



Faculty Senate of California State University Maritime Academy

Resolution 22-23/01
September 15, 2022
First Reading/Waiver
Vote (For/Against/Abstain): 13/1/3

OPPOSING THE REDUCTION OF AREA C (ARTS & HUMANITIES) IN THE CSU LOWER DIVISION GENERAL EDUCATION PATTERN

RESOLVED: That the Faculty Senate of California State University Maritime Academy (Cal Maritime) strongly opposes the Intersegmental Committee of the Academic Senates' (ICAS) proposed Cal-GETC Singular GE Transfer Pathway¹, which results in the reduction of critical skills gained through Arts and Humanities courses for all future undergraduates in the California State University (CSU) system; and be it further

RESOLVED: That the Faculty Senate of Cal Maritime strongly supports the letter written by the California State University World Languages Council (attached) that registers the council's "forceful opposition to the major reduction of units in Arts and Humanities in the singular GE pathway"; and be it further

RESOLVED: That the Faculty Senate of Cal Maritime call upon the Academic Senate of the California State University (ASCSU) to work with ICAS to revise the Cal-GETC Common GE Pathway such that the WASC Senior College and University Commission core competencies requirements are met while preserving the current GE Area C requirements; and be it further

RESOLVED: That the Faculty Senate of Cal Maritime call upon the Academic Senate of the California State University (ASCSU) to improve the transparency with respect to the implementation of AB 928, such as a system-wide webinar that will address the following topics:

- a summary of the feedback collected from all of the campuses regarding AB 928 due March 31, 2022,
- an explanation of how that feedback was incorporated into the deliberations by the Special Committee on AB 928 and ICAS, and
- an explanation of the process for discussion and ratification of Cal-GETC and the ASCSU's role in that process going forward;

and be it further

RESOLVED: That the Faculty Senate of Cal Maritime distribute this resolution to:

¹ https://icas-ca.org/wp-content/uploads/2022/06/final_Summary_of_ICAS_actions_on_AB_928_June_152022.pdf

- Academic Senate of the CSU (ASCSU),
- Intersegmental Committee of the Academic Senates (ICAS),
- CSU Campus Academic Senate Chairs, and
- CSU Provosts/Vice Presidents, Academic Affairs

RATIONALE: AB 928 legislates the requirement for a common lower-division GE pattern for transfer students to the California State University (CSU) system and the University of California (UC) system of no more than 34 units, which is six units less than the current CSU GE lower-division course requirements laid out in EO 1100. Although the bill targets transfer students, the consequence of this legislation is the transformation of the lower-division GE requirements for the entire CSU. The Intersegmental Committee of the Academic Senates (ICAS) was given the responsibility of creating a proposed common GE pathway that would be informed by feedback from the member systems (CSU, UC, and the California Community Colleges)

Thus far, the mechanisms for feedback from campuses and how the feedback would inform the development of the common GE pathway has been unclear. From January through March 2022, feedback from the CSU campuses was collected by the ASCSU with the purpose of informing the discussion of the Special Committee of ICAS. However, campus senates did not receive a summary of the feedback or how it was used to inform those discussions. In addition, the ASCSU passed Resolution AS 3530-22/APEP/AA² “Recommendation for a Singular General Education (GE) Transfer Pathway” in the March 2022 Plenary with a first-reading waiver. The decision to pass the resolution in this fashion precluded the ability to solicit feedback from campus constituents prior to voting on this consequential resolution, which seemingly prioritized the Golden Four courses (A1 Oral Communication, A2 Written Communication, A3 Critical Thinking, and B4 Quantitative Reasoning) over all other GE Areas. The passage of this resolution without the opportunity for constituent feedback through the first reading raised concerns about how campus feedback was being used in the decision-making process, as illustrated by the resolution passed by the Academic Senate of CSU Chico “California State University Chico Academic Senate Opposition of the Second Read of Academic Senate of the California State University Resolution AS3530-22/APEP/AA” in April 2022.

The Cal-GETC proposal released in May 2022 by ICAS reflects this prioritization of the Golden Four courses with the addition of the Oral Communication course requirement for the UC system, while eliminating 3-units from Arts and Humanities and entirely eliminating GE requirements for Lifelong Learning and Self Development. However, GE Areas A2 (Written Communication), A3 (Critical Thinking), C1 (Arts), and C2 (Humanities, including Languages Other than English) provide foundational and indispensable knowledge and skills that directly support the mission of the CSU and California State University Maritime Academy (Cal Maritime). In addition, it is sometimes incorrectly assumed that the Golden Four are non-negotiable since they are WSCUC core competencies, however WSCUC does not require specific courses.³ The core competencies are learning outcomes, embedded throughout all of GE, which may be met through specific

² <https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2021-2022/3530.pdf>

³ <https://www.wscuc.org/handbook/#4--educational-quality--student-learning--core-competencies--and-standards-of-performance-at-graduation>

coursework, except where otherwise required by law or policy. These considerations have the led the Faculty Senate of Cal Maritime toward the recommendations made by this resolution.

