

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, September 5, 2017

Much of my summer activity as Senate Chair involved attending OAA meetings, including special meetings related to Phase II budget reductions. The budget will be a pressing issue for AY 2017-18, and I'm very interested to consider how Senate can aid those efforts in ways that best support student success.

I received notification in late June that the President posted an updated, temporary Flag Policy P17-05, intended to supersede EM: P03-03, the Campus Bereavement – Lowering of Flag policy. The temporary policy will remain in effect until final decisions regarding the policy, in consultation with the University Policies Committee, have been made. Included here are: Executive Memorandum dated May 21, 1970, P 70-9, Subject: Flags; Campus Bereavement - Lowering of Flag Policy P03-03; and Flag Policy P17-05 (temporary).

Systemwide, the most significant activity to report involves the arrival of EO 1110 and a revised version of EO 1100. I have included both EOs here, along with various other relevant documents. EO 1110 deals with the assessment of academic preparation for and placement in written communication in English courses and mathematics/quantitative reasoning courses (i.e. this is the one that is intended to ultimately eliminate traditional remediation classes), while EO 1100 deals with changes to GE requirements. Both have generated much discussion on the Senate Chairs listserve, and will no doubt have impacts on our discussions around curriculum this year.

HUMBOLDT STATE COLLEGE
EXECUTIVE MEMORANDUM

Office of the President

May 21, 1970

P 70-9

SUBJECT: FLAGS

I have received a formal resolution and recommendation from the Student Legislative Council to continue placing the flags at half-mast in mourning for the war dead. On the basis of this request and in recognition of the widespread feeling of grief over the American war dead, I have approved the flags currently flying continue at half-mast for the remainder of the current school year ending June 12, 1970. The placement of the United States and the California flags at half-mast is not only legal, but is recognized as the proper manner to signify mourning for the dead. The use of the flags in this way should not be construed to have been authorized or to represent any other meaning than mourning.

This action has been taken after a number of consultations and with the approval of the Dean of Students and the Vice President for Academic Affairs.

CHS:vfr

j

Circulation: All Staff

Published on *HSU Policies* (<https://www2.humboldt.edu/policy>)

[Home](#) > EM:P03-03 Campus Bereavement - Lowering of Flag

EM:P03-03 Campus Bereavement - Lowering of Flag

Superseded By:

- [P17-05 Flag Policy \(temporary\)](#) [1]

Month/Year Posted: 2003-02

Policy Number: EM:P03-03

Campus Bereavement - Lowering of Flag

The University will acknowledge the death of HSU faculty and staff (both current and former employees) and others as the President deems appropriate, through the lowering of the flags at half-mast. The confirmed death of an employee should be reported to the Office of the President as soon as it becomes known. With the approval of the President, the lowering of the flags for one day - usually the date of the memorial service - will be coordinated with University Police. University Police personnel will be provided the pertinent details, as verified by the Payroll Department (name, position title, dates of HSU service, and date of death) for preparation of the display card located at the flagpole.

Distribution: All faculty and staff

Source URL (retrieved on 2017-06-20 22:45): <https://www2.humboldt.edu/policy/PEMP03-03Campus-Bereavement-Lowering-Flag>

Links:

[1] <https://www2.humboldt.edu/policy/PP17-05Flag-Policy-temporary>

Published on *HSU Policies* (<https://www2.humboldt.edu/policy>)

[Home](#) > P17-05 Flag Policy (temporary)

P17-05 Flag Policy (temporary)

Month/Year Posted: 2017-06

Policy Number: P17-05

Flag Policy (temporary)

Flag Policy (temporary)

Pending University Senate Approval

Policy #P17-05 President's Office

Applies to: Faculty, staff, student employees, students, vendors, visitors, and volunteers

Purpose of the Policy

Authority: United States "Flag Code" as found in Title 4 of the United States Code and Presidential Proclamation No. 3044

Humboldt State University will follow the United States "Flag Code" as found in Title 4 of the United States Code. The "Flag Code" includes instruction and rules regarding display and use of the flag, time and occasions for display, position and manner of display, and how to show respect for the flag.

Policy Details

The Flag Code sets out detailed instructions on flying the flag at half-staff on Memorial Day and as a mark of respect to the memory of certain recently deceased public officials. This section embodies the substance of Presidential Proclamation No. 3044, entitled "Display of Flag at Half-Staff upon Death of Certain Officials and Former Officials."

The section provides that the President of the United States shall order the flag flown at half-staff for stipulated periods "upon the death of principal figures of the United States Government and the Governor of a state, territory, or possession." After the death of other officials or foreign dignitaries, the flag may be flown at half-staff according to Presidential instructions or in accordance with recognized custom not inconsistent with law. In addition, the Governor of a state, territory, or possession, or the Mayor of the District of Columbia, may direct that the national flag be flown at half-staff, in the event of the death of a present or former official of the respective government or in the event of the death of a member of the Armed Forces from that jurisdiction.

Presidents of the United States also have ordered the flag to be flown at half-staff on the death of leading citizens, not covered by law, as a mark of official tribute to their service to the United States. Martin Luther King, Jr. is among those who have been so honored.

History

This policy supersedes EM: P03-03 dated February 2003, “Campus Bereavement – Lowering of Flag,” and EM: P70-9 dated May 21, 1970, “Flags.”

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

Issued: 05/21/1970 (EM: P70-9)

Revised: 02/2003 (EM: P03-03)

Edited: 06/20/2017 (P17-05)

Reviewed: MM/DD/YYYY

Supersedes: EM:P03-03 Campus Bereavement - Lowering of Flag ^[1]

Source URL (retrieved on 2017-06-20 22:38): <https://www2.humboldt.edu/policy/PP17-05Flag-Policy-temporary>

Links:

[1] <https://www2.humboldt.edu/policy/PEMP03-03Campus-Bereavement-Lowering-Flag>

THE CALIFORNIA STATE UNIVERSITY

OFFICE OF THE CHANCELLOR



BAKERSFIELD

August 2, 2017

CHANNEL ISLANDS

CHICO

MEMORANDUM

DOMINGUEZ HILLS

TO: CSU Presidents

EAST BAY

FROM: Timothy P. White
Chancellor

FRESNO

FULLERTON

SUBJECT: Assessment of Academic Preparation and Placement in
First-Year General Education Written Communication and
Mathematics/Quantitative Reasoning Courses
Executive Order 1110

HUMBOLDT

LONG BEACH

LOS ANGELES

Attached is a copy of Executive Order 1110 relating to the assessment of academic preparation for and placement in written communication in English courses and mathematics/quantitative reasoning courses. This executive order supersedes Executive Order 1048 and elements of Executive Order 665 and reflects significant guidance and feedback from the Academic Senate CSU, discipline faculty, students and our educational partners. The order provides for the broadest utilization of multiple measures in assessing academic readiness and determining course placement for first-year students. The Early Start Program is recast to allow students to focus on a single discipline and acquire necessary foundational content at the same time they earn baccalaureate credit. The executive order also supports faculty innovation in curriculum and facilitates equitable opportunity for first-year students to succeed through existing and redesigned education models.

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

The timeline for implementation begins in fall 2018 with the introduction of new baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Recognizing the engagement necessary for developing or reshaping curriculum, the effective term for implementation of all changes to the Early Start Program shall be summer 2019; however, campuses may pilot innovative instructional approaches to the Early Start Program prior to summer 2019.

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

SONOMA

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CSU Presidents

August 2, 2017

Page Two

If you have questions regarding this executive order, please contact the office of Student Academic Services at EVCASA-assists@calstate.edu or (562) 951-4744.

TPW/ne

Attachment

- c: CSU Office of the Chancellor Leadership
 - Dr. Christine Miller, Chair, Academic Senate CSU
 - Provosts/Vice Presidents for Academic Affairs
 - Vice Presidents for Student Affairs
 - Associate Provosts/Associate Vice Presidents for Academic Affairs
 - Deans of Undergraduate Studies
 - Directors of Admissions and Records
 - Admissions Advisory Council

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4744

Executive Order: 1110

Effective Date: August 2, 2017

Supersedes: Executive Order 1048 Effective June 2010
In part Executive Order 665 Effective February 1997 (IA; IB; IIA; IIB)

Title: Assessment of Academic Preparation and Placement in First-Year
General Education Written Communication and Mathematics/Quantitative
Reasoning Courses

This executive order is issued pursuant to Section 40402.1 of Title 5 of the *California Code of Regulations*, and Section II (a) of the Standing Orders of the Board of Trustees of the California State University (CSU) REP 01-96-02 and REP 01-08-01. This executive order applies to all first-time freshmen who enter the CSU for fall 2018 matriculation and subsequent academic terms.

I. Purpose

This executive order establishes CSU policy regarding first-year enrollment in CSU-required written communication and mathematics/quantitative reasoning courses and college-level skills assessment to inform placement in appropriate courses.

II. Delegation of Authority

In accordance with CSU policy, the campus president is responsible for implementing executive orders where applicable and maintaining the campus repository and index for all executive orders.

