Meeting of the Academic Senate Executive Committee
Tuesday, October 10, 2017
01-409, 3:10 to 5:00pm

I. Minutes: Approval of September 19, 2017 minutes (pp. 2-3).

II. Communication(s) and Announcement(s):

III. Reports:
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Statewide Senate:
E. CFA:
F. ASI:

IV. Business Item(s):
A. Appointment of Keith Wiley – Architecture Department to the Academic Senate CAED caucus for fall quarter 2017.
C. Appointment of Chris Surfleet - Natural Resources Management and Environmental Sciences Department, Fernando Campus - Animal Science Department, and Mark Edwards - Animal Science Department to the Academic Senate CAFES caucus for the 2017-2019 term.
D. Approval of 2 WTUs of Release Time for Denise Isom, Chair of the USCP Review Committee.
E. Appointments to Academic Senate Committees for 2017-2019: (pp. 4-5).
F. Appointments to University Committee for 2017-2019: (p. 6).
G. Resolution on Retiring Obsolete Resolutions: Gary Laver, Statewide Senator (pp. 7-8).

V. Discussion Item(s):
A. Gary Laver’s continuing services on the Campus Administrative Policy Committee.
B. Senior Project Task Force: (p. 9).
C. Resolution on Executive Order 1100 – CSU General Education Breadth Requirements: (pp. 10-51).

VI. Adjournment:
I. Minutes: none.

II. Communication(s) and Announcement(s): none.

III. Reports:
A. Academic Senate Chair: Dustin Stegner, Academic Senate Chair, reported that the Academic Senate office is currently working on the election process for representatives to serve on the College of Engineering and the College of Liberal Arts Dean Search Committees.

B. President’s Office: Jessica Darin, President’s Chief of Staff, reported that a project to revise CAP 140 is currently in the works and will be made available for review once the revisions are created. Darin stated that Jeremiah Hernandez received the CSU Trustees’ Award for Outstanding Achievement.

C. Provost: Kathleen Enz Finken, Provost, reported that multiple inquiries have been made including issues concerning DACA, the executive order travel ban, and cannabis research. Enz Finken stated the reviews from the latest WASC mid-cycle review were positive. The Provost reported that graduation rates are higher than ever in Cal Poly history. Finally, she stated the start of the school year was one of the smoothest she can remember.

D. Statewide Senate: Jim LoCascio, Statewide Senator, and Gary Laver, Statewide Senator, discussed the attention Executive Order 1100 and Executive Order 1110 received at the September 13-15th Statewide Academic Senate meeting.

E. CFA (Archer): Graham Archer, CFA SLO Chapter President, reported that CFA is currently in its bargaining phase. He stated that the head of bargaining would be on campus October 26th.

F. ASI (Nilsen): Riley Nilsen, ASI President, reported on an alternative transportation initiative that connected with over 3,000 students over summer. She provided a letter on behalf of ASI concerning students affected by the repeal of DACA as a resource to students interested in learning more about the situation. Finally, she encouraged staff and faculty to have students sign up to vote through the app, TurboVote. Daniela Czerny, Chair of the ASI Board of Directors, thanked Gary Laver for his time on the Board of Directors last year and expressed her excitement to work with the Academic Senate this year.

IV. Business Item(s):
A. Appointment of Jen Carroll, Chemistry and Biochemistry Department and Sean Lema, Biological Sciences Department to the Academic Senate CSM caucus for fall quarter 2017 only.
M/S/P to appoint Jen Carroll, Chemistry and Biochemistry Department, and Sean Lema, Biological Sciences Department, to the Academic Senate CSM caucus for the fall quarter 2017.

B. Appointment of Ken Brown, Philosophy Department, to the Academic Senate CLA caucus for the 2017-2018 academic year.
M/S/P to appoint Ken Brown, Philosophy Department, to the Academic Senate CLA caucus for the 2017-2018 academic year.

