

**CAL POLY HUMBOLDT**  
**University Senate**  
**Sense of the Senate Resolution on Cal Poly Humboldt's Support of the**  
**Proposed California General Education Transfer Curriculum (Cal-GETC)**

XX-22/23-EX – October 25, 2022

## **DRAFT**

**WHEREAS:** The University Senate of Cal Poly Humboldt firmly believes that the curriculum is the purview of the faculty and not the legislature; and

**WHEREAS:** Any reduction of General Education Units in a common curriculum for transfer represents a erosion of breadth and a lost opportunity for exploration for our transfer students; and

**WHEREAS:** We do believe a common General Education Transfer curriculum from the California Community College (CCC) System to either the University of California (UC) system or the California State University (CSU) system is good for students and families; now, therefore, be it

**RESOLVED:** That the University Senate of Cal Poly Humboldt generally supports the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC proposal, and be it further

**RESOLVED:** That we suggest the following changes be made to the proposal to ensure flexibility within the Cal-GETC pathway and to minimize the workload associated with articulation between systems due to curricular changes that change only the structure (units) of courses without changing the content or pedagogy.

- The IGETC Areas should be satisfied by completed units, not complete courses. By specifying that a particular sub-area is to be completed by a single course is too prescriptive. For instance, IGETC Area 3A should be able to be satisfied by 3 1-unit courses or by a single 3-unit course, likewise, IGETC Area 5C should be able to be completed by taking either an integrated lab course as a component of either a Physical or Biological Science course, or by way of a separate 1-unit lab course.
- The learning outcomes of IGETC Area 1B courses , Critical Thinking & Composition, should be flexible enough to include courses that currently count for critical thinking credit in the UC and CSU systems.
- The learning outcomes for all Areas should value applied learning and skill building. This is particularly true of IGETC Areas 1C, Oral Communication, and 3C, Arts. The learning of *how to* is critical to a 21st century education and central to the mission of the CSU..

and be it further

**RESOLVED:** That this resolution be distributed to the ASCSU so that they can provide our feedback to ICAS, which will inform the final transfer curriculum.