

**Summary of Intersegmental Committee of the Academic Senates (ICAS)  
Actions on Assembly Bill 928  
June 15, 2022**

Background

The California Master Plan for Higher Education stipulates different roles or purposes for the different segments (California Community Colleges [CCC], the California State University [CSU], and the University of California [UC]) of higher education. The Master Plan embraces successful transfer from community colleges to a four-

(1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023.

(2) Commencing with the fall term of the 2025–26 academic year, the singular lower division general education pathway established pursuant to paragraph (1) shall be the only lower division general education pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to the California State University and the University of California.

(3) The singular lower division general education pathway established pursuant to paragraph (1) shall not lengthen the time-to-degree and shall not include more units than is required under the Intersegmental General Education Transfer Curriculum on July 31, 2021.

In sum, the statute stipulates that there be one lower-division general education curriculum pattern for transfer that does not lengthen the time to degree and does not require more units than currently required (34 units) under IGETC. The process by which this will be determined is through ICAS. If ICAS is unable to complete the task, administrations of the respective segments

ICAS also conferred with:



IGETC Area	Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course	

# The Necessity of the Oral Communication Requirement in General Education

January 10, 2022

When Governor Gavin Newsom signed AB 928 into law on October 6<sup>th</sup>, 2021, he remarked, “We’re turning commitments into reality by ensuring that our students have more access to high-quality educational opportunities, creating a change of course for generations to come and bolstering California’s innovation economy. Everyone deserves a shot at the ‘California Dream’ — we’re eliminating equity gaps and increasing opportunities at our universities to make those dreams a reality for more California students.”

In order to achieve that promise, we must preserve the current Oral





### **3. Oral Communication Instruction Must be a Dedicated, Stand**





curriculum (Smith, 2013). Oral communication courses teach students communication practices for building interpersonal relationships, ways to communicate their questions and needs, and the ability to research and create effective messages to garner academic support.

Many oral communication courses build on Yosso's (2005) Community Cultural Wealth model which offers a strengths-based perspective in recognizing the forms of capital that are important for students' college success. Colleges and universities can strengthen students' social and navigational capital through oral communication practices of self-reflection, audience analysis, and research practices for academic and career success.

In oral communication, we teach about navigational capital which equips and empowers students to overcome and adapt to the norms and expectations of the college environment. First-generation students often express challenges with navigating the institution (e.g., not knowing which classes to take). This acquired skill set is crucial for student success as campus resources and programs provide information and connections which translate to the acquisition of navigational capital and in turn promotes social capital (Luedke, 2019; Yosso, 2005).

Maintaining an oral communication requirement in lower-division coursework for two-year and four-year institutions, especially with its emphasis on professional development, could be essential for successful employment within the state since low income and first-generation college students, a large share of both the CC and CSU student body, are four times as likely to leave college after their first year as compared to students who do not share these experiences and most do not have the same access to interview advice from family members (Meertins, 2021). Further, many students from these demographic backgrounds, who start at a two-year institution, do not move on to a four-year (Engle & Tinto, 2008). It is important that students continue to benefit from a first-year oral communication course where they will gain vital knowledge and experience that can aid them in their professional pathways. If this opportunity is

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## **Oral Communication and Accreditation Demands**

### **1. Oral Communication is a Core Institutional Learning Outcome**



A great example of this can be seen within all CSU Nursing Departments. CSU Executive Order 1084 established the “Golden 8,” which is a list of eight prerequisite courses that must be completed to be accepted into a CSU Nursing Program. One of

## References

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sensitivity to diversity, understanding values and ethics, cultivating a sense of belonging, and thinking critically.

Considering the great strides made in social justice and equity in the past decades in the United States, marginalized groups remain at a considerable disadvantage. Without communication, repetitive patterns of oppression and resistance will continue. Nobel Peace Prize Winner, Malala Yousafzai, was denied the basic right to education. As a young girl, she discovered that her greatest power was her voice. This is a recurring theme in the discipline of Communication Studies in which historic rhetoricians, such as Martin Luther King, Jr., Cesar Chavez, Barbara Jordan, Thurgood Marshall, Abraham Lincoln, Maya Angelou, Susan B. Anthony, Nelson Mandela, and Mahatma Gandhi rise to levels of prominence and transcend their relevance through having the capacity for oratory; recognizing the importance of social change, many of them risked their lives. All students should have the ability to learn about the timeless, enduring fact that anyone on the globe can participate simply by speaking up and speaking out. For groups that have been historically marginalized, communication is the only means for change. Further, communication can defy sexism, racism, ableism, ageism, classism, and other forms of prejudice and discrimination, including against LGBTQIA individuals, by revealing the inequities that exist and focusing on solutions. Malala was jointly awarded the Nobel Peace Prize with Kailash Satyarthi, an Indian children's rights activist; the shared designation between a child from Pakistan and an adult from India signifies the transformative power of communication to heal conflict; further, the ability for communication to reveal shared principles was recognized by the Norwegian Nobel Committee, with their statement that the prize was awarded to both diverse recipients, "for their struggle against the suppression of children and young people and for the right of all children to education" (NobelPrize.org). All students in Communication Studies are exposed to Martin Luther King, Jr. who expanded upon the work of other social activists; the coalescence of his understanding is examined for both what he conveyed and how he chose to convey it. As one of the greatest communicators of all time, he was routinely capable of eloquently expressing why communication is vital. In responding to a reader in his Advice for Living column, King stated,

"Love builds up and unites; hate tears down and destroys. The aftermath of the 'fight fire with fire' method which you suggest is bitterness and chaos; the aftermath of the love method is reconciliation and the creation of the beloved





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