ATTACHMENTS:

- a. Letter from the California State University World Languages Council regarding its opposition to the proposed Cal-GETC singular GE transfer pathway.



CALIFORNIA STATE UNIVERSITY WORLD LANGUAGES COUNCIL

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August 30, 2022

We, the undersigned members of the CSU World Language Council, representing the World Language Departments of all 23 campuses of the California State University system, wish to register our forceful opposition to the major reduction of units in Arts and Humanities in the singular GE transfer pathway as recommended by the Special Committee on AB 928 in its March 7, 2022 memo to the Intersegmental Committee of Academic Senates (ICAS) and subsequently approved by ICAS on April 25, 2022.

CSU currently requires 9 units of lower-division Arts and Humanities in the GE C category: 3 in Arts (C1); 3 in Humanities (C2); and 3 in either C1 or C2 (on some campuses this third course is referred to as C3, yet topically it is still either C1 or C2). The current recommendation deletes the third course, leaving only 3 units in Arts and 3 units in Humanities.

"Humanities" covers a vast number of disciplines, including languages, history, literature, philosophy, et cetera. This recommendation could put the various fields in fierce competition, to the detriment of all. For the vast majority of students, lower division GE courses are the only way they receive exposure to languages other than English (LOTE). Previous reforms have already whittled down the opportunities for students to become proficient in languages and cultures, and **this latest effort will effectively put language study, and many language programs, in serious jeopardy**, contradicting the mission, vision, and values of the CSU.

It also has to be noted that California's demographic has changed fundamentally in the last twenty years. The recent 2020 census indicates that 27% of California residents are foreign born, and public and private organizations are in urgent need of multilingual personnel with multicultural perspectives. The State Department of Education recognizes the need, and is promoting the Global California 2030 Initiative, which has the goal of ensuring that by 2030 at least one half of all K-12 students participate in programs leading to proficiency in two or more

languages. According to the State Superintendent of Public Instruction, "To better prepare students to succeed in the changing economy and to strengthen California's own rich mixture of cultures and languages, **California needs to vastly expand opportunities for students to learn a second and possibly even a third language.**"

In this context, CSU students need more exposure to language study, not less. This is as much a question of access as of equity. Students in the UC system must demonstrate proficiency in a Language other than English as a graduation requirement; the required proficiency level ranges from a minimum of intermediate for most students (equivalent to three or four college semesters of study) to advanced (six quarters or more) at some campuses and for some majors. The CSU has no such requirement, and instead relies on high school programs -- which greatly vary in quality, resources, and types of languages offered. Students at universities with greater resources and students from higher socioeconomic backgrounds will continue to have access to comprehensive language training. **Reducing our students' ability to gain language and culture proficiency effectively puts our students at a disadvantage.** If the CSU system is serious about serving our students and the state, then we should adopt a language graduation requirement as recommended for the UC system.

Exposure to the humanities, in particular to languages and cultures, is essential as we prepare our students to become empathetic humans, able to make intellectual, moral, and ethical sense of the world in which we live. A foundation built on the ability to understand the human experience in any culture, in any part of the world, will help our students become citizens of the world, capable of addressing the challenges we face as communities and as nations. **Removing the third GE C courses will effectively eliminate one of the pathways students take to minor or major in a language** and to learn about the cultures with which they will deal in their communities and professional lives.

As we all know, there have been major cuts to humanities and languages in public universities nationwide. Humanities and languages in UC will continue to flourish, as UC administrators recognize their value. In CSU, where budgets are so tight, some fields are considered expendable.

Given the language and cultural diversity of California, the proposed reduction in Arts and Humanities GE directly contradicts the mission of the CSU, which seeks to "advance and extend knowledge, learning, and culture, especially throughout California" and "prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future." **The CSU cannot declare that we are committed to pursuing social justice and the public good or serving first-generation, low-income, and/or immigrant college students and families if we effectively promote an English-only education in a state in which almost 40% of its population speaks another language at home.**

For all of these reasons, we, the undersigned members of the CSU World Language Council, vehemently oppose the ICAS recommendation, and exhort you to prioritize the Humanities in general, and language and culture study specifically.

Signatories

- Adrián Pérez-Boluda**, Chair, Dept. of Modern and Classical Languages and Literatures, CSU Northridge
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