C. Appointment of Phil Barlow to Curriculum Committee for fall quarter 2017 as Clare Olsen’s substitute.
M/S/P to appoint Phil Barlow to the Curriculum Committee for fall quarter 2017 as Clare Olsen’s substitute.
D. Appointment of Denise Isom, Ethnic Studies Department Chair as USCP Review Committee Chair.
M/S/P to appoint Denise Isom, Ethnic Studies Department Chair, as the USCP Review Committee Chair.

E. Approval of Academic Senate committee charges for 2017-2018. M/S/P to approve the Academic Senate committee charges for 2017-2018 with the following additions:

- Distinguished Scholarship Awards Committee:
  • Review the Distinguished Scholarship Award selection process and present the selection criteria to the Executive Committee

- Instruction Committee:
  • Follow-up with the Registrar's Office for alternate scheduling patterns for four unit classes

- Fairness Board:
  • Review procedures for referrals

F. Appointments to Academic Senate Committee for 2017-2019:
M/S/P to approve the appointment of the following people to the respective Academic Senate committees:

- College of Agriculture, Food and Environmental Sciences
  - Distinguished Scholarship Awards Committee: Wyatt Brown, Hort. & Crop Science
  - College of Architecture and Environmental Design
  - Distinguished Teaching Awards Committee: Sandy Stannard, Architecture
    - Faculty Affairs Committee: Gary Clay, Landscape Architecture
    - Research, Scholarship and Creative Activities Committee: Christine O'Hara, Landscape Architecture (17-18)

- College of Liberal Arts
  - Distinguished Teaching Awards Committee: Brian Kennelly, World Lang. & Cultures

- College of Science and Math
  - GE Governance Board: John Jasbinsek, Physics (17-20)
  - Curriculum Appeals Committee: Doug Keesey, English (17-18)

G. Appointment to University Committee for 2017-2018:
M/S/P to appoint Kris Jankovitz, Kinesiology Department, as the Academic Senate representative for the ASI Board of Directors, as well as James Tejani, History, to the University Union Advisory Board and the USCP Review Committee.

H. Resolution on Graduate Blended Program Policies: Richard Savage, Dean of Graduate Education, proposed a resolution updating the policy with regards to admission, transition to graduate student status, double counting units, and senior project requirements for Blended Programs. M/S/P to agendize the Resolution on Graduate Blended Program Policies.

Discussion Item(s): none.

Adjournment: 5:07 p.m.

Submitted by,

Mark Borges
Academic Senate Student Assistant
Vacancies for 2017-2019 Academic Senate Committees

*Indicates willingness to chair if release time is available

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

GE Governance Board (2017-2020)

Brent Nuttall, Architectural Engineering (14 years at Cal Poly) Tenured
My interest in participating in the GE governance board is to insure that general education continues to cultivate well rounded graduates ready for the today’s challenges and opportunities. I am especially interested in a strong and effective GE program for STEM majors. There are many interesting challenges and opportunities facing General Education at Cal Poly including the task force recommendations and Executive Order 1100. I am currently the ARCE curriculum committee chair, having served in that position for many years. I have served on the ARCE department curriculum committee for 14 years. I have served as a past member and past chair of the CAED curriculum committee. I have attended several ASCC meetings over the years representing our department on issues of interest before the committee.

Grants Review Committee
Instruction Committee

COLLEGE OF ENGINEERING

Distinguished Teaching Awards Committee (2017-2018)

Tina Smilkstein, Electrical Engineering (8 years at Cal Poly) Tenured
I’ve served on the academic senate for four years now and would like to serve another two years. I have learned a lot and feel I am finally a useful participating member. I would like to continue being the representative of my department and have a goal, if selected, to do a better job reporting back on AS meetings to my department.
As for the distinguished teacher award committee, I would like to see what other faculty are doing that are considered the cream of the crop. So, in a way, I see this as a learning opportunity. I don’t know if you consider that a qualification but that’s my inspiration for applying for that committee. I’ve participated on grants and scholarship committees but never on a teaching award committee but have served on a number of faculty and staff search committees and feel that gives me useful experience in evaluating teaching skills and contributions to the field of teaching.

