departments and/or majors and blend programs should be explored and implemented if it is found that this reduces costs *and* provides students with innovative and high quality educational opportunities. Program moratoria should be considered only if the budget cannot sustain the full array of existing campus programs.

When decisions are made to improve efficiency, they must not be done at the cost of essential curricular content areas. In addition, all efficiencies that were already introduced into the curriculum by various programs, departments, and schools in recent years to respond to the new budgetary realities need to be recognized and be considered for adoption by those programs, departments, and schools who have not done so yet. When examining opportunities for cost savings within academic affairs, strong consideration must be given to the reduction or elimination of processes that distract faculty members from their teaching, scholarship, and service responsibilities. To the extent possible, faculty members who have been assigned to administrative functions should be returned to the classroom.

Similarly, all initiatives that cost the university money or compete with the university for community resources but are not related to teaching, scholarship and community engagement should be suspended, and no new initiatives should begin until financial resources are available to support them. Whenever possible, discretionary funds should be directed toward instruction.

Standards of progress toward degrees should be enforced, and the frequency and diversity of course offerings should fit budget realities. When similar courses are offered in two or more departments, the scheduling should be coordinated to support progress toward degrees and to reflect efficient utilization of resources. While maintenance of quality academic programs is our first priority, where there is flexibility in offerings, programs should strive for efficient scheduling (e.g., fewer major requirements), including potential utilization of courses from other programs whenever possible. All such decisions must, however, align with external discipline accreditation requirements and with best practices for similar programs in the CSU and nation-wide.

Decisions must be made via public processes, and rationales for decisions must be explicit and public. The faculty must fulfill its responsibility for academic leadership and it must hold administrators accountable for their actions as we work collaboratively to respond to the current crisis and as we prepare the university for a better future.

Implementation Guidelines

- Every effort must be undertaken to avoid layoffs. When they are nonetheless required, they should be managed in a humanitarian fashion, in particular giving employees ample time to find new jobs.
- Student needs and concerns should to be taken into consideration and their input in programmatic changes sought and respected.
- All significant budgetary decisions within Academic Affairs should result only after consultation among deans, departments, chairs, and faculty.
- The impact of decisions on community relations (both on the campus and in the broader community) should be considered.

Committee Membership

Dr. Andreas Gebauer, Chemistry, Committee Chair
Dr. Joe Fiedler, Mathematics
Dr. Vandana Kohli, Sociology
Bruce Hartsell, MSSW, LCSW, Social Work
Dr. Christopher Meyers, Philosophy
Janet Millar, MA, LMFT, Counseling
Dr. Robert Provencio, Music (2011-12)
Mandy Reese, MFA, Theatre (2009-11)
Dr. John Stark, Management & Marketing
Dr. Mahmoud Suleiman, Education
Dr. John Tarjan, Management & Marketing

Search and Screening Procedures for Administrators - Handbook Change

RES 232431

FAC and BPC

RESOLVED: The following changes be made to the University Handbook (additions in **bold underline,** deletions in ~~strikethrough~~).

309   Search and Screening Procedures for Administrators

309.1   General Policy

Although the President or his/her designee is the appointing officer for all administrative positions, the principles of shared governance dictate that faculty, staff, students and administrators shall also be involved in the selection process where appropriate. As the faculty have primary responsibility for the educational mission and functions of the University, faculty members shall play a major role in search and screening for academic administrators.

A major responsibility of the University in recruitment and retention of administrators is to secure the most qualified individuals. Therefore, appointments to administrative positions shall be based on ability and fitness for the position as set out in the criteria for selection and the stated roles and responsibilities of the office. Appointments shall conform to policies of the CSU Board of Trustees.

In cases involving the selection of academic administrators who have the potential for exercising retreat rights to a faculty position, faculty will play a central role in establishing qualifications for the position, in the screening of candidates for appointment, and in formulating the recommendations submitted to the appropriate administrator. Committees established for the purpose of screening candidates for academic administrative appointments shall have a majority of faculty members. In other cases, where the function of the administrator is mainly advisory to the President or does not include academic policy decisions, the faculty's role in the search shall reflect the extent of legitimate faculty interest in the position.

In recognition of the principles of shared governance as well as their importance to the university, both staff and students shall participate in the selection of all administrators where appropriate. Representation on Search and Screening Committees shall be determined by the relationship of the office or position to staff and student activities.

In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.

309.2 Policies on Diversity

The hiring practices of the University shall be in compliance with the policies of the CSU Board of Trustees and all applicable EEO/AA/ADA legislation. University policy dictates that the search and screening process shall not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability or veteran's status. The University recognizes its moral and legal obligations to strive for a composition of personnel that accurately reflects the profile of ethnic minorities and gender in the labor force from which it draws. To meet these obligations, the University will aggressively seek applications from ethnic minorities and women where their representation is below the standards of the labor force. The Diversity Officer of the University provides basic information, advice and counsel for all Search and Screening Committees.

309.3 Responsibilities of the Search and Screening Committee

The responsibilities of each Search and Screening Committee, in cooperation with the appointing officer, include formulating criteria for selection appropriate to the stated roles and responsibilities of the position, developing a position announcement, recruiting and screening candidates, and recommending to the appointing officer only qualified and acceptable candidates. The committee, in cooperation with the appointing officer, establishes a calendar, with milestones, for accomplishing its responsibilities. **Upon authorization of the appointing officer and written approval by the chair of the committee, in consultation with the search and screening committee, search firms may be used to assist in the search and screening process. The written approval will detail which responsibilities may be delegated to/shared with the search firm.**

It is also the responsibility of the committee to keep complete and accurate records of the selection and recommendation process. **This may include requesting documentation and records from the search firm.** Upon the discharge of the committee, the chair shall forward these records to the appropriate administrative officer for retention pursuant to university policy.

In all cases the chair shall act in consultation with the search and screening committee.

In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.

309.4   Confidentiality of Search and Screening Committee Activities
Each Search and Screening Committee, in cooperation with the appointing officer, has the responsibility to protect the integrity of the search and screening process. All committee deliberations and consultations shall remain confidential. Violations of this confidentiality shall be considered a breach of professional ethics. Except for matters of direct consultation, attendance at all meetings of the committee shall be restricted to official members of the committee. No persons outside the formal membership of the committee shall be present when deliberations are in progress. Appropriate safeguards shall be taken to ensure the confidentiality of all committee records.

The chair of the committee may, through a written invitation, invite the appointing officer or member of the search firm to their deliberations at their discretion. In any search, after consulting with the search committee and obtaining a written approval from the committee, the appointing officers may also be permitted to:

    A. **promote the position to potential candidates or/and answer questions raised by the potential candidates before a time when the search committee starts to review candidates.**
    B. **speak with the recommended candidates before scheduled campus visits take place.**

In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.

