FAQ on EO 1100 Revised and EO 1110

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 and EO 1110 Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses. Questions have been received through the CSU webinar on September 29, 2017, as well as ongoing consultation and survey feedback from faculty, students and administrators. The first part of this document is organized according to the EO 1100 structure, to assist in cross-referencing. The EO 1110 FAQs are organized by general topic areas. A summary of revisions made to EO 1100 Revised 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 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 units\(^1\) 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;
- 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.
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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Semester units required for transfer (ADT &amp; full certification)</th>
<th>Semester units required for CSU GE Breadth</th>
<th>Semester units remaining after transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>12</td>
<td>3</td>
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<tr>
<td>C</td>
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<td>D</td>
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<tr>
<td>E</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>39</td>
<td>48</td>
<td>9</td>
</tr>
</tbody>
</table>
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, along with courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement. Campuses may not place limits on the number of GE courses students may take from any one department (including the department of the student’s major).

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, GWAR or other all-campus requirement that is completed as part of GE, can the campus continue this practice?

Campus-specific requirements such as service learning or cultural diversity may continue to double count or be specifically required within the defined distribution Area requirements. All campus GE programs must conform to the total 48 semester-unit GE program limit (or 49 semester units as described in Article

Updated 2/5/18
4 Area B). Total degree requirements cannot exceed 120 units (or the unit total approved by Chancellor White in 2014). A GWAR course cannot be required as part of GE because there is no upper-division Area A allowed in CSU policy.

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

Campuses have many options, including moving the courses from that extra GE Area into an existing GE Area, moving the courses out of GE entirely and double counting them as an overlay with GE requirements, reclassifying the courses as campus-specific graduation requirements apart from GE, or designating the courses as major requirements, among other possible strategies. Total degree requirements will need not to exceed 120 units (or the unit total approved by Chancellor White in 2014).

14. **What sort of “reasonable adjustments,” as described in 2.2.5.d may a campus make to the required distribution Areas A-E?**

One example of a “reasonable adjustment” that a campus might make would be to break Area C into Subareas C1 for Arts, C2 for Humanities and C3 for Upper-Division Arts or Humanities. Students would be instructed to take 3 semester units each in C1, C2 and C3 with the 3 remaining Area C units to be taken in either C1 or C2 (as specified by the campus). This sort of adjustment could also be made in Area D.

15. **Cultural diversity and ethnic studies courses are not specified in the CSU GE Breadth requirements. Does that mean the campuses have to eliminate these courses?**

No, campuses can retain their cultural diversity and ethnic studies courses, which can fit within the frameworks of EO 1100 Revised total GE Area limits and GE Area distribution limits. Almost all CSU campuses have been double counting their cultural diversity requirement with GE requirements, helping students to complete degree requirements efficiently. If there are questions about reconfiguring campus requirements, please contact Dr. Alison Wrynn, State University Associate Dean at 562 951-4602 or awrynn@calstate.edu.

### Article 3. Premises of CSU General Education Breadth

16. **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

17. **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, 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.

18. Can any LD GE courses have prerequisites? What about prerequisites for UD GE courses?

Yes, as described above, the prerequisite shall be reflective only of skills and knowledge required in the course. For LD GE courses, this is typically understood to be completion of high school a-g requirements and admission to the CSU. For UD GE courses, campuses must require completion of the Golden 4 (see 2.2.3 of EO 1100 Revised) as a prerequisite. Campuses should ensure that there are course options within each GE category that do not have prerequisites (other than the condition that UD GE courses require the completion of the Golden 4).

19. 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).

20. 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.

21. Why can’t financial literacy or personal finance courses be taught in Area E?

Personal finance courses that include a mathematical or quantitative foundation are eligible to be certified for Subarea B4. A personal finance course that is robust enough for Subarea B4 will not be broad enough for Area E. Removing personal finance courses from Area E will lessen potential confusion that would
result if a campus offered some personal finance courses approved for Area E and others approved for Subarea B4.

22. **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.