III. Guiding Principles

- The CSU is committed to providing students an equitable opportunity to succeed academically at the university and to providing rigorous instruction in general education written communication and mathematics/quantitative reasoning.
- Rigorous high school preparatory experiences in general education written communication and mathematics/quantitative reasoning prepare prospective CSU students for academic success.
- Successful completion of general education written communication and mathematics/quantitative reasoning courses in the first year of CSU enrollment establish a foundation for continuous learning.

- Freshmen in need of additional academic development are supported in the Early Start Program and in enhanced college-level, baccalaureate credit-bearing courses.
- CSU faculty provide academic support by making curricular modifications to existing courses, by developing new courses, or by introducing innovative instructional approaches that achieve appropriately rigorous student-learning outcomes.
- General education written communication and mathematics/quantitative reasoning requirements completed at one campus seamlessly transfer to other CSU campuses.

IV. Skills Assessment and Course Placement Recommendations

Freshman skills assessment and recommended placement for general education written communication and mathematics/quantitative reasoning courses shall be based on multiple measures of academic proficiency. Such measures may include high school English and mathematics/quantitative reasoning course grades, high school grade point averages, grades in collegiate courses, ACT scores, SAT scores, Advanced Placement scores, International Baccalaureate scores, SAT subject tests or Smarter Balanced Assessment/Early Assessment Program scores.

- A. The CSU shall establish systemwide placement standards.
- B. The CSU Admissions Advisory Council (AAC) comprised of CSU faculty, students and administrators shall be responsible for the review and recommendation of revisions to systemwide policies regarding:
 1. Assessment of college readiness for successful completion of general education written communication and mathematics/quantitative reasoning courses;
 2. Preparatory requirements for general education written communication and mathematics/quantitative reasoning course placement; and
 3. The Early Start Program.
- C. Each campus shall establish a student course-placement appeals process.
- D. Effective with this executive order, the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) Test shall not be offered, and the EPT and ELM committees are discontinued.

V. Enrollment in General Education Written Communication and Mathematics/Quantitative Reasoning Courses

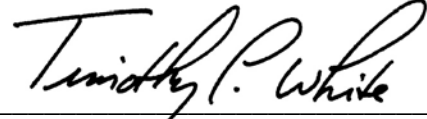
- A. During the first academic year, unless the requirement has been completed, freshmen shall enroll in general education written communication and mathematics/quantitative reasoning courses appropriate to each student's major and skill level, as demonstrated by applicable systemwide standards.

- B. Students whose skills assessments indicate academic support will be needed for successful completion of general education written communication or mathematics/quantitative reasoning courses shall enroll in appropriate college-level, baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Supportive course models may include, among others, co-requisite approaches, supplemental instruction, or “stretch” formats that extend a course beyond one academic term. In these approaches, instructional content considered pre-baccalaureate may carry a maximum of one unit and shall be offered concurrently with a college-level, baccalaureate credit-bearing course.
- C. Campuses shall offer sufficient general education written communication and mathematics/quantitative reasoning course sections to meet student enrollment needs in their first academic year.

VI. Early Start Program

- A. The Early Start Program serves CSU admitted freshmen who have not demonstrated proficiency in English and/or mathematics/quantitative reasoning as established by CSU.
- B. For summer 2018, campuses may continue to offer Early Start Program courses as established under Executive Order 1048 and/or may offer pilot credit-bearing baccalaureate courses.
- C. Effective summer 2019, Early Start Programs shall offer primarily baccalaureate credit-bearing general education written communication and mathematics/quantitative reasoning courses, and those courses shall be offered in sufficient numbers to meet student demand. Instructional content considered pre-baccalaureate will carry a maximum of two units and shall be offered concurrently with a college-level, baccalaureate credit-bearing course.
- D. Early Start Program participation is required for students needing skills development, as determined by systemwide placement standards. Students needing skills development in both general education written communication and mathematics/quantitative reasoning shall be required to enroll in a written communication or mathematics/quantitative reasoning course but not both during the Early Start Program.
- E. Students required to participate in the Early Start Program may choose to participate at any CSU campus. CSU campuses may partner with California community colleges in the development and offering of Early Start Program courses. Baccalaureate credit earned and general education requirements completed through the Early Start Program shall seamlessly transfer to all CSU campuses.
- F. Campuses may grant student exceptions from required Early Start Program participation, based on extenuating circumstances.

- G. Early Start Program fees shall be determined by the Office of the Chancellor. Financial aid shall be available for qualifying students who are required to participate in the Early Start Program.

Handwritten signature of Timothy P. White in black ink.

Timothy P. White, Chancellor

Dated: August 2, 2017

August 2, 2017

MEMORANDUM

TO: CSU Presidents

FROM: Loren J. Blanchard, Ph.D. 
Executive Vice Chancellor

SUBJECT: Executive Order 1110 - Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses

While the CSU has made significant progress in improving college readiness over the past two decades, today nearly 40 percent of admitted freshmen are placed in developmental education courses that typically do not count toward a baccalaureate degree. Improving college readiness of all students is a cornerstone of Graduation Initiative 2025 because of its direct relationship with progress toward degree completion and closing equity gaps. This new academic preparation policy, Executive Order 1110, aims to address inequities in college readiness head-on in order to close gaps in degree attainment and afford *all students* the opportunity to succeed. The final executive order addresses first-year placement in written communication and mathematics/quantitative reasoning, the Early Start Program and new models of developmental education.

Through robust discussion, consultation and sharing of ideas, the final policy has been shaped by input from faculty, students and administrators. For example, concerns regarding the need for instruction in pre-baccalaureate content for those students with the greatest need for support resulted in a final policy that restructures developmental education while providing flexibility for course design and curricular innovation. Additionally, as a result of feedback received, the timeline for implementing changes to the Early Start Program has been extended to summer 2019. Further, students who require support in both mathematics/quantitative reasoning and written communication will only be required to focus on one of those disciplines during the Early Start Program.

Across the CSU, work will continue to support this evolution of approaches to assessing, addressing and supporting academic preparation. Beginning this week and continuing throughout

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Executive Order 1110
August 2, 2017
Page 2 of 2

the upcoming academic year, faculty, staff and administrators will have opportunities to examine models of developmental education and assessment and placement. Following consultation with campus constituents, a coded memorandum will be released outlining implementation and operational matters related to this executive order. Over the next year, selected campus faculty, students, advisors and administrative leaders will participate in workgroups to develop a recommended set of best practices related to advisement and course placement. Finally, as this executive order reaches beyond the needs of the California State University, a communication plan will soon be launched to share this information with PK-12 educators and community college partners across the state.

If you have questions regarding this executive order, please contact Student Academic Services at EVCASA-assists@calstate.edu or (562) 951-4744.

c: CSU Office of the Chancellor Leadership
Dr. Christine Miller, Chair, Academic Senate CSU
Provosts/Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs
Associate Provosts/Associate Vice Presidents for Academic Affairs
Deans of Undergraduate Studies
Directors of Admissions and Records
Admissions Advisory Council

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

August 23, 2017

CHANNEL ISLANDS

MEMORANDUM

CHICO

TO: CSU Presidents

DOMINGUEZ HILLS

FROM: Timothy P. White
Chancellor

EAST BAY

FRESNO

SUBJECT: General Education Breadth Requirements
Executive Order 1100 Revised August 23, 2017

FULLERTON

HUMBOLDT

Attached is a copy of Executive Order 1100 Revised August 23, 2017 relating to the California State University General Education Breadth (CSU GE Breadth) requirements. This policy supersedes Executive Order 1100, which was issued on February 16, 2015. The policy incorporates changes recommended by faculty, students, administrators and the Academic Senate CSU regarding how systemwide GE policy can better: (1) clarify requirements, (2) ensure equitable opportunity for student success, and (3) streamline graduation requirements. Additionally, the revised executive order includes a revised definition for mathematics/quantitative reasoning (CSU GE Breadth Subarea B4), in response to recommendations from a variety of sources.

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

In accordance with California State University policy, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

POMONA

SACRAMENTO

If you have questions regarding this executive order please contact the Academic Programs and Policy department at APP@calstate.edu or 562-951-4603.

SAN BERNARDINO

SAN DIEGO

TPW/clm

SAN FRANCISCO

Attachments

SAN JOSÉ

- c: CSU Office of the Chancellor Leadership
- Dr. Christine Miller, Chair, Academic Senate CSU
- Provosts/Vice Presidents for Academic Affairs
- Associate Provosts/Associate Vice Presidents for Academic Affairs
- Articulation Officers
- Deans of Undergraduate Studies
- Directors of Admissions and Records
- Directors of General Education

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4603

Executive Order: 1100 Revised August 23, 2017
Effective Date: August 23, 2017
Supersedes: Executive Order 1100 Effective February 16, 2015
Title: CSU General Education Breadth Requirements

This executive order is issued pursuant to Education Code 66763, Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a).

This executive order is intended to establish a common understanding of the requirements for CSU General Education Breadth (GE) and to provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in this executive order. This executive order is effective for students subject to the fall 2018 and subsequent catalog years.