Grants Review Committee
Instruction Committee (2017-2018)

Trevor Harding, Materials Engineering (11 years at Cal Poly) Tenured
Though I am an engineer by training, I have conducted research into engineering education for the past 20 years. I feel I have a deep appreciation of both the art and science of teaching. I have also run a number of workshops on teaching practices over the years.

Also, I notice the charge for the coming year is to discuss cheating/plagiarism at Cal Poly. For 15 years I led a research team examining the ethical decision-making of engineering students. We received several National Science Foundation grants to support our work and at one point conducted the largest study in the world on engineering ethical development. My role was primarily to develop testable models of ethical decision-making on the basis of psychological theories.

COLLEGE OF SCIENCE AND MATH

Fairness Board
ORFALEA COLLEGE OF BUSINESS
Fairness Board
GE Governance Board (2017-2020)

PROFESSIONAL CONSULTATIVE SERVICES
Distinguished Teaching Awards Committee

FACULTY ADVISORY COMMITTEE ON LIBRARY
Kevin Lin, Experience Industry Management (3 years at Cal Poly) Tenure track
I am interested in serving on the Faculty Advisory Committee on Library to help students gain better and cheaper access to textbooks, academic articles, online classes, and other types of learning materials. I have taught our Senior Project for two years and I have been working closely with Katherine O’Clair on introducing to students how to make the best of the library resources and conduct rigorous research. I also attended and successfully completed the Affordable Learning Solutions program offered by the Library in 2014 and have been using open access online materials in my classes in lieu of a traditional textbook. I would love to serve on the Faculty Advisory Committee on Library and contribute to the continued improvement of the services and resources provided by the library to our students, faculty, staff, and the community.

SENIOR PROJECT TASK FORCE
Manocher Djassemi, Industrial Technology & Packaging (14 years at Cal Poly) Tenured - OCOB
I have been managing the senior project course in Industrial Technology & Packaging program for the last 12 years. I developed a course manual to guide students through all stages of project development. The guidelines helps students to apply/learn a number of important skills/knowledge(attributes including developing solutions for real world problems, considering alternative solutions, critical thinking in decision making, structured writing, applying statistical analysis to data-orientated projects and ethical conducts in team senior projects. I hope I can help the committee to develop an improved process for Cal Poly’s senior projects.
Vacancies for 2017-2018 University Committees


CENG - Eric Mehiel, Aerospace Engineering (13 years at Cal Poly) Tenured
I have been interested in learning outcomes assessment for most of my time in the Aerospace Engineering department. I routinely assess learning outcomes in the courses I teach. I then modify course material or assignments based on the results of this assessment. In addition, I have been the ABET coordinator for the department for eight years. I wrote and organized the 2014 ABET site visit and review. The review was successful. Finally, I work to engage faculty within the department to assess their course learning objectives. These assessment reports are included in our periodic review reports.

Christy Chand, Theatre & Dance (5 years at Cal. Poly) Tenure track
As a relatively new faculty member at Cal Poly, I’m working to expand my university-level service. As a teacher of dance, I’m very sensitive to how students learn and how learning can be impacted when one has a disability be it temporary or more permanent. Lastly, as a Cal Poly community member that has been on crutches twice in the past two years, I am very interested in improving access on this campus.

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 2 Vacancies - CAFES (2017-2020), and CSM (2017-2019)
Nathaniel Martinez, Biological Sciences, CSM (4 years at Cal Poly) Tenure track
I am currently an Assistant Professor in the Biological Sciences Department (2014-present) where I teach a diverse array of upper and lower division courses including: General microbiology, Public Health microbiology, Immunology, Non-major intro-microbiology and a Medical Virology seminar. In addition to teaching, I am the PI of an active research laboratory currently composed of both graduate (x1) and undergraduate (x12) students.

