



California
Community
Colleges

Transfer Counselor
Website

CalGETC & AB928

The Aftermath

Equity, Access and Counseling Practice in

California's New Transfer Era





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How would you describe advising under CalGETC so far?

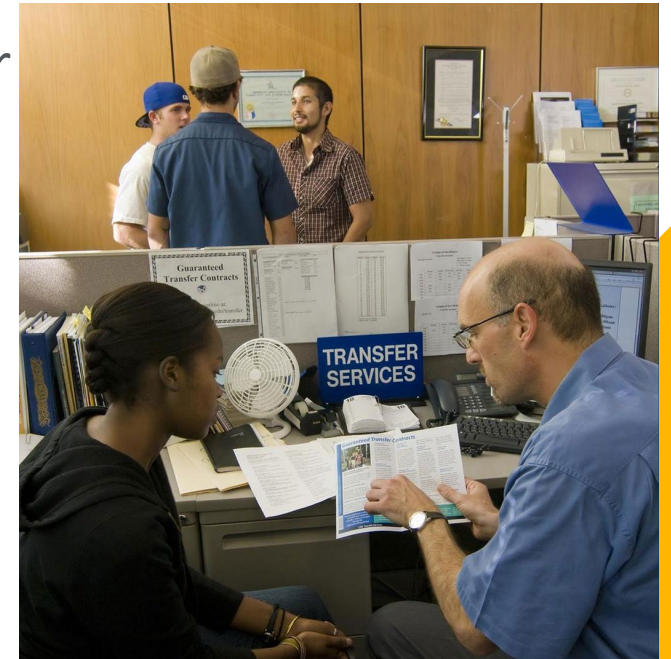
- A) Mostly clear and manageable*
- B) Transitional but workable*
- C) Frequently confusing for students & counselors*
- D) Still evolving/unclear*

AB 928: Student Transfer and Achievement Reform Act of 2021

- Effective Fall 2025
- Single streamlined lower-division general education pathway to the UC and CSU
- Intersegmental committee to develop and establish standards for pattern and included coursework
 - 34 Unit Lower Division General Education → CalGETC
- Automatic ADT Placement
 - Students who declare a goal of transfer and have chosen a major where an ADT exists will be placed on the ADT Pathway
- Aim to reduce excessive units, simplify the transfer process, increase the number of students who transfer and earn degrees, and ensure equitable access.

Implementation Issues: What we're seeing

- **Loss of Previously Approved GE Courses**
 - Some courses that previously satisfied GE requirements under CSU GE or IGETC are no longer included under CalGETC.
- **Rigid course Categories and Limited Options**
 - **CalGETC categories very rigid**, especially due to UC course content requirements
- **Transitional Confusion for Continuing Students**
 - Which pattern to students follow?
 - Counseling Courses as part of CSU-GE
 - Impact to other faculty with Area E courses
- **Policy Timing Conflicts**
 - CalGETC start vs. Catalog Year
- **Certification and Interpretation Inconsistencies**



- **Analyzing Implementation and Equity Outcomes**
 - Counseling based strategies that promote informed choice
- **Equity-related Advising Challenges**
 - Overlapping GE Patterns, Legacy Coursework, OOS/Private coursework
- **Unintended Consequences**
 - Lessons learned
- **Strategize options and solutions**
 - Equity minded approaches and advocacy
 - Reflections from the field

What did you experience?

Comments from participants

Share your experiences and challenges related to the current slide in the chat

Before we end, we'll share solutions and options to concerns raised.



Loss of Previously Approved GE Courses

Courses that previously satisfied GE requirements under CSU-GE or IGETC are no longer included under CalGETC.

- Oral Communication (Interpersonal, Group, Survey, Debate)
- Critical Thinking (Logic, Argumentation & Debate, Reasoning & Problem Solving)
- Math (Math for Elementary teachers, Liberal Arts Math, Personal Finance, Trigonometry)
- Options within Ethnic Studies
- Arts (All activity based: Drawing, Ceramics, Intro to Acting, etc.)
- Humanities (Languages at 1st level),
- Lifelong Learning: (Counseling, Health Education, Psychology)

Student Impact

Students may experience:

- Difficulty enrolling in required courses
- Limited scheduling flexibility
- Additional coursework and/or longer time to completion

Students balancing work, caregiving responsibilities, or part-time enrollment are especially affected.

