



CALIFORNIA STATE UNIVERSITY, LONG BEACH

OFFICE OF THE ACADEMIC SENATE

MEMORANDUM

October 24, 2022

TO: Beth Steffel, Ph.D.
Chair of the Academic Senate of the California State University (ASCSU)

FROM: Pei-Fang Hung, Ph.D., CCC-SLP
Chair of California State University, Long Beach (CSULB) Academic Senate 2022-2023

SUBJECT: Response to Resolution AS-3565-22 of the Academic Senate of the California State University (ASCSU) on the Proposal of the Intersegmental Council of Academic Senates (ICAS) for a California General Education Transfer Curriculum (Cal-GETC)

Dear Chair Beth Steffel:

This memorandum is based on a town hall meeting on October 6th, 2022 and was approved by the Academic Senate of California State University, Long Beach (AS CSULB) on October 13th, 2022.

As a preamble, the AS CSULB would like to register our objections to the California legislature's AB 928 and the proposed Cal-GETC on three grounds:

- We object to AB 928 because the legislature should not be making decisions about the curriculum at the California State University. Such decisions should be made by faculty, not legislators or third-party coordinators, since faculty understand the needs of students much better.
- We object to AB 928 because students and advisors are already struggling with advising to multiple GE patterns and AB 928 will only complicate the situation even more (without any additional resources).
- We object to the proposed Cal-GETC because it proposes cutting in the area of the arts and humanities. As the last two years of the pandemic and the divided political climate in our country demonstrate, the arts and humanities are particularly important: They allow us to address multiple intelligences such as spatial-visual, bodily-kinesthetic, musical, literary, interpersonal, intrapersonal, and existential intelligence. They helped many students and faculty, and the citizens of California, to deal with the stress of the

pandemic. They produce students who are engaged citizens with more open world views as well as diverse and divergent thinking.

The ICAS seems to think of these areas as a luxury or escape, but actually they are an important path into the workforce (esp. in Southern California) and to a good life. The arts and humanities promote collaboration, curiosity, empathy, global literacy, and the ability to articulate diverse and divergent thoughts and viewpoints. They align with the CSU's focus on equity, diversity, inclusion, and accessibility in terms of culturally responsive pedagogy that reflects the integration of personal and cultural expression—the explicit goal of the legislature's previous intervention into the CSU curriculum with the Ethnic Studies requirement. In addition, the arts and humanities offer important skills that get students jobs, prepare them for careers, and contribute to their social mobility.

We realize that AB 928 has already been approved and signed, and we realize that rejection of Cal-GETC was not one of the options, but we feel that it is still important to register our disapproval since the legislation inflicts grievous harm on our students' education.

In terms of the specific Cal-GETC proposal, therefore, the AS CSULB discussed ways to reintegrate more arts and humanities into the 34 units of GE allowed by AB 928. Three proposals in particular were debated at length:

1. Oral Communication could be integrated back into the category of Written Communication and Critical Thinking, freeing up three units to add back to the category Arts and Humanities. Thus, GE would require one course (3 units) in Arts, one course (3 units) in Humanities, and one additional course (3 units) in either.
76% of the votes cast by the AS CSULB support this proposal (Yes=38; No=12).
2. The category of Oral Communication could be expanded to include Languages Other Than English (LOTE). Thus, Arts and Humanities would still lose three units in their own category, but at least foreign language programs would not be quite as decimated as they would be under the current proposed Cal-GETC.
74% of the votes cast by the AS CSULB support this proposal (Yes=39; No=14).
3. The category of Written Communication and Critical Thinking could be expanded to include information and media literacy. These literacies are particularly important at a time when political division is often based on faulty assessment of news sources. Primary sources of news and information have become predominantly sourced from unvetted open access media channels resulting in highly degraded public discourse. Solving problems in a functioning democracy requires a well-informed citizenry. We are faced with a crisis of misinformation that threatens our ability to work collectively to solve critical problems.
69% of the votes cast by the AS CSULB support this proposal (Yes=38; No=17).

In addition, the AS CSULB discussed the possibility of developing two GE Pathways: one for transfer students and one for first-time, first-year (freshmen) students. Since the UCs are taking this route, there seems no inherent reason the CSUs couldn't as well. In that case, the AS CSULB might recommend using the Cal-GETC proposal (hopefully amended as described above) for transfer students while maintaining the GE pattern from EO 1100 for the CSUs. On the other hand, some faculty voiced the opinion that two distinct GE Pathways at the CSUs would be an advising nightmare and that they would create a new kind of segregation with two degrees of different value.

65% of the votes cast by the AS CSULB support this memorandum (Yes=33; No=18).