This document also addresses:

- **Applicability of the policy (Article 1, page 1),**
- **Patterns that fulfill General Education requirements (Article 2, page 2),**
- **Premises of CSU General Education Breadth (Article 3, page 5),**
- **Distribution of General Education Breadth units (Article 4, page 6),**
- **Transfer and articulation (Article 5, page 9),**
- **Implementation and governance (Article 6, page 16).**

Article 1. Applicability

1.1 Prior to Completion of CSU Lower-Division General Education Breadth Requirements

The requirements, policies and procedures adopted pursuant to this executive order are effective for students subject to the fall 2018 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division general education

requirements according to the provisions of Title 5 Section 40405.2 or 40405.3.

1.2 Subsequent to Completion of Entire CSU General Education Breadth Requirements

Subsequent to completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional exclusively general education breadth requirements.

Article 2. Fulfilling CSU General Education Breadth Requirements

2.1 CSU GE Breadth Patterns

Policies adopted by the Board of Trustees in July 1991 provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

a. CSU General Education Breadth

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a California Community College or a CSU, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units each (or 4 quarter units) each in Areas B, C and D; or

b. Intersegmental General Education Transfer Curriculum (IGETC)

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D; or

c. University of California (UC) Campus Lower-Division

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D.

2.2 CSU Systemwide Requirements

2.2.1 General Education Requirements

- a. CSU campus GE requirements shall conform to the requirements established in this executive order and shall not exceed the requirements for 39 lower-division and 9 upper-division

semester-units (or quarter-unit equivalent) in the defined GE Areas.

- b. A baccalaureate candidate who has not completed either the IGETC or UC-campus pattern specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through E, totaling a minimum of 48 semester units or equivalent quarter units.
- c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE requirements already satisfied.

2.2.2 Minimum Grades

- a. A grade of C- or better is required in each CSU or transfer-course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1).
- b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 of this EO.

2.2.3 Upper-Division Requirement

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning
- Area C (3 semester or 4 quarter units) Arts and Humanities
- Area D (3 semester or 4 quarter units) Social Sciences

The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses may require no more than 9 upper-division GE semester units (or the quarter equivalent).

2.2.4 Residency Requirement

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

2.2.5 Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have clearly stated policy regarding such waivers.
- b. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.
- c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:
 1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
 2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.
- d. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution Areas (A through E). The total number of GE units required shall not be fewer or greater than 48 semester units or 72 quarter units. Except when 49 semester (74 quarter) units is allowed as described in Article 4, Area B.

2.2.6 Double Counting

2.2.6.1 General Education, Major, and Other Requirements

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

2.2.6.2 General Education and US History, Constitution, and American Ideals Statutory Requirement

CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to satisfy GE requirements.

Article 3. Premises of CSU General Education Breadth

3.1 Background

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

3.2 Instructional Modality

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

3.3 CSU Student Learning Outcomes

Each CSU campus shall define GE student-learning outcomes within a programmatic structure. For example, GE student-learning outcomes may fit within the framework of the four "Essential Learning Outcomes" drawn from the [Liberal Education and America's Promise](#) (LEAP), an initiative of the Association of American Colleges and Universities.

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Article 4. Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.

Area A English Language Communication and Critical Thinking

9 semester units (12 quarter units)

One course in each Subarea.

A1	Oral Communication	(3 semester units or 4 quarter units)
A2	Written Communication	(3 semester units or 4 quarter units)
A3	Critical Thinking	(3 semester units or 4 quarter units)

Area A requires 9 semester units or 12 quarter units in oral communication in the English language (A1), written communication in the English language (A2), and critical thinking (A3). Campuses shall not exceed these unit requirements.

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B Scientific Inquiry and Quantitative Reasoning

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

B1 Physical Science (3 semester units or 4 quarter units)

B2 Life Science (3 semester units or 4 quarter units)

B3 Laboratory Activity

A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required.

B4 Mathematics/Quantitative Reasoning
(3 semester units or 4 quarter units)

Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1-credit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

It is expected that campuses could offer the laboratory experience within:

- a 3 semester (4 quarter) unit lecture course;
- a lecture plus laboratory course of 4 semester (6 quarter) units; or
- a standalone laboratory course of 1 semester (2 quarter) units.

In the latter two cases, the total number of GE semester units shall not exceed 49 (74 quarter units).

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

Area C Arts and Humanities

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

At least one course completed in each of these 2 Subareas, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

C1 Arts: Arts, Cinema, Dance, Music, Theater

C2 Humanities: Literature, Philosophy, Languages Other than English

Area C requires 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages. Campuses shall not exceed these unit requirements.

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Area D Social Sciences

12 semester units (18 quarter units), with 3 semester units taken at the upper-division

At least two courses completed in 2 different disciplines, and 3 additional semester units (4 quarter units) at the upper-division.

Area D requires 12 semester units or 18 quarter units dealing with human social, political and economic institutions and behavior, and their historical background.

Students shall complete courses from at least two different disciplines, and one upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

Area E Lifelong Learning and Self-Development
3 semester units (4 quarter units)

Area E requires 3 semester units (4 quarter units) of study, and campuses shall not exceed this unit requirement.

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

Article 5. Transfer and Articulation

This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements.

5.1 Premises of General Education Breadth Transfer and Certification

- a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
- b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

- c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

5.2 Conditions for Participation in CSU General Education Breadth Certification

CSU campuses may continue to articulate courses that meet GE requirements from other regionally accredited institutions. However, only CCC may participate in the annual CSU GE certification process, subject to the following provisions:

- a. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and any additional objectives implemented by the CSU Chancellor.
 - 1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
 - 2. Interdisciplinary courses or integrated sets of courses that meet multiple CSU GE Breadth objectives may be used to satisfy CSU GE requirements.
 - 3. Units earned through an interdisciplinary course or integrated set of courses may be distributed among different GE Areas, as appropriate.
- c. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain a list of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.
 - 1. Each entry in the list shall specify the area to which the course or examination relates and the number of units associated with each area.
 - 2. The list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives

for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

3. A copy of the list shall be made available in electronic form to any CSU campus or institution. CCC are free to share with other institutions their course outlines and communications about those course outlines.
4. The CCC shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field.
5. The CCC shall report certification for individual students in a format to be specified.

5.3. Certification Requirements

5.3.1 Definition

GE certification indicates that a transfer student has met CSU lower-division GE requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

5.3.2 Full Certification

5.3.2.1 Fulfillment of Lower-Division Requirements

Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements.

5.3.2.2 Additional Lower-Division Graduation Requirements

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

5.3.2.3 Qualification for Full Certification

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC

GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

- a. In Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, 9 semester units (or the quarter equivalent), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).
- c. In Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. In Area D, 9 semester units (or the quarter equivalent), with courses from at least two different disciplines.
- e. Area E, 3 semester units (or the quarter equivalent).

5.3.3 Lower-Division Subject-Area (Partial) Certification

5.3.3.1 Fulfillment of Lower-Division Requirements by Area

Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements

For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the five Subject Areas—A through E.

5.3.3.3 Additional Lower-Division Graduation Requirements

Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the GE requirements at the campus awarding the degree.

5.3.3.4 Qualification for Subject-Area Certification

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in 5.3.5, the units shall be distributed as follows:

- a. For Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one Subarea within Area A for any given student.
- b. For Area B, 9 semester units (or the quarter equivalent), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one Subarea within Area B for any given student, except for laboratory components incorporated into a physical or life science course. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester (or the quarter equivalent) units.
- c. For Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. For Area D, 9 semester units (or the quarter equivalent), with courses taken from at least two disciplines.
- e. For Area E, 3 semester units (or the quarter equivalent).

5.3.4 Approved Associate Degree for Transfer

Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU lower-division GE requirements.

5.3.5 General Education Breadth for STEM Majors within ADTs

Students pursuing certain ADTs may be eligible to take “GE Breadth for STEM,” deferring one lower-division course in Subarea C and

one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM.

CCC preparing a CSU GE Breadth for STEM certification as part of an ADT shall ensure that the student has completed:

- a. All courses in Areas A, B, and E of the traditional GE curriculum; and
- b. One course in Area C1 Arts and one course in Area C2 Humanities; and
- c. Two courses in Area D from two different disciplines.

Details of each Transfer Model Curriculum are maintained and published at www.c-id.net.

5.3.6 Exceptions to Certification Requirements

At the discretion of the CSU campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

5.4 Certification of Courses and Examinations

5.4.1 Qualification for Certification

A CCC may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them.

5.4.2 If so identified, those courses and examinations shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

5.4.3 CCC may include upper-division courses taken at an eligible university in certification of lower-division CSU GE or IGETC.

5.5 Limitations of Certification

5.5.1 Restriction to General Education Requirements

Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that

may exist outside of the GE program of the campus awarding the degree.

5.5.2 Maximum Number of Credits Allowed

5.5.2.1 Limit on Certification on Total General Education Units

A CCC shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester (or the quarter equivalent) units.

5.5.2.2 Restrictions on Certification of Upper-Division Courses

No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409.)

5.6 General Education Certification Reciprocity Among CSU Campuses

5.6.1 Lower-Division Reciprocity

- a. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.
- b. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

5.6.2 Subject-Area Reciprocity

- a. Subject-area course certification accepted for CSU GE at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject areas certified.
- b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division GE program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE

requirements in each subject area, and shall provide official documentation of such completion.

- c. For the purposes of this section, completion of lower-division GE subject-area requirements is equivalent to qualification for subject-area certification, as defined in 5.3.3.
- d. Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.