My training as a physician-scientist provides me with a unique perspective for critically reviewing proposals that may have a translational medicine, bench-to-bedside application. As a faculty member that has successfully submitted two (2) patent proposals* under the auspices of Cal Poly, I bring experience and understanding of the types of projects that would be innovative and successful candidates for intellectual property coverage. Motivation to serve on this committee stems from my interest in projects that have the potential for marketability and thus require IP protection and I wish to gain further expertise in the IP review and filing process. Furthermore, I believe this to be an excellent opportunity to get a better picture of the diverse and novel research that is taking place on campus, which may lead to possible future collaborations with my own research interests.

My research interests include integrative and collaborative projects such as: the development of inexpensive point-of use diagnostics, the development of novel biomaterials for use in cell-culture and tissue engineering, the design and development of all-in-one bioassays and the study of the HIV-1 virus particle assembly. In addition to the two patent proposals, I have successfully collaborated with CalPoly Faculty and undergraduate students from multiple departments (Chemistry & Biochemistry, BioResource & Agricultural Engineering) on a variety of funded proposals including a Center for Applications in Biotechnology Grant 2014-2015 ($18,506), a CSUPERB-New Investigator Award 2016-2017 ($15,000), two (2) Baker-Koob Endowment awards 2016-2017 ($5,000 each), and an NSF-RUI award (Proposal #1709740) 2017-2020 ($390,000).

I currently serve on the University International Programs Committee (2015-2018), the Biological Sciences Graduate Committee (2017-2020) and as the Microbiology area coordinator for the Biological Sciences Department (2016-2019). These experiences have provided me with a more in-depth experience of the time-commitment and expectations of University-wide committees. In addition, serving on these committees has allowed for collaborative interactions with many colleagues, with whom I would never really have found the opportunity to meet.
RESOLUTION ON RETIRING OBSOLETE ACADEMIC SENATE RESOLUTIONS

WHEREAS, A resolution approved by Cal Poly’s Academic Senate reflects the concerns and campus organization of the time in which it is adopted; and

WHEREAS, With the passage of sufficient time an adopted resolution may no longer hold relevance; and

WHEREAS, Such obsolete resolutions should be identified and formally removed from the set of active resolutions; and

WHEREAS, No process currently exists for determining the obsolescence of Academic Senate resolutions or for their formal retirement; therefore be it

RESOLVED: That the Bylaws of the Academic Senate be amended as shown on the attached copy to guide the formal retirement of resolutions by the Academic Senate.

Proposed by: Academic Senate Executive Committee
Date: August 25, 2016
V. MEETINGS

E. RETIRING RESOLUTIONS

When an Academic Senate resolution is suspected of being out of date or no longer pertinent, at the Chair's discretion the resolution may be submitted for review as to its current relevance by the Academic Senate committee that originally sponsored it or by an ad hoc committee. The committee's opinion regarding the resolution shall be forwarded to the Academic Senate Executive Committee. If the Executive Committee finds that the resolution in question should be retired, a proposal to this effect shall be placed on the Academic Senate's consent agenda. If no senator pulls the resolution from the consent agenda, the resolution shall be considered retired. If pulled from the consent agenda, the proposal will appear as a business item for debate at the next meeting of the Academic Senate. The President shall be informed of any such action and the Academic Senate shall update its records.
Senior Project Task Force

Background:
The senior project, a capstone experience required of all Cal Poly undergraduates, is among a number of high-impact practices that have been shown to be educationally effective. During the last six-year program review cycle, the senior project was the university theme; the senior project was also a major concern of Cal Poly’s last WASC self-study, entitled “Our Polytechnic Identity in the 21st Century” (the 2009 and 2012 reports are available online at https://content-calpoly.edu.s3.amazonaws.com/wasc/1/documents/cpr_updated_report_march_2015.pdf and https://content-calpoly.edu.s3.amazonaws.com/wasc/1/documents/eer_updated_report_web_march_2015.pdf). The two reports contain a number of action items, including a recommendation to revise the senior project policy to clarify the nature of the capstone experience in relationship to the University Learning Objectives (ULOs). Cal Poly’s general policy governing the senior project has not been updated since 2001 (AS 562-01, CAM 211.41), and subsequent policy revisions have been focused on the timely completion (AS-594-03) and archival storage of senior projects (AS-683-09).