309.5   Composition of the Search and Screening Committees Administrators

Search and screening committees for positions concerning faculty and academic matters shall consist of the membership outlined below. Faculty shall make up a majority of the total membership of the search committee for the following positions: Provost and Vice President for Academic Affairs, Associate/Assistant Vice President for Faculty Affairs, Associate Vice President for Academic Programs/Dean of Undergraduate and Graduate Studies, all Academic Deans, and Associate/Assistant Academic Vice Presidents. *(Revised 7-02-20)*

The appointing officer shall assure the selection of the Search and Screening Committees as follows:

    A. For university-wide positions: five full-time tenured faculty members one from each school and one at-large (drawn from the General Faculty including librarians, counselors, and coaches). For individual school, Library or Antelope Valley Dean positions: four full-time tenured faculty members drawn from and elected by the affected constituency. *(Revised 7-02-20)*

    B. One administrator appointed by the appointing officer in consultation with the Cabinet.

    C. One student selected by the Executive Committee of Associated Students, Inc.

    D. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.

    E. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate maintaining the majority faculty membership. The appointments shall be made to assure representation of the entire university.

    F. The search committee shall elect its chair. In the case of cabinet level positions, the President in consultation with the search committee will appoint the chair.

The search and screening committees for other administrative positions (excluding assistant or associated deans) shall be as follows: *(Revised 7-02-20)*

    a. One full-time tenured faculty member, representative of and elected by the affected constituency. *(Revised 7-02-20)*

    b. One administrator appointed by the appointing officer in consultation with the Cabinet.

c. One student selected by the Executive Committee of Associated Students, Inc.
d. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.
e. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate. The appointments shall be made to assure representation of the entire university.

309.6   **Roles and Procedures of the Search and Screening Committees**
a. **The appointing officer or their designee shall call for the necessary elections and appointments to form the Search and Screening Committee as soon as possible following the announcement of a vacancy.**
b. The appointing officer or ~~his/her~~ **their** designee shall convene the first session of the Search and Screening Committee to discuss the agreed upon roles and responsibilities of the position, the qualifications needed in a nominee/applicant for the position, and the criteria for selection. The committee, in consultation with the appointing officer, shall establish a calendar, with milestones, for the completion of its work.
c. At the beginning of the process, the Diversity Officer of the University shall meet with the committee to discuss issues, strategies, and procedures to be implemented during the search and screening process that will help meet the moral and legal obligations of the University in achieving diversity among its administrators.
d. The committee shall elect its chair.
e. A majority of the committee members shall constitute a quorum; **no meeting shall take place unless a quorum is achieved.** ~~, although~~ **E**very effort shall be made to have attendance of all committee members at each meeting. **Faculty availability shall be prioritized.**
f. Except for matters of direct consultation, attendance at meetings of the committee shall be restricted to members of the committee. No one outside the committee shall be present when deliberations are in progress. **The chair of the committee may, through a written invitation, invite the appointing officer or member of the search firm to their deliberations at their discretion.**
g. The Search and Screening Committee, in consultation with the appointing officer, shall prepare a vacancy announcement and position descriptions that are widely distributed. The committee shall determine and prioritize the qualifications required for the position commensurate with the roles and responsibilities of the position.
h. The Search and Screening Committee shall establish appropriate procedures for receiving applications/nominations, acknowledging receipt of all materials, reviewing all materials received, **reference checks**, and performing background checks. **A search firm may be**

utilized to complete these tasks upon written authorization of the chair. In any case, all application materials will be made available to the Search and Screen Committee.

i. Upon completion of the review of the applicants, the committee shall recommend those candidates who should be brought to campus for interviews. **The appointing officers and representatives of a search firm may be allowed to contact candidates by written authorization of the chair.**

j. For retreat rights and potential tenure purposes, candidates shall be interviewed by the academic department in which they are seeking retreat rights, at which time the department will forward to the Search and Screening Committee a recommendation assessing the candidate's potential for the reward of tenure. A negative recommendation from the department regarding a particular applicant is to be considered a right of refusal to accept the candidate in that department.

k. Any recommendation for tenure upon appointment would normally be restricted to those applicants who have been, or are currently, tenured by an accredited academic institution of higher education. Applicants without such a record shall be evaluated for tenure according to criteria jointly established by the appropriate department, the dean, and the P&VPAA.

l. Opportunity shall be provided for all members of the university community (including, but not limited to, faculty, staff, students, alumni, and other "friends" of the university) to meet candidates during interviews.

m. After completion of interviews, the Search and Screening Committee shall seek out and consider the observations and opinions of all those individuals who had an opportunity to meet with the candidates before making its final recommendations.

n. The committee shall forward to the appointing officer and President a list of all acceptable candidates. The committee shall provide in writing a detailed rationale for its recommendations. Under normal circumstances at least three candidates shall be recommended to the appointing officer and President. The appointing officer and President shall meet with the members of the committee to discuss their evaluations of the recommended candidates.

o. If none of the candidates recommended by the committee accepts the position offer, the appointing officer and President shall meet with the committee to determine whether any acceptable candidates remain in the applicant pool. If the committee, in consultation with the appointing officer and President, determine there are no further acceptable candidates, the search process shall begin anew.

p. All records, deliberations, and consultations throughout the search and screening process shall remain strictly confidential.

309.7   Appointment of Interim Non-Academic University-Wide Officers
   a. This policy shall apply to the interim appointments of the VPBAS, VPSA, and VPUA. New positions that are similar in nature shall also be subject to this policy.
   b. When a vacancy in one of these positions occurs, the President shall confer with the Executive Committee of the Academic Senate, to determine if there is sufficient time for recruitment, the appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.
   c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

309.8   Appointment of Interim Provost and Vice-President for Academic Affairs
   a. When a vacancy occurs, the President shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.
   b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

309.9   Appointment of other Interim University-Wide Academic Administrators
   A. This policy shall apply to the interim appointments of other academic administrators whose responsibilities include making academic policy decisions that affect the entire university which includes the Assistant Vice President for GRASP, the Associate Vice President for Academic Programs, the Associate Vice President for CSU Bakersfield Antelope Valley *(Revised 06-28-18 Name Change)*, the Associate Vice President for Faculty Affairs, the Dean of Academic Programs, and the Dean of the Division of Extended Education and Global Outreach (Revised 07-10-17 Name Change). New positions that are similar in nature shall also be subject to this policy.
   B. When a vacancy occurs, the P&VPAA shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.

C. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

309.10   Appointment of Interim School Deans

    a. When a vacancy occurs in a school dean's position, the Provost and Vice President for Academic Affairs shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim dean will be made by the Provost & Vice President for Academic Affairs. Such appointments will be made after consultation with the Executive Committee of the Senate, Department Chairs, members of the school, and appropriate advising committees.

    b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

309.11   Appointment of Interim School Associate Deans

    a. When a vacancy occurs in an associate school dean's position, the Dean shall confer with Department Chair to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim Associate Dean will be made by the Provost upon recommendation of the Dean. Such appointments will be made only after the Dean has consulted with the Department Chairs, members of the school, and appropriate advising committees.

    b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

309.12 Additional Guidance When a Search Firm is Hired to Assist in the Search and Screening Process for Administrators

When a search firm is hired to assist in the search and hiring process:

    a. **this search firm shall be distributed a copy of University Handbook Section 309 prior to being hired.**

    b. **hiring of a search firm may only occur following constitution of the search and screening committee and requires authorization of the appointing officer and written approval by the chair of the committee, in consultation with the search and**

screening committee. The written approval will detail which responsibilities may be delegated to/shared with the search firm.

c. **the search committee is given a copy of the contract** ~~with the search firm~~ ~~contract~~ **detailing the** ~~delineated~~ **responsibilities of the search firm.**

d. **with approval from the search and screening committee, the search firm may be permitted to assist in recruiting applicants, scheduling interviews, and completing tasks outlined in 309.6g~~h~~.**

e. **after obtaining a written approval from the committee, members of this search firm may be allowed to be present in search committee meetings, as outlined in 309.6e~~f~~.**

RATIONALE: The requested changes address faculty concerns with the use of search firms during the search and screening of administration positions. These changes outline the roles and responsibilities of different entities involved within this process and protect faculty rights and the role of campus committees and representatives.

Distribution List:
President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

Cal-GETC

- The Board of Trustees voted to align **CSU GE Breadth** with **Cal-GETC** in terms of unit count and GE areas.

- **CSU GE Breadth** is a **39** semester-unit pattern of lower-division GE courses.

- The **Cal-GETC** pattern requires 5 fewer units (**34** semester units).
  - **GE Breadth Area E**: Cal-GETC does not have a SELF.

  - **GE Breadth Area C**: Cal-GETC prescribes 2 courses, whereas GE Breadth has 3 courses

  - **GE Breadth Area B3** (Laboratory): Cal-GETC has a 1-unit B3 course, for a total of 7 units under areas B1/B2/B3. GE Breadth allows campuses to integrate B3 with B1/B2 courses to have a unit count of 6 units.

Our current lower-division GE program

- Our lower-division GE program of 38 units aligns with **GE Breadth**:
  - Areas A1, A2, A3, B4: 12 units
  - Areas B1/B2/B3: 6 units
  - Area C (C1, C2, AI-Hist): 9 units
  - Area D (D1, AI-GV): 6 units
  - Area E (SELF): 0 units
  - Area F: 3 units
  - FYS: 2 units

- The new **CSU General Education Requirements policy** was released on May 6th.

- The new GE pattern aligns with Cal-GETC primarily in terms of GE areas and the distribution of units across these areas. The prerequisite requirements, student learning objectives, and academic standards remain mostly unchanged.

Recommendations for alignment

- **First-Year Seminar**: There is no FYS area in new GE pattern.
  - **Recommendation**: FYS be removed from lower-division (LD) GE and become a 2-unit institutional requirement.

- **Area E**: New GE pattern does not have a SELF area.
  - **Recommendation**: SELF be removed from the LD GE.

- **Area C**: New GE pattern prescribes 2 courses, while we have 3.
  - **Recommendation**: Remove the AI-History course from the LD GE program, but it remains a CSU requirement.

- **Area B3** (Laboratory): New GE pattern has a stand-alone 1-unit B3 course.
  - **Recommendation**: We fulfill B3 through B1 and B2 and this can continue. However, under the new GE policy, the total unit count for Area B1/B2/B3 must be 7 units for alignment.

- **Resulting unit count**: 34 units of lower division GE

Units of GE, institutional requirements, and CSU requirements

- Current lower-division (LD) GE program:
  - **GE units:** 38 units
  - **Total LD units required:** 38 units

- Under proposed changes:
  - **GE units:** 34 units
  - **Local/Institutional requirements:** 5 units (FYS and AI-Hist)
  - **Total LD units required:** 39 units

GE policy changes

- The new GE policy makes explicit aspects or practices that we already practice or incorporate: GE assessment, standards for GE Courses, GE course certification, and other aspects.

- Area E was removed, and Area C was reduced by 3-unit semester units. The essence of the remaining GE areas remains largely unchanged, with modifications primarily involving the relabeling and renaming of the subject areas.

- However, it does require that areas B1, B2, and B3 have a total unit value of 7 semester units, instead of 6 units.

Relabeling and renaming of the subject areas.

- Area A – English Language Communication and Critical Thinking (A1, A2, A3)
  - New designation: **Subject Area 1** – English Communication (1A, 1B, 1C)

- Area B – Scientific Inquiry and Quantitative Reasoning (B1, B2, B3, B4, UDB)
  - New designations: Split into 2 different areas:
    - **Subject Area 2** – Mathematical Concepts and Quantitative Reasoning
    - **Subject Area 5** – Physical and Biological Sciences (5A, 5B, 5C, 5UD)

- Area C – Arts and Humanities (C1, C2, UDC)
  - New designation: **Subject Area 3** – Arts and Humanities (3A, 3B, 3UD)

- Area D – Social Sciences (D, UDD)
  - New designation: **Subject Area 4** – Social and Behavioral Sciences (4A, 4UD)

- Current: Area F – Ethnic Studies
  - New designation: **Subject Area 6** – Ethnic Studies

Some unadopted Cal-GETC standards and policies

- Some Cal-GETC policies and standards that raised concerns for GECCo were ultimately not adopted.

- Cal-GETC: Area A3 (**Critical Thinking**) would become **Critical Thinking and Composition** . *X*

- Cal-GETC: Area A3 would have an **A2 prerequisite**. *X*

- Cal-GETC: A **minimum "C" grade** is required in each GE course for Cal-GETC. *X*

- Draft GE policy: Each campus may set minimum grades for GE courses, provided the **overall GE GPA is at least 2.0**. *X*

	Origination	8/23/2017	Owner	Laura Massa: Interim Assoc VC Acd&Fac Prgms
	Effective	12/3/2020		
	Reviewed	12/3/2020	Area	Academic and Student Affairs
	Next Review	12/3/2022		
			Codes	EO 1100

CSU General Education Breadth Requirements

This policy is intended to establish a common understanding of the requirements for CSU General Education Breadth (GE) and to provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in this policy. This policy is effective for students subject to the fall 2021 and subsequent catalog years.

This document also addresses:

- **Applicability of the policy (Article 1),**
- **Patterns that fulfill General Education requirements (Article 2),**
- **Premises of CSU General Education Breadth (Article 3),**
- **Distribution of General Education Breadth units (Article 4),**
- **Transfer and articulation (Article 5),**
- **Implementation and governance (Article 6).**

Article 1. Applicability

1. **Prior to Completion of CSU Lower-Division General Education Breadth Requirements**

   The requirements, policies and procedures adopted pursuant to this policy are effective for students subject to the fall 2021 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division general education requirements according to the provisions of Title 5 Section 40405.2 or 40405.3.