5.6.3 Upper-division Reciprocity

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

5.6.4 Reciprocity Limitations

The provisions of 5.6 do not exempt students from fulfilling unmet lower- or upper-division graduation requirements at the CSU campus awarding the degree or from lower or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

Article 6. Implementation and Governance

6.1 General Education Advisory Committee

A systemwide Chancellor's General Education Advisory Committee (GEAC) is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the CSU. Each member of the committee shall have an equal vote. The membership shall include

- At minimum, six CSU faculty to be appointed by the Academic Senate, CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the California State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor or the executive vice chancellor for Academic and Student Affairs Division may from time to time request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

- a. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality general education.
- b. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.
- c. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer, and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
- d. Report as appropriate to the chancellor.

6.2 Campus Responsibility

6.2.1 Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

- a. General Education Program Development
 1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
 2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
 3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

b. General Education Course Development

1. Consider the organization of approved courses so that students may choose from among a variety of “cores” or “themes,” each with an underlying unifying rationale.
2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.

c. General Education Course Delivery

1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.
2. Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

6.2.2 Campus General Education Committee

The effectiveness of a campus GE program is dependent upon the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this executive order. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this executive order.

6.2.3 General Education Breadth Requirements and the Development of New Baccalaureate Degrees

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate at least the minimum required GE credits, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

6.2.4 General Education Academic Advising

Each campus shall provide for systematic, readily available academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

a. **General Education Website**

Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus GE policy, and campus GE program and GE Area student-learning outcomes.

b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE Subarea.

6.2.5 General Education Review and Assessment

In accordance with WASC Senior College and University Commission accreditation requirements, campuses shall:

- a. develop an assessment plan that: (1) aligns the GE curriculum with campus GE outcomes; (2) specifies explicit criteria for assessing the stated outcomes; (3) identifies when and how each outcome shall be assessed; (4) organizes and analyzes the collection of evidence; (5) and uses the assessment results to make improvements to the GE program, courses and pedagogy.
- b. provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include a statement of the Meaning, Quality and Integrity of the campus GE program and the ongoing assessment of GE student learning outcomes.



Timothy P. White, Chancellor

Dated: August 23, 2017

**Requirements for
Lower- and Upper-Division
California State University General Education Breadth**

GE Area	Lower-Division Semester Units	Upper-Division Semester Units	Total Semester Units* Required
Area A English Language Communication and Critical Thinking			
One course in each Subarea			
A1 Oral Communication			
A2 Written Communication			
A3 Critical Thinking			
Area A total semester units required:	9	0	9
Area B Scientific Inquiry and Quantitative Reasoning			
One course in each Subarea			
B1 Physical Science			
B2 Life Science			
B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2			
B 4 Mathematics/Quantitative Reasoning			
Area B total semester units required:	9	3	12
Area C Arts and Humanities			
At least one course in each Subarea			
C1 Arts: Arts, Cinema, Dance, Music, Theatre			
C2 Humanities: Literature, Philosophy, Languages Other than English			
Area C total semester units required:	9	3	12
Area D Social Sciences			
Area D total semester units required:	9	3	12
Area E Lifelong Learning and Self- Development			
Area E total semester units required:	3		3
Total GE Units	39	9	48

Note:

Students who transfer to the CSU with an Associate Degree for Transfer (ADT) or full CSU GE certification, have completed the required lower-division 39 GE semester units. This includes 9 lower-division semester units each in Areas A, B, C and D, and 3 lower-division semester units in Area E. Their remaining required 9 semester units fall into CSU GE Areas B, C and D, and are to be taken at the upper-division level.

*To determine unit requirements at quarter-based campuses, multiply the semester unit requirement by 1.5.

August 23, 2017

MEMORANDUM

TO: Presidents

FROM: Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

SUBJECT: Consultation Feedback Summary and FAQ regarding EO 1100 Revised
August 23, 2017, CSU General Education Breadth Requirements

Following release of Executive Order 1100 Revised August 23, 2017, CSU General Education Breadth Requirements, the enclosed information provides context and answers questions about recent general education (GE) policy changes. Included are:

- Summary of systemwide GE consultation, including the consultation timeline
- Frequently Asked Questions and summary of EO 1100 Revision changes

Impetus for Revision

Beginning in early 2016, the Chancellor's Office heard from the Legislature, the Administration, and CSU trustees, contributing to our ongoing reexamination of our internal policies and practices. The CSU sought to address concerns that include:

- The size and complexity of CSU GE requirements
- Difficulty in transferring GE courses from one campus to another
- Ambiguous or confusing policy language
- Impact of GE policy and practices on underrepresented groups
- Current EO 1100 had sections on remediation and a required remedial math prerequisite (Intermediate Algebra). Those GE policy elements are now in conflict with EO 1110 *Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses*

GE Task Force Work

The EO 1100 revision and ASCSU GE Task Force goals represent two distinct efforts. This EO revision addresses clarity, equity, and efficient completion of degrees and is effective fall 2018. The GE Task Force is addressing broader GE issues and continues working in the 2017-18 academic year.

3

Purposes of this Revision

Requested changes fall into three categories:

- Clarifying policy requirements
- Ensuring equitable opportunities for student success
- Facilitating efficient degree completion.

Timing of this Revision

EO 1110 (academic preparation) replaces remedial courses in mathematics/quantitative reasoning and written communication with college-level, credit-bearing courses having additional instructional and academic support. In order to allow campuses to offer GE mathematics/quantitative reasoning courses without remediation requirements, EO 1100 (GE Breadth Requirements) needed to remove remediation—in the form of the intermediate algebra prerequisite—from GE policy.

In order to have new GE requirements and courses in place by fall 2018, campuses need to act on updated policy as soon as possible, thereby dictating the timeline for releasing this executive order. This revision comes after a full year of systemwide discussion about GE.

Consultation Process

GE discussions with ASCSU began in August 2016 and continued through the academic year and into the summer, as detailed in the attached consultation timeline. Systemwide feedback on the *ASCSU Quantitative Reasoning Task Force Report* was sought in November 2016 and was due in February 2017. An EO 1100 survey was issued in March 2017 seeking systemwide input by May 2017 on GE policy as it relates to clarity, equity, and degree completion. Feedback was analyzed and informed the draft revision that the ASCSU executive committee and EO 1100 work group, presidents, provosts and others have reviewed and commented on.

Next Steps

As you distribute this information across your campus and begin implementation, please contact Dr. Alison Wrynn, State University Associate Dean for Academic Programs if you have questions. Dr. Wrynn may be reached at awrynn@calstate.edu or 562-951-4603.

LJB:clm

Attachments

EO 1100 Revised, Consultation Feedback and FAQ
August 23, 2017
Page 3 of 3

- c: Dr. Timothy P. White, Chancellor
Dr. Christine Miller, Chair, Academic Senate, CSU
Provosts/Vice Presidents of Academic Affairs
Associate Vice Presidents of Academic Affairs
Academic and Student Affairs Leadership Team

Overview of California State University Campus GE Survey Feedback Regarding EO 1100 Revision

Background

Issuance of Executive Order 1100 Revised 2017 CSU General Education Breadth follows a year of internal and external interest in CSU general education (GE), as detailed in the consultation timeline that appears at the end of this document. Input highlighted a need for simplification and improved clarity in CSU GE requirements, greater effort to ensure equitable opportunities for student success, and GE policy changes to facilitate efficient degree completion.

Beginning in early 2016, the Chancellor's Office heard from the Legislature, the Administration, and our trustees, contributing to our ongoing reexamination of our internal policies and practices. To provide context to understanding current GE practices, Chancellor White requested an update on GE requirements at each CSU campus. A survey was issued via a coded memo, requesting each campus report by September 14, 2016. Campus responses showed a wide variation in GE requirements across the system.

In fall 2016, the Academic Senate CSU (ASCSU) Quantitative Reasoning Task Force (QRTF) Report was issued, which called attention to (among other issues) the effects on student equity caused by the CSU Entry-Level Mathematics placement examination, CSU GE Breadth mathematics/quantitative reasoning requirement and remedial math GE prerequisite courses. Additionally, the report identified that "community colleges apply CSU Executive Order 1100 [requirements] more literally than do CSU campuses," resulting in "differences in expectations and practices [that] undermine the principle of equitable access to the CSU" (p. 6).

In November 2016, the ASCSU approved a [resolution](#) establishing an ASCSU task force to "examine, offer suggestions, and report upon general education programs system-wide." The rationale for the work of the General Education Task Force (GETF) was to respond to scrutiny by external stakeholders, identify best practices for GE across the system, and to inform all interested parties about GE in the CSU. The GETF has met three times and will continue to meet throughout the 2017-18 academic year before issuing a final report. The recommendations contained in the report could result in further changes to EO 1100.