Equity Reflection

- Their removal from GE pathways may disproportionately affect **first-generation students navigating the college system.**
- **Time and Money**

Student Example 1

Student in a multi-college district took Math 100: Liberal Arts Mathematics in Spring 2025.

Course was approved in IGETC Area 2

Student did not pass

Repeated course in Fall 2025 for Fall 2026 transfer

Course was not carried over to CalGETC

Counselor noticed this on the ADT Verification check

Student needed to enroll in another qualified math course

12 week late start Statistics course.

Case Study: The Returning Student + GE

Alyssa began community college in **2022** with a goal of transferring to a CSU and earning an **AA-T degree**.

By Spring 2024 she had completed **most of the CSU GE Breadth pattern**, including:

- Written Communication, Critical Thinking, Oral Communication, Mathematics, and Most Social Science and Humanities courses.
- She was **one course away from completing CSU GE**.

However, Alyssa needed to step away from college in Fall 2024 for **one year due to family and work responsibilities**.

She returns in **Fall 2025** ready to finish her degree. During her counseling appointment she learns that:

- Her AA-T program now requires **CalGETC certification**
- Some of her completed GE courses do not apply in the same way under the new pattern
- She now needs **additional GE courses she did not expect to take**

Alyssa responds:

"I thought I was almost done with GE. Why do I suddenly need more classes?"

Key Advising Questions

This scenario raises several important questions for counselors:

- How should advisors support students who began under previous GE frameworks?
- What options exist when students are caught between policy systems?
- How can counselors help students identify the most efficient pathway forward?

Equity Reflection

Students who stop out of college for work, family, or financial reasons are more likely to encounter these policy transitions.

As a result, implementation challenges may disproportionately affect:

- working students
- caregivers
- first-generation college students
- students with interrupted enrollment patterns

Certification & Interpretation Inconsistencies

Another issue emerging across campuses involves **variability in certification practices**.

Examples include:

- Differences in CCC American Institutions certification
- Inconsistent interpretation of LOTE certification
- Variation in pass-along certification practices
- Differing treatment of CCC courses versus out-of-state coursework

UCOP Memo (dated Sept 15th, 2025)

Questions: Contact Molly Thompson from UCOP at molly.thompson@ucop.edu

- LOTE no longer a required certification area of CALGETC (like IGETC)
- The new CALGETC certification form will have LOTE certification as a option to select
 - Counselor committee recommends that you meet with your campus Articulation Officer and Admissions & Records Staff to amend the CALGETC certification form
- LOTE remains as a graduation requirement for many UC colleges/majors
- Questions: Contact Molly Thompson from UCOP at molly.thompson@ucop.edu

➤ UC campuses that will accept the CALGETC w/ LOTE certification

- UC Davis
- UC Irvine
- UCLA
- UC San Diego (Revelle and Roosevelt)

➤ UC campuses that do not require the CalGETC w/LOTE certification

- UC Berkeley (will require one year of FL courses to be taken at UCB or alternatives)
- UC Riverside
- UC Santa Barbara
- UC Santa Cruz

➤ UC Merced: students need to contact the campus Office of Undergraduate Admissions directly at: admissions@ucmerced.edu

Examples of UC Language Graduation Requirements (w/out LOTE certification)

UCLA: College of Letters and Science

Proficiency in a foreign language is required as part of the general education requirements of the College. Proficiency may be demonstrated in one of the following ways: 1) by completing a college-level foreign language course equivalent to **level 3 or higher at UCLA with a C or better or Passed grade**; 2) by scoring 3,4 or 5 on the College Board Advanced Placement foreign language exam in Chinese, French, German, Italian, Japanese or Spanish, or scoring a 4 or 5 in Latin, thereby earning College credit; or 3) **by presenting a UCLA foreign language departmental examination score indicating competency through level 3.**

UCSB: College of Letters and Science

Foreign language is a general education requirement for all majors in the College of Letters and Science. It may be satisfied in one of four ways:

- **Completing the third quarter (Language 3) in a foreign language at UCSB** or an equivalent course at another college or university (students fulfilling the requirement with this method will require 184 overall units for graduation);
- Earning a score of 3, 4 or 5 on a College Board AP exam in a foreign language; earning a score of 5, 6 or 7 on a Higher Level IB exam in a foreign language; or achieving one of the following minimum scores on an SAT Subject Test in a foreign language: Chinese with Listening—570; French/French with Listening—590; German/German with Listening—570; Modern Hebrew—500; Italian—570; Japanese with Listening—570; Korean with Listening —550; Latin—580; Spanish/Spanish with Listening—570;
- Completing the third year of one language in high school with a GPA of at least C for the third-year course; or
- **Passing a UCSB foreign language placement examination at the appropriate level.**

Policy Timing Conflicts

Implementation timelines can create situations where a course counted for GE at one moment but not later.