23. **Does a co-requisite or stretch course that requires more than three units conflict with the Subarea A2 (Written Communication) and B4 (Mathematics and Quantitative Reasoning) limits of three units each?**

There is no conflict because all students are required to complete a 3-unit A2 course and a 3-unit B4 course; but students may choose a higher-unit co-requisite version of those courses.

24. **Why are there no recommended outcomes for CSU GE Breadth Areas in EO 1100 Revised?**

Outcomes are not included in any CSU GE Area within the EOs on GE. Campuses may develop their own student learning outcomes for the CSU GE Breadth Areas and Subareas.

**Article 5. Transfer and Articulation**

25. **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.

26. **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.

27. **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.”

28. **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.

29. **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.

30. **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

31. **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.

32. **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.

**Need further assistance on EO 1100?**

Contact Dr. Alison Wrynn, State University Associate Dean, Academic Programs at 562-951-4603 or awrynn@calstate.edu.
CSU Executive Order 1110

General Questions

33. What changes are the California State University making to its approach to academic preparation?

At the March 2017 Board of Trustees meeting, the Chancellor’s Office highlighted four areas of academic preparation where improvements are needed to support student success, degree completion and to eliminate persistent equity/achievement gaps:

- Reexamining the CSU assessment and placement protocols for determining college readiness and course placement
- Strengthening the CSU Early Start Program
- Restructuring the CSU approach to developmental education
- Working to improve mathematics and quantitative reasoning skills among high school students

On August 2, 2017, the CSU issued Executive Order 1110 that revises the policy for first-year student placement in English and mathematics/quantitative reasoning courses. It retires the CSU assessment exams (Entry-Level Mathematics Test and English Placement Test) currently used for course placement. It strengthens the Early Start Program by giving students an opportunity to earn college credit in the summer before their first term. Finally, it eliminates the use of developmental education prerequisites and calls for alternative instructional models to support students in credit-bearing courses.

34. What precipitated the changes to our approach to academic preparation?

While the CSU has made steady progress improving college readiness, nearly 40 percent of first-time students (approximately 25,000 each fall) are informed that they are admitted but are not ready for college-level coursework. Students from traditionally underserved communities are far more likely to be required to complete developmental education courses. For example, 59 percent of African American students and 47 percent of Latino students are informed that they are not prepared for college coursework after being admitted.

The overwhelming majority of these students are relegated to developmental education courses, which do not count toward a degree. Being assigned to these courses has a negative impact on a student’s credit accumulation in the first year, inadvertently sending the message that the student does not belong in college and decreasing the likelihood that the student earns a degree.

The CSU Graduation Initiative 2025 goals seek to significantly improve student success and graduation rates and to close persistent equity gaps. In pursuit of these goals, the CSU established six priorities, including improving academic preparation. The CSU is working to ensure that all students, including those who arrive in need of additional academic support,
have the opportunity to earn 30 college-level semester units (or 45 quarter units) before their second academic year. This required a change in how the CSU serves students in their first year.

Many CSU campuses are already leading the way on improving academic preparation, whether by restructuring developmental education or through implementation of a more robust Early Start Program. Our goal is to build on this momentum, improving systemwide policies and procedures to better serve all CSU students.

35. **Are there links to data about our students’ remediation?**

Statistics can be found here: [http://asd.calstate.edu/performance/proficiency.shtml](http://asd.calstate.edu/performance/proficiency.shtml). For instance, for those students who began in fall 2015, 61% of the students were proficient upon entry (did not require any mathematics remediation) and 83% were proficient before their second year.

36. **Will these changes result in lower quality learning experiences for CSU students?**

No. The changes are not a mechanism for compromising academic quality or a means to merely accelerate graduation rates. Compromising academic rigor is not in the best interest of students or the increasing value of their CSU degree. These changes are intended to provide more innovative and targeted academic support to help students achieve existing rigorous course outcomes.

37. **How was the new CSU approach to academic preparation—including Executive Order 1110—developed?**

The Chancellor’s Office engaged in significant consultation with faculty, students, campus administrators and other educational partners on the new approach to academic preparation and the development of Executive Order 1110. A draft executive order was circulated for feedback from campus constituents. The final policy reflects the collective advice and guidance of experts from around the system.