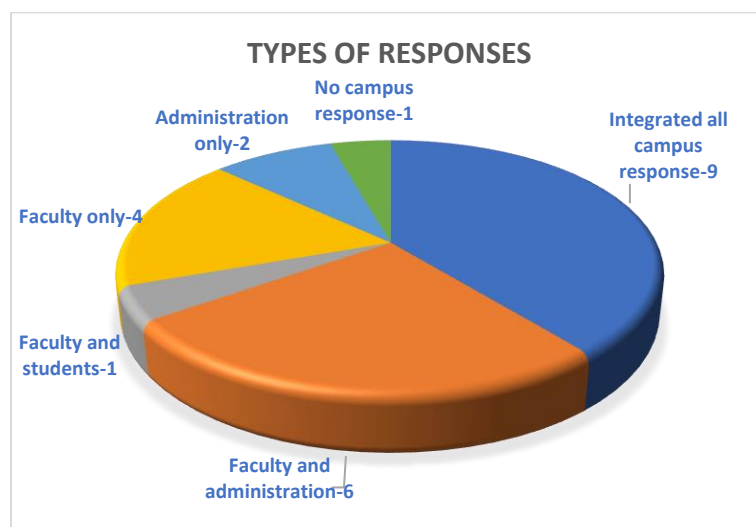
In March 2017, a presentation to the CSU Board of Trustees addressed a plan to provide all CSU students, including those who arrive academically underprepared, the opportunity and support needed to complete 30 college-level units before beginning students' second academic year. This would require shifting away from remediation as official CSU policy. In order to allow campuses to offer GE mathematics/quantitative reasoning courses without remediation requirements, EO 1100 *General Education Breadth Requirements* needed to remove remediation, which appeared in the form of the universal intermediate algebra prerequisite for all GE mathematics/quantitative reasoning courses.

In March 2017, the Chancellor's Office asked each CSU campus to complete and return by June 2017, a survey soliciting feedback on *EO1100 (2015): CSU GE Breadth Requirements* with particular attention to (1) clarifying the requirements, (2) ensuring equitable treatment of students and (3) streamlining graduation requirements.

This request for campus feedback was unique from the ongoing work of the GETF in that the Chancellor’s Office focused specifically on the three issues listed above, while the task force had broader goals (as noted above).

Campus community survey participation

In their survey responses, campuses indicated whether administration, faculty, students, or any combination, were involved in providing feedback. One campus declined to offer feedback. Of the remaining 22 campuses, 9 indicated that their feedback incorporated responses from all 3 constituencies. Of the 13 campuses that did not give “all-campus” feedback, 6 forms were from faculty and administrators; 4 were from faculty only; 2 were from administrators only; and one was from faculty and students. Faculty voices were included in the responses from 20 of 23 CSU campuses.



Systemwide campus survey responses

Nearly all of the responses indicated support for a revision of EO1100 with attention to clarity, equity, and streamlining. Nearly all campuses made at least a few specific suggestions for policy revisions, and over half the campuses provided many detailed suggestions. Most of these policy suggestions focused on the removal of the required prerequisite of intermediate algebra for courses in GE Breadth Subarea B4, a recommendation from the ASCSU QRTF. Two other recommendations supported by multiple campuses included setting 48 semester hours as both the minimum and maximum number of units for GE and requiring the double counting of GE courses, where possible, with required major courses. Responses from two campuses appeared unsupportive of a systemwide policy regarding GE requirements.

Some suggestions addressed the clarity of the document, whereas others addressed the details of the policy requirements set forth in the document. Many replies suggested that simpler, more straightforward language would be appreciated (e.g., avoid “promulgated,” “use Plain English”), and some suggested the use of more bullet points. Many replies also flagged portions of the document where a reader may remain confused about the policy.

Survey feedback and resultant EO 1100 policy changes are summarized below, article by article.

Article 1. Applicability

While some respondents felt that *Article 1–Applicability* seemed sufficiently clear, many requested clarification. In particular, many wondered about the definition of “enrolled continuously.”

Response/Change made in policy

- “Enrolled continuously” has been defined for clarity.

Article 2. Fulfilling CSU General Education Requirements

A number of replies expressed confusion about the “three pathways” specified in *Article 2.1—Pathways*. Many replies requested that C- be specified as the minimum grade, and several questioned the need for a nine-unit residency requirement. Some requested modification of the upper-division GE requirement. The majority of responses supported a systemwide policy permitting “double counting.” In the past, several campuses have asked the question of when upper-division GE courses should be taken by students.

Response/Changes made in policy

- A minimum C- grade is required for GE courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics/quantitative reasoning. This was established in coded memo [ASA-2016-08](#) “Basic Subject Courses and the Grade of C-,” and appears in Title 5 s. 40803.
- Since EO 1033 was issued in 2008, the term “pathways” for GE completion has been included in GE policy. Over the past decade, this term has come to signal a specific way of completing GE requirements on some CSU campuses; this has led to confusion in this section. We have relabeled this section “CSU GE Breadth Patterns” in order to reduce misunderstandings.
- Lower-division certification includes nine lower-division semester units each in Areas A, B, C and D and three lower-division semester units in Area E, which totals 39 of the 48 units required. Following completion of the first 39 units at a California Community College (CCC) campus, the remaining nine semester units (of the total 48 GE units required) reside in Areas B, C and D—the only Areas that require a total of 12 units each—3 units each beyond lower-division certification. These nine units coincide with the nine semester-units of upper-division GE required at the CSU.

	Semester units required for transfer (ADT & full certification)	Semester units required for CSU GE Breadth	Semester units remaining after transfer
Area A	9	9	0
Area B	9	12	3
Area C	9	12	3
Area D	9	12	3
Area E	3	3	0
Totals	39	48	9

- Campuses may no longer prohibit the double counting of GE requirements and other requirements. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.
- The residency requirement was revised to include the statement that the 9 semester (12 quarter) units of upper-division GE course work must be taken in the CSU.
- Recognizing that students in some majors need scheduling flexibility, campuses may decide to allow students with fewer than 60 semester units to enroll in upper-division GE courses provided they have successfully completed their coursework in written communication in the English language, oral communication in the English language, critical thinking and mathematics/quantitative reasoning.

Article 3. Premises of CSU General Education Breadth

While it is difficult to see a clear pattern among the responses to this section of EO 1100, nearly everyone took issue with it. Many requested a stronger, clearer defense of GE. Many questioned the effectiveness of the lengthy bullet list on LEAP. Most reacted negatively to the section on remediation, perceiving that it disadvantaged underrepresented students and transfer students, and noting apparent contradictions with what was then intended policies on academic preparation.

Response/Changes made in policy

- The inclusion of the LEAP outcomes was modified to provide a link directly to the AACU webpage on LEAP. This allows for the removal of most of the lengthy list, which may have been causing confusion.
- The section on “Entry-Level Learning Skills,” including remediation, was removed as alternatives to remediation are addressed EO 1110 *Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses*, which was issued on August 2, 2017.

Article 4. Subject Area Distribution

While some found this section sufficiently clear, others did not, noting the need to update the Subarea B4 mathematics/quantitative reasoning requirements in relation to the ASCSU QRTF Report recommendations. Some suggested moving the mathematics/quantitative reasoning requirement into Area A because mathematics/quantitative reasoning is a foundational skill. There were a few comments on whether Area E should exist as a separate GE Area, moved into one of the other GE Areas, or eliminated. Some campuses asked that policy specify in which GE Areas CSU upper-division breadth courses should reside.

Response/Changes made in policy

- Many of the changes suggested in this section were beyond the scope of this revision and have been referred to the ASCSU GETF for consideration.
- Language in the opening paragraph of Area A was clarified.

- The GE Subarea B4 mathematics/quantitative reasoning definition was revised based upon recommendations from a variety of sources.
- Upper-division GE courses are now specified as including 3 semester (4 quarter) units each (for a total 9 semester units or 12 quarter units) in Areas B, C and D (see *Article 2* above).
- Suitable content for Area E was expanded to include information literacy and student success strategies. Personal finance was removed, as it now serves among the examples of possible mathematics/quantitative reasoning courses.

Article 5. Transfer and Articulation

Many responses requested clarification of terms (e.g., “regionally accredited,” “eligible institution”) and requested a clearer description of the systemwide procedure for GE certification. Campuses also asked for clarification of GE policies related to Associate Degrees for Transfer (ADT).

Response/Changes made in policy

- This section was clarified to explain the role of the CCC in the annual CSU GE Breadth/Intersegmental General Education Transfer Curriculum (IGETC) review process.
- Clarification was provided in regards to reciprocity among CSU campuses for GE coursework.
- A section was added to provide guidance on students who earn an ADT.
- This section was revised to acknowledge the unique role of the CCC in the CSU GE Breadth annual certification process.

Article 6. Implementation and Governance

Responses included a number of questions regarding the composition of the chancellor’s General Education Advisory Committee (GEAC), the timeframe of review, and GE advising for students. There were also a number of requests for additional funding for campus GE committees.

Response/Changes made in policy

- The membership of GEAC was clearly defined, including both membership and voting rights.
- Sections in *Article 6* were reorganized to provide greater clarity.
- Campuses are required to provide sufficient sections of GE Subarea A2 written communication and B4 mathematics/quantitative reasoning courses to support completion of this coursework by all freshmen during their first year of enrollment.
- Campuses shall remove GE status from courses that have not been taught in five years.
- To assist campuses with alignment with WASC Senior College and University Commission (WSCUC) requirements, a section was revised providing greater detail on the creation of a GE program assessment plan.

