

THIRD READING

Bill No: AB 1769
Author: Ramos (D), et al.
Amended: 8/21/26 in Senate
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 7/1/26

AYES: Pérez, Ochoa Bogh, Cabaldon, Choi, Cortese, Gonzalez, Reyes

SENATE APPROPRIATIONS COMMITTEE: 7-0, 8/13/26

AYES: Cervantes, Seyarto, Cabaldon, Dahle, Grayson, Richardson, Wahab

ASSEMBLY FLOOR: 78-0, 5/26/26 - See last page for vote

SUBJECT: Student transfer: tribal colleges

SOURCE: California Indian Nations College
Table Mountain Rancheria

DIGEST: This bill requires the California State University (CSU) and California Community Colleges (CCC) that offer a baccalaureate degree, and requests the University of California (UC), to develop and implement transfer and articulation pathways for students attending California tribal colleges and universities (TCUs).

Senate floor amendments of 8/21/26 add intent language related to associate degree for transfer, replace Board of Governors references with the Community College District, replace reference to the California Articulation Number system with Course Identification Numbering System and the Common Course Numbering Project, and clarify that an articulation agreement does not require a public postsecondary educational institution to accept a student who does not meet minimum transfer requirements.

ANALYSIS:

Existing Federal law defines “Indian tribal government” as the governing body of any tribe, band, community, or group of Indians, or (if applicable) Alaska Natives,

as determined by the Secretary of the Interior, to exercise governmental functions. (Title 26, United States Code § 7701 (a)(40))

Existing State law:

- 1) Establishes the Donahoe Higher Education Act, setting forth the mission of the UC, the CSU, and the CCC; and defines “independent institutions of higher education” as nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in California and are accredited by an agency recognized by the United States Department of Education. For purposes of any code or statute, a national or regional accrediting agency recognized by the United States Department of Education as of January 1, 2025, shall retain that recognition until July 1, 2029, provided that the accrediting agency continues to operate in substantially the same manner as it did on January 1, 2025. (Education Code (EC) § 66010, et seq.)
- 2) Includes TCUs in the definition of “public institution of higher education.” (EC Section 94858.5(b))

This bill:

- 1) Requires the CSU Trustees and the governing boards of community college districts that offer a baccalaureate degree, and requests the UC Regents, to develop and implement transfer agreements and articulation programs that include general education and transfer curricula to support and enhance the transfer of students attending TCUs to UC, CSU, and CCCs. It also requires, that in developing a transfer agreement or articulation program, the CSU and the CCCs, and request the UC to, work collaboratively with participating TCUs to identify opportunities to align coursework with the California General Education Transfer Curriculum (Cal-GETC), where appropriate.
- 2) Requires that a transfer agreement and articulation program include all of the following:
 - a) Enrollment and resource planning.
 - b) Intersegmental faculty curricular efforts.
 - c) Coordinated counseling.

- d) Financial aid and transfer services.
 - e) Specific efforts to improve diversity.
 - f) Early outreach activities.
 - g) Concurrent enrollment opportunities.
 - h) Support centers.
- 3) Requires the CSU Trustees, the governing boards of community college districts that offer a baccalaureate degree, and requests UC Regents to develop and implement, to the extent capacity is available, concurrent enrollment programs that allow students attending TCUs to enroll in courses offered at UC, CSU or CCC for purposes of expanding opportunities for students attending TCUs to potentially transfer to UC, CSU or CCC.
 - 4) Requires the CSU and CCCs and requests UC in consultation with faculty and other institutional representatives, as appropriate, assess tools, systems, or curricula designed to facilitate student transfer for purposes of building upon those that are most effective in communicating articulation for students attending TCUs that must include the Course Identification Numbering System, the Common Course Numbering Project, the Intersegmental Major Preparation Articulated Curriculum, the General Education Transfer Curriculum, and the Articulation System Stimulating Interinstitutional Student Transfer.
 - 5) Defines “TCU” to mean tribal colleges and universities geographically located in California that are operated by an Indian tribal government, as defined in Section 7701(a)(40) of Title 26 of the United States Code. “TCU” includes, but is not limited to, California Indian Nations College, California Tribal College, and Kumeyaay Community College.
 - 6) States that this bill’s provisions do not require the UC, the CSU, or the CCC to articulate coursework completed at a TCU that is not institutionally accredited by an accrediting agency recognized by the United States Department of Education.

- 7) States that this bill's provisions do not require a public postsecondary educational institution to accept a student who does not meet the minimum requirements to transfer to the institution.
- 8) States Legislative findings and declarations related to the benefits of articulation agreements and effective transfer pathways, as well as encourages evaluation of associate degrees for transfer for students attending TCUs to transfer to public postsecondary educational institutions.
- 9) States that it is the Legislature's intent to facilitate articulation and seamless transfer pathways for students attending TCUs to public postsecondary educational institutions. The goal of developing and implementing transfer agreements and articulation programs is to ensure that students attending TCUs can earn certificates and degrees that allow them greater job-earning potential in the workforce, and to ensure the effective and efficient progression of students attending TCUs when they transfer to UC, CSU, or CCCs, in order to minimize duplication of coursework.