Charges:
Review the recommendations of the self-study and the findings of program review, including the recommendations to “[e]nsure that, in all programs, the senior project or thesis is truly a learn-by-doing experience that integrates the broad sweep of advanced learning” (CPR Action Items) and to “[r]eview all university- and program-level senior project policies to ensure their currency and to ensure that all programs understand and implement these policies” (EER Action Items)

Revise the Senior Project Policy to clarify the nature of the capstone experience in relationship to the ULOs and in the context of high-impact practices, using the evidence provided by the EER report (EER Action Items)

Based on this review, propose an updated, comprehensive policy on the senior project, which includes clear guidance on the desired nature of the capstone experience. This follows the EER Action Item recommendation

Meetings:
- Task force should meet every other week, and plan on completing its work in Winter 2018.
- The task force will elect a chair.

**Fall 2017 Membership:**

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<th>Name</th>
<th>Position/Represents</th>
<th>Department</th>
<th>College/Unit</th>
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<td>Janke, Dawn</td>
<td>Director</td>
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<td>Scaramozzino, Jeanine</td>
<td>Kennedy Library</td>
<td>Academic Services</td>
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<td>65677 jscaramo</td>
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Executive Order 1100
Campus Resolution Status

The following campuses have passed senate resolutions to delay implementation:
Dominguez Hills – pending final approval
Fresno -
Fullerton – Passed September 21, 2017
Humboldt State – goes to Senate on October 3, 2017
Sacramento – Passed September 21, 2017
San Diego State – goes to Senate on October 4, 2017
San Marco – first reading on October 4, 2017
Sonoma State – Approved September 28, 2017
Stanislaus – Approved September 26, 2017

The following campuses have received extensions:
Monterey Bay
Sonoma

Others:
Bakersfield – goes to Senate on October 12, 2017
Los Angeles – goes to Senate on October 10, 2017
Northridge – resolution was put on “procedural” hold until October 26, 2017
San Bernardino – will consider a resolution on October 10, 2017
Executive Order 1100

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4735

Executive Order: 1100
Effective Date: February 16, 2015
Supersedes: Executive Order 1065
Title: CSU General Education Breadth Requirements

This executive order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 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 minimum requirements for CSU General Education Breadth and to provide for the certification of coursework completed by transfer students at regionally accredited institutions. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education Breadth Requirements is also addressed in this executive order.

This document also addresses:

- Applicability of the policy (Article 1, page 1),
- Pathways to fulfillment of 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 7),
- Transfer and articulation (Article 5, page 9),
- Implementation and governance (Article 6, page 17).

Article 1. Applicability

1.1 Prior to Completion of CSU Lower-Division General Education Requirements
The requirements, policies, and procedures adopted pursuant to this executive order shall apply to students enrolling in fall 2016 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied
Executive Order 1100

lower-division general education requirements according to the provisions of Title 5 Sections 40405.2 or 40405.3.

1.2 Subsequent to Completion of Entire CSU General Education Requirements
Subsequent to initial completion of all CSU general education requirements (at the lower and upper divisions), a student may not be required to satisfy further exclusively general education requirements associated with an additional major program or baccalaureate degree.

Article 2. Fulfilling General Education Requirements in the CSU

2.1 Pathways
Policies adopted by the Board of Trustees in July 1991 provide three pathways for undergraduate students to fulfill CSU general education requirements:

1. CSU General Education Breadth
Fulfillment of CSU General Education Breadth Requirements (Title 5, Section 40405.1), including the completion of an upper-division requirement consisting of a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree; or

2. Intersegmental General Education Transfer Curriculum (IGETC)
Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree; or

3. 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, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.

2.2 Minimum Requirements

2.2.1 General Education Requirements
Every baccalaureate candidate who has not completed either the IGETC or UC-campus pathway specified in Article 2 shall complete the CSU General Education Breadth requirements described in
Executive Order 1100

2.2.2 Minimum Grades
A grade of C or better is required of each CSU or transfer student completing courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics or quantitative reasoning.