38. **What is the next step in the process?**

Work to improve academic preparation is ongoing. Continued faculty and staff development opportunities are being identified related to assessment, advising, curriculum design and innovative models of instruction. A coded memorandum outlining implementation and operational aspects of the transition to the new policy outlined in Executive Order 1110 is forthcoming. Also, a [Graduation Initiative 2025 workgroup](http://asd.calstate.edu/performance/proficiency.shtml) comprised of faculty, students and campus leaders and focused on academic preparation will begin convening to identify and assist in addressing critical implementation and operational matters.

39. **How can interested parties stay updated on these impending changes?**

This FAQ is a living document and will be updated on the [Graduation Initiative 2025 website](http://asd.calstate.edu/performance/proficiency.shtml) as new information becomes available. Additionally, Chancellor’s Office staff will provide regular updates at a number of CSU affinity group meetings (e.g., Presidents Council, ASCSU Plenary, Provosts Council, Student Affairs Council, Math Council, English Council, California State Student Association (CSSA) Executive Committee, Intersegmental General
Education Transfer Curriculum meetings, high school counselor conferences, etc.).

40. Where can we find the C-ID descriptors?

They can be found here: https://www.c-id.net/descriptors/final

**Developmental Education**

41. Under the new executive order, what will be the CSU policy on developmental education?

Beginning in fall 2018, the CSU will no longer require students to take three unit prerequisite courses in written communication and/or mathematics/quantitative reasoning that do not count for college credit before moving on to college-level courses that do. These courses are commonly referred to as developmental education classes.

Effective fall 2018, the CSU will place students needing additional academic support in courses that strengthen skills development and are college-level and credit-bearing. Supportive course models may include, among others, co-requisite approaches, supplemental instruction modules, or “stretch” formats that could extend a course beyond one academic term. Additional academic support will now be embedded or attached to college-level courses for students who need it. Any instructional content considered to be pre-baccalaureate during the regular term will be limited to one unit and it must be attached to a college-level course and offered concurrently.

42. How will these policy changes to developmental education benefit students?

CSU students will no longer be required to take courses that do not apply toward a degree. Instead, students will be able to earn college credit beginning day one, while receiving the academic support they need. These changes will potentially save students thousands of dollars. For many CSU students, these changes will also reduce the time required to earn their degree allowing them to move into the workforce or a graduate program more efficiently.

43. Shouldn’t these decisions be left to campuses?

Course development, curricular modifications and innovative instructional approaches will be at the direction of faculty leaders from campus English and mathematics programs in concert with campus academic leadership. The Chancellor’s Office will provide resources, technical assistance and professional development opportunities where appropriate, but will not prescribe a specific implementation model.

44. How will faculty be supported?

Approximately $10 million has already been provided to campuses for new course development and course redesign, to support advising and to more effectively use campus data to support student success. The Chancellor’s Office is also developing a series of technical assistance and professional development resources that will be available to campus faculty and staff.
45. How will these changes be communicated to our PK-12 and community college partners?

The Chancellor’s Office will be meeting directly with PK-12 and community college partners to communicate the changes to the CSU academic preparation policy.

Early Start

46. Under the new executive order, what parts of the Early Start Program will change and why?

Effective summer 2019, students required to attend the CSU Early Start Program will have an opportunity to earn college credit the summer before beginning their first term. Instead of a one unit requirement, the Early Start Program will offer credit-bearing general education written communication and mathematics/quantitative reasoning courses systemwide.

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.

Although the timeframe for this change is not until summer 2019, campuses can pilot innovative instructional approaches to the Early Start Program in summer 2018. Some CSU campuses are already implementing a more robust credit-bearing Early Start experience for students.

47. How will these changes impact low-income students and those who need to work in the summer?

Many CSU students need to work during the summer and throughout the academic year to afford college. The CSU provides financial support to cover tuition for students based on standard financial aid practices (i.e. the estimated family contribution). The Chancellor’s Office is looking at opportunities to identify other forms of aid for students who participate in Early Start, including micro-grants, the utilization of low-cost textbooks, etc.

48. What will happen to students who attend an Early Start Program at a different CSU campus than the one in which they intend to enroll?