2. **Subsequent to Completion of Entire CSU General Education Breadth Requirements**

   Subsequent to completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional exclusively general education breadth

requirements.

Article 2. Fulfilling CSU General Education Breadth Requirements

1. **CSU GE Breadth Patterns**

   Policies adopted by the Board of Trustees in July 1991 provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

   a. **CSU General Education Breadth**

      Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a California Community College or a CSU, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units each (or 4 quarter units) each in Areas B, C and D; or

   b. **Intersegmental General Education Transfer Curriculum (IGETC)**

      Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D; or

   c. **University of California (UC) Campus Lower-Division**

      Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D.

2. **CSU Systemwide Requirements**

   1. **General Education Requirements**

      a. CSU campus GE requirements shall conform to the requirements established in this policy and shall not exceed the requirements for 39 lower-division and 9 upper-division semester-units (or quarter-unit equivalent) in the defined GE Areas, except as described in Article 4, Area B.

      b. A baccalaureate candidate who has not completed either the IGETC or UC-campus pattern specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through F, totaling a minimum of 48 semester units or equivalent quarter units.

      c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE

requirements already satisfied.

2. **Minimum Grades**

   a. A grade of C- or better is required in each CSU or transfer course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1).

   b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 of this EO.

3. **Upper-Division Requirement**

   Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

   - Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning

   - Area C (3 semester or 4 quarter units) Arts and Humanities

   - Area D (3 semester or 4 quarter units) Social Sciences

   The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses shall require no more than 9 upper-division GE semester units (or the quarter equivalent).

4. **Residency Requirement**

   The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

5. **Exceptions**

   Exceptions to the foregoing requirements may be authorized only under the following circumstances:

   a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have clearly stated policy regarding such waivers.

   b. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor for

Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.

    c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:

        1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

        2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

    d. The total number of GE units required shall not be fewer or greater than 48 semester units (or equivalent quarter units) in the Areas and Subareas described in Article 4. An additional 1 semester or 2 quarter units is allowed as described in Article 4, Area B.

6. **Double Counting**

    1. **General Education, Major, and Other Requirements**

    Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

    2. **General Education and US History, Constitution, and American Ideals Statutory Requirement**

    CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to satisfy GE requirements.

Article 3. Premises of CSU General Education Breadth

1. **Background**

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity including ethnic studies, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

2. **Instructional Modality**

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

3. **CSU Student Learning Outcomes**

Each CSU campus shall define GE student-learning outcomes within a programmatic structure. For example, GE student-learning outcomes may fit within the framework of the four "Essential Learning Outcomes" drawn from the Liberal Education and America's Promise (LEAP), an initiative of the Association of American Colleges and Universities.

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Article 4. Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.

Area A English Language Communication and Critical Thinking

9 semester units (12 quarter units)

One course in each Subarea.

A1	Oral Communication	(3 semester units or 4 quarter units)
A2	Written Communication	(3 semester units or 4 quarter units)
A3	Critical Thinking	(3 semester units or 4 quarter units)

Area A requires 9 semester units or 12 quarter units in oral communication in the English language (A1), written communication in the English language (A2), and critical thinking (A3). Campuses shall not

exceed these unit requirements.

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B Scientific Inquiry and Quantitative Reasoning

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

B1	Physical Science	(3 semester units or 4 quarter units)
B2	Life Science	(3 semester units or 4 quarter units)
B3	Laboratory Activity	A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required.
B4	Mathematics/ Quantitative Reasoning	(3 semester units or 4 quarter units)

Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1 semester (2 quarter) unit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

It is expected that campuses could offer the laboratory experience within:

- a 3 semester (4 quarter) unit lecture course;
- a lecture plus laboratory course of 4 semester (6 quarter) units; or
- a standalone laboratory course of 1 semester (2 quarter) units.

In the latter two cases, the total number of lower-division GE semester units shall not exceed 40 (or equivalent quarter units).

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both

living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

Area C Arts and Humanities

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

One lower-division course completed in each of these 2 Subareas, plus one lower-division course completed in either subarea based on student choice, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

C1 Arts: (e.g., Arts, Cinema, Dance, Music, Theater)

C2 Humanities: (e.g., Literature, Philosophy, Languages Other than English)

Area C requires 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages. Campuses shall not exceed these unit requirements.

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Area D Social Sciences

9 semester units (12 quarter units), with 3 semester (4 quarter) units taken at the upper-division

Six semester lower-division units (8 quarter units) and 3 additional semester units (4 quarter units) at the upper-division. Courses shall be completed in at least 2 different disciplines among the 9 required semester units (or 12 required quarter units).

Area D requires 9 semester units or 12 quarter units dealing with human social, political and economic institutions and behavior, and their historical background. Courses shall be completed from at least two different disciplines among the 9 required semester units (and 12 required quarter units). One upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

Area E Lifelong Learning and Self-Development

3 semester units (4 quarter units)

Area E requires 3 semester units (4 quarter units) of study at the lower-division, and campuses shall not exceed this unit requirement.

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

Area F Ethnic Studies

3 semester units (4 quarter units)

This lower-division, 3 semester (4 quarter) unit requirement fulfills Education Code Section 89032. The requirement to take a 3 semester (4 quarter) unit course in Area F shall not be waived or substituted.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a

course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

As described in Article 6, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Area F requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2, ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for GE Area F credit shall also fulfill (double count for) this requirement.

Article 5. Transfer and Articulation

This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements.

1. **Premises of General Education Breadth Transfer and Certification**

   a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

   b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

   c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not

appropriate.

2. **Conditions for Participation in CSU General Education Breadth Certification**

   CSU campuses may continue to articulate courses that meet GE requirements from other regionally accredited institutions. However, only CCC may participate in the annual CSU GE certification process, subject to the following provisions:

   a. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

   b. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this policy and any additional objectives implemented by the CSU Chancellor.

      1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

      2. Interdisciplinary courses or integrated sets of courses that meet multiple CSU GE Breadth objectives may be used to satisfy CSU GE requirements.

      3. Units earned through an interdisciplinary course or integrated set of courses may be distributed among different GE Areas, as appropriate.

   c. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain a list of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.

      1. Each entry in the list shall specify the area to which the course or examination relates and the number of units associated with each area.

      2. The list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

      3. A copy of the list shall be made available in electronic form to any CSU campus or institution. CCC are free to share with other institutions their course outlines and communications about those course outlines.

      4. The CCC shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field.

      5. The CCC shall report certification for individual students in a format to be specified.

3. **Certification Requirements**

1. **Definition**

   GE certification indicates that a transfer student has met CSU lower-division GE requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

2. **Full Certification**

   1. **Fulfillment of Lower-Division Requirements**

      Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements.

   2. **Additional Lower-Division Graduation Requirements**

      Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer (when applicable).