Minimum Grades

For CSU students and for other non-certified students including transfer students from other campuses or systems, each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses.

2.2.3 Upper-Division Requirement
At least nine of these semester units or twelve of these quarter units must be upper-division level, taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained.

2.2.4 Residency Requirement
Campuses may require that at least nine of the 48 semester units or twelve of the 72 quarter units shall be earned at the campus granting the degree. 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, such as the need to extend the time required for completion of the degree in the case of a senior-level transfer student.

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 and chief academic officer, Academic Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.

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Executive Order 1100

c. A student who has been admitted to a baccalaureate degree program is exempt from additional general education requirements if:

(i) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(ii) 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) if campus requirements and CSU GE-Breadth distribution requirements unduly exceed any of the minimum GE Breadth credit requirements. However, in such cases, the total number of general education units required shall not be fewer than 48 semester units or 72 quarter units. (No campus is required to adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

2.2.6 Double Counting

2.2.6.1 General Education, Major, and Other Requirements

Through a process of campus-wide curriculum review and approval, campuses may permit the “double counting” of courses for General Education Breadth with major requirements and prerequisites only after giving careful consideration to the impact of such actions on general education programs.

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

CSU campuses may permit up to six semester units or eight quarter units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) to be credited toward also satisfying General Education Breadth Requirements.
Article 3. Premises of CSU General Education Breadth

3.1 Background

CSU General Education Breadth 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 GE-Breadth 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 CSU Student Learning Outcomes

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, 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

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students’ ability to:

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;
- carry out effective oral communication;
write effectively;
apply quantitative reasoning concepts and skills to solve problems;
make informed, ethical decisions;
understand and apply the scientific method;
apply learning from study abroad experiences to general education areas;
utilize technology in pursuit of intellectual growth and efficacious human interaction;
demonstrate understanding of human beings as physiological and psychological organisms;
demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
demonstrate knowledge of cultural endeavors and legacies of world civilizations;
demonstrate understanding of how human societies have developed and now function;
apply socially responsive knowledge and skills to issues confronting local or global communities;
demonstrate life skills such as financial literacy;
understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
engage in lifelong learning and self-development; and
integrate and apply the insights gained from general education courses.

3.3 Entry-Level Learning Skills

3.3.1 Minimum Competency
Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students.

3.3.2 Remediation
Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome those deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.
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 groups and by women as well as men.

Area A  **English Language Communication and Critical Thinking**

Minimum 9 semester units or 12 quarter units

- one course in each subarea

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<th>Subarea</th>
<th>Course</th>
<th>Units</th>
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<tr>
<td>A1</td>
<td>Oral Communication</td>
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<tr>
<td>A2</td>
<td>Written Communication</td>
<td>(3 semester units or 4 quarter units)</td>
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<tr>
<td>A3</td>
<td>Critical Thinking</td>
<td>(3 semester units or 4 quarter units)</td>
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A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning.

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 practice 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**

Minimum of 12 semester units or 18 quarter units

- one course each in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses

<table>
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<th>Course</th>
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<tr>
<td>B2</td>
<td>Life Science</td>
<td>(3 semester units or 4 quarter units)</td>
</tr>
<tr>
<td>B3</td>
<td>Laboratory Activity</td>
<td>associated with a course taken to satisfy either B1 or B2</td>
</tr>
<tr>
<td>B4</td>
<td>Mathematics/Quantitative Reasoning</td>
<td>(3 semester units or 4 quarter units)</td>
</tr>
</tbody>
</table>
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A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in a related laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

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.

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Area C 
Arts and Humanities

- Maximum of 12 semester units or 18 quarter units
- At least one course completed in each of these two subareas:

  C1 Arts: Arts, Cinema, Dance, Music, Theater
  C2 Humanities: Literature, Philosophy, Languages Other than English

A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages. Across the disciplines in their 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 great 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. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.
Area D  **Social Sciences**  
Minimum of 12 semester units or 18 quarter units

A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

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. Coursework taken in fulfillment of this requirement must be taught from more than one disciplinary perspective.