As is currently the case, a student’s home campus will be sent the results of the academic work completed at the service campus during Early Start. Any baccalaureate credit earned during Early Start under the new policy will be transferred and accepted by the receiving CSU campus.

Assessment and Placement

49. Under the new executive order, what will be the CSU policy on the assessment and placement of first-year students?

Executive Order 1110 calls for the broadest utilization of multiple measures in assessing academic readiness and determining course placement for first-year students. Measures may include high school English and mathematics/quantitative reasoning courses completed and grades earned; high school grade point averages; grades in collegiate courses; ACT, SAT
and/or SAT subject test scores; Advanced Placement (AP) or International Baccalaureate (IB) scores; or Smarter Balanced Assessment/Early Assessment Program scores.

50. How will the Entry-Level Mathematics (ELM) and English Placement Test (EPT) change and why?

As part of this new policy, these two tests will be retired in August 2017. In addition to other measures, the CSU will move toward a greater incorporation of high school grades and course-taking. High school grades, when used as one of multiple measures, are shown to be a stronger predictor of how likely students are to achieve course outcomes over an academic term if given the opportunity. Placing a greater emphasis on previous classroom performance is expected to improve student assessment and help customize academic support.

51. What does this mean for the campus testing center?

With the retirement of the EPT and ELM tests, campuses will be challenged to develop new opportunities for campus testing centers. This may include more support for testing as it is needed in the delivery of the actual curriculum; monitoring performance on electronic examinations such as ALEKS; or a new focus on the administration of ACT, SAT and possibly College-Level Examination Program (CLEP) exams.

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Improving High School Quantitative Reasoning Skills

52. Why are changes to high school quantitative reasoning requirements not included in Executive Order 1110?

Although the CSU promotes four years of high school mathematics/quantitative reasoning, any changes to high school requirements for admission consideration call for coordination with the University of California and the California Department of Education and would culminate in a change to California Administrative Code (Title 5). Therefore, it would be presumptive and not appropriate to include it in the executive order. The CSU admission criteria have not changed. Although the CSU encourages high school students to take four years of mathematics/quantitative reasoning, the a-g requirements have not changed.

More information on Graduation Initiative 2025 can be found on the website. If you have additional questions not covered in this document, please contact Dr. James T. Minor or Jeff Gold.
## Summary of Changes to EO 1100*

<table>
<thead>
<tr>
<th>Section</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Changes the term “CSU GE pathways” to “CSU GE patterns.”</td>
</tr>
<tr>
<td>2.2.1</td>
<td>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.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Establishes minimum C- grade requirements for oral communication, written communication, critical thinking and mathematics/quantitative reasoning, per Title 5.</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Clarifies when students should enroll in upper-division GE courses.</td>
</tr>
<tr>
<td>2.2.3 and 4</td>
<td>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.</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Requires that 9 semester units of upper-division GE shall be taken in the CSU.</td>
</tr>
<tr>
<td>2.2.6.1</td>
<td>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.</td>
</tr>
<tr>
<td>2.2.6.2</td>
<td>Campuses are encouraged to allow the double counting of the 6 semester units of American Institutions with GE Area D Social Science.</td>
</tr>
<tr>
<td>2.2.1.c and 5.6.2.a</td>
<td>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.</td>
</tr>
<tr>
<td>3.2</td>
<td>Clarifies that GE courses may be taught in all modalities (e.g., face-to-face, online, and hybrid) formats.</td>
</tr>
<tr>
<td>3.3</td>
<td>Removes the long list of LEAP information, replaced with a link.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>5.3.4</td>
<td>Adds information regarding GE for students who earn ADTs.</td>
</tr>
<tr>
<td>5.6</td>
<td>Clarifies reciprocity among CSU campuses for GE courses.</td>
</tr>
<tr>
<td>6.2.1.c.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

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*This chart does not reflect all modifications. For example, stylistic changes, numbering changes and reorganization of elements do not appear in this chart.
## Attachment A
### Requirements for Lower- and Upper-Division
### California State University General Education Breadth

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

**Total GE Units Required**: 39 | 9 | 48

**Note:**

Updated 2/5/18
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.