Recommendations for the ASCSU General Education Task Force Consideration

As stated in the beginning of this summary, the ASCSU GETF continues to examine broader issues in GE in the CSU. A number of comments and questions emerged from the survey data that are more appropriate for the GETF consideration, including:

- Move Subarea B4 Math/QR to Area A (foundational requirements).
 - As Subarea B4 mathematics/quantitative reasoning classes have the same C-grade requirement, and are required to be completed before transfer, mathematics/quantitative reasoning might fit better in a reorganized Area A (foundational requirements).
- Consider an update to the language/description of Subarea A3 Critical Thinking.
 - Several comments were received that indicated language used in EO 1100 to describe Subarea A3 was too restrictive.
- Consider whether a separate Area E Lifelong Learning and Self-Development is necessary and where it should go in the GE program.
 - Suggestions were made as to whether coursework now in Area E should be a part of a newly defined Area A (foundational requirements)
- Remove the U.S. History/American Institutions (AI) Requirement.
 - Comments focused on either eliminating the requirement (in parallel with the University of California practice of AI coursework being an admissions requirement) or requiring that this coursework be double counted in Area D Social Science.
- Consider the inclusion of lecturers on campus GE Committees.
 - While the CSU cannot require part-time faculty to serve on committees, it was acknowledged that they do teach a majority of GE course sections across the system.
- Consider the notion of “skill development” throughout the EO.
 - Currently this statement is included in Area E but could also be applicable to coursework in Areas B and C.

Summary of EO 1100 changes

Section	Revision
2.1	Changed the term “CSU GE pathways” to “CSU GE patterns”
2.2.1	Sets the required semester units for GE Breadth at 48 (or equivalent quarter units) as both a minimum and maximum but allows 49 semester (or equivalent quarter) units to reflect practice of requiring a 4 semester (or equivalent quarter) unit lecture/lab course or a 1 semester (or equivalent quarter) unit lab course on some campuses.
2.2.3	Clarified when students should enroll in upper-division GE courses.
2.2.3 and 4	Makes explicit that the 9 semester (12 quarter) units required at the upper-division must be taken in Areas B, C, and D. Some campuses currently require upper-division GE in other Areas, which causes students to take more units than should be the case.
2.2.4	Requires that 9 semester (12 quarter) units of GE shall be taken in the CSU.
3.3	Removed long list of LEAP information, replaced with link.
(formerly 3.4 in previous EO 1100 version)	Removed the section on entry-level skills and remediation, as they are now covered in EO 1110.

Section	Revision
2.2.2	Minimum grades reflect C- requirements for oral communication in the English language, written communication in the English language, critical thinking and mathematics/quantitative reasoning.
2.2.6.1	Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.
2.2.6.2	Campuses are encouraged to allow the double counting of the 6 units of American Institutions with GE Area D (social science.)
2.2.1.c and 5.6.2.a	Once a GE requirement is satisfied, students shall not be required to satisfy it again, even if the student were to change majors or campuses.
3.2	Added statement instructing campuses to not distinguish among face-to-face, online, and hybrid modalities.
4	Removed the intermediate algebra prerequisite from quantitative reasoning Subarea B4.
4	Added additional topics for potential course work in Area E (information literacy; student success strategies) and removed personal finance from this area.
5.3.4	A section was added to provide guidance on students who earn an Associate Degree for Transfer.
5.6	Information was provided in regards to reciprocity among CSU campuses for GE coursework.
6.2.1.c.1	Campuses are required to provide sufficient sections of GE Subarea A2 written communication in the English language and Subarea B4 mathematics/quantitative reasoning courses to support completion of this coursework by all freshmen during their first year of enrollment.
6.2.1.c.2	Added the requirement that if a GE course is not offered within a five-year period, it shall no longer be approved for GE status.

EO 1100 and Mathematics/Quantitative Reasoning Policy 2016-17 Consultation Timeline

- 3/29/16 Introduced by Assembly Member Holden, Assembly Concurrent Resolution No. 158 *Relative to Public Postsecondary Education* encourages all three higher education segments to expedite efforts to streamline the transfer process and ensure that all general education courses can transfer seamlessly from campus-to-campus and among all three systems.
- 8/12/16 AVC Mallon writes to the Office of Advocacy and State Relations, providing an overview of system GE transfer and articulation policies, addressing the concerns of Assembly Concurrent Resolution No. 158 *Relative to Public Postsecondary Education*. ASCSU Chair Miller is copied.
- 8/16/16 EVC Blanchard issues survey of campus GE requirements.
- 8/28/17 ASCSU Planning Retreat: ASA Division discusses with senate the external pressures to examine GE policy. Results of the campus GE surveys are promised (and later delivered) to ASCSU chair.

- 9/13/16 In response to GEAC members discussing draft Title 5 language for quantitative reasoning, AVC Chris Mallon advises GEAC members that EO 1100 will be revised to include modified language for the GE Breadth Area B4 mathematics/quantitative reasoning requirement, and specifies that Title 5 will not be amended to include a new Area B4 definition.
- 9/14/16 Campus GE requirements survey responses due.
- 9/14-15/16 AS-3264-16/EX, Approved Unanimously, *ASCSU Accepts QRTF Report and recommendations.*
- AS-3265-16/APEP, Approved, *Implementation of Quantitative Reasoning Task Force (QRTF) Recommendations That Reflect Items Previously Approved by the Academic Senate CSU*
- 9/23/16-3/17/16 CO AVCs and ASCSU consult with multiple groups* regarding QRTF recommendations.
- 11-17-16 EVC Blanchard requests systemwide feedback on QRTF recommendations by 2/6/17; ASCSU is included.
- 1/24/17 GEAC discussed change to Area B4 definition. During the year, Steven Filling, Kate Stevenson and Mark Van Selst led the discussion and drafting efforts. AVC Mallon invites GEAC to begin proposed language for a revised EO 1100, in response to the QRTF recommendations. She reminds GEAC that Subarea B4 is not defined in Title 5. Chair Miller was present.
- 3/7/17 EVC Blanchard letter is sent to Chair Miller, advising of Chancellor's Office policy decisions resulting from QRTF recommendations. This includes changes to GE Breadth Subarea B4 mathematics/quantitative reasoning requirements and the use of multiple measures of demonstrating college readiness; use of co-requisite and other learner-supportive models; and requiring the completion of GE mathematics/quantitative reasoning in the first year of enrollment.
- 3/10/17 EVC Blanchard memo issued to presidents requesting feedback on how EO 1100 can be revised to: (1) improve clarity, (2) ensure equity, and (3) streamline graduation requirements—in response to criticism regarding these areas, from Governor Brown, Assembly Member Chris Holden, the Department of Finance, and trustees.
- 3/14/17 GEAC further discussed changing the Subarea B4 definition.

- 3/15/17 Feedback was originally requested by 5/12/17. AVC Leo Van Cleve met with Senate Executive Committee. EO 1100 consultation memo and timing were discussed. Negotiations resulted in extending the deadline to 6/16/17 and an agreement that the ASCSU would convene a five-member work group to review the draft EO 1100, following receipt of campus feedback in June. Work group members were to be paid \$500.
- EVC Blanchard met with the Executive Committee, and his letter of March 15, 2017 confirmed the arrangements.
- 5/16/17 Final 2016-17 GEAC meeting. “Conceptual Draft” for GE Breadth Area B4 mathematics/quantitative reasoning language for EO 1100. Chair Miller was present.
- 5/17/17 ASCSU Academic Affairs Committee discussed Senator Filling and Dr. Kate Stevenson’s “Conceptual Draft” notes for EO 1100 definition of Subarea B4. AA Committee offered feedback on the language but did not offer feedback on the request for input on revising EO 1100.
- 5/18-19/17 Final 2016-17 ASCSU Plenary
AS-3291-17/APEP (Rev) Incorporating the Quantitative Reasoning Task Force (QRTF) Recommendations in Revising Executive Order (EO) 1100, postponed indefinitely
- 6/16/17 Systemwide EO 1100 feedback due. No formal feedback was received from ACSCU committees or plenary. Feedback was received by all but one campus, which chose not to respond. Faculty were involved in responses from 20 of the 22 campuses responding. Nine campuses indicated that their feedback incorporated responses from all three constituencies (faculty, students and administration). Of the 13 campuses that did not give “all-campus” feedback, six response forms were submitted by faculty and administrators; four from faculty only; two from administrators only; and one was from faculty and students.
- 7/17/17 Draft EO 1100 Revised—feedback from and discussion with ASCSU Executive Committee.
- 7/26/17 Draft EO 1100 Revised—feedback from and discussion with ASCSU EO 1100 review work group.
- 8/4/17 Draft EO 1100 Revised--feedback due from presidents.
- 8/8/17 Draft EO 1100 Revised—feedback due from provosts.