   3. **Qualification for Full Certification**

      To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

      a. In Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking.

      b. In Area B, 9 semester units (or the quarter equivalent), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).

      c. In Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.

      d. In Area D, 6 semester units (or the quarter equivalent).

      e. Area E, 3 semester units (or the quarter equivalent).

      f. Area F, 3 semester units (or the quarter equivalent).

3. **Lower-Division Subject-Area (Partial) Certification**

   1. **Fulfillment of Lower-Division Requirements by Area**

      Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

   2. **Certification Limits on Credits that Exceed Minimum Subject-Area Requirements**

      For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the six Subject Areas—A through F.

   3. **Additional Lower-Division Graduation Requirements**

      Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the GE requirements at the campus awarding the degree.

   4. **Qualification for Subject-Area Certification**

      To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in 5.3.5, the units shall be distributed as follows:

      a. For Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one Subarea within Area A for any given student.

      b. For Area B, 9 semester units (or the quarter equivalent), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one Subarea within Area B for any given student, except for laboratory components incorporated into a physical or life science course. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester (or the quarter equivalent) units.

      c. For Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.

      d. For Area D, 6 semester units (or the quarter equivalent).

      e. For Area E, 3 semester units (or the quarter equivalent).

      f. For Area F, 3 semester units (or the quarter equivalent).

4. **Approved Associate Degree for Transfer**

   Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU GE Breadth Patterns, as specified in Article 2, Section 1.

5. **General Education Breadth for STEM Majors within ADTs**

   Students pursuing certain ADTs may be eligible to take "GE Breadth for STEM," deferring one lower-division course in Subarea C and one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM.

   CCC preparing a CSU GE Breadth for STEM certification as part of an ADT shall ensure that the student has completed:

   a. All courses in Areas A, B, E and F of the traditional GE curriculum; and

   b. One course in Area C1 Arts and one course in Area C2 Humanities; and

   c. One course in Area D.

   Details of each Transfer Model Curriculum are maintained and published at www.c-id.net.

6. **Exceptions to Certification Requirements**

   At the discretion of the CSU campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

4. **Certification of Courses**

   1. **Qualification for Certification**

      A CCC may certify coursework completed at another CCC if the courses were on the approved certification list at the CCC. The course shall be certified in the CSU GE Breadth Area or Subarea that is on the official certification list for the CCC at which the course was completed.

   2. If so identified by a CCC, those courses shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

   3. A CCC may include upper-division courses taken at regionally-accredited institutions in certification of lower-division CSU GE or IGETC.

   4. Coursework completed at regionally-accredited institutions shall be reviewed for certification purposes by the CCC faculty in the discipline or their designee (e.g., Articulation Officer) to determine if the course is comparable to current CSU GE Breadth requirements.

5. A CCC may certify coursework taken at regionally accredited institutions if the faculty of that CCC or the Articulation Officer determine that the coursework is equivalent to the coursework on their college's approved CSU GE Breadth certification list.

5. **Limitations of Certification**

   1. **Restriction to General Education Requirements**

      Subject-area certification shall not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

   2. Full certification shall not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer.

   3. **Maximum Number of Credits Allowed**

      1. **Limit on Certification on Total General Education Units**

         A CCC shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester (or the quarter equivalent) units.

      2. **Restrictions on Certification of Upper-Division Courses**

         No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409.)

6. **General Education Certification Reciprocity Among CSU Campuses**

   1. **Lower-Division Reciprocity**

      a. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

      b. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

   2. **Subject-Area Reciprocity**

      a. Subject-area course certification accepted for CSU GE at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject areas certified.

      b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division GE program or

subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE requirements in each subject area, and shall provide official documentation of such completion.

c. For the purposes of this section, completion of lower-division GE subject-area requirements is equivalent to qualification for subject-area certification, as defined in 5.3.3.

d. Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.

3. **Upper-division Reciprocity**

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

4. **Reciprocity Limitations**

The provisions of 5.6 do not exempt students from fulfilling unmet lower- or upper-division graduation requirements at the CSU campus awarding the degree or from lower or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

Article 6. Implementation and Governance

1. **General Education Advisory Committee**

A systemwide Chancellor's General Education Advisory Committee (GEAC) is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the CSU. Each member of the committee shall have an equal vote. The membership shall include

- At minimum, six CSU faculty to be appointed by the Academic Senate, CSU. One shall serve as chair, and another as vice-chair.

- One CSU student to be appointed by the California State Student Association,

- One instructional faculty member from the CCC,

- One CSU campus academic affairs administrator,

- One CSU articulation officer,

- One CCC articulation officer,

- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)

- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor or the executive vice chancellor for Academic and Student Affairs Division may from time to time request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

a. Report as appropriate to the chancellor.

b. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer, and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.

c. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.

d. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality general education.

2. **Campus Responsibility**

   1. **Development and Revision of Campus Requirements**

      Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

      a. General Education Program Development

         1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.

         2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.

         3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

      b. General Education Course Development

         1. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.

         2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.

         3. Consider possibilities for innovative teaching and learning,

including activity as well as observation in all GE coursework.

 c. General Education Course Delivery

  1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.

  2. Provide for at least one course in Ethnic Studies as stipulated in Education Code Section 89032.

  3. Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

  4. CSU campuses may certify upper-division courses for lower-division CSU GE Breadth requirements so long as adequate numbers of lower-division course options are available to students.

2. **Campus General Education Committee**

The effectiveness of a campus GE program is dependent upon the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this policy.

3. **General Education Breadth Requirements and the Development of New Baccalaureate Degrees**

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate the required GE units, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

4. **General Education Academic Advising**

Each campus shall provide for systematic, readily available academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

 a. General Education Website

  Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus

GE policy, and campus GE program and GE Area student-learning outcomes.

b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE Area and Subarea.

5. **General Education Review and Assessment**

In accordance with WASC Senior College and University Commission (WSCUC) accreditation requirements, campuses shall:

a. develop an assessment plan that: (1) aligns the GE curriculum with campus GE outcomes; (2) specifies explicit criteria for assessing the stated outcomes; (3) identifies when and how each outcome shall be assessed; (4) organizes and analyzes the collection of evidence; (5) and uses the assessment results to make improvements to the GE program, courses and pedagogy.

b. provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include a statement of the Meaning, Quality and Integrity of the campus GE program and the ongoing assessment of GE student learning outcomes.

History

Executive Order #338 (General Education-Breadth Requierments) was approved on October 29, 1980 and has gone through several iterations since then. Copies of those documents are attached.

Timeline of the historical changes and updates.

10/29/1980 - EO 338 established
04/01/1981 - EO 342 established
11/20/1992 - EO 595 supersedes EO 338 & EO 342
06/18/2008 - EO 1033 supersedes EO 595
09/16/2011 - EO 1065 supersedes EO 1033
02/16/2015 - EO 1100 supersedes EO 1065
08/23/2017 - EO 1100 Revised supersedes EO 1100
12/3/2020 - CSU General Education Breadth Requirements (EO 1100) updated

Authority

This policy is issued pursuant to Education Code 66763, 89032, 66745-66749.7. Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a). Section II of the Standing Orders of the Board of Trustees of the California State University as further delegated by the Standing Delegations of Administrative Authority.