Comments

Need for the bill. According to the author, "Tribal Colleges and Universities (TCU) offer culturally relevant education and serves to bridge the gap in postsecondary education for Native American students. When students who are enrolled at a TCU decide to transfer to one of California's higher education institutions, they may be met with the challenge of ensuring courses they have taken are accepted at their new university. To ensure these students are not burdened by duplicative courses if they decide to transfer, we must work to establish transfer agreements. This would offer a helpful tool when it comes to transferring and aim to ensure effective and efficient progression for these students as they continue their pursuit in higher education."

Accreditation and transferability of coursework. This bill requires the CSU and CCCs and requests the UC to develop transfer agreements, articulation programs, and concurrent enrollment opportunities for students attending TCUs. However, this bill does not establish any minimum standards regarding the accreditation status of participating TCUs. Of the three TCUs specifically identified in this bill, California Indian Nations College is institutionally accredited, while the remaining institutions are not currently accredited or pursuing accreditation. Given that transfer credit determinations and articulation agreements are generally informed by institutional accreditation and academic review processes, the absence of an

accreditation standard may create uncertainty regarding the transferability of coursework and implementation of transfer goals. As such, this bill explicitly states that its provisions do not require articulation of unaccredited coursework.

Development of transfer pathways. According to the California Indian Nations College, students transferring from a TCU often do not know how their coursework will be applied toward degree requirements until after admission because formal articulation pathways generally do not exist. As a result, students may receive elective credit for completed coursework rather than credit that satisfies lower-division general education or major preparation requirements. This bill requires the CSU, CCCs, and requests the UC, in consultation with other involved entities as appropriate, to assess existing tools, systems, and curricula designed to facilitate student transfer. Given that articulation agreements are typically developed through faculty review and ongoing curriculum alignment between institutions, this bill requires that consultation include faculty and other appropriate institutional representatives.

Concurrent enrollment. This bill also requires the public segments to develop concurrent enrollment opportunities for students attending TCUs to simultaneously enroll in courses offered by CSU, UC, and CCCs to the extent capacity is available. The extent to which concurrent enrollment programs are implemented would largely be left to the discretion of the participating institutions.

Existing transfer systems. Public higher education institutions currently have authority to evaluate coursework, establish articulation agreements, and develop transfer pathways with other institutions. This bill requires the CSU, CCCs, and requests the UC to assess existing transfer tools and systems, including the Cal-GETC, as part of developing transfer pathways for students attending TCUs. Ensuring eligible TCUs are able to not only participate in transfer pathways, but are integrated into the Cal-GETC (which is the singular general education pathway for CCC students to fulfill lower-division general education requirements necessary for transfer and admission to both the CSU and the UC), and Assist.org (the official course transfer and articulation system for California colleges and universities) could ease the transfer process for TCU students. This bill identifies these existing resources and requires participating institutions to identify opportunities to align coursework with Cal-GETC, where appropriate, to further the goal of creating seamless transfer pathways for students attending TCUs.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: No

According to the Senate Appropriations Committee analysis, this bill would have the following fiscal impact:

- The UC estimates one-time General Fund costs of \$500,000 and ongoing costs of \$450,000 each year to bring in the California Indian Nations College and future tribal colleges into Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) which is the official course transfer and articulation systems that the CCCs use for transfer, and staff time to develop and implement transfer agreement
- The CSU estimates additional General Fund costs possibly in the low millions of dollars for major preparation articulation, including one-time costs for campuses to evaluate and create major-course articulation for each AA degree offered by participating tribal colleges, mapping degree and course requirements to CSU major preparation and transfer admission expectations. This estimate also includes ongoing costs in the mid to high hundreds of thousands of dollars pertaining to student support services and outreach.
- The Chancellor's Office estimates Proposition 98 General Fund costs of \$600,000 to \$1.4 million each year for the 49 colleges that offer a baccalaureate degree program to implement and maintain transfer agreement and articulation programs including coordinated counseling, financial aid and transfer services, and concurrent enrollment. This estimate assumes a cost of \$15,000 to \$29,000 for each of these colleges. However, the costs could be lower to the extent that the program is integrated within existing resources. The Chancellor's Office also estimates one-time workload costs of between \$13,000 and \$59,000 to assess the Common Course Numbering system, the California Education General Education Transfer Curriculum, and ASSIST to facilitate student transfers from the TCUs. These costs could be higher to the extent this assessment results in updates to these systems to ensure integration.

SUPPORT: (Verified 8/24/26)

California Indian Nations College (co-source)
Table Mountain Rancheria (co-source)
California Teachers Association
Habematolel Pomo of Upper Lake
Morongo Band of Mission Indians
NextGen California
Santa Ynez Band of Chumash Indians
Student Senate for California Community Colleges
Wilton Rancheria
Yuhaaviatam of San Manuel Nation
Yurok Tribe

OPPOSITION: (Verified 8/24/26)

None received

ASSEMBLY FLOOR: 78-0, 5/26/26

AYES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Arambula, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Flora, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Johnson, Kalra, Krell, Lackey, Lee, Lowenthal, Macedo, McKinnor, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

NO VOTE RECORDED: Muratsuchi, Celeste Rodriguez

Prepared by: Olgalilia Ramirez / ED. / (916) 651-4105
8/24/26 12:20:13

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