***CO and ASCSU QRTF Consultation Schedule Beyond ASCSU
9/23/16 through 3/17/17**

CO Staff Member: Caro Cardenas

Constituent Group	Planned Consultation Venue and Date
Test Officers	Test Officer Meeting (11/
Directors of Outreach and Recruitment	DOR Retreat (12/5)
ELM Faculty Committee	ELM Meeting (12/10) San Diego
EAP Coordinators	EAP Meeting (1/23/17) Bakersfield
Math Council	TBD
Admissions Advisory Council	LA Crowne Plaza (12/8) Eric/Caro

CO Staff Member Eric Forbes

Constituent Group	Planned Consultation Venue and Date
DARS	April Grommo
UC BOARS	
Admissions Advisory Council	LA Crowne Plaza (12/8) Eric/Caro
ICC	
VPs of Student Affairs	Ray <u>Murrillo</u> will be responsible

CO Staff Member Marquita Grenot-Scheyer

Constituent Group	Planned Consultation Venue and Date
CORE Districts Superintendents	Presentation to their regular meeting 2/10/17 (tentative)
CA Department of Education	Need to set up this spring
Deans of Education	(3/16-17/17)
Recipients of CA Math Readiness Challenge Grants (4 campuses)	Planning a spring meeting
CAPP	Consulted at their fall meeting
CORE Districts Superintendents	Presentation to their regular meeting 2/10/17 (tentative)

CO Staff Member Chris Mallon

Constituent Group	Planned Consultation Venue and Date
Provosts	Academic Council Meeting (11/29/16)
Presidents	Council of Presidents Meeting (12/6/16)
Academic AVPs	Web-Assisted Conference (12/12/16)
ICAS (intersegmental senates)	ICAS Meeting (9/23/16)

ASCSU Consultation with ICAS

(From ASCSU)

ICAS received the Quantitative Reasoning Task Force Report at its September 23 meeting. It was clarified that receiving the report is not considered acceptance but instead is intended as an informal receipt of report to allow the segments to discuss the report. By consensus, each segment received the report and agreed to share with their respective segments for input and feedback at the December ICAS meeting.

FAQ on the Revisions to EO 1100 Revised August 23, 2017 CSU General Education Breadth

The following list of commonly raised questions and Chancellor's Office responses is provided with the release of Executive Order 1100 Revised August 23, 2017 *CSU General Education Breadth Requirements*. Questions have been received through consultation and survey feedback from faculty, students and administrators. This document is organized according to the EO structure, to assist in cross-referencing. A summary of revisions made to the general education (GE) EO appears at the end of this document. All requirements refer exclusively to baccalaureate-level learning.

Article 1. Applicability

1. When do these changes take effect?

The policy is effective fall 2018 and applies to students enrolling in fall 2018 and subsequent terms who: (1) have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and (2) who have not satisfied lower-division general education requirements according to the provisions of Title 5 Sections 40405.2 or 40405.3. Students subject to earlier catalog years may elect to change their catalog year and be subject to the new GE requirements as well as current major degree program requirements and campus graduation requirements.

2. Can we delay implementation until fall 2019 to give us more time for the curricular changes we need to carry out?

It would be difficult to justify delaying the benefits afforded by these policy changes, which increase opportunities for student success and facilitate efficient degree completion. Student-supportive policy changes include:

- Intermediate Algebra is no longer required as the uniform prerequisite for all courses in CSU General Education Breadth Area B4 Mathematics/Quantitative Reasoning.
- Approved GE Area B4 courses may now include non-algebra intensive courses such as game theory, statistics pathways, statistics for majors, computer science and personal finance, for example.
- Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.
- To facilitate efficient degree completion systemwide, 48 semester units¹ is set as both the minimum and maximum for total GE units. Stand-alone one-unit GE laboratory courses may increase the maximum to 49 units. (See question #17);
- To ensure efficient completion of lower-division certification and transfer from CCC campuses, coupled with efficient degree completion at the CSU, this policy clarifies that the nine units of upper-division GE courses are taught only in Areas B, C and D.

¹ One semester unit is equivalent to 1.5 quarter units.

Article 2. Fulfilling CSU General Education Breadth Requirements

3. Can California State Universities (CSU) certify GE completion (either complete certification or subject-area certification) in the same way the California Community Colleges (CCC) do?

Yes, policy now allows certification of lower-division GE Areas satisfactorily completed at any CSU campus. Such lower-division certification ensures that students shall not be held to any additional lower-division GE requirements, mirroring the certification process between CCC and CSU campuses.

Upper-division GE courses completed at one CSU campus shall fulfill the same requirement at any other CSU campus and shall be applied toward the student's residency requirement.

4. What are "Golden Four" GE courses?

Courses in GE Subareas A1, (oral communication in the English language), A2 (written communication in the English language), A3 (critical thinking) and B4 (mathematics/quantitative reasoning) are sometimes referred to as the "Golden Four" or "Basic Skills" courses. They are required for transfer admission to the CSU, and each of the four courses must be passed with a minimum grade of C-, per Title 5 Section 40803.

5. Can a CSU campus that requires a minimum C grade for GE courses, other than the Golden Four, require a student to repeat a transferred GE course for which a C-, or lower, is earned?

No, satisfactory completion of a GE course on one campus shall be recognized as satisfied at any other CSU campus. However, if the course is also required for the major, and the major requires a higher minimum grade, the course shall satisfy the GE requirement but not the major requirement.

6. If the Golden Four require a minimum C- grade to satisfy CSU GE requirements, can students take those courses for Credit/No Credit?

GE policy does not prohibit students from satisfying the Golden Four requirements with a Credit grades as long as the "CR" represents a letter grade of C- or better. However, we recommend that students take these courses for a letter grade as some majors may require letter grades in all required courses.

7. Why are the upper-division GE units restricted to Areas B, C and D?

This clarification of existing requirements reflects the organization of 48 units of CSU GE Breadth, with 39 units in lower-division certification and the remaining 9 units left for upper-division completion. The upper- and lower-division units coordinate with the number of units required in Areas A through E, as shown in the following chart.

	Semester units required for transfer (ADT & full certification)	Semester units required for CSU GE Breadth	Semester units remaining after transfer
Area A	9	9	0
Area B	9	12	3
Area C	9	12	3
Area D	9	12	3
Area E	3	3	0
Totals	39	48	9

Lower-division certification includes 9 lower-division semester units each in Areas A, B, C and D and 3 lower-division semester units in Area E, which totals 39 of the 48 units required. Following completion of the first 39 units at a CSU or community college, the remaining 9 semester units (of the total 48 GE units required) reside in Areas B, C and D—the only Areas that require a total of 12 units each—3 units each beyond lower-division certification. These 9 units coincide with the 9 semester-units of upper-division GE required at the CSU. (See Attachment A of EO 1100 Revised for an illustration of this distribution.)

8. When should a CSU student take upper-division GE courses?

In most cases, upper-division GE courses should be restricted to students who have completed 60 semester units or more. This protects the integrity of the increasing complexity of degree requirements, and it conserves upper-division courses for the graduating seniors whose degree completion could be slowed without access to required upper-division GE courses. At the same time, the CSU has committed to providing the courses students need, when they need them. There may be cases in which students with fewer than 60 units may need to enroll in an upper-division GE course to continue making full-time progress toward degree completion. At a minimum, students shall be required to have satisfactorily completed the Golden Four courses (written communication, oral communication, critical thinking and mathematics/quantitative reasoning) before enrolling in upper-division GE courses.

9. Are there software approaches to preventing a student from enrolling in upper-division GE courses without first having completed one course each in GE Areas A1, A2, A3 and B4?

Yes, the campus Office of Admissions and Records or the Office of the Registrar could edit the prerequisites for upper-division GE courses to include the completion of courses in GE subareas A1, A2, A3 and B4. If additional assistance is required, you may contact Dr. April Grommo, Director of Enrollment Management Services, at 562-951-4726 or agrommo@calstate.edu.

10. Is “double counting” of GE courses required?

Yes, campuses may no longer prohibit the double counting of GE requirements and other requirements. Major required courses that are approved for GE credit and courses and campus-

wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

11. Will the transfer of upper-division GE courses dilute CSU campus distinctiveness?

No, historically this has not been the case because the transfer of upper-division students from one CSU to another is extremely rare. Of the 419,622 degree-seeking undergraduates enrolled in fall 2016, only 463, or .1%, had transferred from one CSU campus to another that fall. Essentially all students who graduate from a particular CSU campus have taken their 9 upper-division GE semester units at the home campus.

12. If a campus has a service learning, GVAR or other all-campus requirement that is completed as part of GE, can the campus continue this practice?

No, there is no upper-division Area A allowed in CSU policy. Campus GE requirements need to conform to the Area requirements and 48 semester-unit limit (or 49 semester units as described in Article 4 Area B). Campus-wide requirements may continue double counting with GE requirements.

13. If a campus GE program requires an Area beyond those required in the EO, does the campus need to discontinue the additional campus-specific GE Area?

If a campus has added a required GE course or Area not specified in the CSU GE Breadth requirements, the campus could discontinue the required course. Alternatively, the campus could retain the course but move it out of GE, if the total degree requirements will not exceed 120 units (or the unit total approved by Chancellor White in 2014).

Article 3. Premises of CSU General Education Breadth

14. Can a CSU campus refuse to accept a GE course from another CSU (or from a CCC or other regionally accredited institution) if the course was taught online?