All Revision Dates

12/3/2020, 8/23/2017

Attachments

CSU General Education Breadth Requirements (updated 12-03-2020).pdf

EO 0338.pdf

EO 0342.pdf

EO 0595 supersedes EO 338 & EO 342.pdf

EO 1033 supersedes EO 595.pdf

EO 1065 supersedes EO 1033.pdf

EO 1100 Revised supersedes EO 1100.pdf

EO 1100 supersedes EO 1065.pdf

New Attachment A 11-18-20.docx

Approval Signatures

Step Description	Approver	Date
EVC	Loren Blanchard: EVC Academic/Student Affairs [NE]	12/3/2020
Area Manager/Owner	Christina Gutierrez: Comm Spclst, Acad & Sdnt Affrs	12/2/2020
Area Manager/Owner	Sara Zaragoza: Executive Assistant	12/2/2020

Status [Active] PolicyStat ID [13059034]

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CSU General Education (GE) Requirements

This policy is intended to establish a common understanding of the requirements for California State University (CSU) General Education (GE) and to provide for the certification of courses completed by transfer students at institutionally accredited colleges or universities. Reciprocity among CSU campuses for full and/or subject area completion of GE requirements is also addressed in this policy.

This policy is effective for students subject to the fall 2025 and subsequent catalog years.

This document also addresses:

· Applicability of the policy (Article 1);

· Patterns that fulfill GE requirements (Article 2);

· Premises of CSU GE (Article 3);

· Distribution of GE units (Article 4);

· Transfer and articulation (Article 5); and

· Implementation and governance (Article 6).

Article 1. Applicability

1.1. Prior to Completion of CSU Lower-Division GE Requirements

The requirements, policies and procedures adopted pursuant to this policy are effective for students subject to the fall 2025 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division GE requirements according to the provisions of Title 5, Section 40405.5 or 40405.3.

1.2. Subsequent to Completion of All CSU GE Requirements

Following completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional GE requirements.

Article 2. Fulfilling CSU GE Requirements

2.1. CSU GE Patterns

Policies adopted by the CSU Board of Trustees in March 2024, provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

2.1.1. CSU GE

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes completion of all lower-division GE requirements, plus 9 upper-division GE semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Subject Areas 3, 4 and either 2 or 5 completed at a CSU; or

2.1.2. California GE Transfer Curriculum (Cal-GETC)

Completion of the California GE Transfer Curriculum (Cal-GETC) (Title 5, Section 40405.5), as certified by a CCC, in addition to 9 upper-division GE semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Subject Areas 3, 4 and either 2 or 5; or

2.1.3. University of California (UC) Campus Lower-Division

Completion of lower-division GE requirements of a University of California (UC) campus (Title 5, Section 40405.3), as certified by that campus, plus 9 upper-division GE semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Subject Areas 3, 4 and either 2 or 5.

2.2. CSU Systemwide Requirements

2.2.1. GE Requirements

a. CSU campus GE requirements shall conform to this policy and shall not exceed 34 lower-division and 9 upper-division semester-units (or 45 lower-division and 12 upper-division quarter-units) in the defined GE areas.

b. A baccalaureate candidate who has not completed Cal-GETC or UC GE specified in Article 2 shall complete the CSU GE requirements described in Article 4, totaling 43 semester units or 57 quarter units.

c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE requirements already satisfied.

2.2.2. Minimum Grades

a. A grade of C- or better is required in each CSU or transfer course in English composition (Area 1A), critical thinking (Area 1B), oral communication (Area 1C) and mathematical concepts and quantitative reasoning (Area 2). (Title 5 Sections 40803, 40804, 40804.1).

b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining GE courses subject to reciprocity requirements specified in Section 5.3.6 of this policy.

2.2.3. Upper-Division Requirement

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

a. Subject Area 2 Mathematical Concepts and Quantitative Reasoning or Subject Area 5 Physical and Biological Sciences (3 semester or 4 quarter units)

b. Subject Area 3 Arts and Humanities (3 semester or 4 quarter units)

c. Subject Area 4 Social and Behavioral Sciences (3 semester or 4 quarter units)

Upper-division GE courses are designed to be taken after upper-division status is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in English composition, critical thinking, oral communication, and mathematical concepts and quantitative reasoning. Campuses shall require no more than 9 upper-division GE semester units (or 12 upper-division GE quarter units).

2.2.4. Residency Requirement

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

2.2.5. Exceptions

a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have a clearly stated policy regarding such waivers.

b. In the case of high-unit major degree programs, the chancellor may grant substitutions to one or more GE requirements for students completing the particular degree program. Such substitution requests must be approved at the campus level prior to submitting the request to the Office of the Chancellor. A full academic justification shall be submitted to the executive vice chancellor for Academic and Student Affairs who shall submit their recommendation and the campus recommendation (along with all relevant documents) to the chancellor.

c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:

    i. The student has previously earned a baccalaureate or higher degree from an institutionally accredited college or university; or

    ii. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

The total number of GE units required shall not be allowed to be fewer than nor required to be greater than 43 semester units (or 57 quarter units) in the subject areas described in Article 4.

2.2.6. Double Counting

a. GE, Major and Other Requirements
Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

b. GE and US History, Constitution, and American Ideals Statutory Requirement
CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to double count for lower- or upper-division GE requirements.

Article 3. Premises of CSU GE

3.1. Background

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons. These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience. Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills in areas including, but not limited to, quantitative reasoning, information literacy, intellectual inquiry, creative and artistic appreciation and/or expression, global awareness and understanding, human diversity including ethnic studies, civic engagement, communication competence, ethical decision-making, scientific literacy, environmental systems, and technology.

3.2. Instructional Modality

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or fully online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

3.3. CSU GE Program Learning Outcomes

Each CSU campus shall define GE student learning outcomes within a programmatic structure. GE program learning outcomes should be assessed on a regular, periodic basis.

Article 4. Subject Area Distribution

Courses approved to fulfill the following GE subject area distribution requirements should address the

contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups. Campuses shall not exceed area unit requirements as detailed below.

Subject Area 1 English Communication

9 semester units (12 quarter units).

One course in each area.

Area Label	Course	Unit Requirement
Area 1A	English Composition	3 semester or 4 quarter units
Area 1B	Critical Thinking	3 semester or 4 quarter units
Area 1C	Oral Communication	3 semester or 4 quarter units

Subject Area 1 requires 9 semester units or 12 quarter units in English composition (1A), critical thinking (1B) and oral communication (1C). Students taking courses in fulfillment of Areas 1A and 1C will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (1B) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion. In 1B courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Subject Area 2 Mathematical Concepts and Quantitative Reasoning

3 lower-division semester units (4 quarter units).