Examples counselors have raised include students who:

- CalGETC Start Date vs. Catalog Rights
- Took a GE course that counted under one pattern
- Repeated the course later when that same course no longer counted toward CalGETC

Student Impact

- Students may need to take additional coursework even after repeating the same class.

Additional Aftermath.....

- CSU also changed to CalGETC
 - Approval for CSU GE courses, particularly in Area A, now Area 1
 - Same courses with renumbered categories?
 - Navigating CSU → CCC → CSU vs. CSU → CCC → UC
- OOS course evaluations - more rigid and complex process
 - CC has more rigid approval process for word count than CSU
 - Impact to ADT / CalGETC Certification?
- Course repetition for prior IGETC approved course
 - Course may no longer be CalGETC approved
 - Option for grade improvement → Academic Renewal?

What did you experience?

Comments from participants
Share your experiences and challenges
Share solutions to implementation!



Other Options and Solutions

- Create Counseling course in Area 4
 - Will need to be more theory focused and identity development based
 - Can also focus on the social cultures of higher education systems
 - May include systemic and historical foundations of higher education and impact to underserved students (equity based content)
- CSU Partners
 - What will they accept?
 - Will prior Golden 4 / GE courses be accepted in CalGETC renumbered categories
 - How will then honor CalGETC from CSU → CC → CSU
- UC Partners
 - How will they honor CalGETC from CSU → CC → UC

What Counselors Can Do Now?

Practical Strategies

1. Start GE pathway conversations early

Help students understand differences between legacy GE patterns and CalGETC.

2. Conduct proactive audits for continuing students

Identify students who may be close to completing IGETC or CSU-GE.

Confirm process for certifying students who met IGETC or CSU-GE prior to leaving the college.

3. Coordinate messaging across campus offices

Ensure counseling, articulation, and transfer centers provide consistent guidance.

4. Document advising cases that reveal policy gaps

These examples are essential for informing system-level discussions.

5. Understanding and implementing policy memos

Examples from CalGETC Standards (<https://www.asccc.org/content/cal-getc-version-13-updates>), LOTE, Pass-Along, communication from AO/Curriculum.

Clarifying what counts and what doesn't

Check most recent CalGETC standards

- **Carryover of prior completed GE requirements**
 - Version 1.2 (5.1.1) contained a provision that allowed for acceptance of any course that carried IGETC approval when taken prior to Fall 2025 as long as the course was included in Cal-GETC for the corresponding area (Intersegmental Committee of Academic Senates, 2024)
 - Version 1.3: This new provision also allows for **any IGETC Subject Area 1C course taken prior to the fall 2025 term to count toward Cal-GETC Area 1C certification regardless of the course's inclusion in, or exclusion from, Cal-GETC (Intersegmental Committee of Academic Senates, 20225 p.32).**
 - For example, a course that was taken in fall 2023 that was included in IGETC 1C that term could be used for Cal-GETC 1C certification.
- **Partial Certification**
 - The UC system allows partial Cal-GETC certification for UC campuses that accept Cal-GETC as covering lower division GE
 - UC-bound students can defer two GE courses until after transfer as long as they are not from Subject Areas 1 (English Communication) or 2 (Mathematical Concepts and Quantitative Reasoning)
 - The CSU system is currently opposed to partial certification of Cal-GETC, including Cal-GETC for STEM
 - Discussions are ongoing

What the System Needs to Hear

Advocacy

Counselors are uniquely positioned to identify where implementation challenges are affecting students.

Issues that may require statewide attention include:

- Clearer guidance on course repetition and GE eligibility
- Consistent certification practices across CCC campuses
- Transitional protections for students caught between GE systems
- Expanded math pathways for non-STEM students
- Reconsideration of the role of student success and counseling courses within GE frameworks



The experiences counselors are seeing now will help shape the next phase of transfer reform.

Comments and Questions

Sharing comments and solutions from the chat
Answering additional questions