Area E  **Lifelong Learning and Self-Development**  
Minimum of 3 semester units or 4 quarter units

A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

**Article 5. Transfer and Articulation**

This article pertains to regionally accredited non-CSU institutions that certify transfer students' fulfillment of CSU General Education Breadth 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.
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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

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education Breadth certification if it agrees to the following provisions:

a. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

b. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and such additional objectives as may be promulgated by the chancellor of the California State University.

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 objectives of the CSU General Education Breadth requirements may be appropriate components of general education.

3. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.

c. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

1. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective.

2. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic 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
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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 printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.

4. The participating institution 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. It is also responsible for re-approving entries that are found to have remained appropriate and for directing to the subcommittee of the Chancellor's General Education Advisory Committee any questions such updating of the courses may have raised as to their congruence with CSU General Education Breadth areas and objectives.

5. The participating institution shall report certification for individual students in a format to be specified.

5.3. Certification Requirements

5.3.1 Definition
General education "certification" shall indicate that a participating institution has verified that a transfer student has met CSU lower-division 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 any 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 general education program of the campus awarding the degree.
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5.3.2.3 Qualification for Full Certification
To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower-division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Distribution Areas). Community college certification does not guarantee that all CSU campus admission requirements have been met. The units must be distributed as follows below (except as specified in Subsection 5.3.4 below):

a. In Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.

b. In Area B, no fewer than 9 semester units (12-15 quarter units), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning.

c. In Area C, no fewer than 9 semester units (12-15 quarter units), with at least one course in the arts and one in the humanities.

d. In Area D, no fewer than 9 semester units (12-15 quarter units), with courses taught from at least two different disciplinary perspectives. In determining whether courses in Area D include enough breadth within the social sciences, a certifying institution may take into account the content of the courses, the course prefixes, the applicable Minimum Qualifications of the instructional faculty, or other evidence that the student has learned social science from more than one disciplinary perspective.

c. Area E, no fewer than 3 semester units (4-5 quarter units).

5.3.3 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 general education coursework in the subject areas certified.
5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements
For subject-area certification, campuses are not required to certify credits that exceed the minimum number of 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 general education 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 Subsection 5.3.4, the units must be distributed as follows:

a. For Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.

b. For Area B, no fewer than 9 semester units (12-15 quarter units), 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 for any given student, except for laboratory components incorporated into a physical or life science course.

c. For Area C, no fewer than 9 semester units (12-15 quarter units), with at least one course in the arts and one in the humanities.

d. For Area D, no fewer than 9 semester units (12-15 quarter units), with courses taken from at least two disciplinary perspectives.

e. For Area E, no fewer than 3 semester units (4-5 quarter units).
5.3.4 **GE Breadth for STEM Majors**

Students pursuing certain Associate Degrees for Transfer may be eligible to take GE Breadth for STEM, deferring two lower-division GE courses until after transfer. GE Breadth for STEM is applicable only to majors in which the Transfer Model Curriculum explicitly indicates the availability of the option.

California Colleges preparing a "CSU GE Breadth for STEM" certification as part of an Associate Degree for Transfer should ensure that the student has completed:

a. All courses in Areas A, B, and E of the traditional GE Breadth 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.

5.3.5 **Exceptions to Certification Requirements**

At the discretion of the 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 participating institution 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 California Community Colleges may include non-CSU upper-division courses in certification of lower-division CSU General Education Breadth or Intersegmental General Education Transfer Curriculum.
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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 general education 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 participating institution shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one participating institution 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.

5.5.2.2 Limit on Certification of Units in Areas B through D
A participating institution shall not certify a student for more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree is not required to accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

5.5.2.3 Limit on Requirements After Transfer
Upon transfer, no student shall be required to complete more units in General Education Breadth than the difference between the number certified in accordance with this executive order and the total units in General Education Breadth required by the campus granting the degree.