Additionally, 3 upper-division semester (4 quarter) units may be taken in Subject Area 2 or Subject Area 5 (see Subject Area 5 below).

One lower-division course in this subject area, and one upper-division course in either Subject Area 2 or 5.

Area Label	Course	Unit Requirement
Area 2	Mathematical Concepts and Quantitative Reasoning	3 semester or 4 quarter units
Upper-Division	Mathematical Concepts and Quantitative Reasoning	3 semester or 4 quarter units (or 0 units if the requirement is met in Subject Area 5)

Through courses in Subject Area 2, students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics, Subject Area 2 courses may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses.

Subject Area 3 Arts and Humanities

9 semester units (12 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level.

One lower-division course in each area, and one upper-division course in either area.

Area Label	Course	Unit Requirement
Area 3A	Arts	3 semester or 4 quarter units
Area 3B	Humanities	3 semester or 4 quarter units
Upper-Division	Arts or Humanities	3 semester or 4 quarter units

Subject Area 3 requires 9 semester units or 12 quarter units among the arts, literature, philosophy and languages other than English.

Across the disciplines in Subject Area 3 coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Activities may include participation in individual aesthetic, creative experiences; however, Area 3 excludes courses that exclusively emphasize skills development. Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition and integrate a substantial cultural component. This may include literature, among other content.

Subject Area 4 Social and Behavioral Sciences

9 semester units (12 quarter units), with 3 semester (4 quarter) units taken at the upper-division level.

Two lower-division courses and one upper-division course in this subject area. Courses shall be completed in at least 2 different disciplines among the 9 required semester (or 12 required quarter) units.

Area Label	Course	Unit Requirement
Area 4	Social and Behavioral Sciences	6 semester or 8 quarter units
Upper-Division	Social and Behavioral Sciences	3 semester or 4 quarter units

Subject Area 4 requires 9 semester (or 12 quarter) units focused on human social, political and

economic institutions and behavior, and their historical background.

Students learn from courses in multiple Subject Area 4 disciplines that human social, political and economic institutions, and behavior are inextricably interwoven. Through fulfillment of the Subject Area 4 requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Subject Area 4.

Subject Area 5 Physical and Biological Sciences

7 lower-division semester units (9 quarter units), which includes 1 semester (1 quarter) unit allocated for a laboratory.

Additionally, 3 upper-division semester (4 quarter) units may be taken in Subject Area 5 or Subject Area 2 (see Subject Area 2 above).

One lower-division course in each area. One of the two lower-division courses must be associated with a 1 semester (1 quarter) unit laboratory. In addition, one upper-division course in either Subject Area 5 or 2.

Area Label	Course	Unit Requirement
Area 5A	Physical Science	3 semester or 4 quarter units
Area 5B	Biological Science	3 semester or 4 quarter units
Area 5C	Laboratory*	1 semester or 1 quarter unit
Upper-Division	Physical or Biological Science	3 semester or 4 quarter units (or 0 units if the requirement is met in Subject Area 2)

Subject Area 5 courses focus on scientific theories, concepts and data about the physical and biological aspects of the world. Through their courses in Subject Area 5 disciplines, students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

The Subject Area 5 laboratory must support learning by exposing students to scientific inquiry, the empirical nature of science, and hands-on experiences in any instructional modality (see 3.2).

Three semester (or 4 quarter) unit science courses with an embedded laboratory may be used to meet the laboratory requirement as long as the minimum unit value is met for Subject Area 5. Stand-alone laboratories shall be a minimum of 1 semester (or 1 quarter) unit and shall have a prerequisite or co-requisite of the associated lecture course.

Subject Area 6 Ethnic Studies

3 semester units (4 quarter units).

One course in this subject area.

Area Label	Course	Unit Requirement
Area 6	Ethnic Studies	3 semester or 4 quarter units

This lower-division, 3 semester (4 quarter) unit requirement fulfills Education Code Section 89032. The requirement to take a 3 semester (4 quarter) unit course in this area shall not be waived or substituted.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latino/a American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicano/a Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

As described in Article 6, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Subject Area 6 requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2, ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for Subject Area 6 credit shall also fulfill (double count for) this requirement.

Article 5. Transfer and Articulation

This article pertains to the single GE transfer pattern for students with full Cal-GETC certification from the CCC's, and transfer coursework from institutionally accredited colleges and universities.

5.1. Premises of GE Transfer and Certification

5.1.1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

5.1.2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

5.1.3. There shall ordinarily be a high degree of reciprocity among institutionally accredited colleges or universities unless there are specific indications that such reciprocity is not appropriate.

5.2. Conditions for Participation in Cal-GETC Certification

CSU campuses may continue to articulate courses that meet GE requirements from other institutionally accredited colleges or universities. However, only CCC's may participate in the annual Cal-GETC certification process, subject to the following provisions:

5.2.1. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

5.2.2. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this policy and any additional objectives implemented by the CSU chancellor.

   a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding and appreciation as interrelated elements, not as isolated fragments.

   b. A course or an integrated set of courses that meet multiple GE objectives may be used to satisfy Cal-GETC requirements.

   c. A course approved to meet multiple GE areas shall only fulfill one Cal-GETC area requirement for certification.

   d. Units earned through an integrated set of courses may be distributed among different GE areas, as appropriate.

5.2.3. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain lists of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.

   a. Each entry on each list shall specify the area to which the course or examination relates, and the number of units associated with each area.

   b. The certification course list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the official course outline of record. If a course is part of an integrated set of

courses, the submission shall identify the set and describe how the course complements the others in the set.

   c. A copy of each list shall be made available in electronic form to any CSU campus or institution.

   d. The CCC shall be responsible for periodically reviewing its portion of the certification course list to assure that entries continue to be appropriate and to meet the GE area objectives.

   e. The CCC shall report certification for individual students to the CSU in an appropriate format.

5.3. Cal-GETC Certification Requirements

5.3.1. Definition

Cal-GETC certification indicates that a CCC transfer student has met CSU lower-division GE requirements.

5.3.2. Full Certification

   a. **Fulfillment of Lower-Division Requirements**
Students admitted to a CSU campus with full certification shall not be held to additional lower-division GE requirements.

   b. **Additional Lower-Division Graduation Requirements**
Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree. For Associate Degree for Transfer (ADT) students on a similar pathway, campus graduation requirements shall be accommodated within the remaining 60 units to graduate.

   c. **Qualification for Full Certification**
To qualify for full certification, a student must satisfactorily complete 34 lower-division semester units, or 45 quarter units, of instruction appropriate to meet the objectives of Articles 3 and 4. California Community College (CCC) GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows:

      i. In Subject Area 1, 9 semester units (or the quarter equivalent), including instruction in English composition, critical thinking and composition and oral communication.

      ii. In Subject Area 2, 3 semester units (or the quarter equivalent) in mathematical concepts and quantitative reasoning.

      iii. In Subject Area 3, 6 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.

      iv. In Subject Area 4, 6 semester units (or the quarter equivalent) in social and behavioral sciences, with two courses from two academic disciplines or an interdisciplinary sequence.

      v. In Subject Area 5, 7 semester units (or the quarter equivalent), with one course in physical science and one course in biological science, and one of the two courses must be associated with a 1 semester (1 quarter) unit laboratory.

      vi. In Subject Area 6, 3 semester units (or the quarter equivalent) in ethnic studies.