No, course modality is not to be considered when evaluating courses for transfer. GE requirements may be satisfied through courses taught in face-to-face, hybrid, or completely online modalities. Pursuant to California Education Code Section 66763, a course provided entirely online shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

Article 4. Subject Area Distribution

15. Can courses that meet the requirements of CSU GE Subarea B4 have a prerequisite?

Yes, the new policy allows CSU faculty to specify the prerequisites relevant to each GE math or quantitative reasoning course.

Courses in Subarea B4 shall allow students to demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In practice, it will be important for students to be advised to take a Subarea B4 course that is appropriate for their major. For some majors, this will require a mathematics class (such as calculus), which may have a mathematics prerequisite.

Courses meeting the GE mathematics/quantitative reasoning requirement may include traditional mathematics (e.g., algebra, trigonometry and calculus) as well as statistics. Additionally, GE math/quantitative reasoning options now may include—for example—personal finance, statistics for specific majors, game theory or computer science, which may not be exclusively algebra based. The change allows students more flexibility in completing their bachelor's degrees, and more opportunities to apply mathematical and quantitative reasoning to the world around them.

16. The Quantitative Reasoning Task Force (QRTF) recommended specific GE mathematics/quantitative reasoning requirements. Why are those not included in the revised policy?

In defining the Subarea B4 requirement, the revised EO embraces the fundamental principles of the *QRTF Report* recommended definition, while keeping within the language conventions for EO 1100 Area definitions. The Academic Senate General Education Task Force (GETF) may discuss recommendations that fall outside the scope of this revision project (clarification, ensuring equity and facilitating efficient degree completion).

17. Can our campus have 49 units of GE if we require a 4 semester-unit lecture-and-laboratory course? Can we require 49 units if we require a 3 semester-unit B1 or B2 science lecture course and a related stand-alone one-unit laboratory course?

Yes, while it is expected that campuses could satisfy the laboratory experience requirement with a 3-unit lecture course with an integrated laboratory experience, campuses may require another one semester-unit for a laboratory experience (class). See Article 4, Area B of EO 1100 Revised for a full explanation.

18. Can any GE course exceed the unit count required for a Subarea?

Higher-unit GE courses may not be required, but GE courses bearing higher units may be allowed to satisfy GE Area or Subarea requirements. Major courses that double count toward satisfaction of a GE Subarea may carry a higher unit than the Subarea requires, but students need to be given the option of completing a lower-unit GE course. The most efficient path to degree completion may be through taking, for example, a 5-unit biology major course that also satisfies the B2 and B3 GE Subareas. Compared to taking the 5-unit biology major course and a separate 3-unit B2 GE course and 1-unit B3 GE course, the student who double counts the GE course with the major requirement would save four units.

Article 5. Transfer and Articulation

19. What is an “eligible institution” for articulation?

Any regionally accredited institution or international higher education institution legally authorized to deliver postsecondary instruction in their country is eligible for course articulation with CSU campuses.

20. Can CSU campuses articulate GE courses with institutions other than CCCs?

Yes. Article 5 “Transfer and Articulation” in the executive order refers to the annual CSU GE Breadth and Intersegmental General Education Transfer Curriculum (IGETC) review process that is shared among the CCC, CSU and University of California systems. CSU campuses may continue to articulate courses with all eligible institutions in the same manner they do now.

21. Can a student transfer CCC courses to the CSU to meet upper-division GE requirements?

No. According to Title 5 Section 40409(a), “No upper-division credit may be allowed for courses taken in a community college.”

22. Can students transferring to the CSU with an Associate Degree for Transfer (ADT) be required to take additional lower-division GE courses?

No, a student who transfers to the CSU with a CCC Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) is fully certified for 39 units of lower-division CSU GE and *cannot be held to additional lower-division GE requirements*. ADT transfer students are obligated to complete the nine semester units of upper-division GE courses that are part of the 60 CSU semester units required to complete the CSU degree.

23. What is “GE for STEM” within ADTs?

To accommodate the high number of lower-division major preparation courses required in some STEM majors, students pursuing certain ADTs may be eligible to take GE Breadth for STEM. This allows them to defer taking two lower-division GE courses (one in Area C and one in Area D) until after transfer. See Article 5.3.5 of EO 1100 Revised for details.

24. Which exams may be used for GE course certification?

Satisfactory scores on external examinations, like Advanced Placement, may be used to award GE credit and to certify satisfaction of GE Sub-areas. Coded memo [ASA-2017-13](#) provides the current list of GE units to be awarded for specified examination scores. The list is updated on an annual basis. In addition, course-based challenge exams completed at one CSU campus for a CSU GE course shall be recognized at all other CSU campuses. For more information concerning credit-by-examination policy, see [EO 1036](#) Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings.

Article 6. Implementation and Governance

25. Why are courses that have not been taught within a five-year period supposed to have GE status removed?

Concerns have been raised that the number of GE course offerings on some CSU campuses is overwhelming to students, causing confusion when students try to select courses to satisfy GE requirements. The five-year period allows for regular campus review and adjustments.

26. Are CSU campuses required to include students on the campus-wide GE committee?

Yes, it is required to include students on campus GE committees. Additionally, administrators and other staff members may serve on campus GE committees. However, in all cases the majority of the committee membership shall remain instructional faculty.

Summary of Changes to EO 1100*

Section	Revision
2.1	Changes the term “CSU GE pathways” to “CSU GE patterns.”
2.2.1	Sets the required semester units for GE Breadth at 48 as both a minimum and maximum, while allowing 49 semester units to reflect practice of requiring a 4 semester unit lecture/lab course or a 1 semester-unit lab course on some campuses. Required laboratory units have often not appeared in GE unit totals.
2.2.2	Establishes minimum C- grade requirements for oral communication, written communication, critical thinking and mathematics/quantitative reasoning, per Title 5.
2.2.3	Clarifies when students should enroll in upper-division GE courses.
2.2.3 and 4	Clarifies that the 9 semester units required at the upper division must be taken in Areas B, C, and D. Some campuses currently require upper-division GE in other areas, which can cause students to take more units than should be the case.
2.2.4	Requires that 9 semester units of upper-division GE shall be taken in the CSU.
2.2.6.1	Institutionalizes double counting for efficient degree completion. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.
2.2.6.2	Campuses are encouraged to allow the double counting of the 6 semester units of American Institutions with GE Area D Social Science.
2.2.1.c and 5.6.2.a	Specifies binding completion. Once a GE requirement is satisfied, students shall not be required to satisfy it again, even if the student were to change campus or major.
3.2	Clarifies that GE courses may be taught in all modalities (e.g., face-to-face, online, and hybrid) formats.
3.3	Removes the long list of LEAP information, replaced with a link.
(formerly 3.4 in previous EO version)	Removes the section on entry-level skills and remediation, as this policy exclusively addresses general education and not admission or remediation requirements.

4	Removes the Intermediate Algebra prerequisite from math/quantitative reasoning Subarea B4 and adds language describing this requirement. Sample course titles are given as examples of the expanded vision for satisfying the mathematics/quantitative reasoning requirement.
4	Specifies additional appropriate course content for Area E (e.g., information literacy and student success strategies), while personal finance is removed from this Area.
5.3.4	Adds information regarding GE for students who earn ADTs.
5.6	Clarifies reciprocity among CSU campuses for GE courses.
6.2.1.c.1	Requires campuses to provide sufficient sections of GE Subarea A2 written communication and B4 mathematics/quantitative reasoning courses to support completion of these requirements within the first year of freshman enrollment.
6.2.1.c.1	Adds requirement to remove GE status for GE courses not offered within a five-year period.

*This chart does not reflect all modifications. For example, stylistic changes, numbering changes and reorganization of elements do not appear in this chart.

Need further assistance?

Contact Dr. Alison Wrynn, State University Associate Dean, Academic Programs at 562-951-4603 or awrynn@calstate.edu.

Attachment A
Requirements for Lower- and Upper-Division
California State University General Education Breadth

GE Area	Lower-Division Semester Units	Upper-Division Semester Units	Total Semester Units* Required
Area A English Language Communication and Critical Thinking			
One course in each Subarea			
A1 Oral Communication			
A2 Written Communication			
A3 Critical Thinking			
Area A total semester units required:	9	0	9
Area B Scientific Inquiry and Quantitative Reasoning			
One course in each Subarea			
B1 Physical Science			
B2 Life Science			
B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2			
B 4 Mathematics/Quantitative Reasoning			
Area B total semester units required:	9	3	12
Area C Arts and Humanities			
At least one course in each Subarea			
C1 Arts: Arts, Cinema, Dance, Music, Theatre			
C2 Humanities: Literature, Philosophy, Languages Other than English			
Area C total semester units required:	9	3	12
Area D Social Sciences			
Area D total semester units required:	9	3	12
Area E Lifelong Learning and Self-Development			
Area E total semester units required:	3		3
Total GE Units Required	39	9	48

Note:

Students who transfer to the CSU with an Associate Degree for Transfer (ADT) or full CSU GE certification, have completed required 39 lower-division GE semester units. This includes 9 lower-

division semester units each in Areas A, B, C and D, and 3 lower-division semester units in Area E. Their remaining required 9 semester units fall into CSU GE Areas B, C and D, and are to be taken at the upper-division level.

*To determine unit requirements at quarter-based campuses, multiply the semester unit requirement by 1.5.