5.5.2.4 Restrictions on Certification of Upper-Division Courses
Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).
5.6 General Education Reciprocity Among CSU Campuses

5.6.1 Full Lower-Division Reciprocity

a. Full lower-division reciprocity is the process through which all lower-division general education requirements that one CSU campus has designated as having been satisfactorily and entirely completed shall be accepted as fulfilling all lower-division general education requirements of the CSU campus granting the baccalaureate degree—without regard to differences that may exist between the GE requirements of two campuses.

b. A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.

c. For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Article 5 above.

5.6.2 Reciprocity as Fulfillment of Full Lower-Division General Education Requirements

Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus shall not be held to any additional lower-division general education requirements by the campus awarding the degree.

5.6.3 Reciprocity for Subject-Area General Education Requirements

5.6.3.1 Definition

a. Subject-area lower-division reciprocity is the process through which lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree—without regard to differences that may exist in the configuration of the two programs or in the content of the subject area.

b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education 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
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the extent to which that student has satisfactorily completed the lower-division general education requirements in each subject area, and shall provide official documentation of such completion.

c. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined above.

d. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.

5.6.4 Reciprocity Limitations

The provisions of Article 5.6 do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree or from lower-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 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 California State University.

At minimum, the membership shall also include Chancellor’s Office staff, one California Community College instructional faculty member, one CSU campus academic affairs administrator, and one articulation officer from the CSU system and one from the California Community College system. Each member of the committee shall have an equal vote.

The chancellor or the executive vice chancellor and chief academic officer may from time to time request that the committee address and provide advice on other issues related to the development and well-being of California State University General Education Breadth policy and programs.
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The responsibilities of this committee shall be as follows:

a. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education Breadth policy to ensure high-quality general education.

b. To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.

c. To review the implications of CSU General Education Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to 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. To report as appropriate to the Chancellor and the Board of Trustees.

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 general education program. Within the CSU General Education Breadth distribution framework, each CSU campus is to establish its own requirements and exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

a. Assuring that General Education Breadth requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.

b. Considering the organization of approved courses so that students may choose from among a variety of “cores” or “themes,” each with an underlying unifying rationale.

c. Periodically reviewing approved courses to ensure that they remain responsive to the essential learning outcomes framework identified in Section 3.2.

d. Using evidence of student attainment of learning outcomes to inform the ongoing design of General Education curriculum and instruction.
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6.2.2 GE 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 general education distribution 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).

6.2.3 Campus Standing General-Education Committee

The effectiveness of a General Education Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

6.2.4 General-Education Academic Advising

Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.
6.2.5 General-Education Review and Assessment
Each campus shall provide for regular periodic reviews of general education program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include an assessment of general education student learning outcomes (as designed by campuses in consonance with but not constrained by the objectives stated in Article 3.2 of this executive order).

Timothy P. White, Chancellor

Dated: February 16, 2015
Executive Order 1100
Revised August 23, 2017

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
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Revised August 23, 2017

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.
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
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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
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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
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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)
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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.
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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

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Subarea</th>
<th>One course in each Subarea</th>
<th>Area total semester units required</th>
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<tr>
<td><strong>Area A English Language Communication and Critical Thinking</strong></td>
<td></td>
<td></td>
<td>A1 Oral Communication</td>
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<td></td>
<td>A3 Critical Thinking</td>
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<tr>
<td><strong>Area B Scientific Inquiry and Quantitative Reasoning</strong></td>
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<td>B1 Physical Science</td>
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<td></td>
<td></td>
<td></td>
<td>B2 Life Science</td>
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<td>B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2</td>
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<td><strong>Total</strong></td>
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<tr>
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<td>C1 Arts: Arts, Cinema, Dance, Music, Theatre</td>
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<th>Area total semester units required</th>
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<td><strong>Area D Social Sciences</strong></td>
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<td><strong>Area E Lifelong Learning and Self- Development</strong></td>
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<td><strong>Total</strong></td>
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</table>

| 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.