5.3.3. Approved Associate Degree for Transfer

Students are considered certified for lower-division GE if they successfully complete and are awarded a California Community College (CCC) Associate Degree for Transfer (ADT) that includes Cal-GETC certification, as specified in Article 2, Section 1.

5.3.4. Certification of Cal-GETC Courses and Non-California Community College Courses

a. A CCC may certify coursework completed at another CCC if the courses were on the approved certification list at the CCC. The course shall be certified in the Cal-GETC area that is on the official certification list for the CCC at which the course was completed.

b. A CCC may include upper-division courses taken at institutionally accredited colleges or universities in certification of Cal-GETC.

c. Coursework completed at institutionally accredited colleges or universities shall be reviewed for certification purposes by the CCC faculty in the discipline or their designee (e.g., Articulation Officer) to determine if the course is comparable to current Cal-GETC subject area requirements.

d. CCC's may certify coursework taken at institutionally accredited colleges or universities if the CCC faculty in the discipline or their designee (e.g., Articulation Officer) of that CCC determines that the coursework is equivalent to the coursework on their college's official Cal-GETC certification list.

e. If the comparable non-CCC course was completed prior to the CCC course's Cal-GETC effective date and meets current Cal-GETC subject area requirements, the non-CCC course may be applied to Cal-GETC.

5.3.5. Maximum Number of Credits Allowed for Certification

Full certification shall not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer (ADT).

a. Limit on Certification on Total GE Units
A CCC shall not certify a student for more than 34 semester units or 45 quarter units. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 34 semester units or the quarter equivalent.

b. Restrictions on Certification of Upper-Division Courses
No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409).

5.3.6. GE Reciprocity Among CSU Campuses

a. **Lower-Division Reciprocity**

    i. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

    ii. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

b. **Upper-Division Reciprocity**

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

c. **Subject Area Reciprocity**

   i. Subject area courses accepted for CSU GE requirements at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject area is fulfilled.

   ii. Students seeking to transfer to another CSU campus under the provisions of this section shall be responsible for requesting verification that lower-division GE program or subject area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE requirements in each subject area and shall provide official documentation of such completion.

   iii. Transfer students admitted with documentation of completion of one or more GE areas at another CSU campus may not be held to any additional lower-division GE requirements in that area by the campus awarding the degree.

d. **Reciprocity Limitations**
   The provisions of 5.3.6 do not exempt students from fulfilling unmet lower- or upper- division graduation requirements at the CSU campus awarding the degree or from lower- or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

Article 6. Implementation and Governance

6.1. GE Advisory Committee

Each member of the systemwide Chancellor's GE Advisory Committee (GEAC) shall have an equal vote. The membership shall include:

- At minimum, six CSU faculty to be appointed by the Academic Senate of the CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the Cal State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor for the California State University (CSU) or the executive vice chancellor for Academic and Student Affairs will request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

a. Report as appropriate to the chancellor.

b. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.

c. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.

d. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality GE.

6.2. Campus Responsibility

6.2.1. Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

a. **GE Program Development**

   i. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.

   ii. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.

   iii. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

b. **GE Course Development**

   i. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.

   ii. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.

   iii. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.

   iv. Consider designing GE courses to be inclusive and open to all students regardless of disciplinary lens, with GE learning outcomes as the primary focus. Upper-division GE courses should generally not be major-level courses with multiple major-level prerequisites.

c. **GE Course Administration**

i. Provide sufficient numbers of Area 1A English composition and Area 2 mathematical concepts and quantitative reasoning course sections to allow first-time, first-year students to complete these requirements in the first year of enrollment.

ii. Review courses approved for GE credit on a regular, periodic basis to assure these courses continue to meet campus GE outcomes and expectations.

iii. Remove GE status from GE courses that have not been offered within a five-year period.

iv. Allow upper-division GE courses to fulfill lower- division GE requirements so long as adequate numbers of lower-division course options are available to students.

6.2.2. Campus GE Committee

The effectiveness of a campus GE program depends on the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this policy.

6.2.3. GE Requirements and the Development of New Baccalaureate Degrees

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate the required GE units, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

6.2.4. GE Academic Advising

Each campus shall provide for systematic, readily accessible academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

a. GE Website
Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: campus GE program requirements, campus and systemwide GE policy, student learning outcomes for GE and courses certified for GE.

b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE subject area.

6.2.5. GE Review and Assessment

Campuses shall:

a. Develop an assessment plan that:

1. Aligns the GE curriculum with campus GE outcomes;

2. Specifies explicit criteria for assessing the stated outcomes;

3. Identifies when and how each outcome shall be assessed;

4. Organizes and analyzes the collection of evidence; and

5. Uses the assessment results to make improvements to the GE program, courses and pedagogy.

b. Provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should address the meaning, quality and integrity of the campus GE program and how ongoing assessment informs improvements to the delivery of and student learning experiences in GE.

c. Provide for regular periodic review of GE courses for continuing GE approval (see also 6.2.1.c).

History

Executive Order #338 (GE-Breadth Requirements) was approved on October 29, 1980 and has gone through several iterations since then. Timeline of the historical changes and updates.

10/29/1980 – EO 338 established

04/01/1981 – EO 342 established

11/20/1992 – EO 595 supersedes EO 338 and EO 342

06/18/2008 – EO 1033 supersedes EO 595

09/16/2011 – EO 1065 supersedes EO 1033

02/16/2015 – EO 1100 supersedes EO 1065

08/23/2017 – EO 1100 Revised supersedes EO 1100

12/03/2020 – CSU GE Breadth Requirements (EO 1100) Updated (Attached)

05/02/2024 – CSU General Education (GE) Requirements

Authority

This policy is issued pursuant to Education Code 66763, 89032, 66745-66749.7. Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, , 40405.3, 40405.4, 40405.5, and 40508, and the Standing Orders of the Board of Trustees, Section II(a). Section II of the Standing Orders of the Board of Trustees of the California State University as further delegated by the Standing Delegations of Administrative Authority.

All Revision Dates
5/6/2024, 12/3/2020, 8/23/2017

Attachments

[12032020 - CSU General Education Breadth Requirements (EO 1100) Updated.pdf](#)

Approval Signatures

Step Description	Approver	Date
EVC	Nathan Evans: Deputy VC ASA ,Chief Acad Offc	5/6/2024
Area Manager	Christina Cruz: Comm Spclst, Acad & Sdnt Affrs	5/2/2024
Owner	Laura Massa: Interim Assoc VC Acd&Fac Prgms	5/2/2024

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